

# Who's who?

## Language aims

- adjectives
- parts of the body
- *have got*

## Vocabulary

- *straight, curly, big, long, fair, black, hair, beard, moustache, shoulders, teeth, neck, head*

## Procedure

- 1 Pre-teach any new vocabulary by using examples based on the pupils themselves: *Has Ivana got straight hair or curly hair?* etc.
- 2 Give out copies of the puzzle, but tell the class not to write anything yet. Read out the sentences and get the class to call out the answers. When you have read through the whole sheet, the class can complete the puzzle on paper.
- 3 Check their answers.

### Key

- |         |                  |
|---------|------------------|
| 1 Sam   | 10 Bill          |
| 2 Tom   | 11 Ben           |
| 3 John  | 12 Peter         |
| 4 Peter | 13 Jim           |
| 5 Jim   | 14 Peter         |
| 6 Fred  | 15 Paul          |
| 7 Pat   | 16 Nick          |
| 8 Nick  | 17 Fred and Bill |
| 9 Fred  | 18 Jim and Peter |

## Additional activities

### 1 More questions

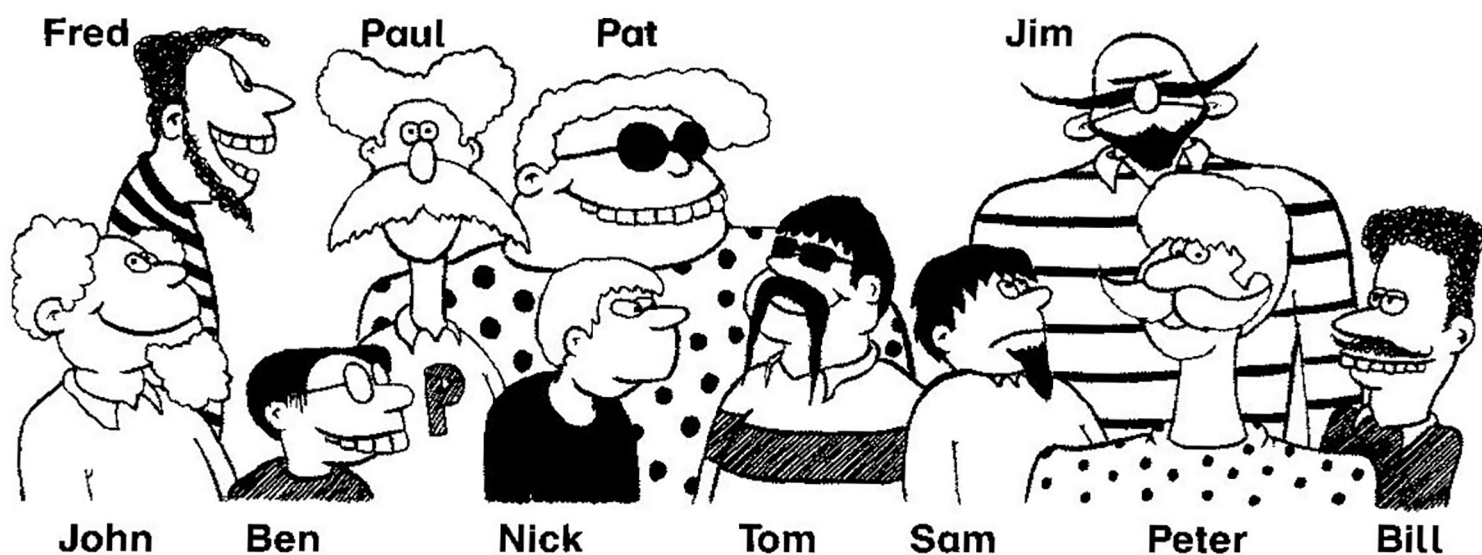
Organise the class into three or more teams of up to four pupils per team. Each team must write five more sentences similar to those in the puzzle. Team A reads out one of their sentences. The first of the other teams to work out who they are referring to wins a point. Then it is team B's turn, and so on.

### 2 Picture dictation

Get the class to draw a monster. Use the vocabulary from the puzzle and your imagination, or read out the following:

*Draw this monster. He's got a big head with three big eyes, big ears and a lot of teeth. He's got a short beard and a big moustache. He's got a very long straight neck. He's got big shoulders and four long arms. On his hands, he's got a lot of curly black hair. He's only got one leg. It's very short and it's got a very big foot. On his leg and foot he's got long fair hair.*

Afterwards, pupils draw their own monster without letting anyone see it. In pairs, they take turns to describe their monsters while their partners listen and draw.



### Who is it?

- 1 He's got straight hair and a beard. ....
- 2 He's got straight black hair and a moustache. ....
- 3 He's got curly fair hair and a beard. ....
- 4 He's got straight fair hair and a moustache. ....
- 5 He's got big shoulders and a beard. ....
- 6 He's got a beard and big teeth. ....
- 7 He's got big shoulders and curly fair hair. ....
- 8 He's got straight fair hair. He hasn't got a moustache. ....
- 9 He's got curly black hair, big teeth and a beard. ....
- 10 He's got curly black hair and a moustache. ....
- 11 He's got straight hair and big teeth. ....
- 12 He's got a long neck and straight hair. ....
- 13 He hasn't got any hair on his head. ....
- 14 He's got big shoulders, fair hair and a moustache. ....
- 15 He's got a long neck and curly hair. ....
- 16 He hasn't got a moustache, a beard or big teeth. ....
- 17 They've got curly black hair. .... and ....
- 18 They've got big shoulders and moustaches. .... and ....

# Mystery animals



## ACTIVITY TYPE

TPR whole class game, small group game

## LANGUAGE FOCUS

verbs: *be, can, have got*  
physical description  
animals

verbs: *climb trees, fly, jump, run, sing, swim*  
parts of the body: *body, ears, legs, mouth, nose, tail, teeth*  
adjectives: *big, small, long, short*

## LEVEL

1

## AGE RANGE

7-8

## TIME

30 minutes

## MATERIALS

a copy of the *Mystery animals* worksheet per group of three or four pupils

## Before class

Make one copy of the *Mystery animals* worksheet for each group of three to four pupils and cut them into sets of 10 animal cards.

## In class

- Pre-teach or revise the animals either by miming them (e.g. an elephant with a long swinging trunk) or by making their sound and asking pupils to name the animals.
- Play a whole class TPR game:
  - Place the animal cards in a pile on a table at the front of the class.
  - Demonstrate the game. Pick up a card (e.g. crocodile) and look at it. Mime the animal (e.g. arms extended opening and closing in front of you). Ask pupils *What am I?* to elicit *You're a crocodile.*
  - Ask a pupil to come to the front of the class and give him or her an animal card. The pupil mimes the animal or makes the animal noise for the class to guess.
  - The first pupil to put up his or her hand and give the correct answer, using *You're a ...*, comes to the front of the class and has a turn.
- Pre-teach or revise the target structures, e.g. *Can a tiger climb trees?* to elicit *Yes, it can.*  
*Can an elephant jump?* to elicit *No, it can't.*  
*Is a crocodile big?* to elicit *Yes, it is.*  
*Has it got a big mouth?* to elicit *Yes, it has.*  
*Has a duck got four legs?* to elicit *No, it hasn't.*  
Practise different question forms and include the adjectives *big, small, long, short*, and colours. Use the following verbs: *swim, run, jump, fly, climb trees, sing*, and the following body parts: *body, legs, nose, tail, mouth, teeth, ears.*
- Divide the class into small groups of three or four pupils. Each group works around a table with a set of animal cards.
- Demonstrate the game to the class with yourself as one of the players and three more pupils.
  - One pupil turns over a card and looks at it in secret.
  - The other pupils take it in turns to ask questions in order to guess what the mystery animal is: *What colour is it? Is it big? Is it small? Has it got a big nose? Has it got a long tail? Has it got four legs? Can it swim? Can it run? Can it jump? Can it climb trees? Can it fly?*
  - The pupil who guesses the animal correctly, using the question *Is it a ...?* gets the card. Each pupil may only try and guess the animal once. If a pupil guesses incorrectly, he or she can continue to ask general questions, but not the question that wins the card.
  - If the group cannot guess the animal in eight questions then the player keeps the card.
  - At the end of the game the player with the most cards wins.
- Circulate as they play to monitor and check.

## Extension

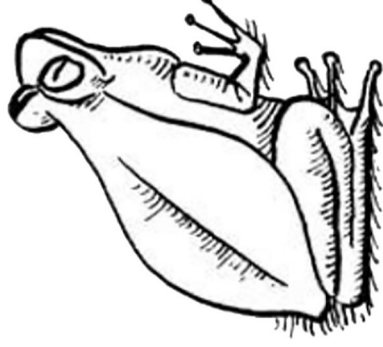
Pupils can write a short description of a mystery animal, e.g. *It's small. It's green and red. It's got small black eyes. It hasn't got ears. It's got a long tail and it's got two short legs. It can fly and it can sing. What is it? (It's a parrot/bird.)* Each pupil can read his or her animal description aloud for the class to guess.



tiger



snake



frog



monkey



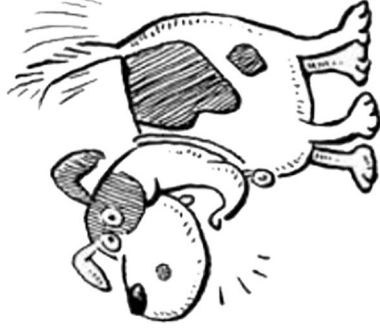
duck



elephant



cat



dog



bird



crocodile



# Peter Potato Face

## ACTIVITY TYPE

individual 'make and do',  
pairwork information transfer

## LANGUAGE FOCUS

has got

parts of the face: face, hair,  
nose, eyes, ears, mouth  
colours

adjectives: long, short, big,  
small

## LEVEL

1

## AGE RANGE

7-8

## SKILLS

speaking, writing (optional)

## TIME

60 minutes

## MATERIALS

a copy of the *Peter Potato Face* worksheet per pupil,  
scissors, crayons, glue  
(optional), an envelope per  
pupil (optional)

## Before class

Make a copy of the *Peter Potato Face* worksheet for each pupil.

## In class

- 1 Give pupils a copy of the *Peter Potato Face* worksheet. Check that they know the names of all the parts of the face: face, hair, ears, eyes, nose, mouth.

- 2 Ask pupils to colour the parts of the face as you dictate. Say:

*Colour the face brown.*

*Colour the short hair purple.*

*Colour the small eyes black.*

*Colour the big mouth yellow.*

*Colour the big nose red.*

*Colour the big ears orange.*

*Colour the long hair green.*

*Colour the big eyes blue.*

*Colour the small mouth pink.*

*Colour the small nose orange.*

*Colour the small ears grey.*

- 3 Pupils cut out the parts of the face. Make sure they cut around the dotted lines.

- 4 Now describe Peter Potato Face. The idea is for pupils to make up the face as you dictate, e.g.

*This is Peter Potato Face. He's got short hair.*

*He's got big ears. He's got a small mouth.*

*He's got a big nose. He's got small eyes.*

## Note

The ears go behind the head.

You may wish to use colour adjectives in your descriptions. If so, point out that these come after *short*, *small*, etc.

- 5 Invite a pupil to dictate to the rest of the class while they place the parts. Insist on the use of *He's got* and the use of *a* with singular countable nouns (*nose*, *mouth*).

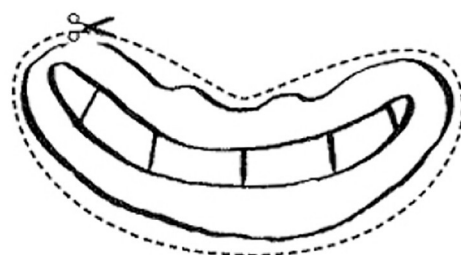
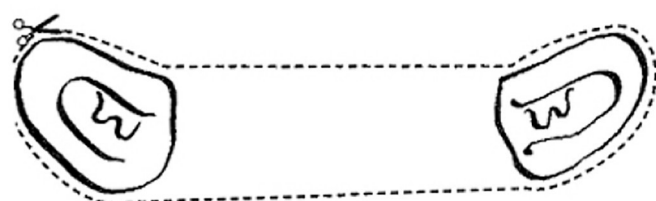
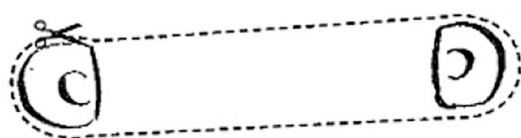
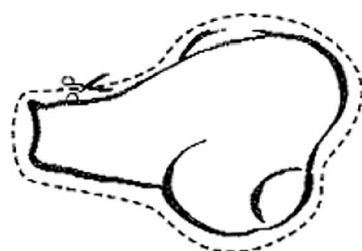
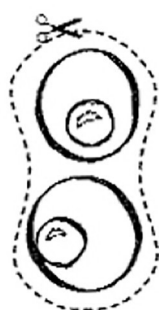
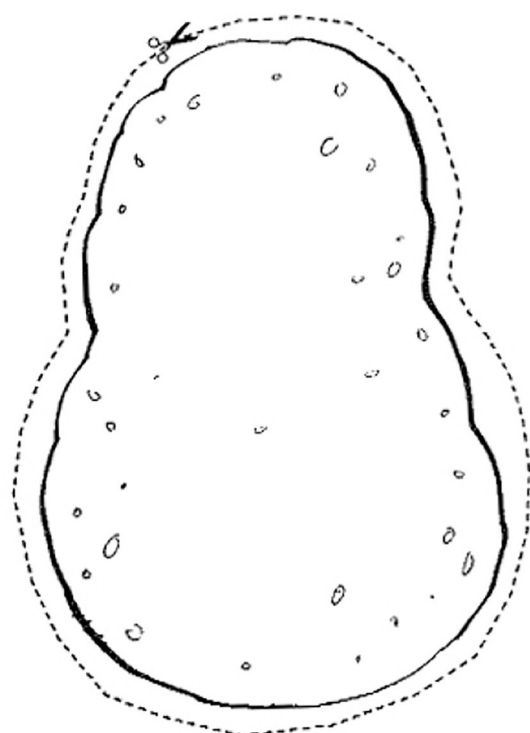
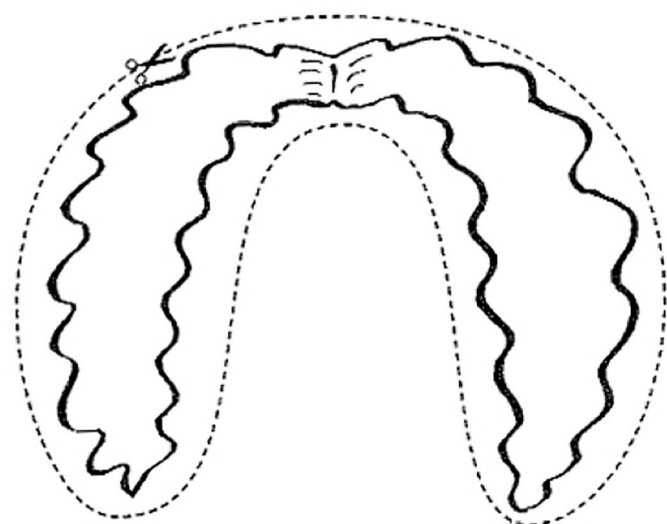
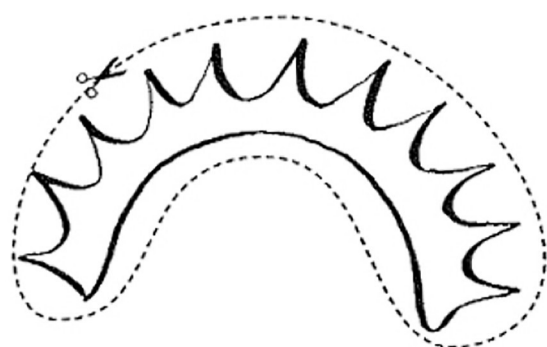
- 6 Arrange the class in pairs: A and B. As make up a face in secret and then dictate to Bs for them to place the parts onto the face. When they have finished, they compare faces. They then change roles.

- 7 Circulate to monitor and check.

- 8 If you want to repeat the activity in a later class, pupils should save their face parts in named envelopes.

## Extension

- 1 Pupils invent their own Peter Potato Face and stick it into their notebooks or onto paper. They then write a description of the face using the language they have practised.
- 2 Fast finishers can draw the shape of a face and use the remaining parts to make a Petra Potato Face. They then write a description using *She's got*...



# Animal jumble

## ACTIVITY TYPE

individual 'make and do',  
pairwork game

## LANGUAGE FOCUS

*has got*  
possessive 's  
parts of the body: *head*,  
*body*, *legs*, *tail*  
adjectives: *long*, *short*, *big*,  
*small*

## LEVEL

1

## AGE RANGE

7-8

## SKILLS

speaking, writing (optional)

## TIME

60 minutes

## MATERIALS

a copy of the *Animal jumble*  
worksheet per pupil, glue,  
scissors, crayons (optional)

## Before class

Make a copy of the *Animal jumble* worksheet per pupil. Make up a copy of the *Animal jumble* booklet (see step 3 for instructions).

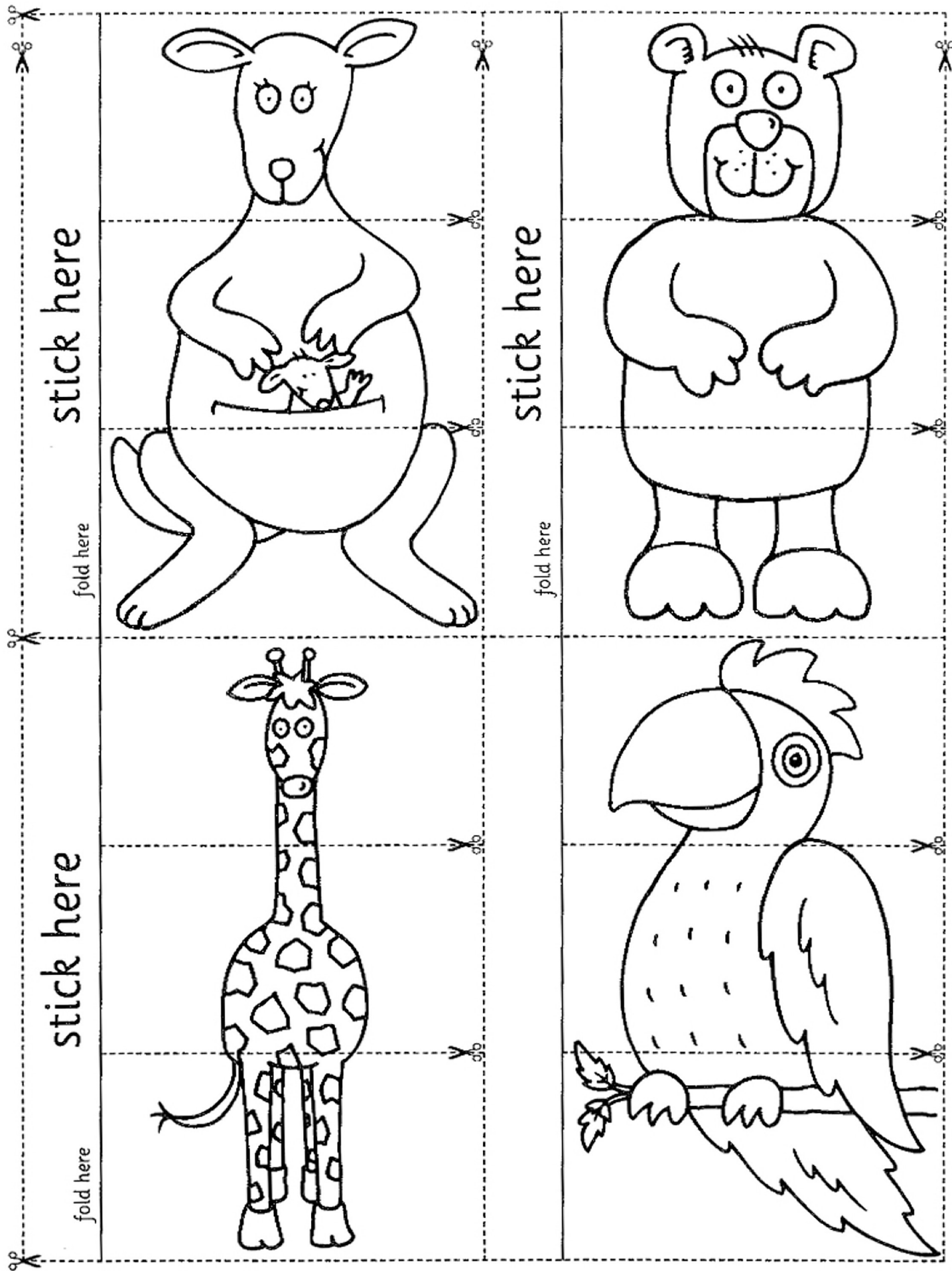
## In class

- 1 Show your class the prepared *Animal jumble* booklet and revise animal and body vocabulary that they will need: *giraffe*, *parrot*, *kangaroo*, *bear*, *head*, *body*, *tail*, *leg*.
- 2 To practise the structures and the vocabulary in the activity talk about each animal and its body, using *has got*, adjectives and body parts, e.g.  
*The giraffe's got a long neck, a small body and four long legs. It's also got a long tail.*
- 3 Give pupils the worksheet and ask them to make up their booklets following you step by step:
  - a Cut it into four rectangles, each with a different animal.
  - b Glue the four rectangles together, down the left-hand side. Make sure that all your class glue them in the same order, e.g. first the kangaroo; on top of this they glue the bear; next they glue the giraffe; and they glue the parrot on top.
  - c Pupils cut along the dotted lines. They should now have a booklet with four pages, each with a different animal, and each animal cut into three: head, body, legs and tail.
  - d Fold along the lines so that you can jumble the heads, bodies, and legs and tails of the animals.
- 4 Demonstrate the activity by example. Create a new animal by folding the parts of the booklet in secret. Describe the animal so that pupils can make the same one in their booklet, stressing the possessive 's, e.g.  
*It's got a kangaroo's head, a giraffe's body and a bear's legs.*
- 5 Arrange pupils into pairs: A and B. As make up the animal in secret and then dictate to Bs who make up the animal. When they have finished, they compare animals. They then change roles. They can continue like this several times.
- 6 Circulate to monitor and check.

## Extension

Fast finishers can choose their favourite animal jumble, colour it as they wish, and then write a description of it, e.g.

*'My animal has got a parrot's head, a bear's body and a kangaroo's legs and tail. It's got a red and blue head, a brown body and a long tail.'*



### Communication activity

- For further practice in describing people, use the information gap activity on page 29. Make photocopies of the page and cut them into A and B sheets for each pair in the class.
- Students take it in turns to describe the people in the completed picture on their sheet. Their partner draws in the details missing from their incomplete picture. Encourage them to ask questions for clarification if they need to. At the end, pairs compare their pictures and discuss any differences between them.

## Student A

- 1 Ask your partner to describe Terry and Joanna. Listen and complete your picture.

A: What's Terry like?

- 2 Describe Sandra and Leo to your partner.

A: Sandra's got short dark hair and ...



Terry

Sandra

Joanna

Leo

## Student B

- 1 Describe Terry and Joanna to your partner.

B: Terry's got small eyes and ...

- 2 Ask your partner to describe Sandra and Leo. Listen and complete your picture.

B: What's Sandra like?



Terry

Sandra

Joanna

Leo



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# Body Songs

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## Language Focus

- ★ body vocabulary
- ★ *have got*
- ★ numbers

## Materials

- ★ copies of MY/07 (one between two would do)

## I've Got Ten Fingers

- 1 Tell pupils *I've got 1 nose*. Ask them to tell you which parts of their body they've only got one of e.g. head, body, mouth.
- 2 Repeat with two e.g. *I've got 2 eyes*.
- 3 Count your fingers and say *I've got 10 fingers*. Get other pupils to do this. Now ask some pupils to take off their socks and shoes and count their toes, saying *I've got 10 toes* at the end. Repeat until all pupils are familiar with these phrases.
- 4 Hand out copies of the song lyrics and sing the song several times until pupils have learnt the words. Now get them to stand in a circle and sing the song while doing the actions e.g. bending down to touch their toes, holding their hands up when they say 'fingers', etc.

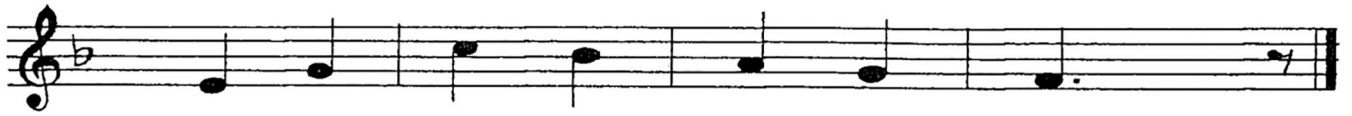
## Heads, Shoulders, Knees and Toes

- 1 Sing the song several times until pupils are familiar with the tune and words.
- 2 Get pupils to stand up and sing the song through again, touching each part of the body as it is mentioned.
- 3 Sing the song again, missing out the word *heads* each time but still doing the actions.
- 4 Sing it again, missing out *heads* and *shoulders* but still doing the actions.
- 5 Continue like this until there are no words left and the song is just actions.

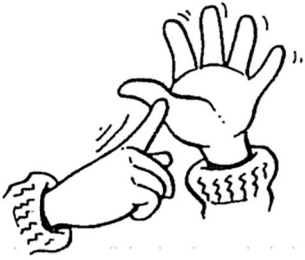
# I've Got Ten Fingers



I've got ten fin - gers, I've got ten toes, I've



got two ears, two eyes, one nose!



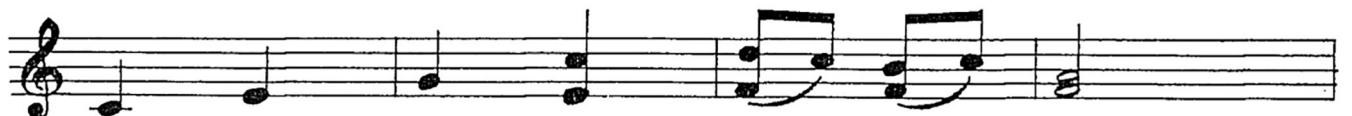
# Heads, Shoulders, Knees and Toes



Heads, shoul - ders, knees and toes, knees and toes,



Heads, shoul - ders, knees and toes, knees and toes, \_ And \_



eyes and ears and mouth and \_ nose,



Heads, shoul - ders, knees and toes, knees and toes.



# Mixed-up Animal



## Language Focus

- ★ *has got*
- ★ *parts of the body*
- ★ *the possessive's*

## Materials

- ★ a copy of AN/03 for each pupil
- ★ crayons/coloured pencils

## Procedure

- 1 Give a copy of the worksheet to each pupil. Ask them some questions about the animal e.g. *Is it a real animal? Has it got a lion's head?*
- 2 Ask them to complete part A (individually or in pairs) following the written example.
- 3 Go over the answers with the class.

### Answers:

It's got an elephant's head, a giraffe's neck, a bird's wings, a zebra's body, a cow's legs and a rabbit's ears.

- 4 Pupils now complete part B by drawing their own mixed-up animal and giving this to a partner to write about. They then colour in their animals and display them on the walls along with the written descriptions.

## Follow-up

- 1 Split the class into teams for a general knowledge quiz.
- 2 Ask the following questions (you can add more) and the first team to give you a correct answer wins a point.

Which animal has got a long neck?

Which animal has got black stripes?

Which animal has got a woolly coat?

Which animal has got long ears?

Which animal has got 2 horns?

- 3 The team who have the most points at the end are the winners.
- 4 Again, teams could go on to make up questions to ask another team.

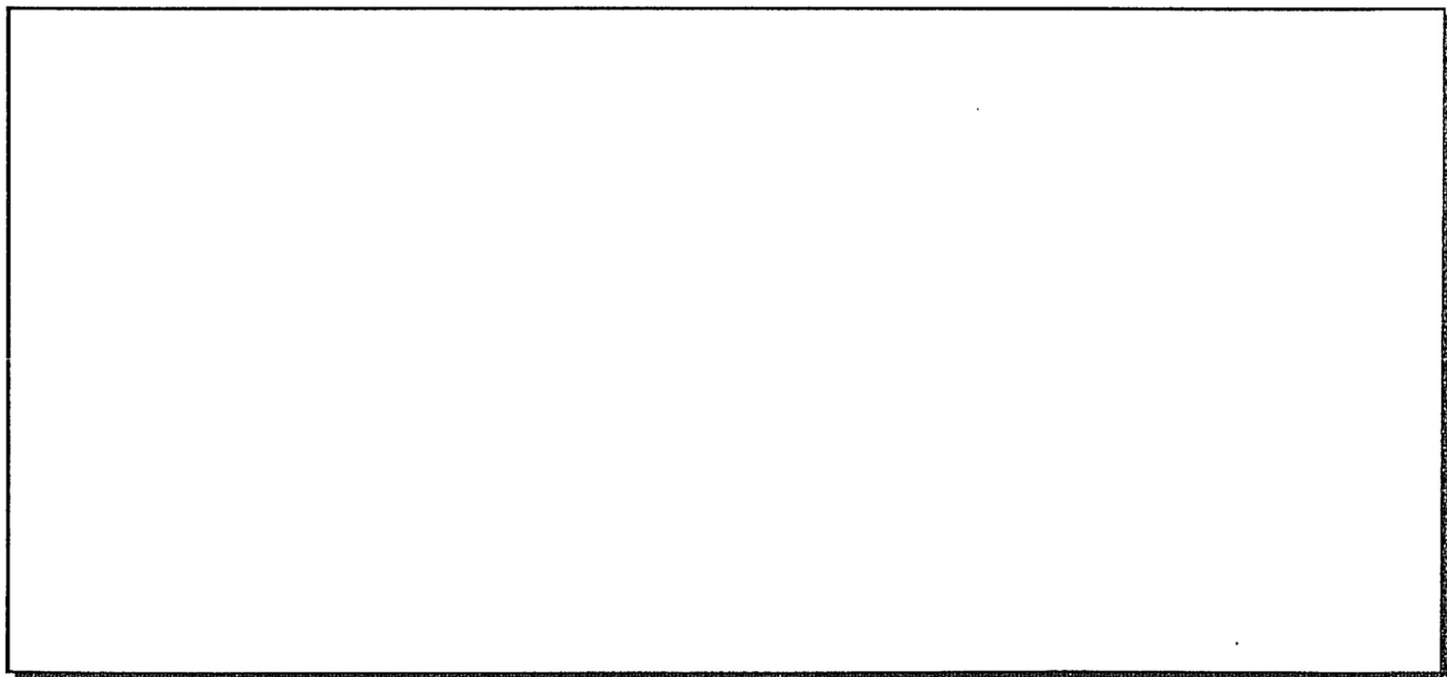
**A** Look at the mixed-up animal.  
What has it got?



Example: It's got a monkey's tail.

- 1 It's got a .....
- 2 It's got a .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

**B** Draw your own mixed-up animal.



# Noah's Ark



## Language Focus

- ★ *has got*
- ★ animal descriptions

## Materials

- ★ a copy of AN/05 for each group
- ★ 2 copies of AN/06 for each group
- ★ scissors
- ★ crayons

## Preparation

- 1 Tell the story of Noah's Ark (*Noah's Ark* by Marcia Williams, published by Walker Books, ISBN 0 74451 469 X) to your pupils and sing *The Animals Went in Two by Two* together to familiarise them with the Noah story.
- 2 Put pupils in groups of 4 and give each a copy of the Ark template and 2 copies of the animal cards.
- 3 They first prepare the ark by colouring it in, then cutting it out and folding it along the dotted line so that it stands up. Cut out the door and make a drawbridge for it (see fig 1).
- 4 Each pupil then chooses the same 3 animal cards from the 2 copies of AN/06. (This means they should have 6 cards in total e.g. 2 lions, 2 elephants and 2 tortoises.) They colour in both sides and fold them along the dotted line so they stand up (see fig 2).

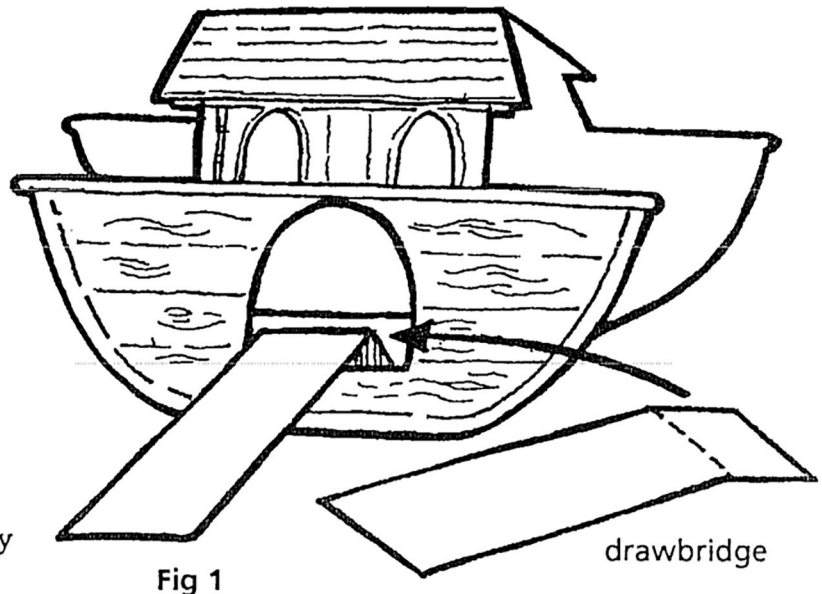


Fig 1

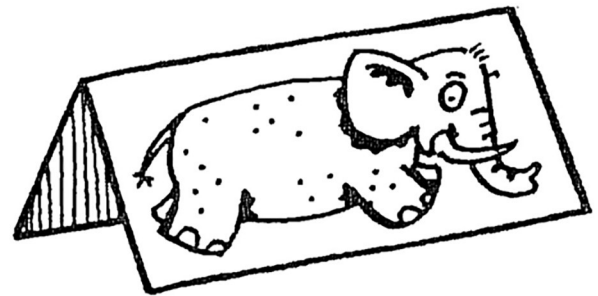


Fig 2

# Noah's Ark

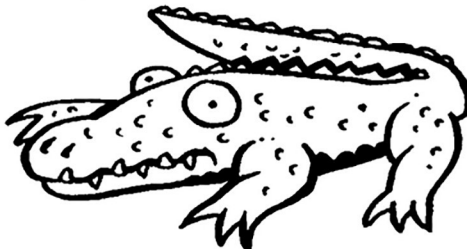
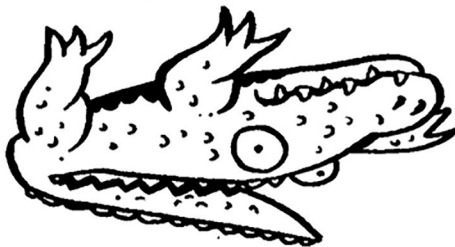
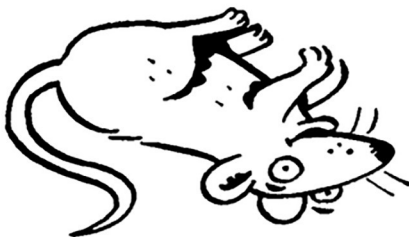
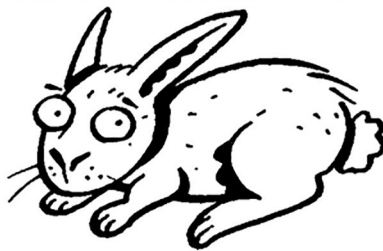
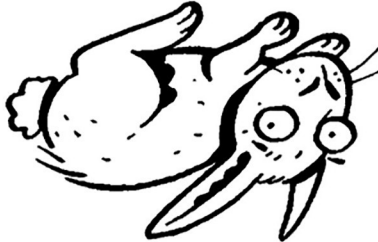
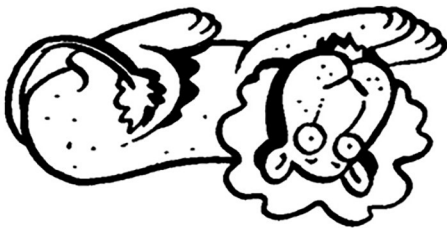
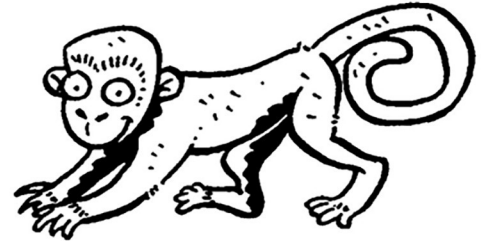
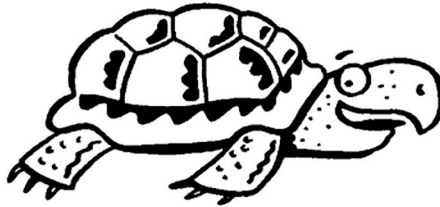
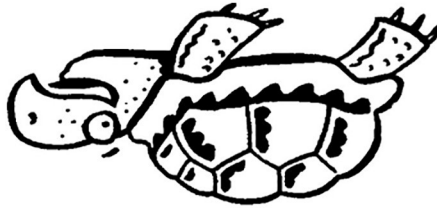
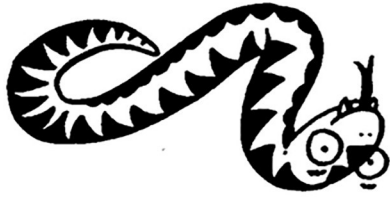
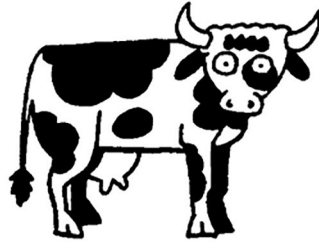
## Procedure

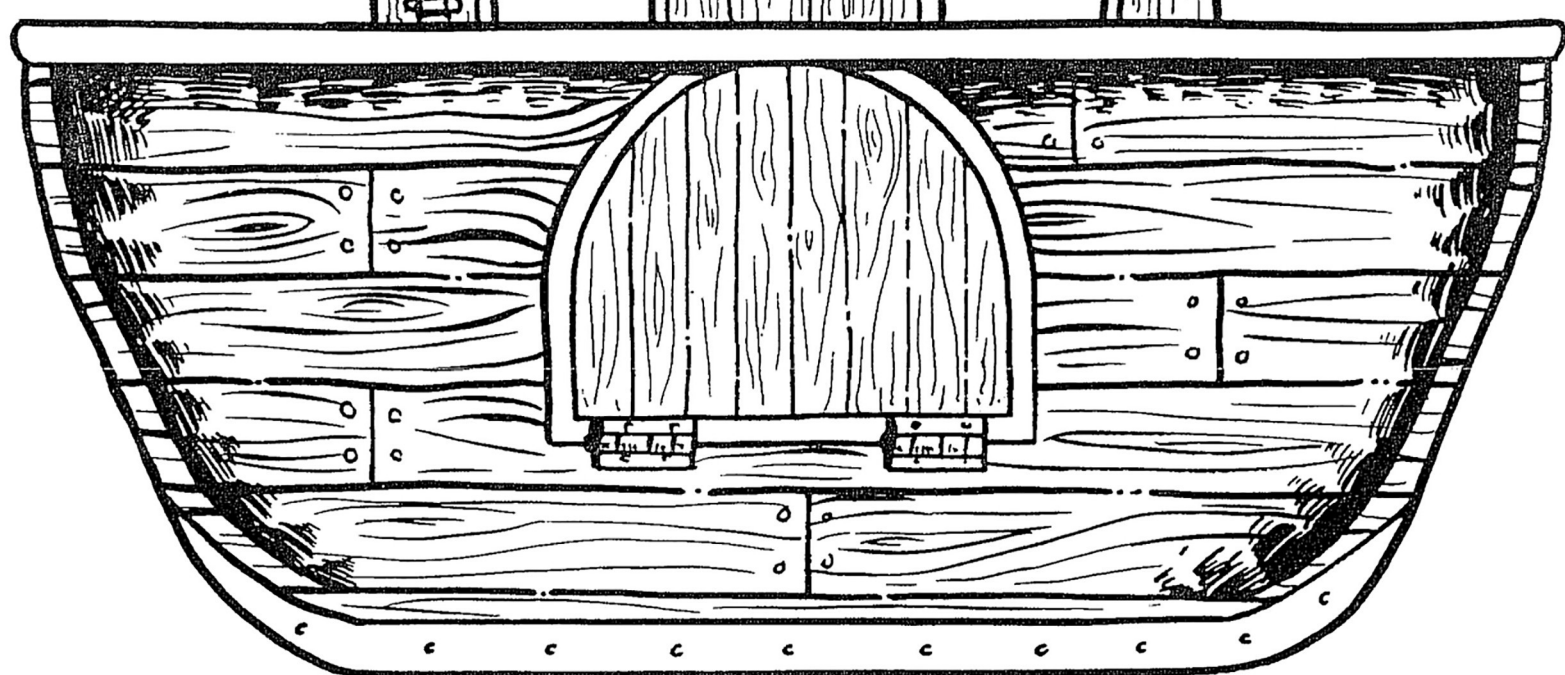
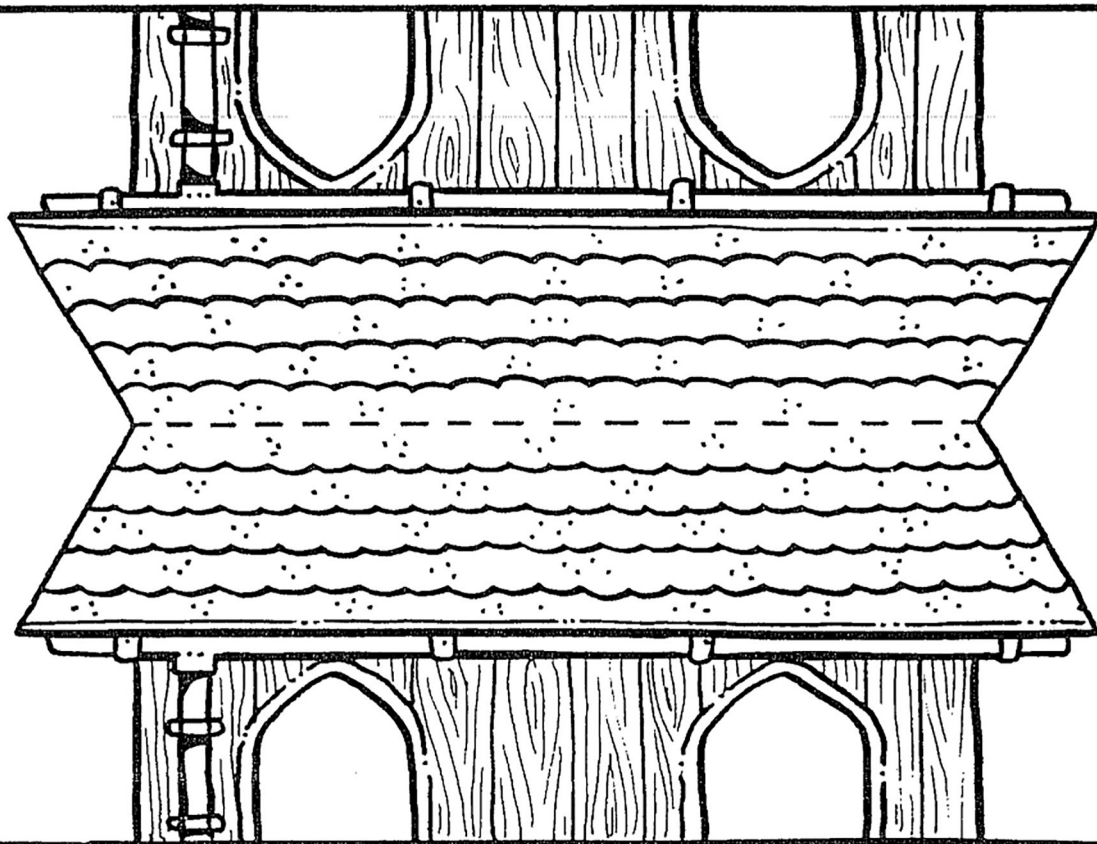
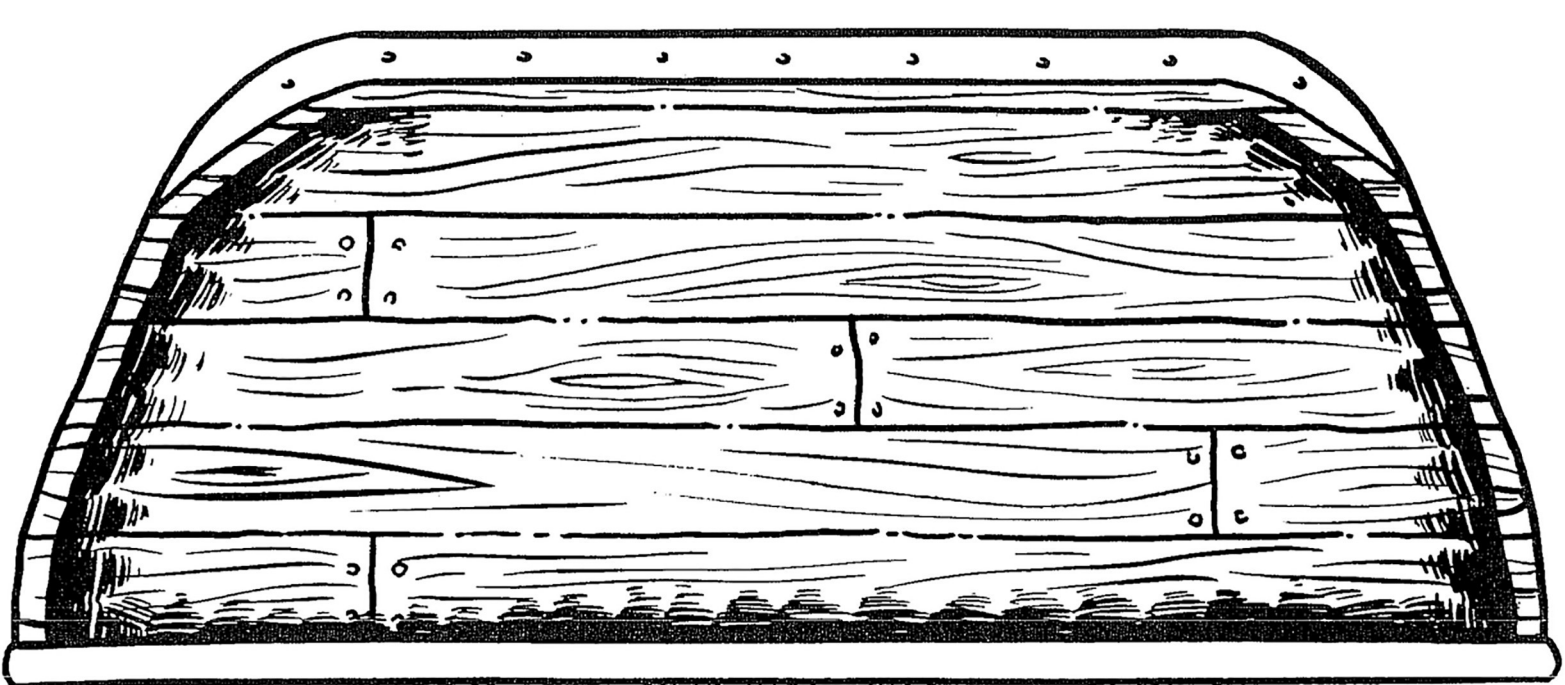
- 1 Each group sits together with their ark at the side of the table and one set of the 12 cards in a pile in the middle. Each pupil has one set of the 3 cards they coloured in.
- 2 Explain that the aim of the game is to make pairs of animals form a queue to enter their ark.
- 3 Read out the first clue below. When a pupil has the correct animal card, he/she quickly finds the companion card in the pile, places them together in the queue and shouts 'I have'. The first player to do this with the correct animals gets to leave their cards in the queue; the other groups must start again.
- 4 Continue with the next clue.
- 5 The winning group is the one with the most animals in the queue when you have finished reading out all the clues. If you wish to make the game longer, you can repeat clues until one group has all their animals in the queue.

### Clues:

Who's got the animal with a long trunk?	(elephant)
Who's got the animal that says "moo"?	(cow)
Who's got the animal with a beak and feathers?	(hen)
Who's got the animal that's long and thin?	(snake)
Who's got the animal that roars?	(lion)
Who's got the animal with long ears?	(rabbit)
Who's got the animal that moves very slowly?	(tortoise)
Who's got the animal that says "ooh, ooh, ooh"?	(monkey)
Who's got the animal that's black and white?	(penguin)
Who's got the animal with whiskers and a long tail?	(mouse)
Who's got the animal with a hard skin?	(crocodile)
Who's got the animal that says "baa"?	(sheep)







# 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.

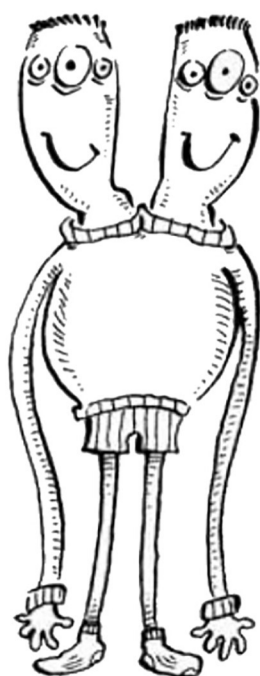
A

Describe your monsters.

1



2



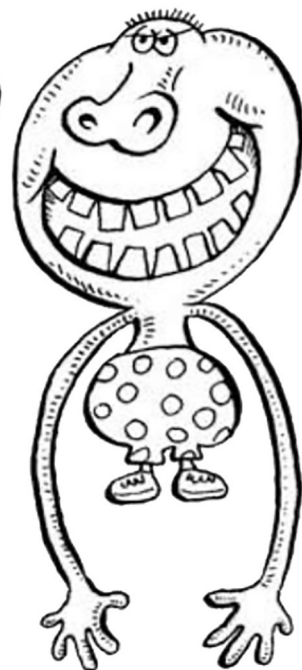
3



4



5



Listen and write the numbers.



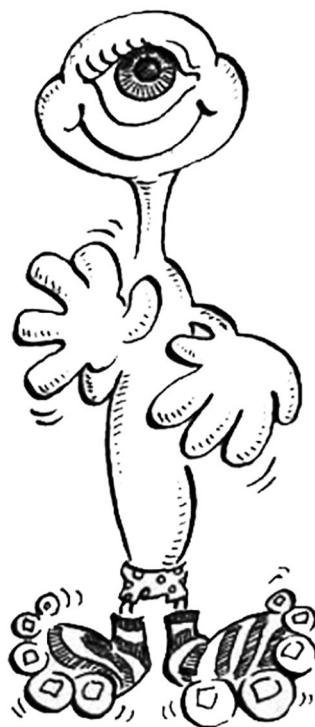
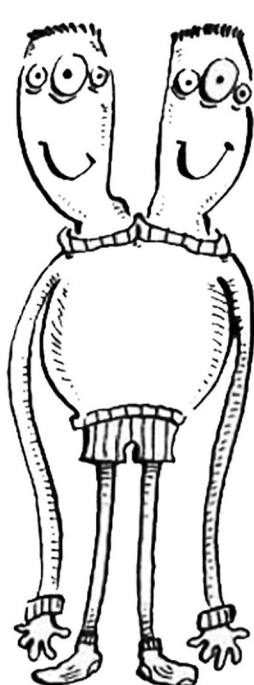
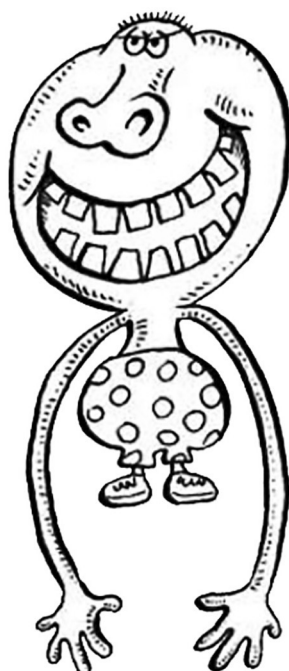
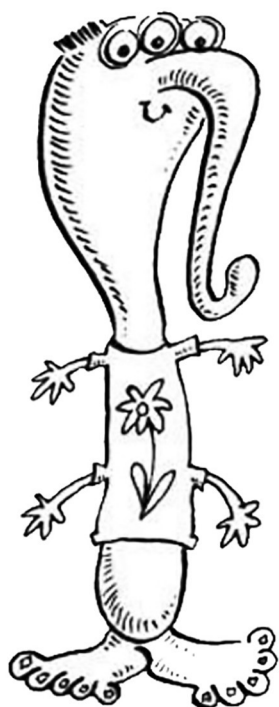

1



**B** Listen and write the numbers.







Describe your monsters.

1

2

3

4

5

