



DESCRIBE YOUR MONSTER

[MATERIAL FOR THE ENGLISH CLASSROOM]



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TEMPLATE FOR MATERIALS

Title	Describe Your Monster	
Level	Beginner (9-10 year olds)	
Duration	50 minutes	
Objectives	<p>Whole learner:</p> <ul style="list-style-type: none"> ▪ To develop planning skills ▪ To work collaboratively ▪ To use interpersonal skills while playing a board game ▪ To raise awareness on self and others (illnesses and injuries) <p>Whole world:</p> <ul style="list-style-type: none"> ▪ To complain about illnesses, and injuries <p>Whole language:</p> <ul style="list-style-type: none"> ▪ To talk about body parts ▪ To use the structure “have got / has got” 	
Language use	<p>Listening:</p> <ul style="list-style-type: none"> ▪ Listening for general understanding (rules of the game) <p>Interaction</p> <ul style="list-style-type: none"> ▪ Playing a board game in a group <p>Speaking:</p> <ul style="list-style-type: none"> ▪ Developing learner’s ability to describe the physical description of their version of monsters ▪ Answering questions about physical description <p>Writing:</p> <ul style="list-style-type: none"> ▪ Writing a paragraph about their monster 	
Language focus	Linguistic Focus	Discourse focus
	<p>Grammar Present Simple – has got/have got</p> <p>Vocabulary Body parts – numbers 1-10</p> <p>Phonetics – Pronunciation of body parts</p>	<p><i>Repetition of answers and information regarding description of monsters: “My monster has got ... arms and a (big) (head).”</i></p>
	Pragmatic Focus	Cultural Focus
	<p>Describing something physically</p> <p>Identifying</p>	<p>Possibility of talking about other myths from different countries such as the Loch Ness Monster</p>
Reflection on learning	<p>Learning strategies: activating background knowledge, developing planning skills, sequencing, deduction, repetition, selective attention, summarizing, self-management</p> <p>Multiple intelligences: visual, kinesthetic, interpersonal, spatial and linguistic and intelligences</p> <p>Learning styles: Varied learning styles will be used according to individual students learning needs (see sequence for activities)</p> <p>Portfolio: A paragraph describing their monster will be placed in their Dossier after being evaluated.</p>	
Towards learners’ autonomy		
Assessment	Students will be asked to prepare a homework based on a paragraph description of their monster	
Materials and resources needed	Six board games dice, counters study sheet to be given out.	
Sequence of activities	<ol style="list-style-type: none"> 1. Preparation 2. Board Game 	

SEQUENCE OF ACTIVITIES

1. Preparation to the game

- Divide the class into six groups.
- Give each group a board game, a set of counters, and dice.
- Each student should also have coloured pencils.
- Before you start the game give out a paper on which there is a head and a body.

2. Board Game

- Students will form their monsters as they go along the spaces on the board game.
- Ask them to give a name for their monster.
- Ask them to describe their monsters to each other in groups using has got. (For ex: My monster has got five big ears and a big blue nose.)
- Select two students to describe their monsters to class.