



positive and negative aspects of your neighbourhood	how important computers are in your daily life	your perfect job	TV programmes you like and dislike
how you keep in contact with friends	tourism in your country	the most beautiful place you have ever been to	how to learn English
the importance of music in your life	how you can protect the environment	celebrities in your country	your opinion about shopping for clothes
problems in big cities	your best and worst teachers	working in a team versus working individually	advantages and disadvantages of mobile phones
a person you admire	things that scare you	money and happiness	junk food versus healthy food
discipline in high schools	crime in your country	your favourite festival	weather you love and weather you hate
night life in your town or city	public transport in your town or city	your best friend	your perfect home
your plans for the future	the importance of homework	ways to cure insomnia	the importance of sport

Useful expressions

What do you think about ...? Personally, I think ... Well, for me the most important thing ...
I agree/disagree That's an interesting point. Really? Me too/Me neither So do I I don't either

Activity

Whole class: speaking

Aim

To speak in pairs for one minute about various topics

Preparation

Make one photocopy of the cards. You can either write the Useful expressions on the board or make one photocopy for each pair of students.

Grammar

General revision

Time

20–25 minutes

Lesson link

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Teaching notes

Procedure

- › Organise the room so that students can sit in two long lines facing each other.
- › Tell students that they are going to practise discussing typical topics that commonly appear on the *B2 First* exam.
- › Place three cards between each pair of students (i.e. two students who are sitting opposite each other).
- › Explain that they have to pick up one of the cards and speak together about the topic. Point out that they should both speak so that it is a brief discussion.
- › Emphasise that they should not use more than one card and that they should keep talking until you say 'Time!'
- › When you say 'Time!' (after about a minute, or whenever you feel it is appropriate), students stop their discussion, put their card back on the pile and move one seat in a clockwise direction. This means they will be sitting opposite a new student and that they will have a different set of cards in front of them. Remind them not to bring the card with them, but to leave it in its original position.
- › Repeat the same procedure again, calling 'Time!' when you want the students to move on. Having three cards means that when students sit at the same pile twice they can choose a topic they haven't spoken about before. Also, if students run out of things to say before the minute ends, you can quietly indicate that they can choose another card.
- › Start the activity. Circulate and listen, but do not interrupt the discussions. Make a note of anything you would like to address after the activity in terms of grammar issues, vocabulary, or ideas.
- › Keep calling 'Time!' until students have returned to their initial position.
- › Get some feedback from the class, and do error correction to finish off the activity.