

Find Someone Who...

- A: Hi. I'm Joe.
B: Hi, Joe. I'm Hana.
A: Can I ask you a question, Hana?
B: Sure, Joe.
A: Can you dance well?
B: Dance? Yes, I can dance.
A: Thanks, Hana.
B: Joe, can I ask you a question?

...



(write names here)

_____ owns a dog.

_____ is happy right now.

_____ can cook.



_____ likes ice hockey.

_____ wears contact lenses.

_____ is hungry.

_____ has an older brother.

_____ likes spicy food.



_____ goes to school by motorcycle or scooter.

_____ can dance well.

_____ is afraid of snakes.

_____ loves the J-pop group 嵐 (Arashi).

Teacher notes:

- If the other student says "Yes", write his / her name on the line. Students should then go ask a different person a different question.
- Students can ask the questions in any order.
- Make sure that students are talking in pairs. Don't let students write down any answers that they've overheard. Don't let them form groups.
- Let them ask you questions, too.

Find Someone Who

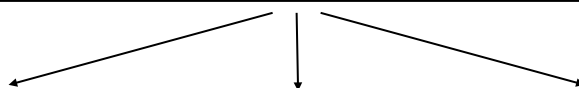
Teacher notes: Warm Up

On the board, use the CAPTUR board magnets:

A	▲	Are you ... ?
B	●	Do you ... ?
C	◆	Can you ... ?

Practice the questions for this activity.

<p>Teacher: The first one is, "owns a dog." Maybe someone here owns a dog. What question do I ask for the first one? Does it begin with "Are you", "Do you", or "Can you"? Get ready to answer. Show me your answer.</p> <p>Students: (Students hold up their CAPTUR paddles. The answer is "B")</p>
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<p>If all hold up "B":</p> <p>Say, "Correct", point to the correct answer.</p> <p>Optional: Say, "Ask me." Students say, "Do you own a dog?" Listen to make sure they don't say "owns".</p> <p>Teacher: Reply. "Yes! I own a dog." or "No, I don't own a dog."</p> <p>If nearly all of the students are getting all of the question forms correct, then you don't need to check every single one of them. You can let them start the activity.</p>

<p>If most (2/3) hold up "B":</p> <p>Most understand, but some do not. Two options below:</p> <p>Option A: Have students talk in small groups to explain their answer. This should help out the ones who were confused.</p> <p>Option B: Explicit elicitation. Remind them that "own" is a verb, and ask them how we make yes/no questions with verbs.</p> <p>Then, ask the question again. More should get it right the second time. At that point, briefly explain. "Yes, 'own' is a verb, so we ask with 'Do you'."</p>

<p>If many students get it wrong:</p> <p>See "Option B" to the left of this.</p> <p>You'll have to go over many of these questions to make sure that they understand how to form the questions.</p>
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Teacher Notes: Optional Follow-Up Activities

(These activities can also work well on their own.)

1. Surveying Students

You can survey your students. Read out the sentences, but in the 1st person. For example:

- I own a dog.
- I am happy right now.
- I can cook well.

On the board, use the CAPTUR Board Magnets or write A: and B: to display the options:

A	▲ True (This is true about me.)
B	● False (This is not true about me.)

As you read out each sentence, students will use their CAPTUR paddles to show you their answers. If you want, you can write down the approximate vote ratio to share with the students later on.

We've found that when students are giving an answer about themselves, they tend to pay attention to the meaning of what they're voting on.

Challenge their listening

If you want to really challenge their listening, tell them that you're going to mix up the order of the sentences, and that you're going to include some extra sentences just "for fun." These extra sentences should include some that are universally true or false for everyone, so that you have a 50/50 chance of detecting random answers.

For example,

- "I am human"
You should see a sea of "A" answers for True. Anyone who shows you "B" is probably not paying attention, or they've misunderstood.
- "I like eating paper cups"
The classroom should be filled with responses of "B" for False.

2. Students Speculate

This works just like "Surveying Students" above, but this time, students show you the answers about you, the teacher.

A	▲ Probably True (This is probably true about the teacher.)
B	● False (This is probably not true about the teacher.)

Alternative for more communication:

Give students a couple of minutes for discussion in English before you ask to see their answers. This allows them some real communication in the target language. Also, the "pressure" of showing an answer at the end of the short discussion provides some real motivation.

3. How Well Do You Know Me?

This works just like "Students Speculate" above, except that the students are in small groups of about six. Students take turns being the center of their group's attention. Each student reads out a few sentences about themselves, and the others in the group respond with their CAPTUR tools (A for true, B for false).

A ▲ Probably True (This is probably true about you.)
B ● False (This is probably not true about you.)

Alternative for more fun

Let them adapt the sentences on the "Find Someone Who" paper to make them true (or false!) about themselves:

- I hate ice hockey.
- I love soccer.
- I have a younger sister.
- I'm afraid of tests.
- I cannot cook well.

Alternative for more communication:

The student reads 2 true sentences and 1 false sentence about themselves. The others can discuss it in English. Then, vote on which sentence was the false one.

A ▲ The first sentence is false. The others are true.
B ● The second sentence is false. The others are true.
C ◆ The third sentence is false. The others are true.

For example, a student may say:

1. I own a dog.
2. I can cook well.
3. I like baseball.

The other students can have a few minutes to ask the student some questions in an attempt to find out which of the three statements is false:

- "What's your dog's name?"
- "What kind of dog do you own?"
- "What's your favorite meal to cook?"
- "Who's your favorite baseball player?"

Then, everyone in the group uses their CAPTUR paddles to say which statement is probably the one that's not true.