

STAGE 1 Teaching the syllabus

The teaching notes are organised according to the Language Functions in the syllabus. There are worksheets to accompany all sections.

Language Function 1	Talking about the future – informing and predicting
Other syllabus items	<i>Will</i> referring to the future for informing and predicting
Prior knowledge	Expressions relating to future time Expressing preferences Giving reasons

Introduction

To prepare for **Worksheet 1**, discuss life in the future with the class. Ask them what they think life will be like in 2100. Elicit ideas about life on the moon, cities in space, transport, etc.

What do you think will happen? – Worksheet 1

- 1 Show pictures of robots or space travel. Show a clip of a science fiction film or read a little from a simple science fiction story. Discuss future developments (e.g. new phones, computers, gadgets, space travel).
- 2 Introduce *I think* and *will* for predictions.
- 3 Introduce the worksheet and elicit some predictions.
- 4 Pupils work in pairs or small groups to discuss and record some predictions. Elicit some of the ideas from pupils – ask *What do you think will happen in ...?* Guide pupils to answer using *I think* and *will*.
- 5 Pupils work in different pairs to ask and answer the questions.

Horoscope – Worksheet 2

- 1 Show and read some horoscopes from newspapers/magazines. Elicit and focus on the language of horoscope predictions – *You will go on a long journey. You will meet a stranger.*
- 2 Brainstorm some predictions that could be in a horoscope and write notes on the board.
- 3 Each pupil writes a horoscope which they would like to have. (The purpose here is to generate and record ideas – there is no need to focus too much on accuracy or writing skills.)
- 4 Pupils work in pairs to tell each other their horoscope.

Extension activities

- 1 Pupils display their horoscopes on the wall and present them briefly.
- 2 After listening to and reading all the horoscopes, pupils choose the one they would like. Ask them to explain their choice (this will practise other syllabus items, e.g. expressing preferences and giving reasons, e.g. *I prefer this horoscope because ...*).

Palm reading – Worksheet 3

- 1 Introduce the worksheet and the topic of palmistry. You will need to decide how much you want to explain about this. It can be quite complex involving the right vs left hand, the length of the fingers and up to 10 different lines. On the worksheet we introduce the three most important lines but you might want to also talk about the lines of marriage and success. One of the simplest and clearest introductions to palmistry can be found at this website¹. Explain how to interpret the main lines, e.g. a straight head line suggests a practical person and a steeply curving line suggests a very imaginative and creative person.
- 2 Demonstrate reading one or two of the pupils' palms. For example, *You have a strong success line – you will have success in your life. Don't take this too seriously.*
- 3 Tell pupils to read each other's palms to try to predict the future. Pupils work in pairs.

¹ http://www.creativeinc.co.uk/palmistry_guide.html.

Language Function 2**Expressing preferences****Other syllabus items**

Expressions of preference
 Giving reasons
 Connecting clauses using *because*

Prior knowledge

Expressing likes and dislikes
 Expressing simple comparisons

Introduction

Play the game *Neighbours*.

- 1 Pupils sit in a circle with one pupil in the centre.
- 2 The pupil in the centre chooses a pupil (e.g. Elena) and asks *Elena, Do you like your neighbours?*
- 3 Elena has three possible answers:
 - *Yes, I do.* Everyone stays in the same place.
 - *No, I don't.* Everyone except the one who answered (Elena) changes places. As they do so, the one in the centre catches another pupil who will then go into the centre.
 - *Yes, I do but I prefer [Juan's] neighbours because ...* [Elena must give a reason]. Elena now takes Juan's place, Juan goes to the centre and the person in the centre takes Elena's place.

I like ... but I prefer ... – Worksheet 4

- 1 Introduce the worksheet and elicit the names of the items in section 3.
- 2 Using the five items, revise *Do you like ...? Yes, I do. / No, I don't.*
- 3 The pupils work individually to put the five items in order of personal preference by numbering them.
- 4 Practise expressions of preference, e.g. *I like X but I prefer Y. I prefer Y to Z. I'd rather have X than Z.* etc. Practise appropriate questions (see section 2 of the worksheet).
- 5 The pupils then work in pairs to ask and answer the questions on the worksheet.

Extension activities

- 1 Develop this to practise other syllabus items. Ask pupils to give reasons for their preferences and to express these reasons using *because*, e.g. *I prefer ice cream to chocolate because it helps me to cool down when it's hot.*
- 2 In later lessons do similar practice but using topics more closely related to the exam topics. Brainstorm and put on the board pupils' favourites in certain categories. Ask for them to express preferences, and to give simple reasons for these preferences where possible.
 - pop songs or singers
 - TV programmes
 - celebrities
 - cartoon characters
 - free time activities
 - football teams
 - festivals

Language Function 3	Talking about events in the indefinite and recent past
Other syllabus items	Present perfect tense including use with <i>for, since, ever, never, just</i>
Prior knowledge	Past simple tense Introduction to present perfect tense

Introduction

Revise the present perfect tense using your textbooks and other resources.

Practise the question forms *Have you ever (been to/seen/eaten/etc.) ...?* and *Who has (been to/seen/eaten/etc.) ...?*

Find someone who ... – Worksheet 5

- 1 Introduce **Worksheet 5** and make sure pupils understand the format of the activity. Elicit and practise the questions, e.g. *Have you (ever) been to London?*
- 2 Elicit all the questions from the class, and the possible answers, so as to prepare the class thoroughly.
- 3 Cut up enough copies of the worksheet to give each pupil three or four descriptions (there will be some duplication of questions). Give them a few minutes to read their descriptions and to prepare their questions.
- 4 Pupils then move around the class asking their questions until they find someone who answers *Yes, I have*. They record the name of the person. The activity continues until all pupils have finished – but there may be one or two questions to which nobody can answer *Yes, I have*. For these, tell pupils to record *Nobody*.
- 5 Give each pupil a new copy of worksheet 5. They complete the full worksheet as you collect feedback. Find out which pupils had each question and elicit an answer from them, e.g. ask *Who has been to London?* Check with the pupil and elicit a bit of extra information to practise other structures and use meaningful interaction e.g. *Is that true, Pedro? Have you been to London? When did you go? Was it fun?*
- 6 [If you prefer, you could set the whole class to find answers to the whole worksheet but this will involve all of the class asking and answering questions for quite some time.]

Extension activities

- 1 You can create a chart to record how many pupils have or haven't done an activity, and then elicit an oral report, e.g. *Four pupils have been to London. Nobody has met a famous person. Only Elena has seen a snake.*
- 2 In a later lesson, you could repeat using different questions. Pupils could also work in pairs or groups to write questions of their own to ask other pupils.

What has just happened? – Worksheet 6

- 1 Introduce one or two of the pictures and ask *What has just happened?* Elicit suggestions (there are no correct answers) using *just + present perfect tense*, e.g. *She has just eaten some chocolate.*
- 2 Pupils work in pairs to do the same with the remaining pictures. Then elicit the best ideas from the pairs.

Language Function 4**Giving reasons**

Other syllabus items

Connecting clauses using *because*

Prior knowledge

Questions with *Why ...***Introduction**

Revise and practise *why/because*.

- 1 Ask some *Why* questions and elicit answers with *because ...* (This will be more meaningful if it is related to something concrete rather than random questions. You could ask questions about a story you have read to the pupils, an outing the pupils have had, or a picture.)
- 2 Elicit *Why* questions from the class and put them on the board as examples.
- 3 Pupils work in pairs to write five new *Why...* questions. Go around and help them as necessary. Check they have five correct questions before they move on to the pairwork stage.
- 4 Elicit some of the questions and answer them yourself using *because*. After a few examples, ask other pupils to answer, making sure they use *because* in their answer.
- 5 Pupils work in (different) pairs to ask and answer their questions.

Tell us why? – Worksheet 7

- 1 Choose one of the situations from the worksheet and elicit explanations from the class – give examples of your own. Encourage imagination – they do not need to be serious reasons.
- 2 Cut up the worksheet and give one or two situations to a pair or small group of pupils. Each pair/group must come up with reasons to explain the odd situation. Move around the classroom and encourage pupils to think of imaginative explanations and to use *because*. Explain that the class will vote for the best reasons.
- 3 The pairs or groups report back. They read the situation and then give their reason. The class votes for the best reasons.

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Language Function 5	Stating the duration of events
Other syllabus items	Present perfect tense with <i>for</i> , <i>since</i> Expressions relating to past time
Prior knowledge	Use of <i>for</i> + period of time and <i>since</i> + point in time

Introduction

- Revise the use of the present perfect tense – see also the work done for Language Function 3.
- Play a *Truth or Lie* game. On the board write three statements about yourself which state the duration of events, using the present perfect + *for* or *since*. Two of the statements should be true, and one a lie.

Example: *I have lived in Madrid for seven years.*

I have studied English since I was one year old.

My father has been a doctor for 10 years.

The pupils have to guess which statement is the lie.

Favourite things – Worksheet 8

- 1 Talk to the pupils about their favourite possessions (dolls, toys, items of clothing, etc.). You can combine this with a *Show and tell* activity. Ask them when they got the items. Then practise talking about the amount of time they have had the items, using the present perfect + *for* (a period of time) and + *since* (a point in time), e.g. *I have had it for two years / since I was seven years old*. Build up a table on the board to help pupils see the distinction, e.g.

for	since
a week	last week
three months	March
a year	Christmas / my birthday
a long time	I was born
etc.	etc

- 3 Pupils draw and label their five favourite items on the worksheet.
- 4 Pupils make notes on how long they have had the items, in the correct column.
- 5 Pupils work in pairs. They show their pictures and make sentences about how long they have had the items, e.g. *This is my dog. I have had him for a year.*

Short and long answers – Worksheet 9

- 1 Revise the work from **Worksheet 8**. Ask pupils questions about their possessions, e.g. *How long have you had that watch?* Elicit short answers and then help pupils to develop long answers, e.g. *since my birthday. I have had it since my birthday.*
Introduce the worksheet.
 - a Ask pupils the questions and elicit short answers.
 - b Elicit appropriate questions with *How long ...* + present perfect tense. Put these on the board for pupils to use.
 - c Elicit short answers to these questions.
 - d Elicit long answers.
- 2 Pupils complete the worksheet. Give plenty of support and help as they do this.
- 3 Demonstrate first with an assistant or an able pupil before pupils work in pairs to ask and answer the questions.

Language Function 6

Other syllabus items

Prior knowledge

Quantifying

Adjectives and adverbials of quantity

Introduction to quantifiers

Possession

Countable and uncountable nouns

*How much and How many***Introduction**

Revise quantifiers and *how much/many* using your textbooks or other resources.

Are there any in ...? – Worksheet 10

- 1 Talk about the city/town/area in which you live. Talk about the places where the pupils like to go (park, playground, cinema, restaurant, etc.).
- 2 Introduce section 1 of the worksheet. Ask *How many ...?* questions using the names of the places in the box, e.g. *Are there many ... in your town?*, and elicit answers. Guide pupils to express the quantity correctly – they can use the table on the worksheet.
- 3 Pupils then ask and answer in pairs.

Do you have any ...? – Worksheet 10

- 1 Introduce section 2 of the worksheet, and practise in the same way as above. Use the question *Do you have any ... in your home?* When the answer is Yes ask *How many ...?* You can also develop the conversation to practise some of the other language functions examiners might use, e.g. *Whose is it? Where is it?*
- 2 Pupils work in pairs to ask and answer.

STAGE 2 Preparing for the Topic Phase of the exam

Pupils need to prepare a topic of their own choice for the examiner to ask questions about for up to five minutes. The pupils also need to ask the examiner at least one question about the topic.

1 A model conversation

Introduce and explain this part of the examination. Explain to pupils that they will choose and prepare their own topic later but first they are going to ask you questions about a topic you have chosen: London.

- a Hand out the Topic Form model, **Worksheet 11**, or put it on the board. Introduce the topic and the five sub-topics.
- b Elicit questions from pupils. Guide them to produce questions that will focus on the main syllabus items (which they have studied in **STAGE 1** of these materials). Write the best questions on the board, or ask pupils to write them down. Point out that *Tell me why/what/about, etc ...* is used in English as a request for information, so this phrase should be included too. Some suitable questions are:

Have you ever been to London?

How many times have you been to London?

How long did you stay for (on your last visit)?

Where did you go in London?

What did you do? What did you see?

Why did you go to London?

Tell me why you like London.

Tell me what you enjoyed the most.

Did you prefer the museums or the London Eye? Why?

What about the weather? Is it better than the weather here?

Do you prefer English food or Spanish food? Why?

When do you think you'll visit London again?

Where do you think you'll visit next time?

Who will you go with?

How long do you think you'll stay?

- c Pupils ask you the questions. Give model answers using simple, clear answers but avoid using short answers. Point out to the pupils that long answers which show off their vocabulary and grammar will get them better marks in the exam.
- d At the end, ask pupils a few reciprocal questions. Tell them that they will have to ask the examiner at least one question about the topic in the exam.

2 Personalising the model

- a Pupils choose another city/town/place to replace London to have a conversation about – this can be in another country, in another city in Spain or even somewhere quite local. They will need to look at the questions about London and revise them as necessary (for example, the questions about the food and weather will not be relevant if a pupil has chosen a place within Spain).
- b Pupils work in pairs to ask each other the questions about the city/town/place chosen.

3 Choosing a topic

- a Tell pupils they are going to start thinking about a suitable topic to have a conversation about

STAGE 2 Preparing for the Topic Phase of the exam

in the exam. Explain that it must be a topic that they know enough about to be able to answer questions. It should also be suitable for the kinds of questions the examiner will want to ask. Explain the suggestion from Trinity that “*students do not choose ‘my family’, ‘my best friend’ or ‘my pet’ as their Topic. In Trinity’s experience, these are rarely communicative or productive Topics and the students only use the present simple tense.*” They should also not choose one of the six subject areas they will answer questions on in the Conversation Phase of the exam (*Festivals, Means of transport, etc.*). Suggest a few suitable topics, e.g. *my football team, my hobby, my favourite film*. Remind them that they should be able to talk about the past and future in their topic.

- b Pupils work in groups. Give them ten minutes to think of at least ten topics which they think would be suitable. At the end, elicit some of these topics – just to stimulate ideas.
- c Pupils work individually to choose three topics which they think they could answer questions about. Tell them to write each topic at the top of a piece of paper. Then give them five minutes to write questions about each of their three topics (15 minutes in total). At the end of each five minutes, make sure they move on to the next topic so that they spend an equal amount of time on each topic.
- d Lead a discussion on the topics and questions the pupils have written. Ask them to count up the number of questions they have for each topic – they will probably find that some topics were easier to think of questions for than others. Ask them to look at their questions and see how many they have that begin with *Have you ever ...*, *How long ...* or contain the word *will*. Again they will probably have found that it is easier to write these kinds of questions for some topics than others. Conclude by emphasising that they need to choose a topic which it is possible to ask enough suitable questions about. Elicit some of those chosen by pupils that are suitable.
- e Pupils choose one topic – this can be one of their original three or a new one – and start to think what they want to say about it. (Make it clear that there will still be time to change their mind if they find out later that their topic is not suitable.)

4 Preparing the topic

- a Hand out **Worksheet 12** (or write it on the board) and explain that someone has chosen *My football team – Real Madrid* as a topic. They have started planning what they want to say, but need help to finish (there should be five sub-topics for each topic). Elicit some other sub-topics to talk about. Then elicit questions that could be asked for each sub-topic. If pupils cannot think of suitable questions for a sub-topic, encourage them to cross it out and choose a more productive sub-topic, until they have five good sub-topics. It is important to encourage pupils to choose topics which allow use of the Grade 5 language functions to be examined. The sub-topics already included in the worksheet give the opportunity to ask questions about quantifying (*How often ...*, *How long ...*), the duration of events and preferences. So there also need to be sub-topics which allow questions about the future, the past and giving reasons.
- b Pupils plan their topic using the same kind of spider diagram – with the topic at the centre, five sub-topics and then the questions. The planning could be done as homework but when pupils have finished, find time to discuss their plans and questions individually. Give them guidance and suggestions but, above all, encouragement. If they have not been able to think of many questions for one or two of the sub-topics, then suggest that they change these for more productive sub-topics. If you think a pupil’s entire topic is not suitable, then encourage him or her to choose a new one now rather than later.

STAGE 2 Preparing for the Topic Phase of the exam

- c Hand out **Worksheet 13** for pupils to complete. They need to write the title of their topic and then five sub-topics for the examiner to look at when asking questions. Once again, make sure pupils choose sub-topics that allow questions which focus on the language functions to be examined, i.e. there are sub-topics related to the past, the future and the duration of events, and which allow for stating preferences and giving reasons.

5 Preparing visual materials

- a Explain to pupils that they can take visual materials into the exam, if they want. They can take pictures or objects that they have found, or they can make a poster. They can decide at a later stage if they want to use these visual materials in the exam or not, but the process of finding or preparing them will help pupils think more about the topic and help prepare them. They will not gain any extra marks in the exam for having good visual materials but it might help pupils focus on what they want to say. Discuss the value of making or finding visual materials. Elicit some ideas of what visual materials might be useful for the topics they have chosen, e.g. for the topic *My football team* they might find a photo of the team or a match programme.
- b Pupils work in pairs to look at their Topic forms (completed **Worksheet 13**) which list the topic and the five sub-topics. Together the pairs list suitable ideas for pictures or objects that would make suitable visual materials.
- c Pupils plan a poster on A4 paper. Show any poster and focus on the main features of a poster, e.g. they have large clear pictures, diagrams, etc., and little or no text. In the case of posters taken into the exam they can have titles but no other writing. Pupils could divide up their poster into five sections, to correspond to the five sub-topics on their Topic form, and include five drawings, diagrams, pictures, etc., on their poster.
- d Make card or larger paper available for pupils to make their posters. Encourage them to use colours and bold, clear writing. They can make the posters for homework but, when they are complete, ask each pupil to show what they have done and to present their poster to the class. The rest of the class can ask questions about the topic. The posters can then be displayed on the classroom walls for everyone to look at and make reference to.

6 Practising the Topic Phase of the examination

- a Pupils can do initial practice for the exam in pairs. They can show each other their Topic forms and any visual materials they have prepared. They take it in turns to ask and answer questions.
- b More importantly, pupils need the opportunity to practise their conversations with a teacher or assistant so that the questions asked are similar to those the examiner will ask. Try to do this under exam conditions, i.e. in a quiet place for about five minutes. Afterwards ask the pupil how they think they did and what they think they need to improve on. Then give your feedback. If possible, you could record the conversations to help with feedback and correction.
- c You could also show pupils the mock exams available on these websites¹ so that they can see how the exam will be conducted.

It is very important that students know they should not write out their topic as a script to learn and recite in the exam. If an examiner thinks that a pupil is trying to recite a prepared script, he or she will interrupt them to stop the recitation and their marks will be affected.

Note: The Trinity website has some Lesson Plans that also suggest ways of choosing, developing and preparing a Topic for the exam².

¹ <http://www.pearsonELT.es/islands> & <http://www.pearsonELT.es/welldone> & <http://www.trinitycollege.co.uk/site/?id=2046>

² <http://www.trinitycollege.co.uk/site/?id=2099>

STAGE 3 Preparing for the Conversation Phase of the exam

The examiner will usually bring the Topic Phase of the exam to a close by saying phrases such as *Thank you for talking to me about ... , now let's talk about ...* . It's important for pupils to recognise these signalling phrases. The examiner may or may not have a set of pictures, diagrams, etc., to serve as a stimulus for questions but in most cases will only use these to introduce a subject – most of the questions will be personal to the pupils, e.g. [Showing a picture] *What are they doing?* [They are listening to music.] *What type of music do you prefer?*

There are six conversation topics in the syllabus, from which the examiner will select two. This phase of the exam will last up to five minutes.

The questions below are organised according to the six Conversation Topics and the six Language Functions in the syllabus. For each of the six topics, there are photographs and questions, to introduce the topic and to give you the opportunity to practise the core lexis for the topic. There is then a list of appropriate questions organised according to the Language Functions in the syllabus, which is what the examiner will be focusing on.

It is important to realise that the examiner may choose to move between different language functions, as is natural in conversation. For example, *What types of music have you listened to recently?* [Talking about events in the recent past] *Which do you prefer?* [Expressing preferences] *Why?* [Giving reasons]. It is important to build this flexibility into the exam preparation.

As part of the exam the pupils are expected to be able to ask the examiner at least one question about each subject area. Pupils should have some questions prepared. It is much better if they ask their questions at an appropriate time in the conversation rather than waiting for the examiner to prompt them. It's important for pupils to feel that they are taking part in a genuine conversation rather than just answering questions.

Suggested procedure

- Introduce each topic with the **Conversation Topic** visual aid and ask the whole class the general questions. Note: The visual aids are for practice purposes; keep in mind that examiners may not use visual aids in the exam. Introduce the aids with phrases such as *Now let's talk about ...* to get students used to noticing that this is the next stage of the exam.
- Introduce any of the other questions that you think might cause difficulty. Elicit and model answers.
- Make copies of the rest of the questions for the pupils (you may want to divide them up to use over several lessons or just select some of them). Pupils work in pairs to take it in turns to ask and answer the questions.
- Give pupils individual practice, with yourself or an assistant. This is important to make sure pupils get practice in the flexibility and natural flow of questions referred to above.

1 Festivals

General introduction – see the photograph in Conversation Topic 1

What can you see?

What is happening? What are they doing? Where are they?

Have you ever been to a wedding? When? Whose was it?

What special foods do they have at weddings? Have you ever eaten any?

Talking about events in the indefinite and recent past

Have you been to any festivals?

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Have you ever been to a festival in another city?

Have you ever been to Las Fallas (Valencia)?

Have you ever visited Seville during Holy Week?

Have you ever danced at a festival?

Are there any special foods connected with the festivals? Have you eaten any of these foods?

What Halloween costumes have you seen/worn?

Stating the duration of events [to follow up if pupils have been to any festivals]

How long was the festival you went to?

How long did you stay at the festival?

Expressing preferences

Do you prefer Christmas or Halloween?

Which festival do you prefer?

What are your favourite kinds of Christmas food?

What kinds of costumes do you like to wear for Halloween?

Would you rather go to a wedding or a birthday party?

Giving reasons

What is your favourite festival? Why?

Do you think festivals are important? Why?

Why do you think people have fun at festivals?

Do you enjoy festivals? Why/Why not?

Quantifying

How much food do you eat over the Christmas holiday?

How many presents do you get at Christmas/on your birthday?

How many Christmas cards did you get/send this year?

How many birthday parties have you been to?

Talking about the future

Will you celebrate Christmas next year?

What will you wear for Carnival?

What do you think you will wear for Halloween?

Do you think you will go to a festival in another city next year?

What do you think you will get for Christmas this year?

Where do you think you will celebrate Christmas next year?

2 Means of transport

General introduction – see the photographs in Conversation Topic 2

Name the means of transport.

What can you see?

Which means of transport have you used?

Talking about events in the indefinite and recent past

Have you ever been on a train/plane/ship?

Have you ever seen a helicopter?

Have you got a bike? How long have you had it?

Have you been on holidays by car?

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Stating the duration of events

Can you ride a bike? How long have you been riding a bike?

Have you been on plane/train/ship? How long were you on it? / How long was the journey?

How long does it take to get to school?

Expressing preferences

What types of transport do you like? Which of those do you prefer?

Do you prefer to use public transport or your family's car?

Would you rather take the bus or train?

Do you prefer to come to school by car or on foot?

Which do you prefer to ride: a mountain bike or a road bike?

Giving reasons

What is your favourite means of transport? Why?

What is your least favourite means of transport? Why?

What means of transport is the best way to travel around the world? Why?

Is it safe to ride a bike in your city? Why/Why not?

Which means of transport do you usually use to go on holiday? Why?

Quantifying

How many times have you travelled by taxi?

How often do you travel by train?

How many people do you think an airplane can carry?

Talking about the future

Will you buy your own car one day?

Do you think cars will fly in the future?

Do you think we'll be able to travel to other planets?

Will people travel to work or work from home in the future?

What do you think will be the most popular means of transport in 50 years?

What forms of transport will probably disappear?

3 Special occasions

General introduction – see the photographs in Conversation Topic 3

What is happening? What are they doing? Where are they?

What can you see?

When is your birthday?

How do you celebrate your birthday? Did you have a party last year? What did you do?

Talking about events in the indefinite and recent past

Have you ever been to a birthday party? When? Whose was it?

What special foods do they have at birthday parties? Have you ever eaten any? Did you like it?

What is the best birthday present you have ever had?

What is the best birthday cake you have ever had?

Have you ever eaten chocolate cake for your birthday?

Describe the best birthday you have ever had.

Stating the duration of events

How long was your birthday party?

STAGE 3 Preparing for the Conversation Phase of the exam**Expressing preferences**

- Do you prefer to go to a birthday party or to the cinema?
- What types of presents do you prefer to get?
- Would you rather give a present or receive one?
- Would you rather celebrate your birthday with your relatives or with your friends?

Giving reasons

- Do you enjoy birthday parties? Why?
- Do you find birthday parties boring or fun? Why?
- Is family important to you? Why?
- Why are friends important to you?

Quantifying

- How many birthday parties have you been to this year?
- How many people do you usually invite to your birthday party?
- How much do you eat at parties?

Talking about the future

- What will you do on your next birthday?
- Do you think you'll celebrate your birthday with your friends next year?
- Do you think you'll get many presents for your birthday?
- What important events in your family will take place soon?

4 Entertainment**General introduction – see the photographs in Conversation Topic 4**

- Tell me what you see in the pictures.
- Do you go to the cinema/theatre?
- Do you often watch TV?
- Do you listen to live music?

Talking about events in the indefinite and recent past

- Have you ever been to the theatre?
- Have you ever read a book in one day?
- Have you ever watched two movies in a day at the cinema?
- What is the worst/best movie you've ever watched?
- Have you ever met a famous actor/football player/tennis player...?
- Have you ever been on television?

Stating the duration of events

- Do you have a hobby? How long have you been interested in this hobby?
- How long did you watch TV for last night?

Expressing preferences

- What are your favourite TV programmes?
- Do you prefer to watch cartoons or to watch the news?
- What types of films/movies do you like? Why do you prefer these films/movies to others?
- Do you prefer playing football or playing computer games?
- Would you rather watch a film/movie on TV or go to the cinema?
- What sort of books do you like? Why do you prefer these books?

STAGE 3 Preparing for the Conversation Phase of the exam

Giving reasons

- Do you enjoy visiting museums? Why?
- Do you like going to the cinema? Why?
- Do you think playing computer games is fun? Why?
- Why do you think it is important to have free time?

Quantifying

- How many books have you read this year?
- How much time do you spend reading?
- How much time do you spend playing computer games in a day?
- How long do you spend watching TV every day?

Talking about the future

- Do you think you'll go to the cinema next weekend?
- What film/movie will you see next?
- What book will you read next?
- What will you do next Saturday?
- Do you think you'll visit a museum on your next holiday?

5 Music

General introduction – see the photographs in Conversation Topic 5

- What sort of music are they listening to / playing?
- What sort of music do you like?
- Can you play any musical instruments? Which one(s)?
- Can you sing well?
- What kind of songs do you like to sing?

Talking about events in the indefinite and recent past

- Have you ever been to a rock concert?
- Have you ever been to a classical music concert?
- Have you ever heard rap music?
- Have you ever sung in a concert?
- Have you ever listened to MP3 files on your computer?

Stating the duration of events

- Can you play a musical instrument? How long have you played it for?
- What is your favourite CD or MP3 track? How long have you had it for?
- Who is your favourite singer? How long have they been famous?

Expressing preferences

- Which kind of music do you prefer?
- Do you prefer pop songs or rock songs?
- Would you rather listen to pop music or to classical music?
- Would you rather listen to opera or rap?
- Which do you prefer, songs in English or songs in Spanish?

Giving reasons

- Do you enjoy listening to music? Why?
- Do you listen to classical music? Why/Why not?
- Do you like rock music? Why/Why not?

STAGE 3 Preparing for the Conversation Phase of the exam

What is one of your favourite songs? Why do you like it?

Quantifying

How many CDs do you have?

How much time do you listen to music in a day?

Can you play a musical instrument? How much time do you spend practising to play it?

How many songs can you sing?

Talking about the future

Do you think you'll go to a concert soon?

Are there any CDs you think you'll buy soon? Which?

Do you think music will be different in the future?

Do you think you'll listen to a different kind of music when you get older?

6 Recent personal experiences

General introduction – see the visuals in Conversation Topic 6

Look at Pablo's diary.

Has he been to the cinema? Has he been to any parties?

Has he had a holiday? Where did he go?

What else did he do?

Talking about events in the indefinite and recent past

Have you been to any parties / a wedding recently?

Have you been to a football match lately?

Have you ever been abroad?

Have you done anything interesting lately?

What is the best thing that has happened to you lately?

Stating the duration of events

Have you been away on holiday this year? How long did you stay?

Have you ever been in hospital? How long were you there?

Expressing preferences

Have you had a holiday/vacation this year? Do you prefer summer holidays/vacations or winter holidays/vacations?

Would you rather travel abroad or stay in your country?

Do you prefer to go to the beach or go to a theme park?

Giving reasons

What have you done recently? Did you enjoy it? Why/Why not?

Have you seen a good movie lately? Why did you like it?

What is the best thing you have done recently? Why did you enjoy it?

Quantifying

How many films have you seen recently?

Have you been abroad recently? How many countries have you visited?

How much money did you spend last weekend?

Talking about the future

Do you think you'll have another holiday soon? Where will you go?

Do you think you'll go to the cinema this weekend? What will you see?

Do you think you will go to the zoo soon?