

Little monsters

ACTIVITY TYPE

pairwork information transfer

LANGUAGE FOCUS

It's got ...

parts of the body: *arms, body, ears, eyes, feet, foot, hands, head, hair, legs, mouth, nose*

adjectives: *big, small, fat, thin, long, short*

LEVEL

1

AGE RANGE

7–8

TIME

20 minutes

MATERIALS

a copy of both *Little monsters* worksheets, A and B, per pair of pupils

Before class

Make a copy of both *Little monsters* worksheets, A and B, for every two pupils.

In class

- 1** Revise or pre-teach the language used in the activity. Draw a monster on the board and describe it to the class using as much of the target language as you can:
It's got two big heads and long hair. It's got a fat body, and three long arms, but it hasn't got legs. It's got a big nose and five small eyes. It's got four ears.
- 2** Ask your class to dictate a different monster for you to draw next to the first monster on the board. If they have any problems, prompt them by saying the different body parts.
- 3** Do the same for a third monster.
- 4** Demonstrate the activity with a pupil. Ask a pupil to come to the front and give him or her a board pen or chalk. Say *monster number 1* and describe one of the monsters on the board (not the first one). Your pupil must write the number 1 next to the monster you describe. Ask a different pupil to come to the front, say *monster number 2* and describe a second monster. The pupil must write the number 2 next to this monster.
- 5** Arrange the class in pairs: A and B. Give pupils their *Little monsters* worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper.
- 6** Pupil As describe their 'monster number 1' for Pupil Bs to identify. Pupil Bs write the number in the box above the monster, as in the example on their worksheet.
- 7** Pupils take turns to describe a monster while their partner tries to identify it and writes the number in the box.
- 8** Circulate to monitor and check.
- 9** When pupils have finished they compare their worksheets to check they have the correct answers.

Extension

- Pupils invent their own monster and draw it in secret.
- In pairs they describe their monster, for their partner to draw.
- They then write a description of the monster using the language they have practised.

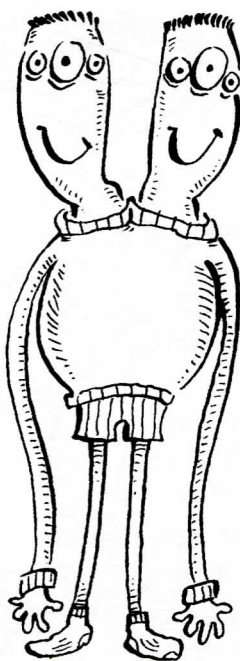
A

Describe your monsters.

1



2



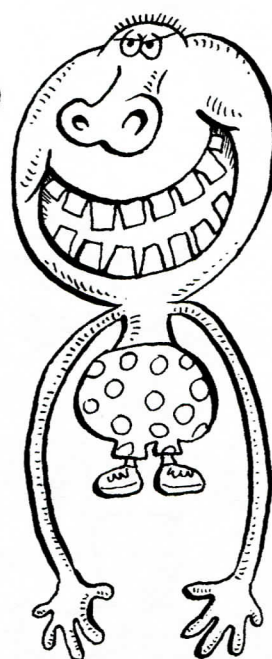
3



4

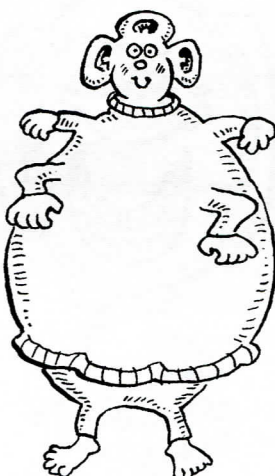


5



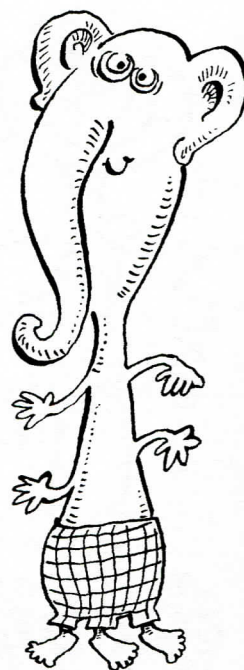
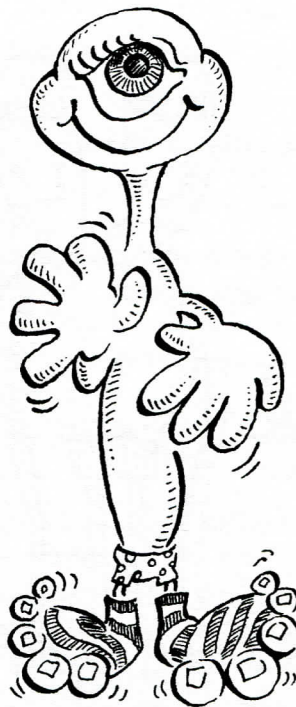
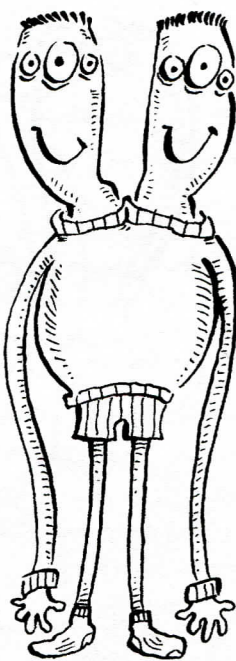
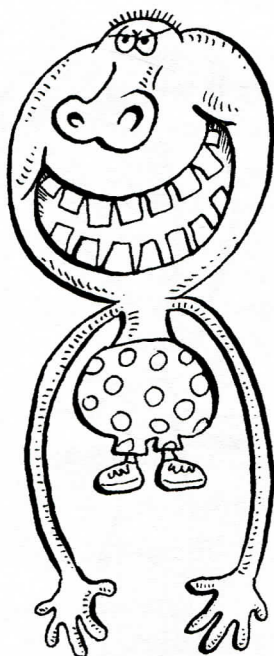
Listen and write the numbers.

1



B

Listen and write the numbers.



Describe your monsters.

1



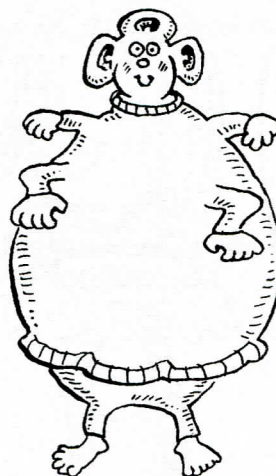
2



3



4



5

