

What's in your suitcase?

by Jackie Holderness & Annie Hughes

Level 3 • Elementary

Age: Primary (6–11)

Language aims: To practise using possessives with apostrophe s; to practise singular and plural *It's ...* and *They're ...*; to practise asking and answering the question *Whose ... is this?*

Time: 45 minutes

Student grouping: Individuals, pairs

Materials: One copy of the worksheet per student, plus two copies of the worksheet for you with the clothes cards cut up; multiple pairs of scissors; coloured pencils and glue; pictures of *umbrella, towel, toothbrush, T-shirt, jumper, shorts, swimsuit, hat, socks, shoes* (optional); props (see the follow-up activity)

Language focus: *T-shirt, jumper, hat, socks, shorts, swimming costumes; towel, toothbrush, umbrella, shoes, suitcase, family; cut, fold, stick; dad, mum, baby, granny, brother, sister; colours; Whose ... is this / are these? It's ... They're ...'s; Where's my ...? Here's your ...*

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

Tell the children to colour the clothes as instructed by you, to check their understanding of the clothes vocabulary, for example, 'Colour the T-shirt red. Colour the socks blue.'

Step 5

Introduce the family words *dad, mum, brother, sister, baby* and *granny*. Write them on the board. Introduce the class to the Jones family (on the worksheet). The boy's name is Tom, the girl's name is Ava and the baby's name is Isla.

Step 6

Explain that the items have got muddled up. The children have to write a different family member's name on each card. Which name they write is up to them, for example on the umbrella card they could write *granny* or *dad*. Some family members will have their name on more than one card. The children then shuffle their cards and put them into their suitcases.

Step 7

Divide the class into pairs. Write the items of clothing on the board. Point to the items one at a time and say aloud 'Whose towel/umbrella is this? Whose trousers / socks are these?' Each child should race their partner to 'open' their suitcase, look inside and find the picture of that item. Meanwhile, you choose a member of the family, for example *granny*. Say aloud 'It's granny's umbrella', etc.

Step 8

The children should show each other their cards. If one of the pair has the same item and person as you have called, they score one point. They must keep a track of their points. The child in the pair with the most points at the end wins.

Follow-up activity

Choose six children to go the front and give each child a role – *granny, dad, etc.* Use props to create a sense of character, for example a hat for *dad*, glasses for *granny*, a dummy for *baby*.

Give each of the six children pictures of at least three clothes cards (from the cut-up sets of the cards you prepared for yourself). The six children look at one item at a time and say 'Where's my ...?' Divide the rest of the class into two teams. The rest of the class has to look in their suitcases to see whether they have that item labelled with that person, for example *umbrella/dad*. They can then take the card to the person saying 'Here's your umbrella, Dad' and win a point for their team. The team with the most points at the end wins.

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jumper



swimsuits



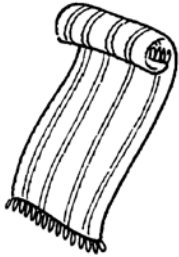
hat



socks



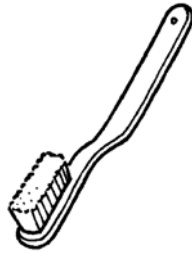
shorts



towel



T-shirt



toothbrush



umbrella



shoes



Mum



Dad



Granny



Tom



Ava



Baby Isla

