

Cambridge First Speaking Part Four on the topic of minds

In groups of three or four, take turns being the examiner, with the examiner asking questions from below to all of the other students. The examiner can extend the discussion of each question as much as they like before moving onto another by using follow-up questions, making “devil’s advocate” statements, etc.

Do you think children should be forced to study music?

Do you think it’s good for boys and girls to be taught different ways?

Why do you think sudoku **is popular?**

How important are genes in deciding someone’s intelligence, do you think?

What can you do to improve your memory?

More and more people are learning languages from very young ages **these days. Why do you think this is?**

What is the best way to improve your IQ?

Is it a good thing for child prodigies **to** study with older children and adults?

Do you think being forced to mix with people **is always a good thing for** people who lack social skills?

Do you think it’s a good idea to expose yourself to things you are afraid of?

Are there times when it’s better to just accept stress rather than try to fight it?

What do you think the disadvantages of being optimistic **are?**

What do you think the advantages of daydreaming **are?**

At what age do you think children should be put into different classes depending on their academic ability?

Why do you think some people are so interested in what they dream about?

When your teacher stops you, ask about any questions which were difficult to answer, answering them together as a class each time.

Take turns making more questions for each other using the question stems above, on the same topic of “mind” if you can.