

## HOBBIES AND CULTURE A1

### Task 1

**The student has five minutes to prepare his/her answers to the following questions. He/she should say at least ten sentences.**

1. Describe the picture. (Where was the picture taken? Which season is it? What is the weather like?)
2. Who are the people in the picture? What are they doing? How do they feel? Why do you think that?

**Now ask the student the following questions. If the student has difficulties, you can paraphrase the questions.**

1. What do you prefer- spending your holiday actively or sunbathing on the beach? Why? What is your favourite activity during your holidays? Why?
2. What are your plans for this summer? Would you like to spend your holiday in Estonia or abroad? Why? What is your favourite place in Estonia/ destination abroad? Why?

**After the student has finished Task 1, give him/her a card with Task 2. Ask the student to read the task and start the conversation.**

### Task 2

**Your student (A) is a tourist who wants to go to the Arts Museum but has lost his/her way. You (B) are a person in the street who helps him/her. Act out a dialogue using the following plan as a guide. Adjust your responses to the student's actual statements. The answers in brackets serve as examples.**

A: Ask if he/she can help you. (Can you help me please?)

**B: Certainly, where would you like to go?**

A: Tell him/her that you would like to go to the Arts Museum but can't find it. Ask if it is far. (I would like to go to the Arts Museum but I can't find it. Is it far?)

**B: No, not really. It's about a five minute walk.**

A: Ask him/her how to get there. (How do I get there?)

**B: Go along this street to the traffic lights. Do you see them?**

A: Agree. (Yes, I do.)

**B: Right. At the traffic lights turn left into King Street.**

A: Repeat what has just been said to you. (At the traffic lights I turn left into King Street.)

**B: Go straight on. Take the second right and enter the museum.**

A: Thank the person for his/her help. (Thank you for your help.)

**B: Not at all.**

## THE WORLD AROUND US A2

### Task 1

The student has five minutes to prepare his/her answers to the following questions. He/she should say at least ten sentences.

1. Describe the picture. (What can you see in the picture? Which season is it? What is the weather like?)
2. Where was the picture taken? What are the people doing? How do the people feel? Why do you think that?

Now ask the student the following questions. If the student has difficulties, you can paraphrase the questions.

1. Do you like travelling? What has been the nicest trip you have ever had? Why? How do you like to travel? Why?
2. Why do people travel? What is the best time of the year for travelling? Do you like to go hiking by bikes? What equipment is needed when you go hiking by bikes?

After the student has finished Task 1, give him/her a card with Task 2. Ask the student to read the task and start the conversation.

### Task 2

Your student (A) is sitting next to you in the lobby to get on the train in London. You (B) are his/her friend. Act out a dialogue using the following plan as a guide. Adjust your responses to the student's actual statements. The answers in brackets serve as examples.

A: Ask your friend if he/she can do you a favour. (Can you do me a favour?)

**B: Sure. What is it?**

A: Ask him/her if he/she can keep an eye on your bag. (Can you keep an eye on my bag, please?)

**B: Of course. Will you be long?**

A: Tell him/her that you won't be long. You just want to use the bathroom. (No, I just want to use the bathroom.)

**B: Go ahead. No problem.**

A: Tell him/her that your backpack was once stolen at the airport. (My backpack was once stolen at the airport.)

**B: How did it happen?**

A: Tell him/her that you left it on the chair when you went to buy some ice-cream. (It was stolen when I went to buy some ice-cream.)

**B: Oh, how terrible!**

A: Tell him/her that you never leave your things unattended any more. (I never leave my things unattended any more.)

**B: Don't worry. Your things are safe with me.**

## PERSONALITY AND INTERESTS A3

### Task 1

The student has five minutes to prepare his/her answers to the following questions. He/she should say at least ten sentences.

1. Describe the picture. (What can you see in the picture? Where was the picture taken? )
2. Who are the people in the picture? What are they doing? How do they feel? Why do you think that?

Now ask the student the following questions. If the student has difficulties, you can paraphrase the questions.

1. Do you play a musical instrument? Do you like playing it? Would you like to learn to play an instrument? Why? Why not? What is the instrument you like to listen to? Why?
2. Is musical education useful? Why? Why not? Is it necessary to learn how to play at least one musical instrument at school? Why? Why not?

After the student has finished Task 1, give him/her a card with Task 2. Ask the student to read the task and start the conversation.

### Task 2

Your student (A) as your friend comes to you (B) to get some help in his/her studies. You are an exchange student from Wales. Act out a dialogue using the following plan as a guide. Adjust your responses to the student's actual statements. The answers in brackets serve as examples.

A: Ask if your friend has some time. (Do you have a minute?)

**B: Yes, sure. What is it?**

A: Explain that you were ill and now have fallen behind in English. Ask your friend to help you. (I have fallen behind in English because I was ill. Can you help me?)

**B: Of course, why don't you come to my place after school?**

A: Refuse, you have to babysit for your little sister. (Not today, because I have to babysit for my little sister.)

**B: Then, what about tomorrow? Let's say at 4 o'clock?**

A: Disagree again because you go to the doctor's then. (I'm afraid I can't because I have to go to the doctor's then.)

**B: Oh, maybe at the weekend then?**

A: Agree and ask about the time. (Sounds great! What time shall we meet?)

**B: How about 5 o'clock?**

A: Agree to meet. (Fine, that suits me.)

**B: See you then.**

## STUDYING AND WORK A4

### Task 1

The student has five minutes to prepare his/her answers to the following questions. He/she should say at least ten sentences.

1. Describe the picture. (What can you see in the picture? Where was the picture taken? What is the weather like?)
2. Who are the people in the picture? What are they doing? How do they feel? Why do you think that?

Now ask the student the following questions. If the student has difficulties, you can paraphrase the questions.

1. Have you ever had a summer job? If yes, what did you do? If no, would you like to have one? Why? Why not? What summer jobs are popular among students?
2. What are your future plans? Do you like going to school? Why? Why not? If you were the director of your school, what would you change about this school?

After the student has finished Task 1, give him/her a card with Task 2. Ask the student to read the task and start the conversation.

### Task 2

Your student (A) is a customer at a restaurant. You (B) are a waiter/waitress. Act out a dialogue using the following plan as a guide. Adjust your responses to the student's actual statements. The answers in brackets serve as examples.

A: Greet the waiter/waitress. (Good morning!/Good afternoon!/Good evening!)

**B: Good morning!**

A: Ask for the menu. (Can I have the menu please?)

**B: Certainly. Here you are. Are you ready to order?**

A: Ask for today's special. (What is today's special?)

**B: Grilled tuna and cheese on rye bread.**

A: Express interest and order the meal. (That sounds good. I'll have that.)

**B: Would you like anything/something to drink?**

A: Order something to drink. (I'd like some iced tea/ a glass of orange juice etc.)

**B: Here you are. Enjoy your meal!**

A: Thank the waiter and ask for the bill. (Thank you very much. Can I have the bill, please?)

**B: Sure. One minute please.**

## HOME AND FAMILY A5

### Task 1

The student has five minutes to prepare his/her answers to the following questions. He/she should say at least ten sentences.

1. Describe the picture. (What can you see in the picture? Which season is it? What is the weather like? )
2. Where was the picture taken? Who are the people in the picture? What are they doing? How do they feel? Why do you think that?

Now ask the student the following questions. If the student has difficulties, you can paraphrase the questions.

1. Do you have any brothers or sisters? If yes, do you get along with each other? What do you usually argue about? If not, would you like to have one? Why? Why not?
2. Do you have any family traditions? Is family important to you? Would you like to spend more time with your family? Why? Why not?

After the student has finished Task 1, give him/her a card with Task 2. Ask the student to read the task and start the conversation.

### Task 2

Your student (A) is buying tickets to the zoo for his family. You (B) are the clerk. Act out a dialogue using the following plan as a guide. Adjust your responses to the student's actual statements. The answers in brackets serve as examples.

A: Greet the clerk. (Good morning!/Good afternoon!/Good evening!/Hello!)

**B: Good morning! How can I help you?**

A: Ask him/her if you can have four tickets to the zoo. (Can I have four tickets to the zoo, please?)

**B: How many adults and how many children?**

A: Tell him/her that you want two adults and two children. (I'd like two adults and two children, please.)

**B: Here you are.**

A: Ask him/her how much the tickets cost. (How much do the tickets cost?)

**B: Adults £5 and children £2.50 each. That's £15, please.**

A: Ask him/her if you can pay by card. (Can I pay by card?)

**B: Sure.**

A: Thank the clerk and say goodbye. (Thank you and goodbye!)

**B: Bye!**

## EVERYDAY ACTIVITIES A6

### Task 1

**The student has five minutes to prepare his/her answers to the following questions. He/she should say at least ten sentences.**

1. Describe the picture. (What can you see in the picture? Which season is it? What is the weather like?)
2. Where was the picture taken? What is the man doing? Why is he there? How does he feel? Why do you think that?

**Now ask the student the following questions. If the student has difficulties, you can paraphrase the questions.**

1. Have you ever cooked anything? Do you like cooking? Why? Why not? Do you like eating in the open air? Why? Why not?
2. What are your duties at home? Which household chores do you enjoy doing? Which ones do you hate? Why? Should children get paid for the work they do at home? Why? Why not?

**After the student has finished Task 1, give him/her a card with Task 2. Ask the student to read the task and start the conversation.**

### Task 2

**You (B) are an exchange student from England and your student (A) is your new friend in Estonia. You both want to learn more about each other. Act out a dialogue using the following plan as a guide. Adjust your responses to the student's actual statements. The answers in brackets serve as examples.**

A: Greet your new friend. (Hello! It's nice to meet you.)

**B: Hello! It's nice to meet you too.**

A: Ask him/her to tell you something about his/her school. (Please tell me something about your school.)

**B: My school is a boarding school for boys and girls. There are about 700 students aged 11 and up.**

A: Ask him what his/her hobbies are. (What are your hobbies?)

**B: I like riding. I love horses. What are your hobbies?**

A: Tell him/her what your hobbies are. (My hobbies are....)

**B: Oh, how interesting! What about your family? Do you have a big family?**

A: Respond appropriately and tell him/her something about your family. (Yes, I do/No, I don't. I have ...brothers/sisters etc.)

**B: Our family is not very big. I have a mother, a father and a baby brother.**

A: Tell him/her that you have to go because your next lesson begins in a minute but suggest meeting in the evening. (I have to go because my lesson begins in a minute but why don't we meet in the evening.)

**B: That's a good idea. I'm looking forward to seeing you again.**