













Find someone who...

Find someone who ...	NAME
 <p>... has their birthday in the same month as you</p>	<hr/>
 <p>... thinks Friday the 13th is unlucky</p>	<hr/>
 <p>... knows the date of their parents' wedding anniversary</p>	<hr/>
 <p>... did something interesting yesterday evening</p>	<hr/>
 <p>... has the same favourite month as you</p>	<hr/>
 <p>... can remember when they last bought a CD or cassette</p>	<hr/>
 <p>... is looking forward to the year 2001</p>	<hr/>
 <p>... can tell you their brothers' and sisters' birthdays</p>	<hr/>
 <p>... can remember when they last went to the cinema</p>	<hr/>
 <p>... knows how many days there are in this month</p>	<hr/>
 <p>... knows the date of the next public holiday</p>	<hr/>
 <p>... can remember when they last wrote a letter</p>	<hr/>

Find someone who... Worksheet **22**

ACTIVITY

Whole class: speaking

AIM

To ask and answer questions and to complete a chart.

GRAMMAR AND FUNCTIONS

Dates

Expressions of time

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20 to 30 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class.
- 2 Explain that they are going to transform the statements on their worksheet into questions and then go round the class asking one another the questions.
- 3 Ask them to work in pairs or small groups for the first part of the activity and to write down on a separate piece of paper the questions they will need to ask.
- 4 Check the questions – there may be several alternatives for one statement. For example, the question *Find someone who has their birthday in the same month as you* could be answered by any of the following questions:
Is your birthday in February?
When is your birthday?
What month is your birthday?
- 5 Now the students are ready to go round the class asking one another the questions.
- 6 When they find someone who answers *yes* to a question, they put that person's name next to the statement in the space provided. It is very important to tell the students that they can only put the same name twice. This is to encourage them to speak to as many different partners as possible.
- 7 When one student has found a name for each of the statements on the worksheet, stop the activity.
- 8 As a follow-up, ask the students to say which statements were difficult to put a name to and which were easy.