

Find a friend who ...

Level: All

Age: 10-12

Organization: whole class

Aims: To ask and answer questions giving personal information; to find and note the name of one person who answers 'yes' to each question.

Language focus: *In the example:* present simple questions and answers, free-time activities, sports

Alternatives: any familiar language and vocabulary, e.g. *have got*, pets; past simple, free-time activities; *can* (for ability), sports, skills; *like + ing*; *want to*, countries; jobs; present perfect, *ever*

Materials: *Essential:* none / *Optional:* photocopies of a table to complete (one for each child)

Find a friend who ...	Name
... reads in bed at night.	
... has cereal for breakfast.	
... plays football on Saturday.	
... has piano lessons.	
... goes to bed at ten o'clock	
... watches TV after school.	

Procedure

1. Prepare a table for children to complete (see above)
2. Write this on the board and ask the children to copy it into their notebooks, or give them each a photocopy.
3. Elicit the questions children will need to ask.
4. Explain and demonstrate that children should walk round the class, find a friend who answers 'Yes' to a question and write their names in the table. They should try to find a different friend for each question, e.g. T: *Do you read in bed at night?* P1: *No, I don't* T: *Do you read in bed at night?* P2: *Yes, I do.*
5. Children sit down once their tables are complete.
6. Ask, e.g. *Who reads in bed at night?* and children reply with information they have collected.

Comments and Suggestions

- This is well-known activity which can also be used with children if it is not too long – no more than 6-10 items in the table.
- It is not usually suitable for younger children, as the mental operation of changing the statements in the table into questions can be confusing.
- If you have a large class, it may be best to get the children to mingle in rows, or in two halves, rather than the whole class together. This limits the amount of movement and helps to prevent over-excitement.
- In order to ensure children use English during the activity, you may like to build in a rule that they should only answer questions if these are asked in English.
- When children have completed their tables, it is important to set a further task to settle them and keep them engaged while others finish. This could be, for example, writing sentences from their tables or thinking of three more items they would like to find out about, e.g. *Find a friend who ... goes to bed at midnight / ... likes cowboy movies / ... comes to school by bike.*
- Some examples of language you can use in variations of this activity are: *Find a friend who ... has got a goldfish / ... went to the cinema (last weekend) / ... can do a handstand / ... likes reading / ... wants to be a doctor / ... wants to go to Australia / ... has been to London.*