

## Guess Who: Monster Madness

**Levels:** Beginner, adaptable for any

**Aims:** Helps students practice body part vocabulary, colors, use of *more than/less than*, yes/no questions

**Class Time:** 45 minutes

**Preparation Time:** 10 minutes

**Resources:** Monster worksheet copies (attached), crayons/markers/colored pencils, chips or marking pieces

### **Description and Justification**

#### *Student-Student Interaction:*

Students will work together to practice vocabulary and yes/no questions. According to Michael Long's Interaction Hypothesis, working together promotes modified interaction in which each interlocutor strives to produce comprehensible output. They also use conversational modifications such as gestures, elaboration, and comprehension checks. Students work together to negotiate meaning, fostering acquisition (Lightbown and Spada, 2006, p. 43-44).

#### *Creativity:*

Allowing the students to design their own materials puts them in charge of their learning. It helps connect the students to the material and maintains interest. It allows for practical use of vocabulary (e.g. choosing a color, drawing body parts), cultural expansion (if using magazine pictures), and sets the lesson up for success by offering opportunities for practice.

### **Procedure**

1. Have students work as partners to color two identical worksheets. Partners should use target vocabulary to color, design, and name monsters. *Caveat: Target language only!*
2. Collect completed worksheets (keep in identical pairs). Redistribute worksheets to different partners, along with chips.
3. Instruct students to secretly choose one monster from the worksheet. The goal of this game is to correctly identify your partner's monster.

4. Students take turns asking yes/no questions about the description of their partner's monster. As each question is answered, a chip should be placed on each monster with that quality. For example, the guessing student asks, "Does the monster have more than three eyes?" If the response is yes, then a chip should be placed on all monsters with three or less eyes, eliminating them from the round.
5. Once the choices are narrowed down enough, the student may guess.
6. Collect and redistribute worksheets, or have students choose another monster from same worksheet. Teacher should closely monitor pairs and offer pronunciation help and answer any questions using target language

### **Caveats and Options:**

- Cutouts from magazines (celebrities, models, characters) can be used for higher levels
- Students could prepare a written description of chosen monster before starting game
- Vocabulary can range from simple (eyes, ears, nose, mouth) to complex (wrinkled, bald, puzzled, mysterious)

### **References:**

Lightbown, P.M., & Spada, N. (2006) *How Languages are Learned* (3rd ed.). Oxford, UK: Oxford University Press.

Appendix 1: Monster Madness worksheet

			
			
			