

## Where are grandma's glasses?

by Maria Toth

**Age:** Primary (6–11)

**Language aim:** To say where things are

**Time:** 20–25 minutes

**Student grouping:** Groups of four

**Materials:** One copy of Worksheet 1 per student plus an extra one for the class, which should be enlarged if possible; one copy of Worksheet 2 (cut up); small pictures of objects (see Preparation)

**Language focus:** *They aren't in/on/under ... a chair, a cupboard, the toilet, the bath, a table, the sofa, the television, the bed, the cooker, the living room, the bathroom, the vase, the DVD player, the bedroom, the fridge, the sink, the armchair, the wardrobe, the telephone, the lamp.*

**Aim of the game:** To find out where grandma's glasses are by collating information and gradually eliminating different parts of the house

### Preparation

Take a copy of Worksheet 1, enlarging it if possible and covering up the picture of the grandma. Create around four small pictures of objects (such as glasses and books) and stick them on the picture. You may wish to stick to plural items since the game cards all practise *They are ...*

### Warmer

Take your enlarged copy of Worksheet 1, with the grandma covered up and the small pictures of objects stuck onto it. Tell the class this is your flat or house and that you have lost a few things. Can they tell you where to find them? Encourage them to use the correct prepositions and furniture names, for example 'The glasses are on the bed' or 'The shoes are under the table.'

### Playing the game

#### Step 1

Give each child a copy of Worksheet 1 and one of the sentence cards from Worksheet 2. If you have more than thirty children in the class, they can work together in pairs, sharing a copy of Worksheet 1 and a sentence card. If you have fewer children in the class, give the stronger children more than one sentence card.

#### Step 2

Divide the class into groups of about five children. Tell the children that grandma has lost her glasses and that they are going to help her find them. They

all have some information about where they won't find grandma's glasses and by collating all this information, they will eventually find out where grandma's glasses are.

#### Step 3

The children colour in or shade with a pencil the place named in their sentence. For example, if a child has the sentence *They aren't on a chair*, they colour in all the chairs on their picture. (You may wish to explain that *a* is used if there is more than one of a particular item of furniture; *the* if there is only one.)

#### Step 4

Tell the children to find out more information from other children in their group, while also giving the information they have in their sentence. By pooling their information, each child will gradually eliminate different parts of the house. They should mark with a cross the part of the house that has been eliminated.

#### Step 5

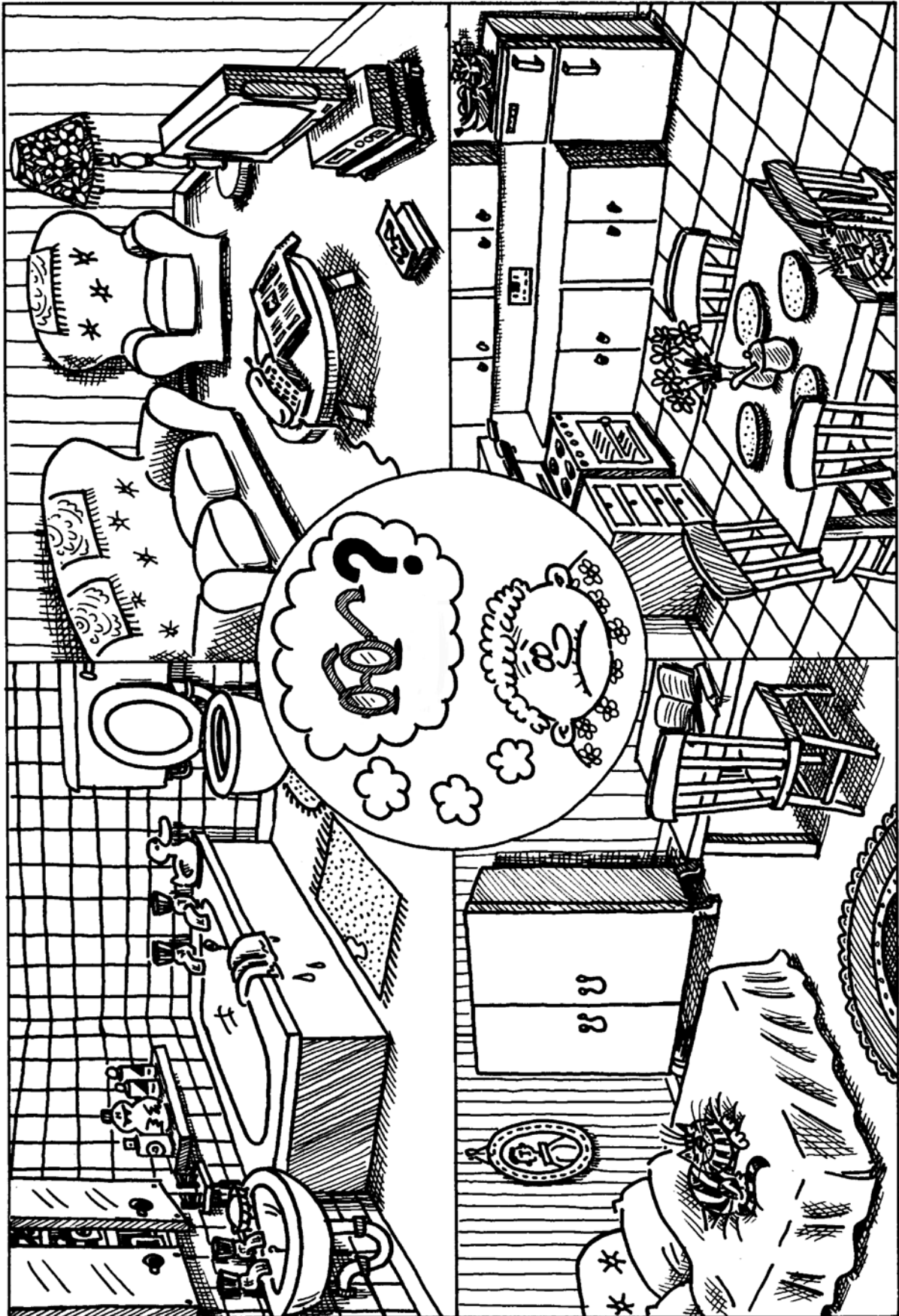
Once each group has collated all their information, ask the whole class about different parts of the house, for example 'Who's got information about the bedroom?' Some children will offer their own or other children's sentences, for example 'They aren't in the bed.' Make sure they all mark this information on their pictures. Continue with the living room, bathroom and finally the kitchen. Eventually one of the children will guess where grandma's glasses are (in the fridge!).

### Extra idea

An alternative way of using this activity is to divide the class into pairs and give each child a copy of Worksheet 1. Tell the children that grandma has lost her glasses. They put a cross anywhere they like on their picture to indicate where they want the glasses to be, without showing their partner. Their partner then has to guess where the cross is by asking questions, for example 'Are they under a table?'

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They aren't in a cupboard. 	They aren't in the bathroom. 
They aren't in the toilet. 	They aren't on a cupboard. 
They aren't in the bath. 	They aren't in the vase. 
They aren't on a table. 	They aren't in the DVD player. 
They aren't under a table. 	They aren't in the bedroom. 
They aren't on the sofa. 	They aren't in the bed. 
They aren't on the television. 	They aren't on the fridge. 
They aren't under the sofa. 	They aren't in the sink. 
They aren't under the bed. 	They aren't on the armchair. 
They aren't on the bed. 	They aren't on the wardrobe. 
They aren't under the television. 	They aren't in the wardrobe. 
They aren't on a chair. 	They aren't on the telephone. 
They aren't under a chair. 	They aren't under the lamp. 
They aren't on the cooker. 	They aren't in the armchair. 
They aren't in the living room. 	They aren't in the cooker. 