

WHAT'S SHE WEARING?

Teacher's Notes

Aim

Describing clothes.

Materials

One copy of Worksheet 1 and Worksheet 2 for each child.
Envelopes for storage.

Duration

Preparation: 25 minutes Playing the game: 20 minutes

Language focus

He's wearing/She's wearing... a jumper, trousers, a hat, shoes, skirt
Colours and the order of adjectives: *a red jumper* etc.

Aim of the game

To dress a model in the appropriate clothes following instructions given by the teacher.

Suggestion

This activity is divided into two parts and can therefore be done over two lessons.

Introduction

Describe one of the children. The class has to guess who you are describing.
OR ask two children to come to the front of the class and stand back to back. Each child describes what the other is wearing from memory or by guessing. (They should not turn round to look at each other). Repeat with other pairs.

Preparation

- 1 Give each child a copy of Worksheet 1 and Worksheet 2.
- 2 Tell the children that they are going to colour in the clothes according to your instructions. Speak clearly, saying e.g. *Colour jumper number 1 yellow. Colour jumper number 2 red*, and so on, until all the clothes have been coloured in. Allow time for the children to colour in each item before going onto the next, and choose colours which you have already covered in class. If you prefer, you can give the class written instructions to follow instead of doing a dictation.
- 3 The children then cut out all the items of clothing.

Playing the game

- 1 Arrange some items of clothing on one of the models, and describe him or her to the children. Ask the children to put the same items of clothing on their own model. In order to do this, they should listen carefully for He's or She's wearing... as well as for the colours and clothes. When you have finished, check all the children have followed you successfully. Repeat the activity several times if necessary.
- 2 Arrange the children in pairs (Child A and Child B). Ask Child A to "dress" one of the models in secret. It is helpful if the children hold up a file or a piece of cardboard between them so that they cannot see each other's work.
- 3 Child A describes his or her model and Child B dresses one of his or her models accordingly. When they have finished they look to see if they have the same model and the same clothes.
- 4 They can now change roles and begin again.