

1 There's a monster in the forest

CD1

Track 01/02

a rap

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

- Teach or revise the following words using the flashcards provided:
snake, frog, rabbit, dog, fox, hamster, owl, bear.
- 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.
- 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.
- 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?*
- 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

there is/there are

Extension

- 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?*
- 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

- 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.
- 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 ...
- 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!!)*

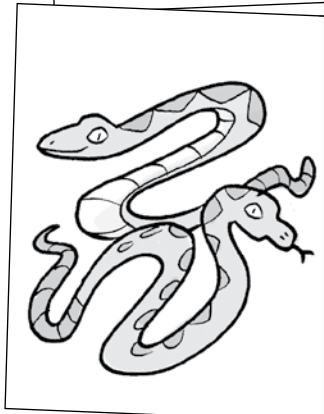
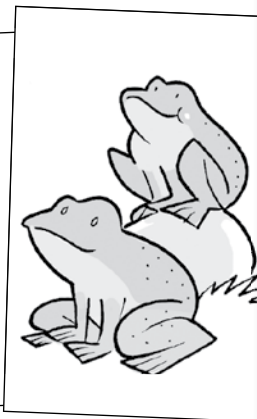
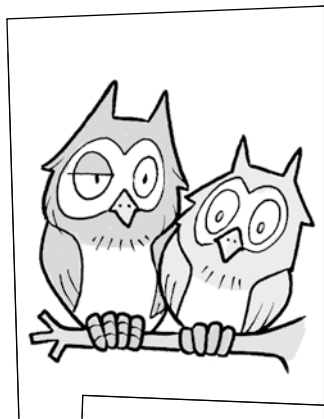


there is/there are

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 _____,
 there are _____,
 There are _____,
 there are _____,
 There are _____,
 _____, _____,

And there's a _____
 – 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.

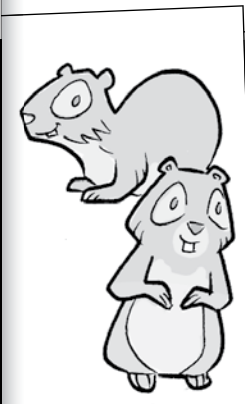
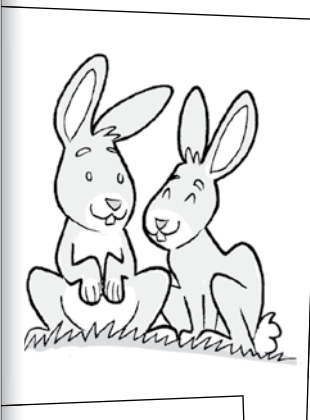
A Rabbits – there are rabbits.
 B Rabbits – there are rabbits.

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.

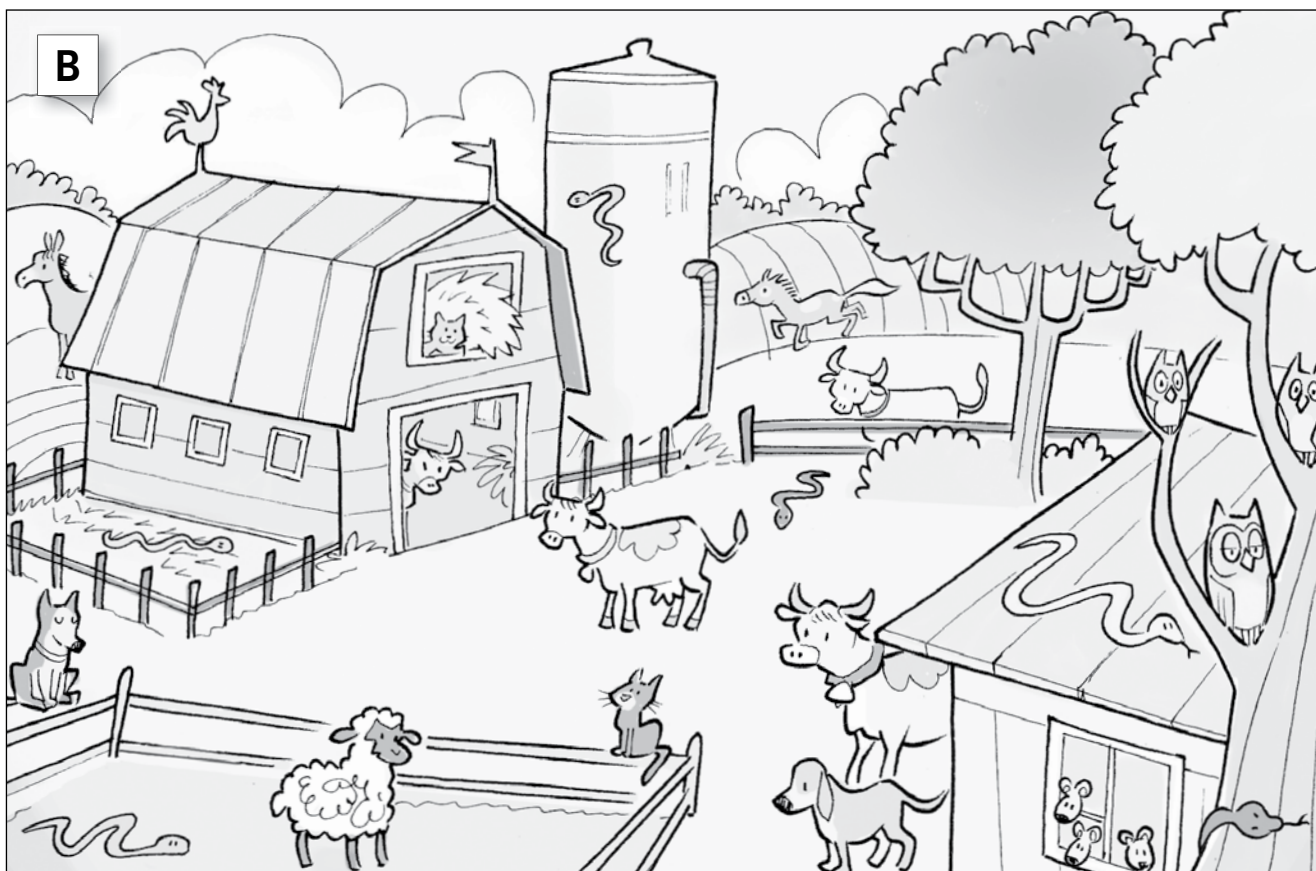
And there are three _____
 – look, you guys,
 that's our monster with six eyes!
 "Oh! How stupid!!"



there is/there are

There's a monster in the forest | Worksheet B

Find the differences between the two pictures.



forms of *to be*

2 To be party

CD1

Track 03/04

Language focus Forms of *to be***Level** Beginners / A1**Time** Lesson 1: about 30 minutes
Lesson 2: about 25 minutes

Materials CD1 – Track 03: audio recording of the rap
 CD1 – Track 04: karaoke version of the rap
 CD2/CD-ROM part: *To be party* Flashcards
 Lesson 1: a copy of the lyrics for each student; a copy of Worksheet A per student.
 For step 4, make an enlarged copy of the lyrics, number the lines for your own reference, and then cut the lines into individual strips. For step 7, cut out six paper stars (sheriffs' stars) and have a fastener or a piece of sellotape for each one.
 Lesson 2: a copy of Worksheet B per group of three students.

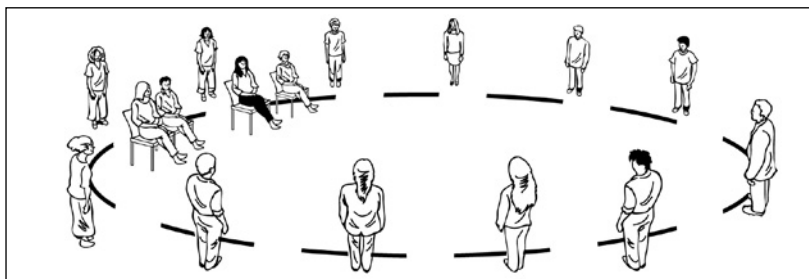
In class**Lesson 1**

1. Teach or revise the following words using the flashcards provided: *clown, sheriff, princess, cowboy*.



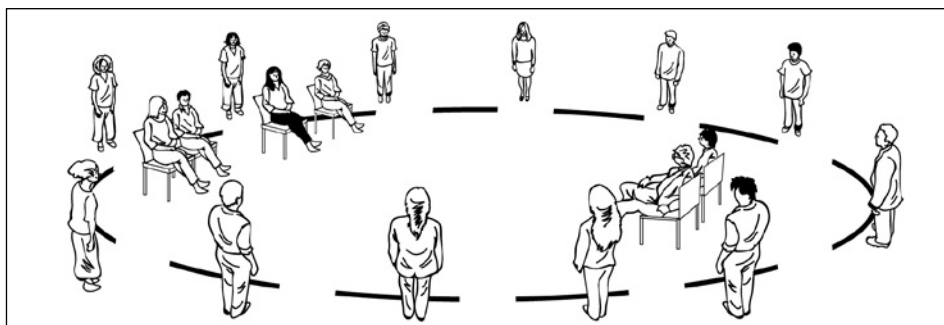
Write the words on the board.

2. Tell the students that you are going to play a rap to them. Tell them to listen carefully and try to remember as much as possible. Ask them to say the words, phrases or sentences they remember. Write these on the board.
3. Hand out a copy of the lyrics. Ask the students to listen and read along.
4. Show each lyric line strip very briefly and elicit the line from the students. Then play the rap again, and the students join in.
5. Ask the class to form a big circle. Inside the circle on the left arrange two chairs next to one another, and two chairs that stand alone. Ask a boy and a girl to sit on the two chairs and a boy and a girl on the individual chairs.



forms of to be

- Arrange two chairs on the right of the circle. Sit down on one, and ask a student to sit down on the other.



- Now hand the paper stars to all the students sitting on the chairs. Fasten one on your own clothes, and fasten the others to the students' clothes. Then point at yourself and say: **I'm a sheriff**. Ask the student sitting next to you to say with you: **We're sheriffs**. Point at the two students and say: **They're sheriffs**. Then point to the girl and say: **She's a sheriff** and to the boy, and say: **He's a sheriff**. Now just do the pointing several times and ask the class to say the sentences.
- Then hand each student a copy of Worksheet A. Tell them to look at the pictures and the sentences, then number the sentences to match the pictures. Say a number and ask individual students to read out the respective sentence.

Answer 2 We're cowboys. 6 They're cowboys. 4 He's a clown.
 3 She's a princess. 1 I'm a sheriff. 5 They're clowns.

Lesson 2

- Introduce the words *pilot* and *doctor*, using the flashcards provided.



- Ask the students to work in groups of three. Two students, A and B, play the game, and the third student, C, is the referee. Hand a copy of Worksheet B to each group. Student A starts and points at a picture; B says the sentence, e.g. *I'm a princess*. If B's sentence is correct, the referee gives B a point. Then B points at a picture and A says the sentence. They play ten rounds and then the referee announces the winner or says if it was a draw.
- Now C joins the game and A becomes the referee. Finally A and C play, and B becomes the referee.

Extensions

Discuss with your class whether they would like to perform the rap in front of an audience, e.g. their parents. If they are keen on doing that, rehearse the rap including mime and dance steps.

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

forms of *to be*

To be party

I'm the sheriff,
 You're the clown,
 He's a cowboy,
 Please sit down.
 Clap, clap, now you rap!

We're so happy,
 You're so cool.
 There's a party
 At our school.
 Clap, clap, now you rap!

I'm the sheriff,
 You're the clown,
 He's a cowboy,
 Please sit down.
 Clap, clap, now you rap!

Lots of girls,
 Lots of boys.
 They're so loud –
 What a noise!
 Clap, clap, now you rap!

She's a princess,
 It's great fun,
 Clap your hands
 Everyone.
 Clap, clap, now you rap!

Lots of girls,
 Lots of boys.
 They're so loud –
 What a noise!

She's a princess,
 It's great fun,
 Clap your hands
 Everyone.
 Clap, clap, now you rap!

(Sssssshhhh!
Quiet, everyone:
And now really fast – here we go!)
(repeat rap)

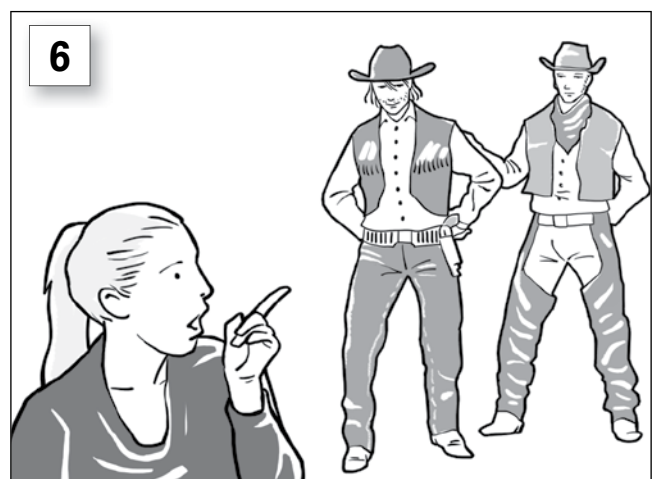
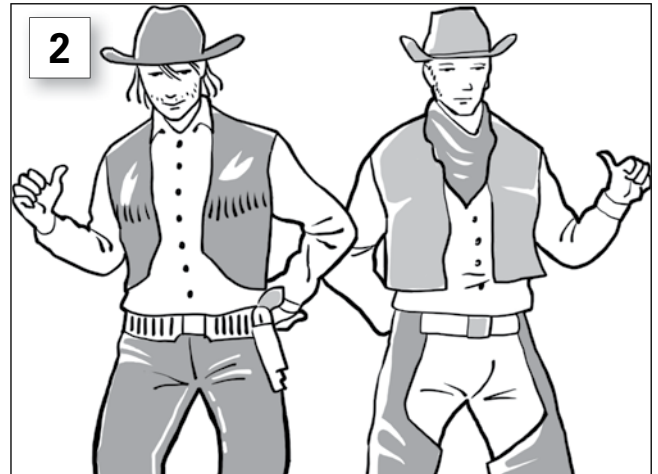
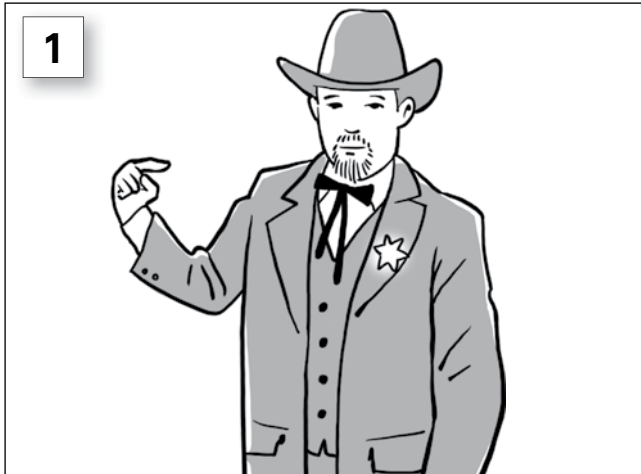
We're so happy,
 You're so cool.
 There's a party
 At our school.
 Clap, clap, now you rap!

(Woooooo!
And now even faster!)
(repeat rap)



To be party | Worksheet A

Match, and write numbers.



We're cowboys.

They're cowboys.

He's a clown.

She's a princess.

I'm a sheriff.

They're clowns.

forms of to be

To be party | Worksheet B

Say the sentence.

