I think my partner ...

Student A

I think my partner ...	Yes	No	Right or Wrong?
is interested in practicing extreme sports.			
likes eating rice and beans.			
likes to flirt.			
is going to be an excellent English speaker in one year.			
sings in the shower.			
watches a lot of TV.			
is afraid of airplanes.			
gives to charity.			
doesn't like pets.			
likes heavy metal.			
likes eating in restaurants.			
is a good singer.			

Student B

I think my partner ...	Yes	No	Right or Wrong?
is afraid of insects.			
believes in God.			
likes children.			
is a good dancer.			
likes speaking in public.			
likes action movies.			
exercises three times a week.			
always eats a big breakfast.			
prefers staying at home on the weekends.			
wants to live in another country.			
likes fashionable clothes.			
likes looking in the mirror.			

Unit 5B   *Teacher's Notes*

I think my partner ...

Interaction
Pair work

Aims
To practice the present simple.
To practice sharing opinions.

Time
20–25 minutes

Skills
Speaking

Grammar and functions
Information questions in the present simple
Talking about one's likes, dislikes and habits
Giving opinions
Justifying choices

Vocabulary
Likes and dislikes
Habits and daily routines

Preparation
Photocopy and cut apart the A / B cards so that there is one set for each pair of students.

Procedure
1   Give half the group student A cards and the other half student B cards.

2   Allow the students a few minutes to familiarize themselves with the information on their cards. You may want to pre-teach the words below.
Extreme sports – sports that are unusually dangerous, e.g. *parachuting*.
To flirt – to behave playfully, usually to attract the attention of someone of the opposite sex.
To be afraid of – to be anxious, to be scared.
Charity – an organization that helps people / animals in need.

3   Ask students to form A / B pairs and explain the first part of the activity. Students read the questions on their card and circle an answer that they think best corresponds to their partner. Give examples using yourself as the model, e.g. *How well do you know me?*
Do I like eating out? Yes or No?
Am I afraid of insects? Yes or No?

4   Set a time limit of five minutes. Make sure students do the task individually.

5   Explain the task for the second part of the activity. Students talk to their partners and check whether their guesses were correct.

6   Set a time limit of ten minutes and ask students to start checking their guesses.

7   When the time is up, check how many correct guesses students made and who knew their partner the best.

8   Invite several students to report their right / wrong guesses to the class.

Option
Ask students to work in groups of six. Give three students card A and the other three card B. Have students read the questions and guess who in the group would fit in the *Yes* column and who would fit in the *No* column and write the students' names in those spaces. Then ask the groups to check whether their guesses were right or wrong.