

## 2.4 Class memory

<b>LEVEL</b>	<b>Beginner to pre-intermediate</b>
<b>AGE</b>	<b>6–10</b>
<b>TIME</b>	<b>10–15 minutes</b>
<b>AIMS</b>	<b>Grammar:</b> <i>have (got)</i> . <b>Type:</b> spatial, aural.
<b>MATERIALS</b>	Drawing paper, pencils.
<b>PREPARATION</b>	For this activity, your class will become a giant ‘memory game board’. Ask each child to make a drawing. The pictures could fit a lexical area you are dealing with, or they could simply be any pictures. Each child makes two ‘identical’ drawings.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1 Let the children, one by one, in groups or pairs, show each other the pictures they have. Encourage the children to use <i>What have you got?/What do you have?</i> and let them answer using <i>I’ve got .../I have ...</i>. Test their memory by reviewing what they see and asking <i>What has Ben got?/What does Linda have?</i></li> <li>2 Ask each child to give one of the two copies of their picture to a classmate elsewhere in the classroom. Make sure everybody has two different pictures.</li> <li>3 Ask children to hold up the pictures they have and give the class a few minutes to try and memorize each picture.</li> <li>4 Have the children turn over their picture, face down, on to their table. Ask one child to show their picture. Ask <i>What have you got?/What do you have?</i> or <i>What has X got?/What does Y have?</i> and let children answer. Then ask <i>Who’s also got ?/Who also has ...?</i> and let children answer, saying <i>Peter has got .../Peter has ...</i>.</li> <li>5 When a pair is found, they can lie face up on the children’s tables. The game ends when all picture sets have been found.</li> </ol>
<b>VARIATION 1</b>	In order to bring a more competitive element into the game, you could divide the class into two teams. When somebody in the team guesses the whereabouts of a picture correctly, the team scores a point.
<b>VARIATION 2</b>	As extra memory support, you could make a list of all the pictures by writing the names of the objects on them on the board, and tick each picture off the list when a set has been found.

## 2.5 What's yours?

**LEVEL** \_\_\_\_\_

**Elementary and above**

**AGE** \_\_\_\_\_

**9 and above**

**TIME** \_\_\_\_\_

**20 minutes**

**AIMS** \_\_\_\_\_

**Grammar:** possessive pronouns.

**Type:** spatial, verbal.

**MATERIALS** \_\_\_\_\_

Copies of Worksheet 2.5, one for each group or sheets of blank paper.

**PROCEDURE** \_\_\_\_\_

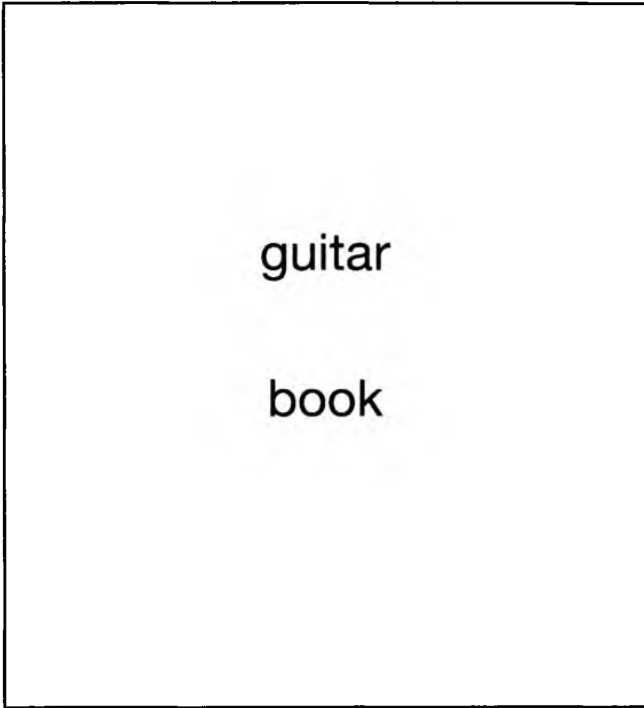
- 1 Explain to the children that they're going to play a game in which they have to guess which object belongs to whom. Copy the instructions on to the board and make sure everybody understands them. Give each group a worksheet.

### **Instructions**

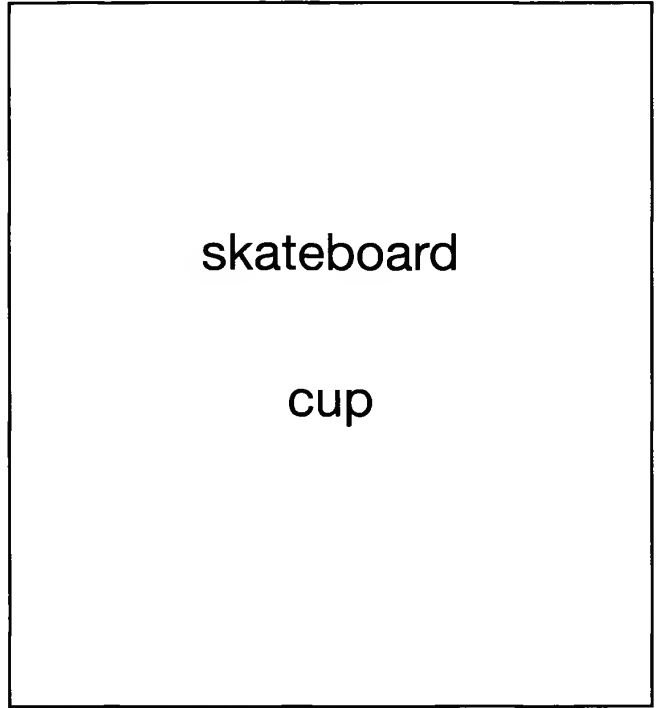
- 1 *Play in groups of six. Take turns.*
  - 2 *Four players write their name next to one of the boxes.*
  - 3 *Two players add their name to another player's box.*
  - 4 *Player 1 draws a PART of one of the objects on a separate piece of paper. Don't speak. The others must guess what it is.*  
*'Is it an/a ...?'*  
*'Yes, it is!'*  
*'No, it isn't.'*  
*'Try again.'*  
*'Almost!'*
  - 5 *When they know what the object is, they say: 'It's mine/his/hers/yours/theirs/ours', and point to the person/people.*  
*Every correct guess is one point.*
- 2 The objects in the boxes could be vocabulary you are working with at that moment, but it works best if they are objects that you can see, pick up, etc. and that the children are familiar with. The more complicated the object, the more difficult it will be to guess what it is.
  - 3 Let the children play the game.

Worksheet 2.5

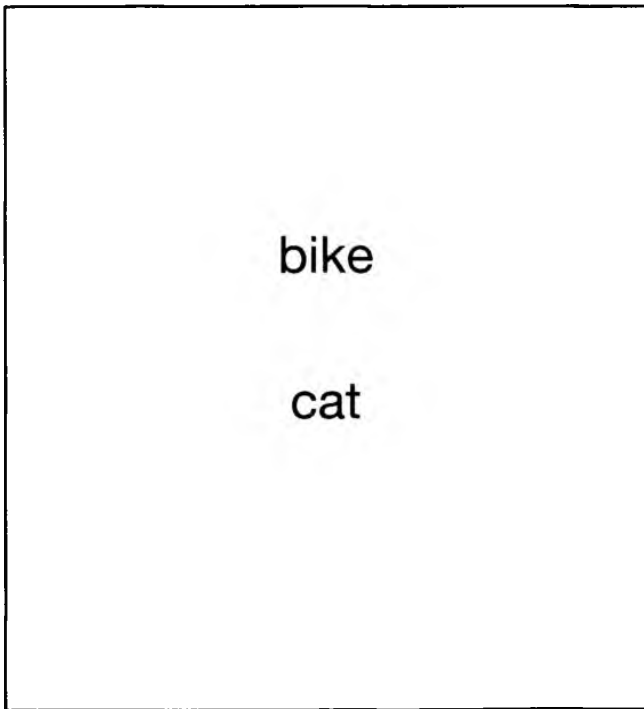
This is ..... 's box



This is ..... 's box



This is ..... 's and ..... 's box



This is ..... 's and ..... 's box

