

What can it be?

Topic

Mythical creatures

Aims

To develop and practise:

- vocabulary: animals, mythical creatures and body parts
- structure: has got, possessive 's
- integrated skills: listening, speaking, reading, writing

Age

Primary (7–11 years)

Time

90 minutes approximately

Materials

1. Song, activity sheet, answers and lyrics: 'What can it be?'
<https://learnenglishkids.britishcouncil.org/songs/what-can-it-be>
2. Flashcards: 'Mythical creatures'
<https://learnenglishkids.britishcouncil.org/flashcards/mythical-creatures-flashcards>
3. Flashcards: 'Animal body parts'
<https://learnenglishkids.britishcouncil.org/flashcards/animal-body-parts-flashcards>

For a complete list of all 'Mythical creatures' content on LearnEnglish Kids, click here:
<https://learnenglishkids.britishcouncil.org/category/topics/mythical-creatures>

Introduction

In this lesson, learners will be introduced to the popular song 'What can it be?' They will listen to the song, complete comprehension activities, and practise the animals, mythical creatures and body parts mentioned in the song. They will also practise the 'has got' and possessive 's structures as well as sing the song. Finally learners can do some extension work based on the song, inventing, writing and singing about their own mythical creature.

Procedure

1. Introduce the topic (10 mins)

- Introduce the topic of animals and body parts by drawing an animal bit by bit on the board and getting the learners to say what you're drawing as you go along.

	<ul style="list-style-type: none"> • Review or teach all the animals that are featured in the song (bull, horse, rhino, lion, eagle, fish, and man and woman) and elicit the body parts (head, body, horn, wings, tail) using mime or flashcards. • Play Simon says (e.g. Simon says touch your head, flap your wings, be a lion, etc). • Ask learners if they know any mythical creatures. What do they look like?
2. Listening to the song and introduction of vocabulary (10 mins)	<ul style="list-style-type: none"> • Tell learners they are going to watch and listen to a song about lots of different mythical creatures. First learners complete what they can of part 1 of the activity sheet: write the words under the pictures. Play the song and learners write any that they didn't know. Check answers. • Play the song again. Pause the song after each verse and elicit or say the animals, learners repeat. Learners then complete part 2 of the activity sheet: choose the correct animal. Check answers as a class.
3. Singing the song (5–10 mins)	<ul style="list-style-type: none"> • Display the lyrics to the song on the board and practise/drill as you feel the learners need. • Then play the song and sing.
4. Focus on vocabulary (5–10 mins)	<ul style="list-style-type: none"> • After singing, go through the mythical creatures flashcards (the first five) and ask learners to remember the names of the mythical creatures. • Play a quick flashcard game: hide a flashcard behind a blank card. Move the flashcard up slowly, revealing the picture bit by bit. Learners put their hands up and guess what creature it is. • To get bonus points, they should tell you what the creature is composed of, e.g. a bull's head and a man's body.
5. Focus on structure (10 mins)	<ul style="list-style-type: none"> • Demonstrate the next activity. Give one of the flashcards to a group of learners. Ask them 'Has it got a ...?', e.g. 'Has it got a bull's head?' or 'Has it got a lion's body?' and elicit yes or no from them. Keep asking questions until you can identify the creature and ask 'Is it a ...?', e.g. 'Is it a unicorn?' and the learners confirm. Repeat with the rest of the groups of learners in the class. • Now drill the question form with the learners, focusing on intonation and the production of possessive 's. • Put learners into pairs to do the activity. Either make one set of the flashcards per pair of learners, so they can take turns to choose a flashcard, or learners can take turns to secretly choose one of the creatures from part 1 of their activity sheet.
6. Written personalised production of the language (15 mins)	<ul style="list-style-type: none"> • Ask learners to remember which animal parts were in the song, i.e. a bull's head, an eagle's wings, etc. Now brainstorm more on the board, e.g. a monkey's tail, a rabbit's body, a giraffe's legs, a snail's shell, using the animal body parts flashcards if necessary. Choose two of the ideas, and combine them together, e.g. a rabbit's body and a snail's shell. Ask learners to think of a name for it – be creative! • Now tell learners they are going to invent their own mythical creature and give them a few minutes to think. Then learners complete part 3 of the activity sheet: draw a picture of their mythical creature, think of a name, write about it, and then complete the song lyrics. • Monitor and give help and praise and encouragement where necessary.

7. Oral personalised production of the language (20 mins)	<ul style="list-style-type: none">• Get some class feedback on the learners' creatures. Choose a couple of examples and quickly write up on the board the corresponding song verse. You might like to prepare the framework of the verse on the board in advance, as in part 3 of the activity sheet.• Now demonstrate singing the verses to the tune of the song. Encourage learners to join in.• Put learners into small groups of three or four. They should look at each other's verses, and decide together an order to sing them in, and then put their activity sheets in that order. They can then rehearse together singing their group's verses. Monitor and help where necessary.• Now the groups can perform their song for the class. For shyer groups, offer to sing along with them.• Finally, part three of the learners' activity sheets can be displayed around the room. Allow time for learners to look at other learners' work.
8. Setting homework (5 mins)	<ul style="list-style-type: none">• Learners can sing the song again, or invent another mythical creature of their own.• Learners could find out about another 'real' mythical creature to tell the class about next time.

Contributed by

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