


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

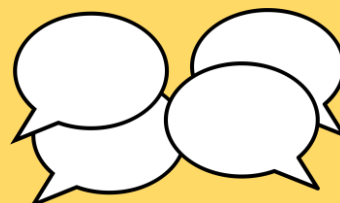
# Find Someone Who ...

How long have you studied English?

**FOR and SINCE**

	CLASSMATE'S NAME	Who...? What...? Where...?	ADDITIONAL INFORMATION	When...? Why...? How...?
... has studied English for more than three years.				
... has been alive since 1995.				
... has lived in this city for about a year.				
... has had long hair for many years.				
... worn glasses for two or three years.				
... has had a pet cat or dog for a long time.				
... has been awake since six o'clock this morning.				

- A:** How long have you studied English?
- B:** I have studied English for four years!
- A:** Why do you study English?
- B:** I want to get a job as a travel agent.



**Aim** Speaking practice; Grammar practice ('for' and 'since' questions)

**Level** Pre-Intermediate to Intermediate (CEFR Level A2 to B1)

## ACTIVITY NOTES

### Lead-in

Lead-in to this activity with a quick review of 'How long ...?' questions with present perfect.

- How long have you + verb?

### 'FIND SOMEONE WHO' Activity – Version 1

Distribute one activity handout to each learner. Have your students stand and find different classmates to interview. When a classmate answers 'Yes', the interviewer should write the classmate's name and ask for and record additional information. For example:

- A. How long have you studied English?
- B. I have studied English for four years.
- A. (writes classmate's name in the box) Why do you study English?
- B. I want to get a job as a travel agent.
- A. (writes this information in the box)

When a classmate answers with an answer that doesn't match the objective, the interviewer should leave the box empty. Another classmate may later supply a matching answer for this question.

**IMPORTANT:** Be sure to *model* this activity with a student. Consider using the board to write a similar conversation as above.

### 'FIND SOMEONE WHO' Activity – Version 2

Although not the 'traditional' *Find Someone Who* activity procedure, I find this second version more interesting and easier to manage in class.

In this version, students are allowed to ask one classmate one question (excluding follow-up questions) – and the answer, whether it matches or not, is written in the box. After a mutual interview exchange, students can move on to find another classmate to speak with.

'Version 2' guarantees that every box can be filled, and that students will not stick with just one classmate in an attempt to find a matching answer.

### Wrap-up

Wrap-up either version by having your learners sit down in pairs or groups of three and share the information they collected. Finally, elicit any especially interesting information your learners may have discovered.