

# WHERE ARE GRANDMA'S TEETH?

## Teacher's Notes

### Aim

Saying where things are.

### Materials

One copy of Worksheet 1 for the class and one copy of Worksheet 2 per child.

### Duration

20-25 minutes

### 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 video, the bedroom, the fridge, the washbasin, the armchair, the wardrobe, the telephone, the lamp.*

### Aim of the game

To find out where Grandma's teeth are by collating information and gradually eliminating different parts of the house.

### Suggestion

If you prefer not to use the idea of Grandma's teeth, the picture in the centre of Worksheet 2 can be covered and replaced with a drawing of, e.g. a younger person who has lost his or her glasses.

### Introduction

Take Worksheet 1, enlarge it if possible, covering up the picture of Grandma. Stick some small pictures of objects (e.g. glasses, book, etc.) on the sheet. 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, e.g. *The glasses are on the bed. The shoes are under the table.* (You may wish to stick to plural items since the game cards all practise *They are...*)

### Playing the game

- 1 Give each child a copy of Worksheet 2 and one of the sentence cards from Worksheet 1. If you have more than thirty children in the class, they can work together in pairs, sharing a copy of Worksheet 2 and a sentence card. If you have fewer children in the class, give each child more than one sentence from Worksheet 1.
- 2 Divide the class into groups of about five children. Tell the children that Grandma has lost her false teeth and that they are going to help her find them. They have all the information about where they won't find Grandma's false teeth and by collating all this information, they will eventually find out where Grandma's teeth are.
- 3 The children colour in or shade with a pencil the place named on their sentence. For example, if a child has the sentence *They aren't on a chair*, he or she colours in all the chairs on his or her 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.)
- 4 Ask the children to find out more information from other children in their group, while also giving the information they have on their sentence. By pooling their information, each child will gradually eliminate different parts of the house.

- 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, e.g. *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 false teeth are (in the fridge!).

### Extra ideas

An alternative way of using this activity is to divide the class into pairs and give each child a copy of Worksheet 2. Tell the children that Grandma has lost her teeth. They mark a cross in secret anywhere they like on their pictures to indicate where they think they are. The other child in the pair has to guess where the cross is by asking questions, e.g. *Are they under a table?*