

What's in your suitcase?

by Jackie Holderness & Annie Hughes

Level 2 • Beginner–Elementary

Age: Primary (6–11)

Language aim: To practise using possessives with apostrophe s; to practise family names; to practise clothes vocabulary

Time: 45 minutes

Student grouping: Individuals, whole class

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 costumes, towel, toothbrush, umbrella, shoes, suitcase, family; cut, fold, stick; dad, mum, baby, granny, brother, sister; colours*

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, put them into their suitcases and take out six cards. They should spread these cards out on the desk in front of them.

Step 7

Now use these to play Bingo. Call and write on the board 'Granny's umbrella', 'Tom's socks', etc. If the children hear one of their six cards being called, they should turn it upside down. They can only turn over a card if it's exactly the same as what you call: that is, the same object and the same person. When all their cards are turned over, they should shout 'Bingo!' and let you check their cards against your list.

Follow-up activity

In pairs, the children play a matching game. They should keep their cards in their suitcases and choose an item, for example shoes. They then put down the same item side by side, for example:

A: These are granny's shoes.

B: These are baby's shoes.

The child whose card shows the oldest name (granny is older than dad, dad is older than mum, mum is older than Tom, Tom is older than Ava, Ava is older than the baby) wins the round and 'keeps' the pair of cards. The child at the end with the most cards wins.

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jumper



swimsuits



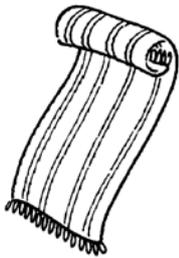
hat



socks



shorts



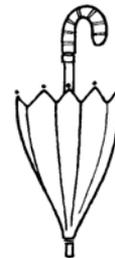
towel



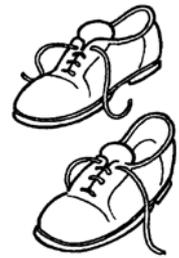
T-shirt



toothbrush



umbrella



shoes



Mum



Dad



Granny



Tom



Ava



Baby Isla

