Fruit-loving dinosaur chewed like a parrot

LEVEL A2/B1


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I. WARM-UP

1. What is your favourite fruit, and why?
2. Have you ever seen a dinosaur fossil? Where?
3. Would you want a small dinosaur as a pet? Why or why not?

II. KEY VOCABULARY

- **fossil**
  The hard remains of a plant or animal found in rock.
- **researcher**
  A person who studies a topic to find new facts.
- **species**
  A group of animals or plants that are the same kind.
- **beak**
  The hard mouth of a bird, or something shaped like it.
- **muscle**
  A body part that helps you move.
- **jaw**
  The bone or area that moves your mouth to bite and chew.
- **berry**
  A small, soft fruit like a blueberry or raspberry.
- **groove**
  A long, narrow line or cut in a surface.

III. READING

Scientists have named a new dinosaur, Infernogallus jamesi, also called the "hell chicken". It lived about 66 million years ago and was about 1.5 metres long, weighing around 12kg.

A team from Stony Brook University, the Royal Ontario Museum and the North Dakota Geological Survey studied fossils in Montana and North Dakota. Researchers say this species was the first dinosaur known to have specialised in eating fruit.

Their study, published in the journal Nature Communications, found clues in its jaw and beak. Infernogallus had no teeth, but its chewing muscles let the beak move back and forwards. Ridges and grooves on the beak helped it mash soft foods.

The team think it ate ancient fruit, such as berries and fruits with hard stones inside. These features are similar to how some parrots eat today. The finding suggests dinosaurs had a wider range of diets than scientists realised.

Reading text adapted from reporting by **BBC News:** *"Meet the 'hell chicken' dino that loved fruit". Original article linked at* theenglishwire.com.

IV. COMPREHENSION QUESTIONS

1. What is the scientific name of the new dinosaur?
2. Where were the fossils of Infernogallus studied?
3. What makes this species' diet special, according to the study?
4. How did its beak help it eat soft foods?
5. Which modern animals does its eating style resemble?

V. DISCUSSION

1. Which fruit would you feed a fruit-loving dino? Why?
2. What animal mouth or beak looks coolest to you, and why?
3. Do you think more dinosaurs ate fruit than we knew? Explain.
4. At a museum, what do you look for first, and why?



VI. GRAMMAR FOCUS

Should / ought to

Use should/ought to + base verb to give advice or say what is a good idea. Both forms mean the same in this use.

*"Students **should learn** the name Infernogallus."*

*"We **ought to visit** a museum to see fossils."*

VII. GRAMMAR EXERCISE

Complete each sentence with should/ought to + the verb in brackets.

1. Students (bring) ___ fruit for a dino-themed snack.
2. Our class (read) ___ a summary of the study first.
3. My friends (compare) ___ the dinosaur's beak with a parrot's.
4. We (ask) ___ questions about diets in science.
5. Visitors (not/touch) ___ display fossils at museums.

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.


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I. LESSON GUIDE

- Timing: 8 minutes warm-up, 8–10 minutes vocabulary, 10–12 minutes reading, 8 minutes comprehension, 10 minutes discussion. Fold grammar into reading time if needed.
- Pre-teach or check: beak, jaw, muscle, fossil, berry. Use quick pictures or gestures and a 30-second mime game for chewing vs pecking.
- Reading and comprehension: set a gist question first (What was special about this dinosaur?), then pairs scan for size, place, and diet. Teens can underline evidence. No sensitive content in this story.
- Discussion: run Q1 as a quick class vote on the best fruit, then in pairs justify choices. For Q2, students sketch a beak or mouth in 60 seconds before sharing to keep energy high.

II. DISCUSSION FACILITATION TIPS

1. Take a quick show of hands for top fruits, then ask pairs to give one reason each.
2. Invite students to name a feature (teeth, beak, tongue), then compare in small groups.
3. Split class: one side says probably yes, the other no; then swap reasons.
4. Have students list three displays they enjoy, then share one with an example.

III. EXTENSION ACTIVITIES

Writing: In pairs, write a 70-word museum card explaining how Infernogallus ate fruit.

Presentation: In groups of three, give a 1-minute mini-talk comparing a parrot's beak with Infernogallus.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: Should / ought to

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

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IV. COMPREHENSION QUESTIONS

1. What is the scientific name of the new dinosaur?
   Infernogallus jamesi.
2. Where were the fossils of Infernogallus studied?
   In the US states of Montana and North Dakota.
3. What makes this species' diet special, according to the study?
   It was the first dinosaur known to have specialised in eating fruit.
4. How did its beak help it eat soft foods?
   Ridges and grooves and a beak that moved back and forwards mashed food.
5. Which modern animals does its eating style resemble?
   Some parrots.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Complete each sentence with should/ought to + the verb in brackets.

1. Students ___ fruit for a dino-themed snack. **should/ought to bring**
2. Our class ___ a summary of the study first. **should/ought to read**
3. My friends ___ the dinosaur's beak with a parrot's. **should/ought to compare**
4. We ___ questions about diets in science. **should/ought to ask**
5. Visitors ___ display fossils at museums. **shouldn't touch / should not touch / ought not to touch**

VI. GRAMMAR FOCUS

Key point: Use should/ought to + base verb to give advice or say what is a good idea. Both forms mean the same in this use. (Examples constructed.)

"Students **should learn** *the name Infernogallus."*

"We **ought to visit** *a museum to see fossils."*