

**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 is the picture taken? What can you see in the picture?
2. Who are the people in the picture? What are they doing? How do they feel? Why do you think so?

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

1. Is family important to you? Why? Why not? What do you do together with your family? Would you like to spend more time together with your family? Why? Why not?
2. Are family traditions important? Why? Why not? Do you have any family traditions? What are they? If no, what are the most typical family traditions? Why? Why not? Give examples.

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; Role play

You (B) are an exchange student from Spain. Your student (A) invites you to a picnic with his/her family. Act out the 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 him/him. Ask him/her about the plans for next Sunday. (Hello. Do you have any plans for next Sunday?)
- B: Hello. No, I don't have any plans. Why?**
- A: Explain (picnic). (I am calling to invite you to a picnic with my family).
- B: It's a great idea? What time and where is it?**
- A: Give a reply (2 pm, your summer house). (It's at 2 pm in our summer house)
- B: How can I go to your summer house?**
- A: Suggest picking him/her up 30 minutes earlier at his/her place. (We can pick you up 30 minutes earlier at your place)
- B: Shall I bring something with me?**
- A: Suggest drinking water. Advice taking an umbrella in case of rain. (You can take some drinking water with you. You could also take an umbrella just in case it starts raining)
- B: OK, I will. What shall I wear?**
- A: Suggest wearing jeans and clothes with long sleeves. Remind him / her of mosquitoes (You should wear jeans and long-sleeved clothes because of mosquitos).
- B: Alright! See you then.**



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 is the picture taken? What can you see in the picture? What's the weather like?
2. Who are the people in the picture? What are they doing? How do they feel? Why do you think so?

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

1. Is Estonia popular among tourists? Why? What are the most visited places? Why? What other places in Estonia can you recommend for the visitors? Why?
2. Have you travelled in Estonia? Why? Why not? Where have you been? Did you enjoy these places? Why / Why not? Would you like to travel in Estonia? Why / Why not? What are the places you would like to visit in Estonia? 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; Role play

You (B) are your student's (A) friend. You are going for a trip together. Act out the 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 and ask if he/she is ready for a trip. (Hi! Are you ready?)

B: **Good morning. Just a minute! I'm almost ready.**

A: Warn that you'll be late if he/she doesn't hurry. (Hurry up or we'll be late.)

B: **Oh! I can't find my umbrella.**

A: Say that it's not necessary because the weather is fine. Ask to look at the sky. (You don't need it, the weather is fine. Just look at the sky!)

B: **You'll never know. The weather can change quickly.**

A: Ask if he/has got a plastic raincoat. Explain that it's lighter to carry. (Have you got a plastic raincoat? It is lighter to carry.)

B: **You are right. I have got one here. I'll take that.**

A: Ask if your friend is done and urge him/ her to go. (Are you done? Can we go now?)

B: **Yes. Let's run and have some fun!**

A: Agree and express your joy. (Sure, it'll be a great day.)

B: **Let's run now! The bus is coming.**



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

1. Is it good to know how to play musical instruments? Why? Can bagpipe music be heard in Estonia? If yes, where? Can it be heard in some other countries, too? Are music classes important at school? Why / Why not?
2. Do you play any musical instruments? If yes, what instrument? Do you like it? Why / Why not? If you don't play, would you like to? What would you like to play then? Do any of your friends or family members play musical instruments? If yes, do they sometimes perform to others?

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; Role play

You (B) are an exchange student from Finland. Your students (A) wants to invite you to a folk music concert. Act out the 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 him/her. Ask about the plans for this evening. (Hello! Do you have any plans for this evening?)

B: I don't have any particular plans. Why?

A: Ask him/her opinion about folk music. Tell him/her the concert. Invite him/her. (Do you like folk music? Today evening there is a folk music concert. Would you like to go there?)

B: I love folk music! What time and where is the concert?

A: Tell him/her about the time and the place. (7 pm, Central Concert Hall) (It's at 7 pm in the Central Concert Hall.)

B: Oh, I completely forgot! I was planning to finish my English project this evening.

A: Offer some help. Suggest finishing project together after the concert. (I can help you. We would finish the project together after the concert).

B: Great! How much is the ticket?

A: Tell the price. (2 Euros). Suggest meeting a bit earlier at your school and going to the concert together. (It's 2 Euros. Let's meet a bit earlier before the concert and go to the concert together)

B: OK. See you there!

A: Bye!

B: Bye!



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

1. Is there a suitable age for travelling? Explain. Do your parents or grandparents like travelling? Why / Why not? What are the advantages and disadvantages (positive and negative sides) of travelling by bikes? Is it popular in Estonia to cycle around?
2. What means of transport would you prefer for travelling? Why? Do you like travelling alone, with your family or friends? Why? Do you like class excursions? 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; Role play

You (B) are a PE exchange teacher from Norway. Your student (A) invites you to a beach volleyball game and a picnic after. Act out the 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 him/her. Ask about his/her plans for tomorrow evening. (Hello, have you got any plans for tomorrow evening?)

B: No, I haven't. Why?

A: Explain (beach volleyball game). Invite him/her. (We are having a beach volleyball game. I would like to invite you to the game).

B: Sounds great! What time is the game and who is playing?

A: Give a reply (6 pm, your classmates). Tell about the picnic after (It's at 6 pm. My classmates are playing. And after the game we are going to have a picnic).

B: Do I need to bring some food or drinks?

A: Deny. Suggest being a referee for one game (No, you don't. If you don't mind, could you be a referee just for one game?)

B: Yes, sure, I would love that! What if it starts raining?

A: Tell about the weather forecast (sunny, no rain). (According to the weather forecast, it's going to be sunny with no rain)

B: That's good news!

A: Agree. Say good-bye. Promise to meet him/her at the beach. (Yes, that is really good news! See you tomorrow at the beach, bye!)

B: Bye!



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1. Do you like being in the centre of attention? Why / Why not? Would you like to take part in the public speaking competition? Why / Why not? Are you a better listener or a speaker? Explain.
2. Are presentations used a lot in lessons? Explain. What characteristic features should you have to be a good public speaker? Can you develop these features? Why / Why not?

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TASK 2; Role play

You (B) are a shop assistant and your student (A) wants to buy something. Act out the 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. (Good morning.)

B: Good morning. Can I help you?

A: Agree politely. Explain that you are looking for a green jumper. (Yes, please. I'm looking for a green jumper.)

B: I'll have a look. What size are you?

A: Explain that possibly medium. (I'm not sure. Medium –I guess.)

B: Here you are. Here's one.

A: Explain that you like it. Ask to try it on. (That's very nice. Can I try it on?)

B: Yes, of course. The changing room is over there.

A: Say that it fits well. Ask about the price. (It fits well, but how much is it?)

B: It's €35.

A: Refuse politely because of the high price. (Sorry, but it is too expensive!)

B: That's fine. Don't worry.



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

1. Have you got a pet? If yes, describe it. If not, would you like one? Explain. Can a pet be a good friend? Why / Why not? Is it important to have friends? Why / Why not?
2. What is a real friend like? What can you do together with your friends? Do you think your parents can be your friends? 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; Role play

You (B) are an exchange student from Sweden. Your student (A) asks you to go to the dog shelter with him/her. Act out the 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 him/her. Ask about his/her plans for Saturday (Hello. Do you have any plans for this Saturday?)

B: Hello, I am absolutely free.

A: Ask about his/her opinion about dogs (What do you think about dogs?)

B: I love them. I have got a dog at home, too. Why?

A: Explain (visit a dog shelter). Invite him/her. (I am going to a dog shelter this weekend. Would you like to join me?)

B: What will we do there?

A: Describe (play, feed). Tell about donations. (We will play with them and feed them. It is also possible to make donations to the shelter.)

B: Sounds great! Who is also coming with us?

A: Give a reply (classmates). Remind him/her of taking the money (Our classmates are. Don't forget to take some money with you)

B: OK, I will. Do I need to take something else with me?

A: Deny. Suggest meeting at your school at 11 am. (No, you don't. Let's meet next to our school at 11 am.)

B: OK. See you on Saturday!