

6

Where are my glasses?

Type of activity

small groups
information gap

Function practised

asking and replying where things are

Exponent

Where's/Where are my ...?

*It's/They're in/on/under/on top of/near/next to/in front of/
behind the ...*

Lexical areas

furniture, common household objects and personal possessions

Essential vocabulary

radio, pipe, glasses, cushion, paper, umbrella, record, book, glass, socks, football, comb, handbag, pen, cigarettes, gloves, hairbrush, hat, teapot, knitting, cup, shopping basket, slippers, purse; TV, carpet, fireplace, mantelpiece, sofa, armchair, table, chair, waste-paper basket, wall, bookcase, lamp; in, on, under, on top of, near, next to, in front of, behind, to the right/left of

How to use the game

This game can be played in groups of three or four. For groups of three, leave out Jenny.

Copy one set of cards for each group.

Divide the students into groups of three or four and give out the cards.

Tell the students that they belong to a very untidy

7

family and are always losing things.

The large picture on their card shows their family living room. The small pictures show things they have lost.

The object of the game is for each player to find out from the others where these things are, and to draw them in on his/her picture.

One player should begin the game by asking, *Where is/are my ...?* and naming one of the lost objects.

The first player to answer gets the next turn.