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Cupid's Dating Agency



Male Cards

	Client A Name: I'm very keen on and I also love and I really enjoy I think is very relaxing, and I don't mind but I really hate	Client B Name: I'm mad about and I really like I think is very interesting, but I find incredibly boring. I don't mind but I absolutely loathe
⊁		
	Client C Name:	Client D Name:
	I really like and and I'm very keen on I think is good fun, and I quite like I don't mind, but I can't stand	I loveand and I'm very interested inI really enjoyand I quite likeas well. I don't mind , but I absolutely loathe
	Client E Name:	Client F Name:
	I'm crazy about and I also like I also find very relaxing. I think can be fun, but I don't like and I really hate	I'm mad about and I also enjoy and I find very interesting, and I like too. can be really boring, and I can't stand

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Female Cards

*	Client A Name: I don't really like but I love I'm also very interested in and I find relaxing, but I loathe Oh, and I'm crazy about	Client B Name: I really enjoy and, and I find, and I find
0	Client C Name:	
	Client E Name: I'm very keen on and I also really like I find very relaxing, and I quite like I don't mind but I really hate	Client F Name: I'm mad about and I really likeas well. I think can be fun, and I also enjoy and I don't really like and I find incredibly boring.

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In this enjoyable teaching activity, students create profiles of peoples' likes and dislikes using various expressions and phrases. The students then match people together according to their preferences.

Before class, make one copy of the male and female cards for every four students. Make sure there are equal sets of cards.

Procedure

Divide the students into pairs.

Check that the students understand the concept of a dating agency and review the language for expressing likes and dislikes.

Give each pair a set of six male or female cards.

Half of the pairs should have male cards and the other half have the female set.

Tell the students to look at the pictures on the cards and fill in each profile with information that they think suits the person's character.

When the students have finished writing their six cards, join two pairs of students together. One pair should have male cards and the other should have female cards.

The students tell one another about the people on their cards. Then, the whole group decides who should go on a date with who based on the information in the profile.

Students pair up all the men and women if possible and give reasons for their decisions.

Afterwards, each group tells the class about their most promising dates.