

# All about me

## Warm up

Ask the class to stand in a circle. You start by making a statement from the list below. The student on your left has to match your sentence with a **true** statement about him/herself. It can be a repetition of your statement (if that is also true for him/her) or, more usually, it will be a modification of your statement. The next person in the circle does the same, and so on around the circle. (Make sure that students don't build mistakes in to the original sentence pattern.) For example:

- A:** My birthday is in August.  
**B:** My birthday is in November.  
**C:** My birthday is in March.  
 OR  
**A:** I have a cat and a dog at home.  
**B:** I have a cat at home.  
**C:** I don't have any pets at home.  
 ... and so on.

### Possible statements

- |                                   |   |
|-----------------------------------|---|
| My surname is Sinclair.           | I had chicken salad for dinner yesterday evening. |
| My mother's name is Betty.        | I came to school by bus this morning.             |
| I have two brothers and a sister. | I have a friend called Rosalind.                  |
| My address is 20 Green Street.    | My last holiday was in Turkey.                    |
| My favourite colour is blue.      | The last film I saw was <i>Spirited Away</i> .    |
| I got up at 6.30 this morning.    | This weekend I'm going to play tennis.            |

## Main activities

Students do some of these activities alone and the others in pairs or small groups.

- 1** Advise students that in order to prepare for the Speaking part of the exam: *You should try to become an expert on yourself.* In other words, they should make sure they can talk confidently about the following:

- basic factual information about yourself, such as your age, country, nationality, first language, date and place of birth, current residence
- what you do – whether you are a student or you have a job
- your family
- your experience of studying English in particular (how long? how often?)
- your hobbies and interests
- your future (things that are certain, and things that you *might* do).

Students work in groups of three or four. Hand out the squares of paper (see Preparation) to each group. Between them, they write the seven topic titles on the squares, put the squares in the middle, turn them over and mix them up (or put them in a hat). Taking it in turns, each person picks up one of the squares, reads out the topic, and then speaks about it for 1 minute.

Tell them they will repeat the task in exercise 6. The second time they have to evaluate both themselves and the other students.

- 2** Students look at the sentences, which show a variety of ways of talking about everyday personal topics. They match the sentences with the topics.

### Answers

- 1 F 2 C 3 A 4 C/F 5 B/D 6 D 7 D  
 8 A 9 E/G 10 C 11 B 12 G 13 E 14 D

- 3** Students discuss the picture using the open questions as a starting point. Pre-teach *unicycling*.

- 4** ▶▶ Make sure students decide in advance who will note down the questions and who the answers. Play the recording twice to allow students time to make their notes. **See page 134 for the Tapescript** (and questions and answers). Emphasise the importance of noting key words and phrases, which they can use later when they reconstruct the dialogue. **It should not become a dictation task.**

- 5** Students interview each other about their chosen activities. The language in exercise 4 provides a model but students should feel able to add their own ideas.

- 6** Ask students to work in the same groups as in exercise 1. Hand out the squares of paper again. Students repeat exercise 1 and evaluate their improvement.

## Follow up

Students clarify and develop the language of personal information by writing an email about themselves. It should have the friendly communicative style of a personal email and not sound like a curriculum vitae!

# All about me

- 1** Which of these subjects can you talk confidently about in English? Put a tick (✓) by the subjects you feel confident about.



- A My family
- B My experience of learning English
- C My home town / where I live
- D My interests
- ✓ E My education / the work that I do
- F The most important things that happened to me last year
- G My plans and hopes for the future

Work in small groups. Practise talking about these topics.

- 2** Look at these sentences. Which topic in exercise 1 does each one refer to? Write a letter next to the sentence. **NOTE: Some of the sentences refer to more than one topic.**

- In August I went on holiday for three weeks and met someone who's since become a good friend. F
- It's about 25 kilometres from the coast. C
- I'm an only child. D
- In February we moved to a larger flat further away from the centre of town. C
- I watch DVDs with an English soundtrack and I think that has improved my listening. B
- I'm the captain of a local football team and that takes up a lot of my free time. D
- I love going shopping but of course I can't spend a lot of money as I'm still a student. D
- My mother comes from a large family so I have a lot of uncles, aunts and cousins. D
- If I do well in my school exams I hope to go to university to study languages. E
- It's an exciting place to live in but it's very crowded and the traffic is terrible. C
- I can understand a lot more than I can express. B
- I'd love to take a year off and travel around India. C
- During the holidays I work in a shop which sells sports goods. D
- I spend a lot of time surfing the internet or chatting to friends on MSN. E

- 3** Look at the picture.

- What is the woman doing?
- Do you think it would be difficult? Why? Why not?
- Would you like to do it? Why? Why not?



- 4** ▶▶ Work in pairs. You will hear a recording of an interview. As you listen, one of you must write down the questions asked, and the other must make a note of the answers. Compare what you have both written. Using your notes, try to reconstruct the interview.

- 5** Think of a skill-based hobby, sport or other activity that you do in your free time. If you don't do any activities, then think of one you might like to do. (Don't choose something passive, like watching films or listening to music.)

Work in pairs. Take it in turns to interview each other about the activity you chose. Use the same questions as the interviewer in exercise 4, and add some of your own.

- 6** Now repeat exercise 1 (in the same groups) and see how much you and the other people in the group have improved.

- Did you speak more confidently this time?
- Did you say more about the topic?
- Did you use a wider range of language?

## Follow up

This is part of an email from a friend in an English-speaking country.

To: You!
Subject: Me and you
Well, so now I've told you something about myself, and my life at the moment. But what about you? I hope you'll write back soon and tell me all about yourself: what you do, your family, other important people in your life, your free-time activities and so on. Look forward to hearing from you.
Cheers, Alex

Write your reply. Use 100–150 words.

EXAM PART  
Speaking Part 1

EXAM SKILLS  
Talking about  
yourself

Everyday language  
of social interaction

TOPIC  
Likes and dislikes

Hobbies and  
pastimes

TIME  
50 minutes

KEY LANGUAGE  
Present tense for  
routine or repeated  
activities

PREPARATION  
One photocopy of  
the activity page for  
each student

Small squares of  
paper, enough for  
seven for each group  
(for exercises 1 and 6)

Optional: photocopies  
of the Tapescript for  
exercise 4 (page 134)