

The daily routines of monsters, zombies, ghosts and aliens

Aim: Practise third person -s

Practise talking and writing about routines

Practise saying and writing common action verbs

Practise making questions about days, times and routines

Make a poster

1. Check students know the words ghost, monster, zombie and alien (show pictures)
2. Tell students what a boy does every day (he studies, he has breakfast at 6 am, he has rice for dinner etc)
3. Ask students what a zombie does every day (e.g. he drinks blood, he walks slowly, he moans)
Collect three or four ideas for each horrible thing on the board with the whole class.
Give them useful vocab (kill, dead bodies, corpse, mortuary, graveyard, haunt, moan, scare, scream, yell etc). Be really gross and encourage them to be really gross!
4. Ask each student to choose one of the horrible things - hopefully they'll end up in roughly even numbers. Or divide the class into four teams - a team of zombies, a team of aliens etc. Each team sits together at their own table.
5. Give each student a blank timetable (last page).
Ask each team to fill in the timetable for their horrible thing with what he eats for each meal ('he drinks blood', 'he eats intestines') and what he does each morning and so on ('he haunts the school', 'he moans')
Students can also write in the times of each part of the day - maybe a zombie has breakfast at 7 pm rather than 7 am.
6. Ask each team to write a set of 10 questions for one of the other horrible things ('What time does he go to bed?' 'What does he eat for breakfast on Monday?', 'Does he swim in blood?')

(monsters write questions for zombies, ghosts write questions for aliens, zombies write questions for ghosts and aliens write questions for monsters)

7. The zombies move and sit with the ghosts, and the aliens sit with the monsters.
Two teams ask their questions (if you need to ask them to write down the answers, this may help keep them focused and on task).
Then the ghosts sit with the aliens, and the monsters sit with the zombies and ask their questions.
8. Feedback: to end this stage, ask each team to choose the two most horrible, awful things they found out about the other horrible thing and ask them to tell the whole class. ('The zombie has a shower in blood on Mondays at 7 pm' 'The ghost sleeps in the graveyard every night.' 'The alien eats small boys brains' for dinner at 6 pm on Fridays')
9. Now they are ready to start writing.
Give them a title ('The Zombie's Day') and some examples, and they write about one day (they should choose the best day they wrote the timetable for).
(The zombie drinks blood for breakfast at 9 pm and then he...)
10. And then...Students copy the writing onto nice paper, draw some really awful pictures of blood and guts and so on, and it's a lovely poster!
If you print off a clip art picture of a zombie / monster / ghost or alien, then enlarge it and photocopy it onto an OHT, you can project it onto the whiteboard, stick a piece of paper onto the board and trace the image onto the paper for a giant zombie, monster, ghost or alien.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast					
Morning					
Lunch					
Afternoon					
Dinner					
Evening					

