

What's in your suitcase?

by Jackie Holderness & Annie Hughes

Level 1 • Starter / Beginner +

Age: Primary (6–11)

Language aims: To practise clothes vocabulary; to practise using the possessives *my/your*; to practise questions using *what?*

Time: 40 minutes

Student grouping: Whole class, pairs

Materials: One copy of the worksheet per student; multiple pairs of scissors; coloured pencils and glue; pictures of *umbrella, towel, toothbrush, T-shirt, jumper, shorts, swimsuit, hat, socks, shoes* (optional)

Language focus: *T-shirt, jumper, hat, socks, shorts, swimming costume, towel, toothbrush, umbrella, shoes, suitcase, family; cut, fold, stick; Who's wearing socks ...?; That's my ... Those are my ...*

can say 'Hey, that's my toothbrush!' Child B must then put the card in the middle of the table. Make sure to pre-teach the plural form, too, with 'those are my ...', for example, 'Hey, those are my socks!'

Students then swap roles. They keep swapping until all ten items have been declared. The person at the end with the most cards remaining in their suitcase is the winner. The pile in the middle can then be sorted out and the game played again.

Follow-up activity

The children play Snap with their clothes cards, working in pairs or groups of three.

Procedure

Step 1

Teach clothes vocabulary using the clothes children are wearing and the pictures you prepared or drawings on the board. Ask 'Who's wearing socks?', etc.

Step 2

In L1, discuss preparing for holidays and packing suitcases. What do they need to pack for different kinds of holiday?

Step 3

Give each child a copy of the worksheet. Show the children how to cut out the suitcase, fold the sides in and glue them together. The children colour the pictures. They cut up the clothes cards and put their initials on all the pictures.

Step 4

Put the children in pairs. Demonstrate what you want each pair to do. Children should shuffle their clothes cards and put them upside down into one shared pile between them (20 cards). Next, the children should pick up ten cards and put them into their suitcases.

Step 5

Child A then asks child B 'What's in your suitcase?' Child B pulls out one card and says, for example, 'A toothbrush.' If it's their own card (with their initials on), the child can keep it, but if child A recognizes it, they

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jumper



swimsuits



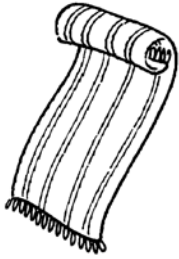
hat



socks



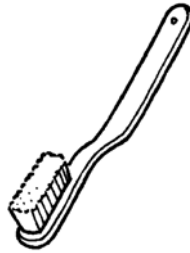
shorts



towel



T-shirt



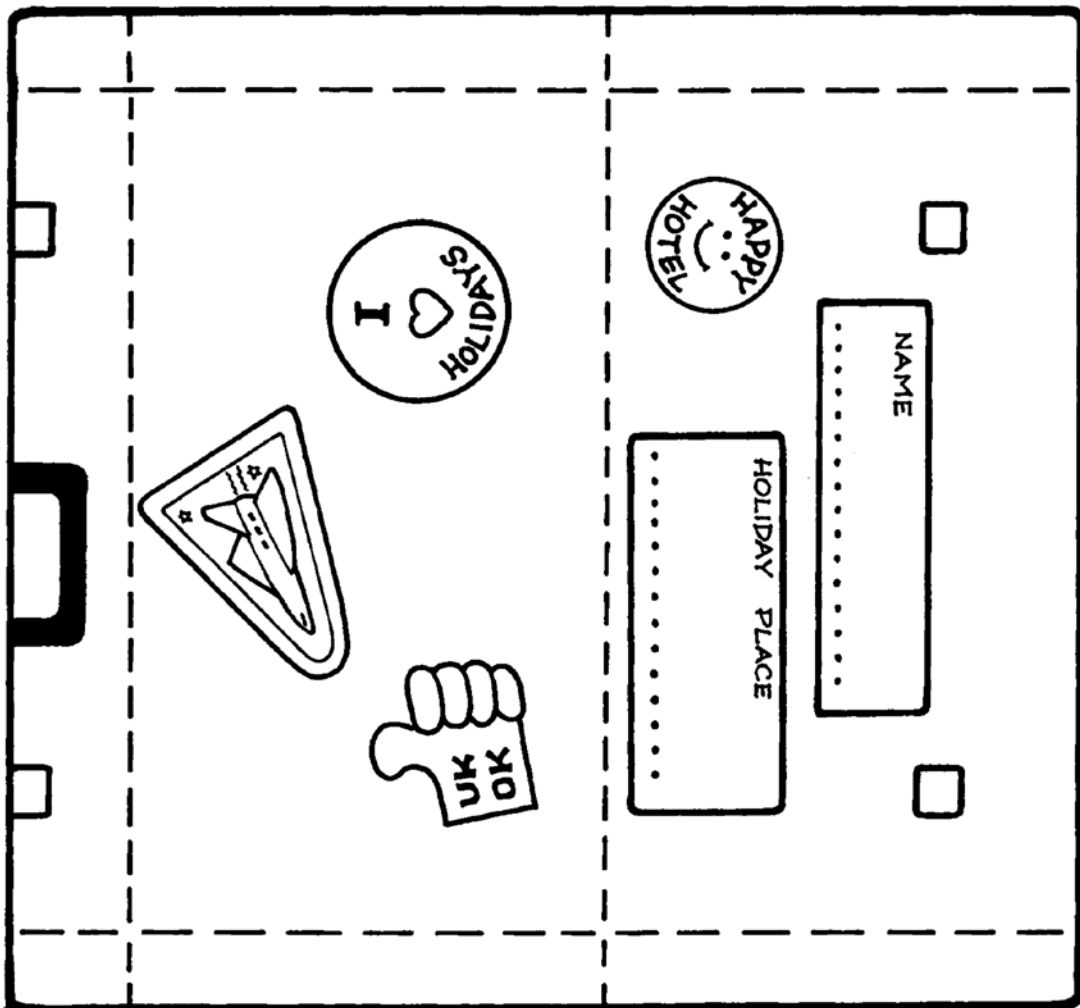
toothbrush



umbrella



shoes



WORKSHEET