

1

There's a monster in the forest

a rap



Track 01/02

Language focus

there is/there are

Level

Post-beginners / A1

Time

Lesson 1: 30 minutes

Lesson 2: about 20 minutes

Materials

CD1 – Track 01: audio recording of the rap

CD1 – Track 02: karaoke version of the rap

CD2/CD-ROM part: *There's a monster in the forest* Flashcards

Lesson 1: a copy of the lyrics for each student; a copy of Worksheet A per student

Lesson 2: a copy of Worksheet B per two students, several pairs of scissors

In class

Lesson 1

1. Teach or revise the following words using the flashcards provided:
snake, frog, rabbit, dog, fox, hamster, owl, bear.
2. Play the game Guess My Animal; write the following language prompts on the board:
A: Is it a snake? B: Yes, it is./No, it isn't.
Think of one of the animals and tell your students they should try to guess it. The student who has guessed the animal comes to the front of the classroom and thinks of another animal that the classmates have to guess.
3. Give each student a copy of Worksheet A. Tell them to listen to the rap and write the words from the box in the gaps, and tell them you will play the rap twice. Then, when you play it the second time, stop it frequently so that the students have ample time to copy the words from the box and write them into the gaps.
4. Tell your students that you are going to give them information about one of the animals on their worksheet. They should guess which of the animals you are talking about. Say, e.g., *It's long. It has no feet. I'm scared of it. What is it?*
5. Ask your students to form two groups, A and B. Hand out a copy of the lyrics. Ask them to read the lyrics aloud in their groups. Then play the rap, and the students join in.

Answers

snakes, frogs, rabbits, dogs, foxes, hamsters, owls, bear, owls

Extension

1. When the students are already familiar with several forms of asking questions, they can play a more elaborate form of Guess My Animal.

A: *Can it fly/run fast/climb trees?*

B: *Yes, it can./No, it can't.*

A: *Has the animal got four legs? wings? a tail? fur?*

B: *No, it hasn't./Yes, it has.*

A: *Does the animal eat ...?*

B: *No, it doesn't./Yes, it does.*

A: *Does the animal live in the water? in Africa?*

2. You can encourage students to take over your role from step 4. Individual students describe an animal. The others try to guess it.

A: *My animal has got four legs. It's green or grey. It lives in the water.*

B: *Is it a frog?*

A: *No, it isn't.*

B: *Is it a crocodile?*

A: *Yes, it is.*

Lesson 2

1. Introduce or revise the following additional animal words:

cat, cow, horse, mouse, sheep.

Teach the plural of the words, emphasizing the plural of *mouse* and *sheep*. Then play the following guessing game with your students. Show them a number with your fingers by holding up e.g. three fingers. Then mime a mouse. Elicit from the students the sentence: *There are three mice*. Show them the number one, and mime a cat. Elicit from the students the sentence: *There's a cat*. Ask students to take your part.

2. Ask your students to work in pairs. Hand out one copy of Worksheet B to each pair. Ask them to cut it into two parts so that each student has one part. Write the following language on the board:

In my picture there are three ... In my picture there's only one ...

3. Ask students in pairs to compare pictures A and B. Tell your students that they are not allowed to look at their partner's worksheet.

Extensions

The students describe their worksheet from memory. Write the following on the board: *In my picture there are ..., there's ...*

Use the karaoke version as suggested on pp. 7-8.

There's a monster in the forest

(Help!

What's the matter?

Look! There's a monster!)

A There's a monster in this forest.
There's a monster with six eyes.
Help me, help me, there's a monster!
We must run! Come on, you guys!

B Ha! There's no monster!
Ha! There's no monster!
There are snakes, there are frogs,
There are rabbits, there are dogs,
There are foxes, hamsters, owls,
And there's a bear – it's over there!
Yeah!
But there's no monster in the forest.

A There is a monster in the forest!

(Now listen, and say what's in the forest.

One, two, three.)

A Monster – there's a monster.

B Monster – there's a monster.

A There's a monster with six eyes.

B There's a monster with six eyes.

A Rabbits – there are rabbits.

B Rabbits – there are rabbits.

A Foxes – there are foxes.

B Foxes – there are foxes.

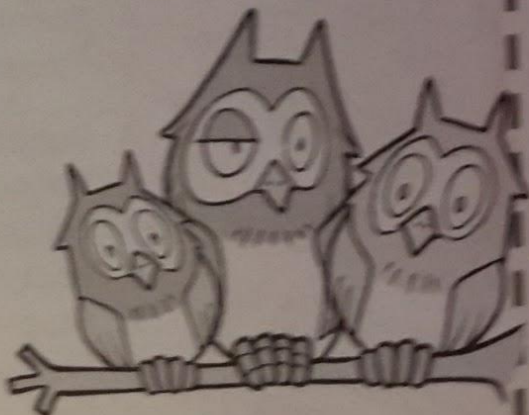
A Frog – there's a frog.

B Frog – there's a frog.

A Dog – there's a dog.

B Dog – there's a dog.

*(And there are three owls – look, you guys,
that's our monster with six eyes!
Oh! How stupid!!)*



there is/there are

There's a monster in the forest | Worksheet A

Complete the gaps.

owls bear rabbits frogs foxes owls hamsters dogs snakes

Help!
What's the matter?
Look! There's a monster!

A There's a monster in this forest.
There's a monster with six eyes.
Help me, help me, there's a monster!
We must run! Come on you guys!

B Ha! There's no monster!
Ha! There's no monster!
There are snakes, _____
there are frogs, _____
There are rabbits, _____
there are dogs, _____
There are foxes, _____
hamsters, _____ owls, _____
And there's a bear _____
- it's over there!
Yeah! _____
But there's no monster in the forest.

A There is a monster in the forest!
Now listen, and say what's in the forest.

A Monster - there's a monster.
B Monster - there's a monster.
A There's a monster with six eyes.
B There's a monster with six eyes.

A Rabbits - there are rabbits.
B Rabbits - there are rabbits.

A Foxes - there are foxes.
B Foxes - there are foxes.

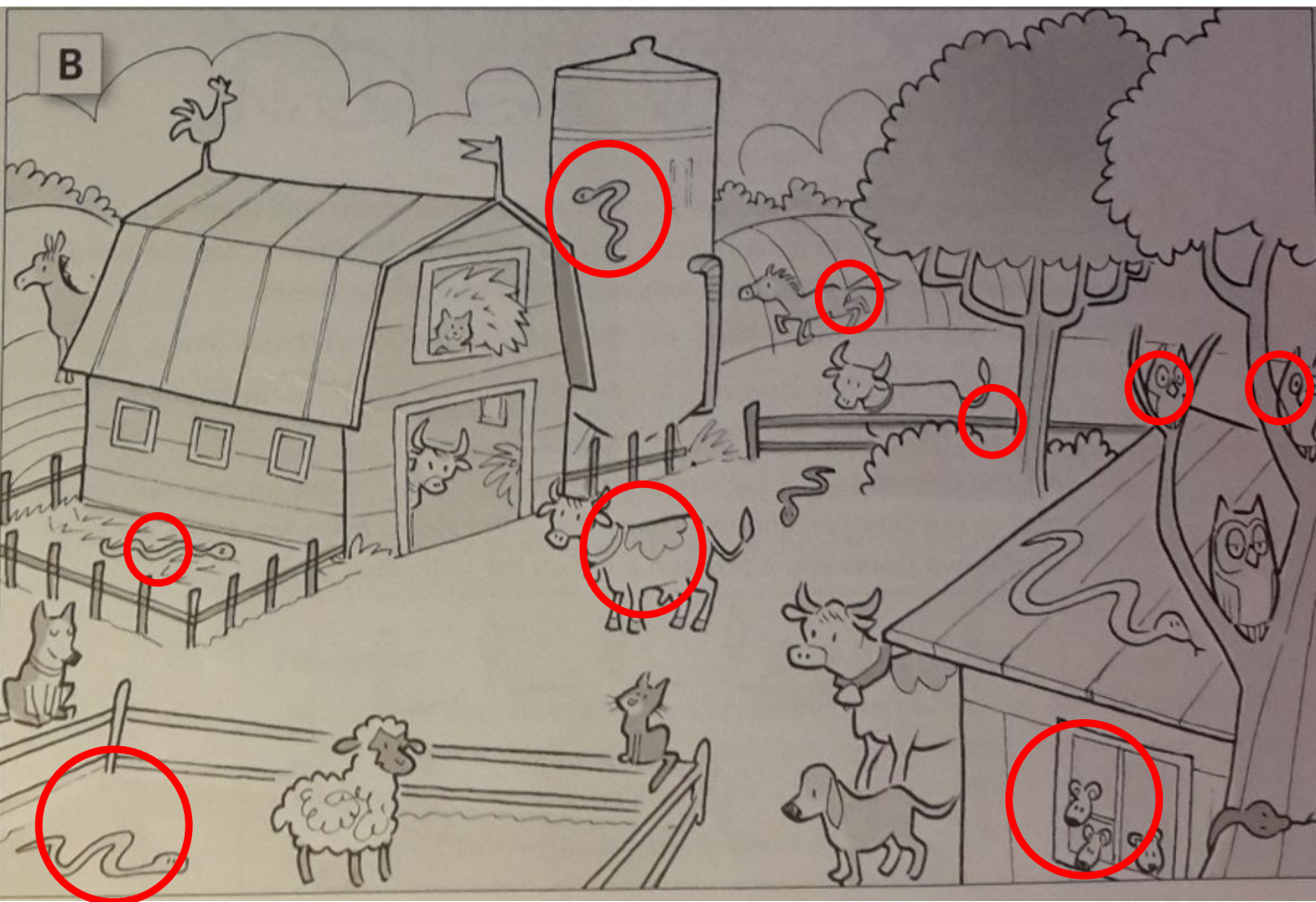
A Frog - there's a frog.
B Frog - there's a frog.

A Dog - there's a dog.
B Dog - there's a dog.

And there are three _____
- look, you guys,
that's our monster with six eyes!
"Oh! How stupid!!"



Answers



There's a monster in the forest | Worksheet B

Find the differences between the two pictures.

