



What is/was your favourite school subject?	What subject do/did you find most difficult? Why?	Tell us about one of your earliest memories from your school days.
Do you enjoy cooking? (What kind of dishes do you cook?)	Do you have a healthy diet? (Why/Why not?)	Tell us about one of your favourite restaurants.
Which city would you most like to visit? (Why?)	Tell us about an interesting trip you went on.	Have you been to many other countries? (Which ones?)
Where do you come from?	What do you like about living in your town or city?	Where do you usually go at the weekend in your town or city? (What do you do there?)
What kind of things do you like doing in your free time?	What hobbies did you have when you were younger?	Tell us about a TV programme you really like.
How have your friends or family influenced you?	What kinds of things do you talk about with your friends?	Tell us a little about a member of your family or a close friend.
Tell us a little about your home.	How much time do you spend at home?	What would you change about your home if you could?
What is your favourite thing to do on the internet?	Do you often go on social media websites? (What do you like about them?)	Tell us about one of your favourite websites.

## Activity

In pairs or small groups: speaking

## Aim

To sort the questions into categories and practise answering them

## Exam skill

Speaking Part 1

## Preparation

Make one copy of the sheet for each group of two or three students. Cut up the cards.

## Time

10–15 minutes

## Lesson link

Unit 1, page 1

## Teaching notes

### Procedure

- › Put the following categories on the board: *your town or city, free time, the internet, your home, family and friends, school, travelling, food and cooking*. Tell the students these are common topics for Speaking Part 1. They have to sort the typical exam questions on the cards into these categories.
- › Organise the students into pairs or groups of three and give each a set of cards. Allow them a few minutes to sort the cards.
- › Elicit the answers or display them using a projector.
- › Now tell the students they are going to take turns asking each other the questions. Stress the importance of giving an answer that is not too short or too long. Two or three sentences are ideal. Model this by answering one of the questions yourself:

*Do you have a healthy diet? (Why/Why not?)*

*Yes, I do. I try to avoid junk food and I usually cook all my meals at home. But I should probably eat more fresh fruit and vegetables.*

- › While the students are doing the activity, circulate and make sure they are giving answers of a reasonable length. Provide support and make notes of any errors you would like to address later.

### Extension

The students could create additional questions for the categories, or questions for other typical Speaking Part 1 categories, such as *work, personal possessions, languages, sport, career plans, books and reading, films, music*, etc. Ideally, these typical Speaking Part 1 questions should be revisited often as a warmer or filler. On the day of the test, if students answer these first questions easily and fluently, their confidence will be higher going into the more challenging parts of the speaking test to follow.