

## Unit 10: Going shopping

### Day three: The clothes line

#### Objective

Students will use clothing vocabulary in a game

Students will describe the clothing that classmates are wearing, using short descriptive phrases

Students will describe the personal items that classmates are wearing, again in short descriptive phrases

#### Setting the stage (2 minutes)

Teacher has secured a clothes line or rope long enough to cross diagonally from one corner to the opposite diagonal corner of the room. Teacher has hung a variety of clothing on this clothes line:

Jeans	Blouse	Socks	Baseball hat
Tee-shirts	Shirt	Bathing suit	Sweater
Shorts	Underwear	Skirt	Jacket

Teacher encourages students to study the items of clothing on the clothes line and talk to a classmate about what they see.

#### Input (20 minutes)

Teacher describes each item on the clothesline and ensures student participation and comprehension by continually using body language and by asking yes/no, either/or, what size/what color questions about these items. Teacher recycles the information that the students provide into new questions. For example:

Teacher points to large hat.

*Is this a hat? Is this hat large or small?*

Teacher points to small shoe.

*Is this a hat? Is this a shoe?*

*What is large, the hat or the shoe? Which is small?*

*Are your shoes large or small?*

*Do you wear hats?*

*If yes, do you prefer large or small hats?*

#### Guided Practice (10-15 minutes)

#### Activity 1

Teacher asks for one volunteer to remove one of the items from the clothes line and place into a large clothes basket or similar container. Teacher continues to ask for volunteers to remove a specific item until all the items have been removed from the clothes line.

#### Activity 2

Teacher calls up 5 volunteer students to stand in front of the class. Teacher points to and describes two or three items of clothing or personal items that each student is wearing. For example:

***Sammy is wearing a new pair of jeans. He's also wearing a red shirt and white undershirt. He's wearing white socks and black basketball shoes. Sammy has a nice silver ring on his left hand.***

### **Independent Practice (15-20 minutes)**

Teacher asks students to move their chairs and desks to the sides, back and front of the room to form a large circle or rectangle. Chairs or desks are placed in such a way that students can get up easily in order to run around the room and then sit down in a new chair. Students sit down and wait for Teacher's further instructions.

Teacher tells students the rules of the game. Teacher will say a personal item or a particular color of clothing, such as "ring," "wrist watch" "yellow scarf," "blue shirt," etc. Any student wearing that item must get up and run to sit down in another empty seat. Teacher also will run to sit down in an empty seat, so that one person will be left standing after all the others have found a seat. That person will be "IT" and will have to call out another item so that those wearing that will have to get up and run, and then "IT" can also run to find a seat. Then, the new "IT" calls out another item. For example,

Teacher:      ***Everyone who's wearing white socks change seats!***

All those who are wearing white socks need to get up and run to find a new seat.

Teacher runs to an empty seat and sits down.

The person left standing:      ***Everyone who's wearing a blue tee-shirt change seats!***

This game is very high-energy and the students truly enjoy all the movement.

### **Closure (5 minutes)**

Students return the desks and chairs to their original place and sit down. Teacher asks for volunteers to describe what they liked or didn't like about the game.

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