
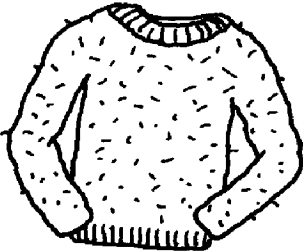

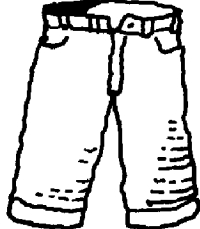
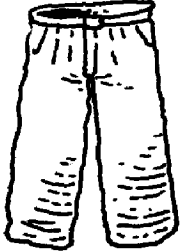

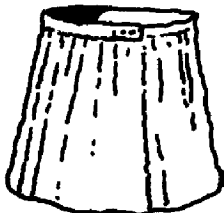
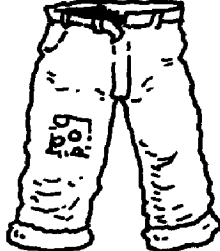

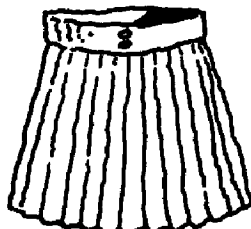

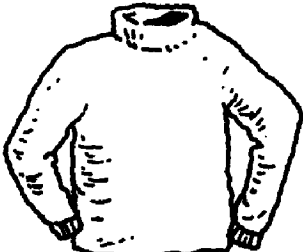




CLOTHES DOMINOES

a purple skirt		blue trousers	
a red jumper		a green skirt	
blue shoes		a yellow skirt	
red shoes		a white T-shirt	
a yellow jumper		a purple T-shirt	
a black jumper		black trousers	
white shoes		green trousers	

CLOTHES DOMINOES

Aim: Talking about clothes and their colours.
Materials: One copy of Sheet 4 (page 52) per child.
Duration: Preparation: 30 minutes Playing the game: 20 minutes
Language focus: Colours: *purple, red, blue, yellow, black, white, green.*
 Clothes: *skirt, jumper, shoes, trousers, T-shirt.*
 Adjective order: *a green skirt, blue shoes etc.*
Aim of the game: To lay down all the dominoes in your hand.

Suggestion: The preparation (colouring in the dominoes) can be done for homework.

INTRODUCTION

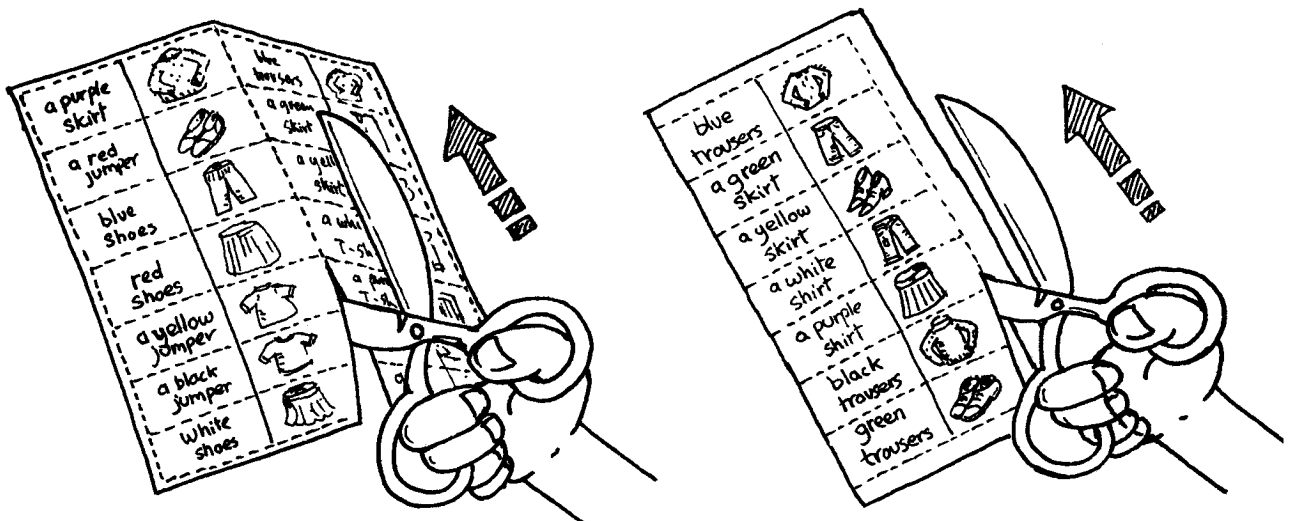
Revise the names of clothes at the beginning of the lesson by quickly writing on the board some of the clothes the children are wearing and their colours. Make sure you include *skirt, jumper, shoes, trousers* and *T-shirt*. Give the children one minute to look around the class and decide who is wearing these items of clothing. They copy down the item of clothing and add the name of the child who is wearing it, e.g. *a red jumper - Maria*. Ask a couple of children seated in different places in the class to say their list. Check as a class.

PREPARATION

- 1 Give each child a copy of Sheet 4 and show them how to colour in the clothes by doing two or three yourself. Make sure they understand that the words are not next to the pictures they describe, so they have to match up the pictures and text carefully before they start to colour.
- 2 Once the children have finished colouring, ask them to fold the page in half lengthways along the central, vertical dotted line. They then cut along this line (Fig. 1) and along the other vertical lines (Fig. 2). It is important to do these stages in steps with the children so that they do not cut along the solid lines and ruin the cards! See the diagram below:

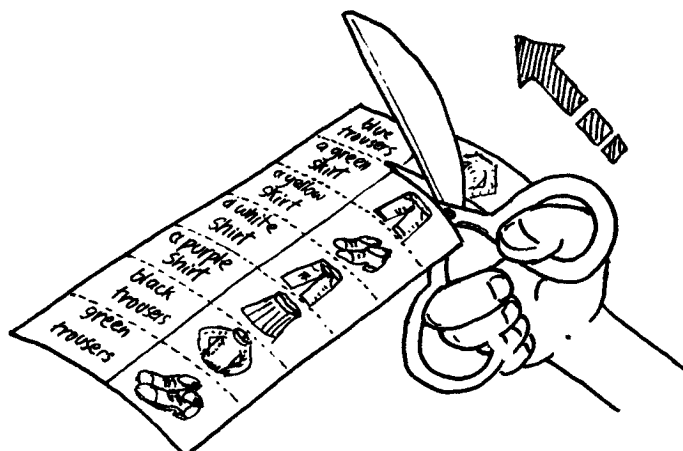
Fig. 1

Fig. 2



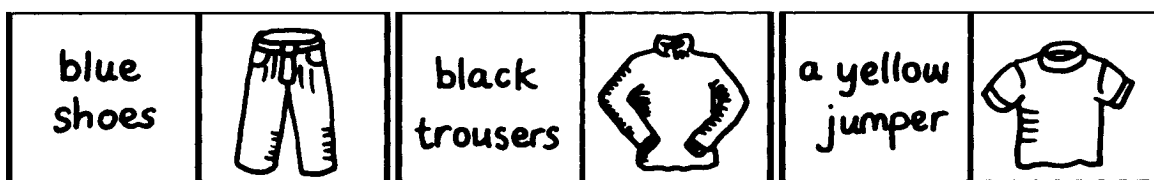
Then they take one half, fold over the first card and cut along the dotted line (Fig 3). Continue so that the children are cutting each card at a time. Do the same with the remaining half until the children have fourteen individual cards.

Fig. 3



PLAYING THE GAME 

- 1 Arrange the class into groups of three and ask them to mix all their cards together face down on their tables.
- 2 Each child takes seven 'dominoes'. The remaining cards are left face-down on one side of the table.
- 3 The oldest child begins by laying down the first domino on the table. The next child tries to place one of his or her cards on either side of the first one. They can only do this if they have a domino which matches one side of the first one. Dominoes should be matched TEXT - PICTURE - TEXT - PICTURE etc. and never TEXT - TEXT or PICTURE - PICTURE, e.g.



- 4 The game continues with each child laying down a domino in turn. If one of the children cannot lay down a domino, they must take another one from the remaining pack on the table and wait until their next turn before laying down another domino.
- 5 The winner is the first child to use up all the dominoes in his or her hand.

Extra ideas The same game can be played using pictures and words for other vocabulary areas, for example * People and adjectives (e.g. a tall woman, a fat man etc.).