

**Name of activity:** Make your own Dangerous Animal

**Short description:** students form and ask questions about the teacher's dangerous animal, then draw their own animal and ask questions about each other's.

**Link to curriculum:** Grade 7; Unit 4.10. Do this immediately before or after writing and speaking a) b) c).

**Difficulty level:** Easy

**Time:** 35 minutes

**Learning outcomes:** by the end of this activity students will have learned some vocabulary for body parts, formed questions and practised asking questions in a controlled speaking activity.

(Competency 4; Vocabulary & 6; Grammar & 8; Speaking)

**Option 1**

Lesson plan with:

- ✓ Worksheet

**Option 2**

Lesson plan with:

- ✓ Worksheets to project (data projector)

**Option 3**

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material:

<http://learnenglishkids.britishcouncil.org/en/make-your-own/make-dangerous-animal>

## Option 1: Worksheet

<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Draw/display a dangerous animal on the board. Worksheet 1 is an example to enlarge or to copy onto the board.</li> <li>• Write question key words on the board (see below)</li> <li>• Print one copy of worksheet 2 for each student.</li> <li>• Give out coloured crayons if you want students to colour in their animal</li> </ul>
<b>Stage / Time</b>	<b>Procedure</b>
<b>Introduction</b>  <b>5 mins</b>	<ol style="list-style-type: none"> <li>1. Tell a story about seeing a dangerous animal e.g. at the zoo, on a walk in the jungle, in a dream</li> <li>2. Show the students its picture. There is one you can enlarge or copy on worksheet 1.</li> </ol>
<b>Teaching vocabulary</b>  <b>5 mins</b>	<ol style="list-style-type: none"> <li>1. Use your picture to elicit, <i>antler, jaw, horn, beak, spike, sting, claw, pincer, tentacle, scary</i></li> <li>2. Model and drill the vocabulary. Give students time to record it.</li> </ol>
<b>Revising grammar; question forms</b>  <b>10 mins</b>	<ol style="list-style-type: none"> <li>1. Tell students they are going to find out about your dangerous animal but first they have to form the questions to ask you.</li> <li>2. Write key words on the board and students work in pairs to form the whole question.</li> </ol> <p><b>Key words</b></p> <p><i>scary? name? live? eat?</i></p> <ol style="list-style-type: none"> <li>3. As a whole class elicit the questions and then answer them</li> <li>4. Ask students to work in pairs to think of two more questions to ask about the dangerous animal. As a whole class, elicit the questions, correct any errors and answer them</li> </ol> <p><b>Answers to jumbled questions</b></p> <ul style="list-style-type: none"> <li>• Is it scary?</li> <li>• What's its name?</li> <li>• Where does it live?</li> <li>• What does it eat?</li> </ul>

<p><b>Creating their own animal</b></p> <p><b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Give each student one copy of worksheet 1b.</li> <li>2. Ask them to add 5 body parts to make their own dangerous animal and to think of a name for it.</li> </ol>
<p><b>Pair work</b></p> <p><b>Controlled speaking</b></p> <p><b>5 mins</b></p>	<p>In pairs students ask each other questions about their dangerous animal.</p>
<p><b>Variation</b></p>	<p>In pairs one student describes their animal (their partner <b>MUST NOT</b> see it) and their partner draws it. They then compare pictures to see how close they are. Swap roles.</p>

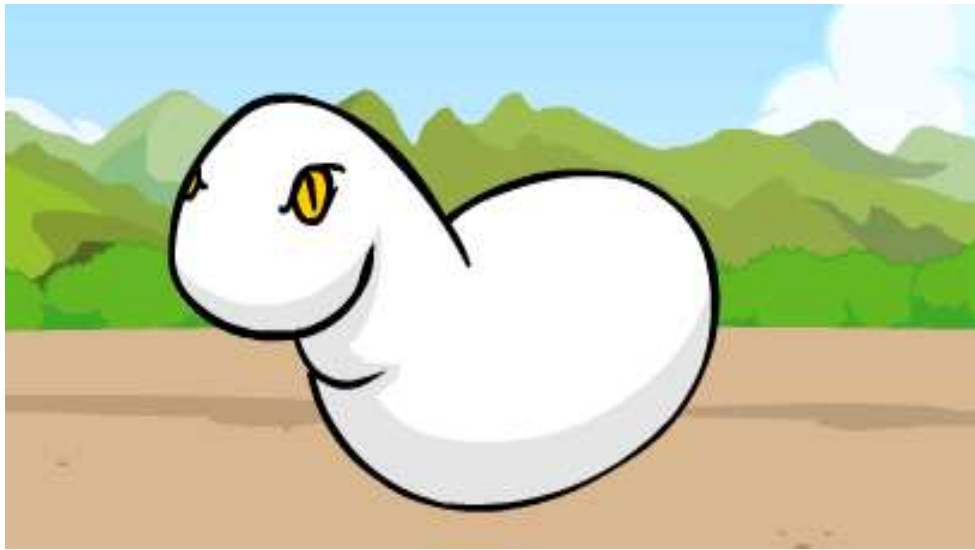
## Worksheet 1; My Dangerous Animal.



### Key words

*scary? name? live? eat?*

## Worksheet 2: Make your own Dangerous Animal



1. Choose your animal's colour
2. Choose 5 parts your animal from the list below for and draw them onto the body

horn	antler	jaw	beak	spikes	tail with sting	tail with spike	legs with claws	pincers	tentacles
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3. What is your animal's name?  
\_\_\_\_\_
4. Ask your partner about his or her dangerous animal..
  - look like?
  - scary?
  - name?
  - live?
  - eat?

## Option 2: Data Projector

<b>Preparation</b>	<ul style="list-style-type: none"><li>• Project worksheet 1 onto the board. This shows the teacher's dangerous animal and the key words for forming questions.</li><li>• Project worksheet 2 onto the board. Students copy out the shape of the animal onto paper.</li><li>• Give out coloured crayons if you want students to colour in their animal</li></ul>
<b>Stage / Time</b>	<b>Procedure</b>
	Follow the procedure for option 1 but project work sheets 1 to show your dangerous animal and 2 instead of printing a copy for each student.



### Option 3: Computer Lab

<b>Preparation</b>	<ul style="list-style-type: none"><li>• Draw/display a dangerous animal on the board. Worksheet 1 is an example to enlarge or to copy onto the board.</li><li>• Write question key words on the board</li><li>• Make sure that this link is working: <a href="http://learnenglishkids.britishcouncil.org/en/make-your-own/make-dangerous-animal">http://learnenglishkids.britishcouncil.org/en/make-your-own/make-dangerous-animal</a></li></ul>
<b>Stage / Time</b>	<b>Procedure</b>
	Follow the procedure for option 1 but the stage 'creating their own animal' is done on the computer. Each student creates their own dangerous animal which can be printed out.
<b>Variation</b>	In pairs one student describes their animal (their partner <b>MUST NOT</b> see it) and their partner creates it on the computer. Swap roles.

