

## Activity Type

Reading, writing,  
listening and speaking  
activity

## Focus

Prefixes

Yes/no questions and  
short answers

'Wh' follow-up questions

## Aim

To ask and answer yes/  
no questions containing  
words that use prefixes.

## Preparation

Make one copy of the  
worksheet for each  
student.

## Level

Upper-intermediate (B2)

## Time

30 minutes

## Introduction

In this communicative prefixes activity, students ask and answer yes/no questions containing words that use prefixes.

## Procedure

Give each student a copy of the worksheet.

Tell the students to complete the items with the 12 prefixes at the bottom of the worksheet.

When the students have finished, go through the answers with the class.

## Answer key

misbehave	postgraduate	impatient
overheard	dislikes	unable
extracurricular	reviews	proactive
nonfiction	antibiotics	prefixes

Next, go through the items on the worksheet and elicit the yes/no questions the students need to ask in order to do the activity, e.g. 'Did you use to misbehave when you were younger?'

Demonstrate the activity by writing the first item on the board and adding a 'Name' and 'More information' column beside it.

Ask a student in the class 'Did you use to misbehave when you were younger?' If the student answers 'No, I didn't', repeat the question with other students until one of them says 'yes'.

Write this student's name in the 'Name' column on the board and ask a 'Wh' follow-up question to gain more information, e.g. 'What kinds of things did you do to misbehave?' Put the student's answer in the 'More information' column.

Once the students understand the idea, they go around the class, asking each other the questions. When a student finds someone who answers 'yes' to a question, the student writes down their name and asks a 'Wh' follow-up question to gain more information, noting down the answer in the last column.

Tell the students that they can only have the same name once (or twice). This is to encourage them to speak to as many different partners as possible.

When everyone has finished, ask students to give feedback to the rest of the class on what they found out. If there are any interesting findings, encourage the students to discuss them in more detail.

## Find Someone Who...

Find someone who...	Name	More information
used to .....behave when they were younger.		
.....heard an interesting conversation recently.		
participates in an .....curricular activity.		
likes to read .....fiction books.		
would like to study for a .....graduate degree.		
.....likes drinking coffee.		
.....views what they learn in class.		
has taken .....biotics recently.		
often gets .....patient when they have to wait.		
was .....able to come to class last month.		
thinks it's important to be .....active in life.		
can name ten .....fixes without looking at the worksheet.		
un-    post-    re-    pre-    anti-    im-    mis-    pro-    over-    extra-    dis-    non-		