

## 1 Reading a text

1. Read the first part of the text silently.

### How to get preserved as a fossil

Unfortunately the chances of any animal becoming a fossil are not very great, and the chances of a fossil then being discovered many thousands of years later are even less. It is not surprising that of all the millions of animals that have lived in the past, we actually have fossils of only a very few.

There are several ways in which animals and plants may become fossilised. First, it is essential that the remains are buried, as dead animals and plants are quickly destroyed if they remain exposed to the air. Plants rot, while scavengers, such as insects and hyenas, eat the flesh and bones of animals. Finally, the few remaining bones soon disintegrate in the hot sun and pouring rain. If buried in suitable conditions, however, animal and plant remains will be preserved. The same chemicals which change sand and silt into hard rock will also enter the animal and plant remains and make them hard too. When this happens we say that they have become fossilised. Usually only the bones of an animal and the toughest part of a plant are preserved.

2. Now follow while the trainer reads.

The soft body parts of an animal or the fine fibres of a leaf may occasionally become fossilised, but they must be buried quickly for this to happen. This may sometimes occur with river and lake sediments but is much more likely to happen with volcanic ash. One site near Lake Victoria, where my parents worked, contained many thousands of beautifully preserved insects, spiders, seeds, twigs, roots and leaves. A nearby volcano must have erupted very suddenly, burying everything in a layer of ash. The insects had no time to escape before they were smothered. *thx*

Caves are another site where fossils are easily formed, and luckily our ancestors left many clues in caves which made convenient shelters and homes. Things that people brought in as food or tools were left on the cave floor, and they were buried by mud, sand and other debris washed in by rivers and rain.

(from *Human Origins*: R. Leakey)



## 2 New vocabulary

1. Read the text and try to understand the *general meaning* of the story. (All the words in italics are nonsense words.)

A country girl was walking along the *snerd* with a *roggle* of milk on her head. She began saying to herself, 'The money for which I will sell this milk will make me enough money to increase my *trund* of eggs to three hundred. These eggs will produce the same number of chickens, and I will be able to sell the chickens for a large *wunk* of money. Before long, I will have enough money to live a rich and *fallentious* life. All the young men will want to marry me. But I will refuse them all with a *ribble* of the head – like this . . .'

And as she *ribbled* her head, the *roggle* fell to the ground and all the milk ran in a white stream along the *snerd*, carrying her plans with it.

2. Now look at the nonsense words again. Can you guess what they might mean?

## 3 Preparing for silent reading

1. The new words are in italics in the text. Write them in two lists:
  - words which you would present before reading;
  - words which you could leave for students to guess, and deal with afterwards.
2. How would you introduce the text? Decide exactly what you would say.
3. Look at these possible guiding questions. Choose the *two* which you think would be best.
  - a) Was the doctor rich?
  - b) Was the doctor unhappy?
  - c) What was the young man's problem?
  - d) Where was the man's pain?
  - e) What did the doctor advise?

A doctor who worked in a village was very *annoyed* because many people used to stop him in the street and ask his *advice*. In this way, he was never paid for his *services*, and he never *managed* to earn much money. He *made up his mind* to put an end to this. One day, he was stopped by a young man who said to him, 'Oh, doctor, I'm so glad to see you. I've got a *severe pain* in my left side'. The doctor *pretended* to be interested and said, 'Shut your eyes and *stick* your tongue out of your mouth'. Then he went away, leaving the man standing in the street with his tongue hanging out . . . and a large *crowd* of people laughing at him.

## 5 Follow-up activities

Any of these activities could be done after reading the text.  
Which type of activity do you think is most useful?  
Which is least useful?

### *Discussion questions*

Do you think he was a good doctor?  
How do you think the young man felt?

### *Reproducing the text*

Tell part of the story from these prompts:  
Doctor – village – annoyed.  
People – stop – street – advice.  
Never paid – never – money.

### *Role play*

Act out the conversation between the doctor and the young man.

### *Gap-filling*

Copy and fill the gaps:

One day, the doctor ..... a young man.

The doctor ..... interested.

He left the man ..... in the street with his tongue ..... out.