

Reading · Day 4 — Friends, Family & People

Part 1

~30 min · Flexible · class time or home practice

The last 'pure' Part 1 set before we step up to the long turn. People topics are warm and easy to extend with anecdotes — let students tell tiny stories, since that's exactly the skill Part 2 will demand tomorrow.

Say: *Friends and family today — and notice how naturally you start telling little stories here. Hold onto that, because tomorrow we take your first step into Part 2, the long turn, where a small story is the whole game.*

How to run it

Put students in pairs (A and B); online students drop into breakout pairs. A plays the examiner and asks the questions below; B answers. Push B for two to three sentences per answer — never a bare one-word reply. Swap roles after about six minutes, then re-pair with a fresh partner and run the set a second time, faster and more fluently. Part 1 has no preparation time in the real test, so don't let students plan — ask the question and they answer on the spot. That on-your-feet fluency is exactly the skill this builds.

Questions — Friends, Family & People

1. Do you have a large family or a small one?
2. Who are you closest to in your family?
3. Do you have many friends, or a few close ones?
4. How did you meet your best friend?
5. Do you prefer spending time with family or with friends?
6. What makes someone a good friend, in your view?
7. Do you keep in touch with friends from childhood?

More questions — build a bank

Family

8. How much time do you spend with your family?
9. Are you similar to anyone in your family?
10. How have families in your country changed over time?
11. Do you live near your relatives?

Friends

12. How do most people make new friends as adults?
13. Is it easy to stay friends with people who move away?
14. Do you prefer a few close friends or a large group?
15. What do you and your friends usually do together?

People in general

16. What qualities do you admire most in people?
17. Is it important to get on with your neighbours? Why?
18. Do you find it easy to talk to people you've just met?

19. Who has had the biggest influence on you?
 20. Do you think people are friendlier in small towns or big cities?

Example answers — short reply grown into a full one

Large family or small?

Fairly large by today's standards — I've got three siblings and a lot of cousins nearby. It was noisy growing up, but I'm grateful for it; there was always someone to turn to.

How did you meet your best friend?

We actually met on the first day of secondary school — we were sat next to each other alphabetically, of all things. Fifteen years later we still talk most weeks, so that random seating plan worked out well.

What makes a good friend?

For me it's reliability more than anything — someone who shows up when it actually matters, not just when it's easy. The fun is a bonus; the trust is the real thing.

Pair-work sequence (~30 min)

- ▶ **Interview · 13 min** — A asks every question, B answers (~6 min); swap so B asks and A answers (~6 min). The examiner-partner keeps the pace brisk, like the real test, and resists chatting back. No planning — straight in.
- ▶ **Extend & re-run · 13 min** — New partner. Run the set again — but now every answer must carry a reason ("because...") and one example or detail. Faster, more natural delivery.
- ▶ **Feedback · 4 min** — Whole-class: read out two answers you overheard that grew from one word into a full, natural reply.

Listen for / feedback: Mark any answer that stops at one word — push that student for a reason and a detail. Praise natural extenders: "Well, actually...", "I'd say...", "It depends, but...". Note tense slips ("I go yesterday") for a quick thirty-second correction at the end.

Flexibility: Short on time today? Assign the whole set as paired home practice — a quick voice call or an in-person run — and have each student record one answer to bring back. If the room runs ahead of schedule, this slots straight in after the wrap-up.