



TEACHER'S GUIDE

LESSON 39: WHERE ARE THE DINOSAURS?

Video summary: Anna visits a dinosaur museum and sees fossils, then Max sends her to the time of the dinosaurs.

Functional purpose: Asking polite questions, talking about prehistoric life, dinosaurs, fossils and bones

Grammar: Modal – *would*; review of simple past verb forms.

Question: Where are the dinosaurs?

Answers: Dinosaurs lived a really long time ago! But now they are extinct.

Adjective	Adverb	Noun	Pronoun	Modal Verb	Verb
extinct	ago	bones	millions	would	prepare
giant	anymore	ice cream			understand
polite	politely	dinosaur			
real		fossils			
rude		T. Rex			
vegetarian		(Tyrannosaurus Rex)			
		scientists			
		Triceratops			
		Velociraptor			

Learn how to pronounce dinosaur names with a YouTube video <https://tinyurl.com/prondino> or use an online dictionary with pronunciation help

<https://www.collinsdictionary.com/dictionary/english/tyrannosaurus>

<https://www.collinsdictionary.com/dictionary/english/triceratops>

<https://www.collinsdictionary.com/dictionary/english/velociraptor>

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points. This can be done in native language or English.

- If possible, show a toy dinosaur, a children's book about dinosaurs, or images of dinosaurs from the internet.
- Ask students when dinosaurs lived (a very long time ago). Ask students how big they think dinosaurs were and what they ate.

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- Write the things students mention on the board to refer to later.

Connect to students' experiences

- Ask, "What do you know about dinosaurs?"
- Ask, "What makes dinosaurs interesting? Do you have a favorite one?"
- Write student responses on the board.

Guess: What will happen?

- Show this image of Anna with some dinosaurs.



- Ask, "How do you think Anna went to visit the dinosaurs?"
- Take some student ideas and write them on the board to refer to later.

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- What do we call dinosaur bones?
- Why are dinosaurs no longer living?
- What does Anna remind Daisy to do? (to speak politely)
- Point to the student guesses you wrote on the board about the photo. Say, "Here are your guesses. What did you learn about how Anna visited the dinosaurs? (Max sent her with the travel walkie-talkies.)"

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- Refer to the board, indicating what students already knew about dinosaurs. Ask, “What new information did you get from the video? Was there anything we talked about earlier that was not in the video?”
- Say, “When you think about what you know before learning new things on the same topic, it can help you understand and remember what you hear in English. Try it other times you read or listen to English.”

Talk more about the lesson

- Ask students what they liked, what made them laugh or what parts they want to see again.
- Ask, “What do the friends say about dinosaurs?”
- Say, “One friend said dinosaurs are *extinct*. Do you know what that means?” (They are no longer living.)
- Say, “In today’s lesson, we will learn more about dinosaurs. We will talk about the different times they lived, what they ate, how much they weighed and of course, how big they were!”

ACTIVITIES

1. Comparing the Dinosaurs

Set up/materials

- This activity is aimed at helping your students use the language they have learned to compare and contrast living things. They will be using comparative and superlative adjectives.
- Help students learn the pronunciation of the dinosaur names on this activity sheet

Triceratops <https://www.britannica.com/dictionary/triceratops>

Stegosaurus <https://www.collinsdictionary.com/dictionary/english/stegosaurus>

Tyrannosaurus <https://www.britannica.com/dictionary/tyrannosaurus>

Allosaurus <https://www.collinsdictionary.com/dictionary/english/allosaurus>

Heterodontosaurus <https://www.youtube.com/watch?v=6pn0NpFFO-g>

Iguanodon <https://www.collinsdictionary.com/dictionary/english/iguanodon>

- Bring some toy dinosaurs or photos of dinosaurs to class to stimulate comments from the students.
- Have students form pairs and give each student a copy of the *Dinosaurs* activity sheet.

How to

- Tell students they will talk with a classmate about the dinosaurs they see on the sheet. Under each picture is information about the length, height, and weight of the dinosaur.
- Have a pair of students model the example conversation on the sheet. Ask students to suggest other questions they can ask that will prompt comparisons, such as “Which is the tallest dinosaur?” or “Which dinosaur is the lightest?”
- Give a time limit for the activity. As students discuss with their partners, walk around and monitor for questions or problems. When the time limit is reached, ask several pairs to share what they discussed.

Variation

- Have students write a paragraph about their favorite dinosaur. Provide research materials (see the end of this lesson) so students can learn more about the type of dinosaur and when it lived.



DINOSAURS

Do you have a favorite dinosaur? Why? Tell your friend. Then compare the size (how long), the weight (how heavy), and height (how tall) of two or three dinosaurs.

Example:

Student A: My favorite dinosaur is the Stegosaurus.

Student B: Why do you like it?

Student A: I like the spikes on its back.

Student B: Is it very big?

Student A: It's smaller than the Allosaurus. But it's bigger than the Heterodontosaurus.

Student B: I like the Heterodontosaurus. It's the smallest one here.

Student A: It's the shortest, too - less than a meter tall. It's shorter than I am.

Student A: What is the heaviest dinosaur?

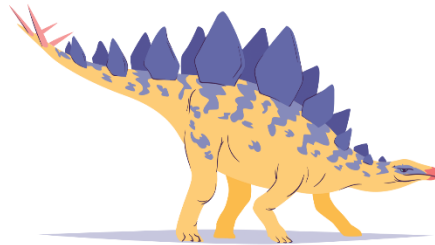
Student B: The heaviest one here is the Triceratops. What is the tallest?

Triceratops



Length: 7 - 9 meters
Height: 2 - 3 meters
Weight: 6 - 12 tons

Stegosaurus



Length: 4.5 - 9 meters
Height: 2 - 4 meters
Weight: 5 - 7 tons

Tyrannosaurus



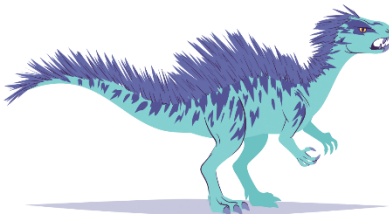
Length: 10 - 13.5 meters
Height: .4 - 5 meters
Weight: 5 - 9.5 tons

Allosaurus



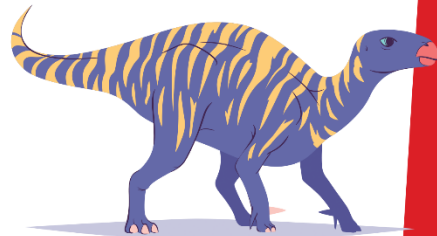
Length: 8.5 - 11 meters
Height: 3 - 3.5 meters
Weight: 2 - 4 tons

Heterodontosaurus



Length: 1.1 - 1.8 meters
Height: .3 - .7 meters
Weight: 2 - 10 kilograms

Iguanodon



Length: 9 - 13 meters
Height: 2 - 3 meters
Weight: 3 - 5 tons

2. Read and Write

Set up/materials

- Ask students to think about what they learned about dinosaurs in the lesson. They will practice writing about them in this activity.
- Give students a copy of the *Read and Write* activity sheet.

How to

- Have students trace the words. The sentences are:
 - I would love to see real dinosaurs!
 - But the dinosaurs are extinct. They are not living today.
 - We can see fossils of dinosaurs in a museum.
 - Triceratops were plant eaters, or vegetarians.
- Divide students into pairs and see how many more sentences they can form using the patterns in the sentences on this sheet.
- Ask pairs to read their sentences out loud.

Variations

- Have students write questions that can be answered with the statements in the activity sheet: “What did Triceratops eat?” “Why are there no dinosaurs walking around today?”
- Students can copy completed sentences into their notebook.



READ AND WRITE

I would love
to see real
dinosaurs!



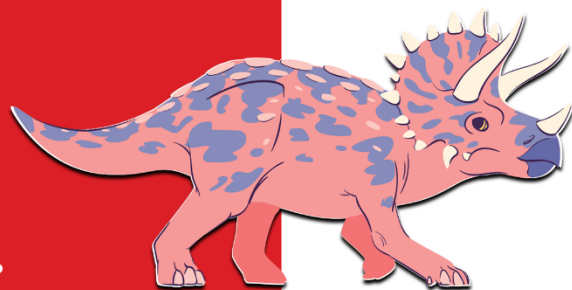
But the dinosaurs
are extinct. They
are not living today.



We can see fossils
of dinosaurs in a
museum.



Triceratops were
plant eaters
or vegetarians.



<https://learningenglish.voanews.com>

3. Listen and Speak – What Did Dinosaurs Eat?

Set up/materials

- Review the part of the video where the teacher and a young actor talk about what dinosaurs ate. Here is a transcript of that part of the video:

Teacher: What do you know about dinosaurs? I know a few things. Some dinosaurs ate only plants. Some ate meat. Some ate both. Dinosaur bones are called fossils. And they are extinct. They are not here anymore. Next, we hear from some friends. They talk about dinosaurs!

Actor: This is Brachiosaurus. It's the tallest dinosaur. It is vegetarian.

- Depending on the culture in which you are teaching, compare meat-eaters to vegetarians. Ask, "How about people? Does your family eat meat? Or are they vegetarian? How about animals we know? What do dogs and cats eat? What do cows and sheep eat?"
- Review the past tense of the verb *to eat*: *ate*. "What did you have for breakfast today? I ate _____" Have one or two students practice using the past tense of ate with similar questions.
- Say, "When we talk about people and sometimes animals, we use the word '*vegetarian*.' But there is also a more scientific way to talk about what animals eat. When we talk about what dinosaurs ate, we can use '*herbivore*' for plant eaters, and '*carnivore*' for meat eaters." For a dinosaur that ate both plants and animals, we say it is an '*omnivore*.'
- Divide the class into pairs. The activity is an information gap, with different sheets for each student in the pair: Student A and Student B.

How to

- Give students the *Listen and Speak* activity sheet. Have two students model the sample conversation given on the sheet. Point out that the grey box at the bottom of the sheet has the information students need to answer the questions about what the dinosaurs ate. Assign a time to end the activity.
- Let students begin asking and answering questions with their partner about the other pictures on the sheet.
- Have several pairs choose a dinosaur and demonstrate their conversation for the class about the foods it ate. For an extra competition, ask how many foods they found on the sheet. There are eight. These are the dinosaur foods shown: baby dinosaurs, small mammals, small lizards, snails, plants, trees, dinosaur eggs, and other dinosaurs.

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Variation

- Have students research other facts about the dinosaurs pictured: Where did they live? When did they live? There are additional sheets at the end of the lesson with information on the geologic time periods and on the periods in which various dinosaurs lived.

● LISTEN AND SPEAK

Ask your friend what these dinosaurs ate. Write what each dinosaur ate on the line. Then answer your friend's questions.

Omnivore - eats both plants and animals

Carnivore - eats other animals

Herbivore - eats plants

Circle dinosaur foods you see here.

Student A

Example:

Student A: What did Pterosaurs eat?

Student B: They ate insects and small animals.

Student A: So they were carnivores.

Student B: Right! What did Velociraptors eat?



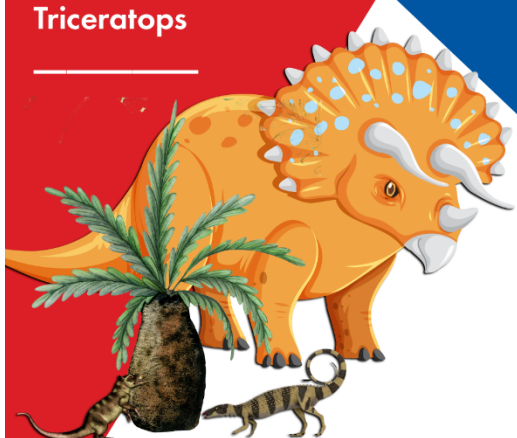
Velociraptor



Pterosaur
carnivore



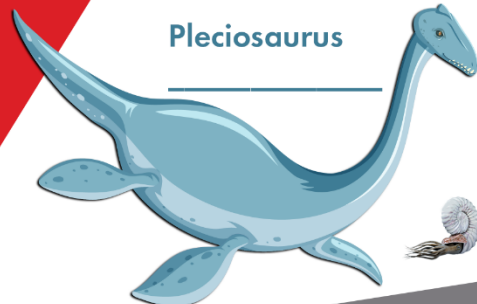
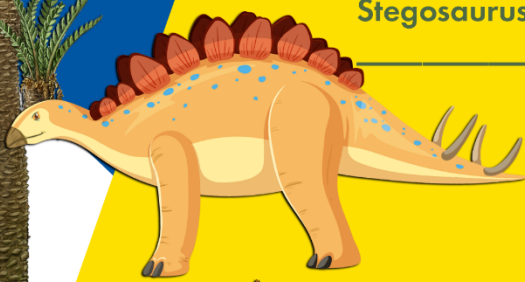
Allosaurus



Triceratops



Stegosaurus



Pleciosaurus



Oviraptor



Brachiosaurus

Velociraptors ate small lizards, small mammals and dinosaur eggs.
Triceratops ate fruit, plants and seeds.
Pleciosaurs ate clams, snails and fish.

● LISTEN AND SPEAK

Ask your friend what these dinosaurs ate. Write what each dinosaur ate on the line. Then answer your friend's questions.

Omnivore - eats both plants and animals

Carnivore - eats other animals

Herbivore - eats plants

Circle dinosaur foods you see here.

Student B

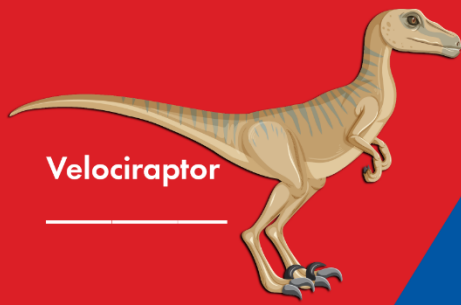
Example:

Student A: What did Pterosaurs eat?

Student B: They ate insects and small animals.

Student A: So they were carnivores.

Student B: Right! What did Velociraptors eat?



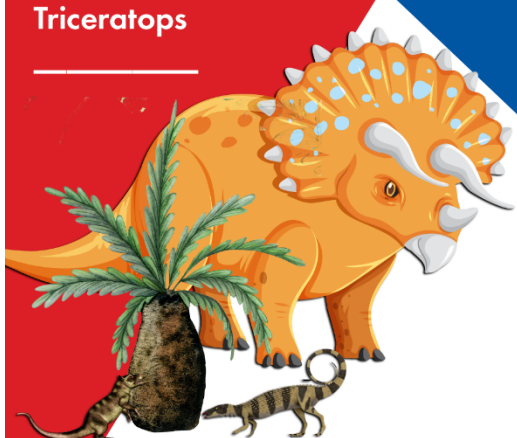
Velociraptor



Pterosaur
carnivore



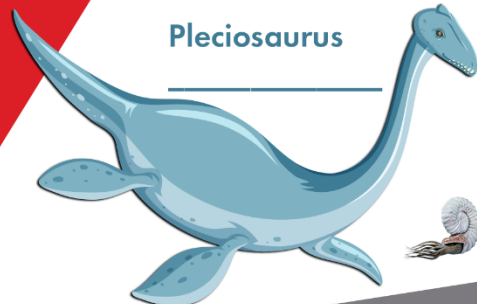
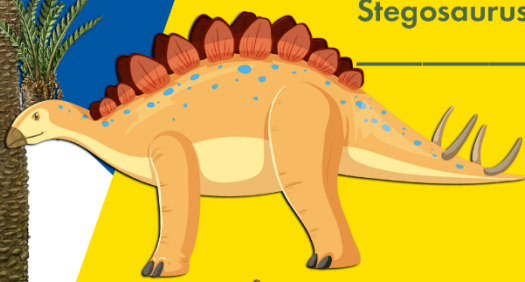
Allosaurus



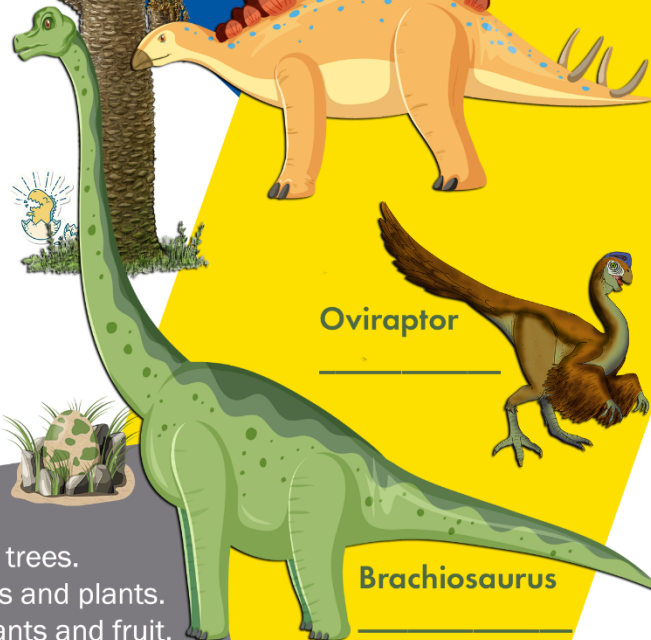
Triceratops



Stegosaurus



Pleciosaurus



Brachiosaurus

Oviraptor



Brachiosaurs ate leaves of trees.
Oviraptors ate eggs, insects and plants.
Stegosaurus ate bushes, plants and fruit.
Allosaurs ate other dinosaurs.

LEARN MORE

Using “Would” to Speak Politely

How to

- Play the part of the video where Anna asks Daisy to speak more politely and uses the modal verb *would*. Continue the video where the host explains the use of *would* for politeness and the video gives examples:

I want ice cream. *I would like ice cream.*
I want to see a movie. *I would like to see a movie.*

- Ask each student to write five sentences using the form *I want to + (verb)*, such as *I want to see a movie*.
- Have students form pairs. Then, each student exchanges the five sentences with his or her partner.
- Each student changes their partner’s sentences into the polite form using *would*, such as *I would like to see a movie*. Have students write and say the polite forms for each sentence.
- Next, have each student take the original “*want to*” statement and change it into a question using the auxiliary verb *Do*. Have students write and say the questions. For example:


I want to play outside.  *Do you want to play outside?*

- Then, have each student change the question using “*Do you want*” to the polite form using “*Would you like to*”; have students write and say the questions:

Do you want to play outside?  *Would you like to play outside?*

Variations

- Have students answer the questions politely, using the answers “*Yes, I would,*” or “*Yes, please.*”
- Have students change commands into polite requests using *would* and *could*. Have each student write five commands, such as “*Close the door,*” and “*Help me do my homework.*”

Close the window.  *Would you please close the window? Could you please close the window?*

- Put students into pairs or small groups and have them write short dialogues that demonstrate changing sentences into polite forms. One way to do this is to have them role-play the

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characters of parents and children, where the parents ask children to speak more politely. You can use the scene in the video where Anna asks Daisy to speak more politely to model this type of dialogue. After students write the dialogue, have students practice saying and acting their dialogues and then have them perform them to the whole class.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. "Would you please...?" is a _____ way to ask.
2. We call dinosaur bones _____.
3. After the rock from space hit the earth long ago, dinosaurs became _____.
4. Dinosaurs lived a long time _____.

Answer key:

1. polite
2. fossils
3. extinct
4. ago



QUIZ

1. "Would you please...?" is a way to ask.



2. We call dinosaur bones .



3. After the rock from space hit the earth, dinosaurs became .



4. Dinosaurs lived a long time .



Extra Research Resources

Set up

- The following pages contain additional information about these major groups of dinosaurs:

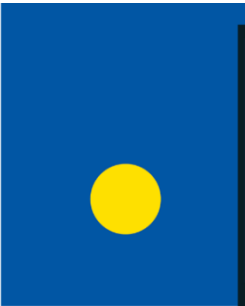
Ornithischians are so called because their hip bones look like those of birds, but they are not related to birds. They are all herbivores.

Saurischians have hips like those of lizards and are mostly herbivores, or plant-eaters. They include the largest of all the dinosaurs.

Theropoda is a subgroup of the Saurischians which includes all the flesh-eating dinosaurs.

How to

- Provide students with a choice of dinosaur group and give them time to research a particular dinosaur. Students can work on their research individually, in pairs, or in small groups.
- Have students give oral or written presentations on their chosen dinosaur.



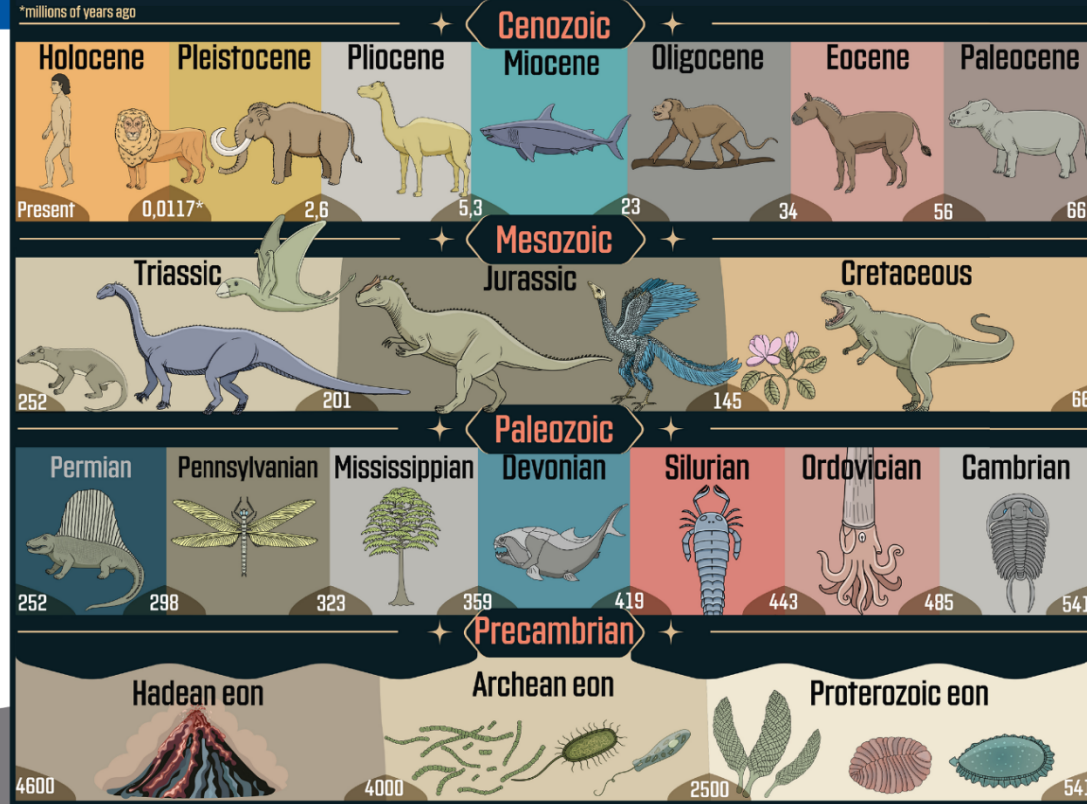
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GEOLOGIC TIME SCALE

*millions of years ago



<https://learningenglish.voanews.com>





Ornithischian Dinosaurs

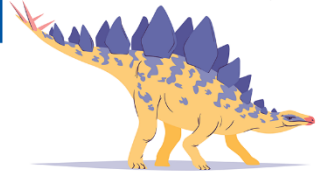
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Stegosaurus

Late Jurassic Period ~ 157-145 mya



Clade: Dinosauria
Order: Ornithischia
Family: Stegosauridae
Length ~ 4,5-9 m
Height ~ 2-4 m
Weight ~ 5-7 t

Triceratops

Late Cretaceous Period ~ 68 mya



Clade: Dinosauria
Order: Ornithischia
Family: Ceratopsidae
Length ~ 7-9 m
Height ~ 2-3 m
Weight ~ 6-12 t

Parasaurolophus

Late Cretaceous Period ~ 77-73 mya



Clade: Dinosauria
Order: Ornithischia
Family: Hadrosauridae
Length ~ 9-13 m
Height ~ 4-5 m
Weight ~ 2,5-4 t

Pachycephalosaurus

Late Cretaceous Period ~ 72-66 mya



Clade: Dinosauria
Order: Ornithischia
Family: Pachycephalosauridae
Length ~ 4-5 m
Height ~ 1-1,5 m
Weight ~ 0,5-7 t

Iguanodon

from Late Jurassic to Early Cretaceous Period ~ 145-113 mya



Clade: Dinosauria
Order: Ornithischia
Family: Iguanodontidae
Length ~ 9-13 m
Height ~ 2-3 m
Weight ~ 3-5 t

Ankylosaurus

Cretaceous Period ~ 68-66 mya



Clade: Dinosauria
Order: Ornithischia
Family: Ankylosauridae
Length ~ 7-11 m
Height ~ 1-2 m
Weight ~ 4-7 t

Heterodontosaurus

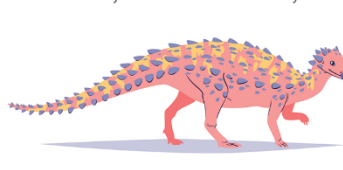
Early Jurassic Period ~ 200-190 mya



Clade: Dinosauria
Order: Ornithischia
Family: Heterodontosauridae
Length ~ 1,1-1,8 m
Height ~ 0,3-0,7 m
Weight ~ 2-10 kg

Scelidosaurus

Early Jurassic Period ~ 199-182 mya



Clade: Dinosauria
Order: Ornithischia
Family: Scelidosauridae
Length ~ 3,5-4 m
Height ~ 0,7-1,1 m
Weight ~ 0,2-0,3 t

Hypsilophodon

Early Cretaceous Period ~ 146-100 mya



Clade: Dinosauria
Order: Ornithischia
Family: Neornithischia
Length ~ 1,5-2,2 m
Height ~ 0,5-1 m
Weight ~ 15-20 kg



Sauropodomorpha Dinosaurs

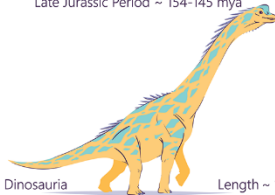
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Brachiosaurus

Late Jurassic Period ~ 154-145 mya



Clade: Dinosauria
Order: Saurischia
Family: Brachiosauridae
Length ~ 18-30 m
Height ~ 9-13 m
Weight ~ 28-64 t

Plateosaurus

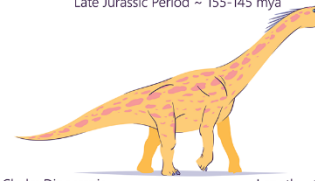
Late Triassic Period ~ 214-204 mya



Clade: Dinosauria
Order: Saurischia
Family: Plateosauridae
Length ~ 4-10 m
Height ~ 1-3 m
Weight ~ 0,6-4 t

Camarasaurus

Late Jurassic Period ~ 155-145 mya



Clade: Dinosauria
Order: Saurischia
Family: Camarasauridae
Length ~ 15-23 m
Height ~ 7-11 m
Weight ~ 22-52 t

Melanorosaurus

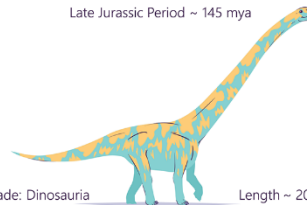
Late Triassic Period ~ 216-201 mya



Clade: Dinosauria
Order: Saurischia
Family: Melanosauridae
Length ~ 3-8 m
Height ~ 0,5-1,8 m
Weight ~ 0,2-1,5 t

Mamenchisaurus

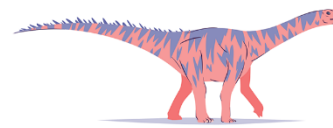
Late Jurassic Period ~ 145 mya



Clade: Dinosauria
Order: Saurischia
Family: Mamenchisauridae
Length ~ 20-30 m
Height ~ 7-11 m
Weight ~ 20-35 t

Cetiosaurus

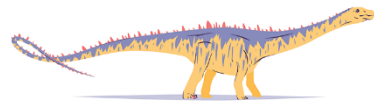
Middle Jurassic Period ~ 167 mya



Clade: Dinosauria
Order: Saurischia
Family: Cetiosauridae
Length ~ 15-18 m
Height ~ 4,5-6 m
Weight ~ 9-14 t

Diplodocus

Late Jurassic Period ~ 154-152 mya



Clade: Dinosauria
Order: Saurischia
Family: Diplodocidae
Length ~ 25-35 m
Height ~ 4-5 m
Weight ~ 20-80 t

Turiasaurus

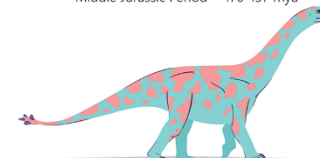
Late Jurassic Period ~ 150-143 mya



Clade: Dinosauria
Order: Saurischia
Family: Turiasauridae
Length ~ 30-39 m
Height ~ 7-9 m
Weight ~ 40-50 t

Shunosaurus

Middle Jurassic Period ~ 170-157 mya



Clade: Dinosauria
Order: Saurischia
Family: Cetiosauridae
Length ~ 8-11 m
Height ~ 3-4 m
Weight ~ 3-4 t



Theropoda Dinosaurs

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Megalosaurus

Late Triassic, Jurassic, Cretaceous Period ~ 208-85 mya



Clade: Dinosauria
Order: Saurischia
Family: Megalosauridae

Length ~ 7-9 m
Height ~ 2-2,3 m
Weight ~ 1-1,5 t

Ceratosaurus

Late Jurassic Period ~ 155-145 mya



Clade: Dinosauria
Order: Saurischia
Family: Ceratosauridae

Length ~ 6-8 m
Height ~ 2-2,3 m
Weight ~ 0,3-1 t

Herrerasaurus

Middle Triassic Period ~ 237-227 mya



Clade: Dinosauria
Order: Saurischia
Family: Herrerasauridae

Length ~ 4-6 m
Height ~ 1,2-1,8 m
Weight ~ 0,4-0,7 t

Tyrannosaurus

Late Cretaceous Period ~ 70-66 mya



Clade: Dinosauria
Order: Saurischia
Family: Tyrannosauridae

Length ~ 10-13,5 m
Height ~ 4-5 m
Weight ~ 5-9,5 t

Spinosaurus

Late Cretaceous Period ~ 112-93 mya



Clade: Dinosauria
Order: Saurischia
Family: Spinosauridae

Length ~ 12-18 m
Height ~ 4-5 m
Weight ~ 7-20 t

Coelophysis

Early Jurassic Period ~ 216-196 mya



Clade: Dinosauria
Order: Saurischia
Family: Coelophysidae

Length ~ 2-3 m
Height ~ 1-1,5 m
Weight ~ 15-30 kg

Dilophosaurus

Early Jurassic Period ~ 199-190 mya



Clade: Dinosauria
Order: Saurischia
Family: Dilophosauridae

Length ~ 5-7 m
Height ~ 1,3-1,6 m
Weight ~ 0,3-0,4 t

Allosaurus

Late Jurassic Period ~ 155-145 mya



Clade: Dinosauria
Order: Saurischia
Family: Allosauridae

Length ~ 8,5-11 m
Height ~ 3-3,5 m
Weight ~ 2-4 t

Carcharodontosaurus

Cretaceous Period ~ 145-72 mya



Clade: Dinosauria
Order: Saurischia
Family: Carcharodontosauridae

Length ~ 12-13,5 m
Height ~ 3-3,8 m
Weight ~ 6-13 t