

Find your Partner

Context

The British Council language assistant sets up a 'Find your partner' activity, in which children must find their partner by walking round the room and asking each other questions in German. They combine and reuse previously learnt language.

Exploration

This is an excellent way of revising and extending children's utterances which enables them to communicate in a realistic context. The activity contains several elements of effective language teaching and learning:

- challenge: enables them to put together much of their previously learned work, eg greeting, asking and answering questions on different topics;
- realistic communication: children need to find out the information to complete the task;
- element of surprise: they really do not know the answers and must find them out for themselves;
- independence and movement: they benefit from being given the freedom and independence to move around the room, selecting whom they want to interview.

Opportunity for informal assessment

This activity is suitable for informal assessment by the teacher who is watching the lesson. The KS2 Framework for Languages contains many activities to help teachers in assessing progress. Suggested activities are provided for each of the core strands of Oracy, Literacy and Intercultural Understanding.

[Year 3 Teaching Activities:](#)

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[Year 4 Teaching Activities:](#)

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[Year 5 Teaching Activities:](#)

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[Year 6 Teaching Activities:](#)

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Links to the KS2 Framework

The children:

- ask and answer questions on several topics
- recognise and respond to sound patterns and words
- perform simple communicative tasks using single words, phrases and short sentences
- memorise and present a short spoken text
- listen for specific words and phrases

O4.4 O4.1 O4.2

[Oracy 4.4](#)

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[Oracy 4.1](#)

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[Oracy 4.2](#)

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- recognise some familiar words in written form
- make links between some phonemes, rhymes and spellings, and read aloud familiar words

L3.1 L3.2

[Literacy 3.1](#)

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[Literacy 3.2](#)

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- make direct or indirect contact with the country/countries where the language is spoken

IU3.4

[Intercultural Understanding 3.4](#)

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- imitate pronunciation of sounds
- recognise question forms
- use question forms
- notice the spelling of familiar words
- identify specific sounds, phonemes and words

KAL

[Knowledge about Language](#)

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- practise new language with a friend
- look at the face of the teacher and listen attentively

LLS

[Practising language](#)

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[Communicating, Understanding and Being Understood](#)

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Next steps

This activity lends itself perfectly to further extension as children assimilate new language. Children can ask longer questions on different topics, reusing familiar language and structures in new contexts.

O5.1

[Oracy 5.1](#)

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They might add opinions to the list of characteristics, eg expressing likes and dislikes.

O 5.2

[Oracy 5.2](#)

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They will be able to listen attentively and understand more complex phrases and sentences.

O 5.3

[Oracy 5.3](#)

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Development

- Prepare cue cards for this activity, combining previously learnt language.
- Use the questions and answers to send e-mail texts to a partner school.