

Make a monster

by Lisa Dold

Level: Beginner

Target age: 7-11

Aim: For learners to use *I've got...* to describe parts of the body and ask the question *Have you got...?*

Sub-aim: Revision of body parts and basic adjectives to describe body parts (e.g. *big, small, long, short, etc.*)

Materials: One complete copy of the monster pictures per pair of students and one of cut up monster pictures per pair of students. Post-it notes. Plasticine.

Warmer: Post-it body parts

1. Elicit body parts from the children and write them on the board.
2. Divide the children into groups of three or four and distribute enough Post-it notes for each group to copy the body parts from the board. There should be one Post-it note per body part.
3. Once the children have copied the body parts, ask for a volunteer from each group. Ask the volunteers to stand up.
4. Invite the children to stick the Post-it notes on the volunteers' corresponding body part.
5. Allow children to take turns at being the volunteer.

Activity 1: Guess my monster

1. Draw a picture of a monster on the board. Include a horn and a tail. Write a name for your monster.
2. Adopt a monster voice and introduce yourself as the monster. Begin to describe yourself and ask the children questions, e.g. *My name is Zoltar. I've got six long legs. Have you got six long legs?*
3. Continue to do this to ensure children understand the concepts.
4. Drill the target structures *I've got...* and *Have you got...?*
5. Divide the children into pairs and distribute a copy of the monster pictures to each pair.
6. Without the children seeing, select one monster picture from the cut-up set at random. Explain to the children that the secret monster picture is you.
7. Invite the children to ask questions, e.g. *Have you got three big eyes?*, etc. in order to identify which

monster you are.

8. Distribute cut up monster pictures to each pair of students and invite them to ask each other questions to identify their partner's monsters.

Activity 2: Make a monster

1. Give each child some plasticine.
2. Explain that you are going to describe a monster and they have to make the monster out of plasticine according to your description. If you do not have plasticine, the children could draw the monster.
3. Describe the monster and monitor as children make/draw it.
4. Divide the children into pairs, A and B. Ask child A to make a monster of their own design but ask them to do it so that child B cannot see.
5. Encourage A to describe the monster as if they were the monster (i.e. using *I've got...*) to their partner. Ask B to make the monster according to A's description.
6. Repeat for B.

Follow up

For homework, children draw a monster and write a description using the target language. They could then vote as a class on the funniest/strangest/most imaginative monster.

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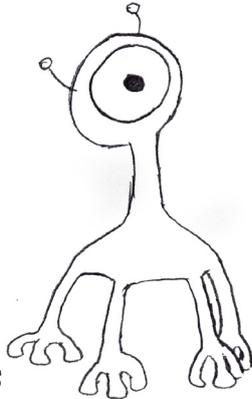
YOUNG LEARNERS WORKSHEET



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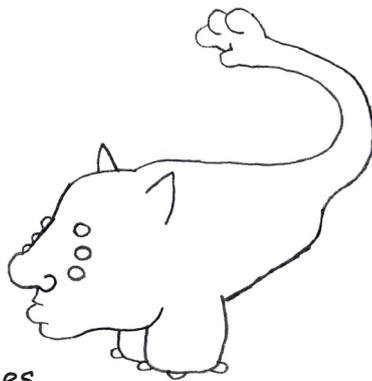
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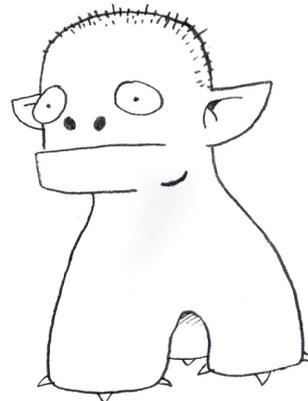
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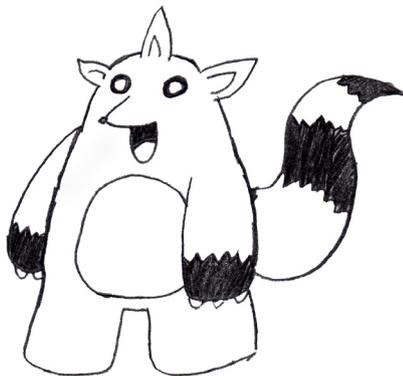
Wamwam



Miggles



Onok



Moot



Footface