



Group predictions

	You			
<p>On Saturday nights, I usually:</p> <ul style="list-style-type: none"> • stay at home with my family. • go to a quiet restaurant with friends. • go to an exciting disco. • other 				
<p>My idea of a perfect city is:</p> <ul style="list-style-type: none"> • a metropolis like New York City. • a mid-sized city of 500,000 inhabitants. • a small town with under 5000 inhabitants. • other 				
<p>For me, the ideal place to live is:</p> <ul style="list-style-type: none"> • downtown. • in the suburbs. • in the country. • other 				
<p>The ideal place for children to live is:</p> <ul style="list-style-type: none"> • downtown. • in the suburbs. • in the country. • other 				
<p>An important element to have in a city is:</p> <ul style="list-style-type: none"> • low pollution. • tourist attractions. • honest government. • other 				
<p>A good place for a university is:</p> <ul style="list-style-type: none"> • in a small, residential town. • in a large, busy city. • in a quiet, commercial city. • other 				
<p>A big problem for my city is:</p> <ul style="list-style-type: none"> • crime. • pollution. • corruption. • other 				
<p>My ideal city has:</p> <ul style="list-style-type: none"> • lots of historic buildings and interesting architecture. • beaches and hot weather. • an honest, hard-working government and good public services. • other 				



Group predictions

Interaction

Group work

Aim

To share opinions and ideas about urban life.

Time

20–25 minutes

Skills

Reading
Speaking

Grammar and functions

Asking and answering questions about preferences
Information questions and *yes / no* questions in
the present simple

Vocabulary

Lifestyles
Cities

Preparation

Photocopy the worksheets. Make sure you have
one for each student in the class.

Procedure

- 1 Divide the class into groups of four.
- 2 Give each student a worksheet.
- 3 Ask students to write the names of their three partners in the spaces provided.
- 4 Explain the task. Individually, students read the questions and check the alternative that best coincides with their opinion. When students have finished this, they guess their partners' answers to those questions and write them in the spaces provided.
- 5 Set a time limit of ten minutes and ask students to begin the task.
- 6 When the time is up explain the task for the second part of the activity. Students check with the members of their groups to see whether their guesses are right or wrong and discuss their answers.
- 7 Set a time limit of ten minutes and ask students to finish the activity.
- 8 Move around the room and give help if needed.
- 9 When the time is up invite some students to report their conclusions to the class.

Option

Ask students to check how many correct guesses they have. The student with the most correct guesses wins the game.

Additional ideas

Ask students to form pairs. Make a list of topics on the board, e.g. *marital status, work, study, trips to other countries, free time activities, sports*. Get each pair to agree on a subject. Individually, each student should use that topic as a guideline to write five sentences about his / her partner, e.g. *I think my partner wants to get married soon. I think he wants to marry a very pretty woman. He wants his wife to stay at home*. Students should then check the accuracy of their guesses by talking to each other and discussing what they have written about.