

Find someone who...

Name _____ Date _____



Do you ...?

Example: Do you *live* close to our college?

<p>..... (write name of person) lives close to our college.</p>	<p>..... (write name of person) has a pet (dog).</p>	<p>..... (write name of person) hates coffee.</p>	<p>..... (write name of person) doesn't have a job.</p>
<p>..... (write name of person) comes from outside Europe.</p>	<p>..... (write name of person) loves cooking.</p>	<p>..... (write name of person) has the letter 'e' in his/her first name.</p>	<p>..... (write name of person) speaks another language.</p>
<p>..... (write name of person) takes the bus to class.</p>	<p>..... (write name of person) likes reading books / novels.</p>	<p>..... (write name of person) comes from the EU.</p>	<p>..... (write name of person) plays a musical instrument.</p>
<p>..... (write name of person) drives a car.</p>	<p>..... (write name of person) doesn't like watching T.V.</p>	<p>..... (write name of person) goes to the library.</p>	<p>..... (write name of person) uses the internet every day.</p>
<p>..... (write name of person)</p>	<p>..... (write name of person)</p>	<p>..... (write name of person)</p>	<p>..... (write name of person)</p>

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Teaching notes and curriculum links

This icebreaker activity can be used with Entry Level learners who are new to each other in order to get them to (eventually) know each other (by name).

I usually model the first question with a more-able learner (and at times even myself) to show that all that is required is to ask the question and write in the *name* of any learner that answers yes.

Example T-S: Do you live close to college?

If yes write name of student on the line ...Enrico.....(Write name of person).

If no, then the learner asks another person the same question in order to fill that box.

Please note, when the answer is negative (e.g. doesn't have a job) I usually get learners to change the way the question is asked.

Example: Do you have a job?

Only if the answer is no, can the name be written in the box.

The teacher does a lot of monitoring and correcting of learners using the required form of questioning in order to get the answer and complete the form with the names. When all the boxes are filled, (according to the size of class, smaller classes might have the same name in more than one box) the teacher brings the class back together for whole class feedback. The teacher could display page 1 on a whiteboard ask different learners to read or say aloud to the class what information (names) they have on their questionnaires.

Use this time to share learners' details, as well as highlighting the change of verb form when referring to 3rd person present tense. This activity can last from 15 – 30 minutes depending on the level of learners.

The resource can be customised for different classes. E.g. change 'takes the bus to class' to 'walks to class', etc. You can use the bottom row of the table for this or ask for an editable Word version of the resource (see yellow box below for details).

An **editable Word version** of this document is available, **on a one to one exchange basis for your own resource contribution.**

If you wish to become a registered contributor, please contact Maggie using the contact link at www.skillsworkshop.org 

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Teaching notes and curriculum links

Subject content - FUNCTIONAL SKILLS ENGLISH 2018 (comes into effect September 2019)

✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). → or ← = not covered in detail in this resource but annotated to show progression across levels. *Content at each level subsumes and builds upon that at lower levels.* **Source:** *Subject content functional skills: English. DfE (Feb 2018),*
<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Speaking, Listening and Communicating content descriptors

‘Speaking, listening and communicating’ within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include ‘virtual’ communication methods such as telephone or spoken web-based technologies. The terms ‘speaking, listening and communicating’ are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

Learning aims for speaking, listening and communicating

E1, 2 & 3 Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.

L1-2 Listen, understand and make relevant contributions to discussions with others in a range of contexts. Apply their understanding of language to adapt delivery and content to suit audience and purpose.

Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
1.1 Say the names of the letters of the alphabet E1.2 Identify and extract the main information from short statements and explanations E1.3 Follow single-step instructions, asking for them to be repeated if necessary E1.4 Make requests and ask straightforward questions using appropriate terms and registers ✓✓ E1.5 Respond to questions about specific information ✓✓ E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics ✓ E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic ✓	E2.1 Identify and extract the main information and detail from short explanations E2.2 Make requests and ask clear questions appropriately in different contexts ✓✓ E2.3 Respond appropriately to straightforward questions ✓✓ E2.4 Follow the gist of discussions E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics ✓ E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic	E3.1 Identify and extract relevant information and detail in straightforward explanations E3.2 Make requests and ask concise questions using appropriate language in different contexts ← E3.3 Communicate information and opinions clearly on a range of topics E3.4 Respond appropriately to questions on a range of straightforward topics ← E3.5 Follow and understand the main points of discussions E3.6 Make relevant contributions to group discussions about straightforward topics E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Scope of study should include:

simple narratives, information & instructions, and short statements, explanations, discussions, questions, exchanges. ✓	short narratives and explanations and instructions, discussions and straightforward information and instructions.	include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.
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