

Space monsters

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Level 2 • Beginner–Elementary

Age: Primary (6–11)

Language aim: To practise colours and numbers 1–10, to introduce space vocabulary, to practise introductions, to understand descriptions of people

Time: 40 minutes

Student grouping: Individuals, pairs, whole class

Materials: One copy of the worksheet per student; the audio (downloaded in advance or played via onestopenglish); pictures of *spaceship, monster, stars, planet*

Language focus: Colours; numbers 1–10; *spaceship, monster, planet, space, stars; head, legs, arms, feet; alphabet; Touch your ...; He/She has got ...*

Procedure

Step 1

Show the class a picture of the earth or globe. Find out, in L1, which children have already travelled around the world. Ask *Where would you most like to go? What about other planets? Who would like to travel in space?*

Step 2

Hand out the worksheet. Explain that some aliens are visiting our planet. Four strange spaceships are in the sky and three space monsters have already landed. Teach *spaceship, planet, star* and *monster*.

Step 3

Tell the children they will hear descriptions of each planet. Play Track 1 of the audio. The children make a small mark of colour on each planet as they listen (they can finish colouring the planets later). The children hold up their photocopies for you to check.

Step 4

Teach the body parts needed for the activity. Use *Touch your ...* and point to your own head, legs, arms and feet. Get the children to point to each part in turn as you say it.

Step 5

Put children into pairs. Explain you will say *A-feet, B-head*. A must then touch B's feet and B must touch A's head. Stress safety and gentleness here. The children will have fun making body sculptures.

Step 6

Explain that the children will hear a voice describe the monsters. Play Track 2 of the audio, pausing where shown (//). The children should listen and colour the monsters' body parts.

Step 7

Play the audio a second and third time without pauses so the children can check themselves. Finally, working in pairs, they can describe one of the monsters e.g.

A: *I've got ... a red head (etc).*

B: *You're X.*

A: *Yes!*

Follow-up activity

Explain there is a missing monster which comes from spaceship D. The children can draw the monster and decide which route it took. Ask individuals to tell you the planets it visited. In pairs, children can describe their monsters to each other. Finally, let the children display their monsters so the rest of the class can see them all.

Transcript

Track 1

Planet 1 is green.

Planet 2 is yellow.

Planet 3 is red.

Planet 4 is purple.

Planet 5 is black.

Planet 6 is brown.

Planet 7 is white.

Planet 8 is orange.

Planet 9 is blue.

Planet 10 is pink.

Track 2

X has got a red head. X has got green arms and legs.

X has got red feet. X's hands are pink. // Beep! Beep!

Hello, I'm X! //

Y's blue with yellow feet and hands. // Ssssss. Hello,

I'm Y. Ssssss! //

Z is green but he's got black feet. // Glurg, glurg,

gloop, gloop! Hello, I'm Z. Glurg, glurg, gloop, gloop!

