

PERSONALITY/PERSONAL ABILITIES

A1

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

RAGGED DICK

Dick's appearance as he stood beside the box was rather peculiar. His pants were torn in several places, and had apparently belonged in the first instance to a boy two sizes larger than himself. He wore a vest, all the buttons of which were gone except two, out of which peeped a shirt which looked as if it had been worn a month.

Washing the face and hands is usually considered proper in commencing the day, but Dick was above such refinement. He had no particular dislike to dirt, and did not think it necessary to remove several dark streaks on his face and hands. But in spite of his dirt and rags there was something about Dick that was attractive. It was easy to see that if he had been clean and well dressed, he would have been decidedly good-looking. Dick had a frank, straight-forward manner that made him a favourite.

(Ragged Dick by Horatio Alger, jr.)

- commence – to begin
- rags – clothes that are old, torn and dirty

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Is looking clean and good important for you? Why/why not?
2. What kind of clothes do you usually wear?
3. Why are some people very concerned about appearance?
4. In your opinion, are there connections between a person's appearance and personality? Do you ever judge people by their appearance?
5. If money were not a problem, would you change anything about the way you look?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are trying to find a new outfit for your school-leaving party. Your interviewer is a shop-assistant.

Ask the interviewer about

fashionable colours this summer; suitable design for a school leaving party; selection at this shop; price; discounts; ways of payment

At the end of the talk decide if you will buy anything at this shop.

Interviewer's cue card

1. light colours, like brown, beige, creamy white.
2. for girls: either short or long dress, a light trouser suit or costume; for boys: the traditional dark or light suit
3. variety of party dresses and suits by young Estonian designers
4. dresses starting from 500 kroons, suits starting from 1,500 kroons
5. discount of 10% for the holders of client cards
6. in cash or by credit card

PERSONALITY/PERSONAL ABILITIES

B1

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

ASTRID DOESN'T LIVE HERE ANY MORE...

Swedish author Astrid Lindgren spent her whole life refusing to grow up... In fact, most of her books were based on her childhood in Smaland in the second decade of the 20th century. It was at Vimmerby that Astrid, Stina and Ingegerd "almost played themselves to death" and it was there that Astrid became known as "the monkey" for her tree-climbing exploits. This is also where the hollow Owl Tree which served as a model for Pippi Longstocking's Soda Pop Tree still stands.

Astrid was never comfortable with the image of herself as a world famous children's story teller. In fact she wrote over 100 books and received hundreds of awards, including three honorary doctorates, but all the fame simply didn't interest her.

Although when the Russian Academy of Sciences named a stellar constellation after her in 1995, she was clearly delighted and she dubbed herself „Asteroid“ Lindgren.

(Scanorama, June 2002)

- stellar constellation – a group of stars in the sky

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Have you read any books by Astrid Lindgren?
2. Why did she become so widely read all over the world?
3. Why do even adults read her books?
4. What was special about Lindgren's personality?

5. Which books have influenced your development as a personality? What did you learn from them?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You want to apply for a vacant job as a public relations manager. Your interviewer is the personnel manager of the company.

Ask the interviewer about

general requirements; duties; language skills; computer skills; working hours; salary

At the end of the talk decide if you will hand in your application.

Interviewer's cue card

1. good communicator, flexible, friendly, intelligent
2. offer information about the company for the media and develop international relations of the company
3. Estonian, Russian, English, some Finnish and French would also be good
4. e-mail, the Internet, basic skills in Windows
5. from 9 to 5, sometimes flexible hours in case there are visitors
6. 12,000 plus overtime extra

PERSONALITY/PERSONAL ABILITIES

C1

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

CARMEN KASS – ESTONIAN COVERGIRL GOES TO HOLLYWOOD

“World-famous Estonian model Carmen Kass (23) is starring in a Hollywood action movie “Welcome to America” which will be shot mainly in Estonia at the beginning of this summer,” says Eesti Päevaleht.

Kass plays the role of an FBI agent, her partner is the renowned Michael Madsen, who at present is busy with the shooting of the 20th episode of James Bond in London.

Carmen Kass has admitted earlier that she has taken courses on acting and that she has always been interested in movies. “I think it’s a great skill to regard yourself as another person. It needs courage and self-cognition, for the one on the screen isn’t you,” said Kass in an interview in September 2000. “The job of a model and the job of an actress are somewhat comparable. You have to control your mimics and body, you have to find a role and perform it cogently.”

(Tallinn Airport Magazine, 2002)

- cogently – reasonably and sensibly

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Would you like to be a fashion model or a film star?
2. What are the advantages and disadvantages of being a model?
3. Why do many young people dream of becoming famous?
4. Where can we find out about famous people?
5. If you were a famous movie star/fashion model, how would you use your position?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are going to write an article about a famous Estonian sportsman – Pavel Loskutov. Your interviewer knows him.

Ask the interviewer about

field of sport; place of living and training; greatest achievement; best result; coach; secret of his success

At the end of the talk decide if you have enough information to write an article about him.

Interviewer's cue card

1. Pavel Loskutov is the best marathon runner in Estonia at present
2. he lives in Valka, Latvia but he trains in different places like Russia, Poland and the USA
3. second place at the European Championships in August 2002
4. running the marathon at 2 hours 8 minutes and 53 seconds
5. his coach is Raimond Luts who has worked with him for 15 years already
6. ability to work hard, and what is even more important – belief in himself and his abilities

FAMILY AND HOME

A2

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

LIFE ON WHEELS. MOBILE HOMES IN AMERICA

If the saying "A man's home is his castle" is really true, then one out of every 15 Americans lives in a castle about 12 metres long, built of aluminium, with wheels: in short, a mobile home.

Mobile homes are like miniature houses on wheels and are furnished with kitchens, bedrooms and bathrooms. The largest and most sophisticated has to be moved for you, usually towed by a large truck for a large fee. You yourself can hitch up the slightly smaller ones, called travel trailers, to your pick up truck when you want to move. There are tanks which hold fresh water and gas for heating and cooking. And the trailer parks supply electrical hook-ups, where you “plug in” to run your TV and microwave oven.

They are a symbol of America. They symbolize their need to move, their will to change and their ability to adapt to new environments.

(Current, September 1994)

- tow – to pull a vehicle by fixing it to another vehicle
 - hook up – to connect two pieces of electrical or electronic equipment together
4. What is the text about? (the topic and the source)
 5. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
 6. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Would you like to live in a mobile home?
2. What do you like best about your home?
3. What do you prefer: living in town or living in the country? Give reasons.
4. What are the advantages and disadvantages of different generations living together?
5. Describe your ideal future home.

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are looking for a small flat for the time you are studying at the university. Your interviewer is a landlady/landlord.

Ask the interviewer about

rooms in the flat; modern conveniences; neighbourhood safety; transport to the centre; rent; ways of payment

At the end of the talk decide if you will rent the flat.

Interviewer's cue card

1. 2 rooms, a bath and a kitchen
2. hot water, telephone, fridge, electric cooker, laundrette in the cellar
3. safe residential area due to neighbourhood watch programme
4. 3 different bus lines, bus stop around the corner
5. 3,000 kroons, possibility of sharing the flat
6. a month in advance, preferably by a money transfer, but also possible in cash

FAMILY AND HOME

B2

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

AROUND THE WORLD ON THE WINGS OF FATHERLY LOVE

The great sportsman is no longer a brutal macho figure who cares only for fight and victory and the company of men. These days, he is also a soft, loving human being – even if he is captain of the Australian rugby team.

George Gregan took time off to undertake a 21,400-mile journey to witness the birth of his daughter. In a dizzy period of less than a hundred hours, Gregan flew after the match against Ireland from Dublin to London via Sydney, getting back to England in time for a press conference.

His method was to stay on London time throughout, eating and sleeping in a London pattern. He had sleeping pills of varying potency, which he took according to a rigid programme of anti-acclimatisation worked out by the team's doctor.

It could all have been so much better organised. But love itself has wings: and love laughs at the air-miles.

(The Times, November 14, 2002)

- potency – the strength of a medicine, drug or chemical
- rigid – not easily changed

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Do you think it is important for a father to be present at the birth of his child? Why/why not?
2. What is the traditional role of a father in a family?
3. How would you imagine your future family and the roles within it?
4. Why are there so many single-parent families?
5. What could the government do to support families?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are looking for a part-time job as a babysitter. Your interviewer is a parent offering the job.

Ask the interviewer about

the number and age of the children; place of living; working hours; duties; children's special needs; salary

At the end of the talk decide whether you will take the job.

Interviewer's cue card

1. 2 children, a boy aged 3 and a girl aged 5
2. 20 minutes by bus from the city centre
3. 3 evenings per week, from 4 pm to 7 pm
4. to feed the children, to go walking in the park, to play with them
5. the girl is allergic to cats, the boy does not eat fish
6. 60 kroons per hour, extra pay for overtime

FAMILY AND HOME

C2

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

COULD THIS BE MR AND MRS RIGHT?

Over 30 years, the number of marriages in England and Wales has halved, while the rate of divorce has trebled. According to forecasts, if present trends continue, the proportion of adults who have never been married will rise from 32 per cent of males and 24 per cent of females in 1996 to 41 per cent of men and 33 per cent of women by 2021. The number of cohabiting couples is likely to double to nearly three million.

Cohabitation carries a far higher risk of break-up than marriage. One in two children born of cohabiting couples sees the parents separate before the child reaches its fifth birthday, compared with one in four children born in wedlock.

Yet studies show creating a happy, stable family with long-term commitment remains the goal of most. Research tells us that those in successful long-term partnerships are healthier, wealthier, more confident and better able to manage the insecurities of our age.

(The Observer, 5 January 2003)

- treble – if something trebles, it becomes three times bigger than it was before
- cohabit – to live together without being married
- wedlock – the state of being married

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Do you prefer to get married or to live together with somebody? Why?
2. What do you think is a good age for starting a family?
3. Do you think it is important for a child that the parents are married? Why/why not?
4. Why are there so many divorced families these days?
5. Would you marry somebody from a different nationality? Why/why not?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are gathering information about family life in the United States of America. Your interviewer can help you with some facts.

Ask the interviewer about

total population; average size of households; most common type of household; number of unmarried-partner households; percentage of children living in a single-parent family; most common names given to children

At the end of the talk compare some aspects of family life in the USA and Estonia.

Interviewer's cue card

1. according to the census carried out in 2000, the population of the USA was over 281.4m people
2. it had declined from 2.63 persons in 1990 to 2.59 persons in 2000
3. married-couple families make up 52% of all households
4. unmarried-partner households comprised 5% of all households in 2000
5. 29% of children live with either mother or father only
6. the most common names for boys are Michael, Christopher and Matthew, the most popular names for girls are Ashley, Jessica and Sarah

FAMILY AND HOME

A3

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

DEAF GIRL AND BLIND DOG HELP EACH OTHER BEAT THE ODDS

Kerry Halpin and her dog Fox are perfect partners – one's a seeing-eye kid and the other's a hearing-aid pooch. That's because Kerry was born deaf and the white Samoyed has been blind since she was a puppy. "I'm her eyes and she's my ears. I don't know what I'd do without her," said Kerry.

When they're out walking Kerry steers faithful Fox around obstacles with special commands. And Fox warns Kerry of approaching vehicles she can't hear by sitting down and refusing to move until Kerry spots the danger. "She's my best friend," added Kerry. "I look out for her and she listens out for me."

Kerry has taught Fox commands – 'steps up', 'steps down', 'right', 'left' and 'stop' – to help her negotiate hazards when she takes Fox for a walk. "Fox has brought her real happiness," added Kerry's mom Fionna, who lives with her husband and five children on a farm in Wales they've transformed into a sanctuary for unwanted pets. (162 words)

(National Enquirer, April 18, 2000)

- pooch – *informal* a dog

7. What is the text about? (the topic and the source)
8. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
9. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Do you agree that animals can be as good friends as people? Give reasons.
2. What qualities are important in a friend?
3. What makes you a good friend?
4. What would make you break up with your friend?
5. How do you feel about criticism from your friend?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

Your best friend has just told you that he/she has found a boyfriend/girlfriend.

Ask the interviewer (your friend) about

Age; appearance; personality; his/her studies or job; place they met; interests

At the end of the talk express your positive attitude to the news.

Interviewer's cue card

1. 20 years old
2. tall, dark and beautiful/handsome
3. merry, optimistic and intelligent
4. takes evening courses in economics at Open University, works as a shop assistant
5. at a birthday party
6. cooking exotic meals, dancing

FRIENDS AND OTHER SOCIAL RELATIONS

B3

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

WHY I DON'T WANT TO TRACE MY BIRTH PARENTS?

One day my daddy was walking along the road and a lady came up to him with a baby. She said she couldn't look after the baby, so would he like to have the baby? And there I was! When my father told four-year-old me this little story, it made me smile. I didn't need to know any more about the lady.

Two years ago, shortly before my father's death, he asked if I was interested in tracing my real parents. "No," I replied feeling horrified and guilty. I resented the fact he'd suffered pain by asking me. It is a huge surprise to everyone I don't want to trace the birth parents. Don't I want to know, where I came from, they ask? I know who I am – the child of the people who raised me – and I don't need ghosts from the past to take them away.

(Cosmopolitan, spring 2003)

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. If you found a small child alone in the street, what would you do?
2. Why do young people need both parents for growing up?
3. What are the roles of orphanages in Estonia?
4. What are the reasons for adopting a child?
5. Do you think there are problems between different generations nowadays? Give examples.

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are trying to find a child-friendly watchdog for your home. Your interviewer works at a stray dog sanctuary.

Ask the interviewer about

dogs available; age; health condition; the dog recommended; price; the time you can get it

At the end of the talk decide whether you will take the dog.

Interviewer's cue card

1. there are various dogs – some pedigree dogs, but mostly mongrels.
2. from 2 months to 7 years old
3. most of them look healthy, but we have no idea about vaccination
4. I would suggest this German shepherd who is very friendly, but also a good guard of its home
5. there is no fixed price, you can leave a donation for the sanctuary
6. if you have made up your mind, you can take it along right away

FRIENDS AND OTHER SOCIAL RELATIONS

C3

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

100,000 CHILDREN ARE HOMELESS, SHELTER REPORT SAYS

Around 100,000 children were homeless last year, causing educational and behavioural problems and sickness, a new report by Shelter reveals.

The number of children forced to live in temporary housing in the 12 months to July 2002 was uncovered by analysing government figures on homeless families.

Researchers also studied 50 children in 21 families and found that the lack of permanent accommodation severely affected almost every aspect of their lives, from schooling to health. The Shelter study found that children in two-fifths of the families were forced to move schools when they became homeless, and over half of those were bullied for having no friends. Many missed out on school altogether or fell behind because they had nowhere to do their homework.

Their health also suffered from insanitary conditions and overcrowding – one family of six shared a single room – and from a poor diet due to lack of cooking facilities. (152 words)

(Guardian, September 19, 2002)

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Are there any homeless people in Estonia? What could be the reason for that?
2. What could be done to help homeless children?
3. What are other social problems related to homeless people?
4. What is the aim of charity organisations?
5. If you had 5 million kroons, how would you use it to solve social problems in Estonia?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are gathering information about the Red Cross. Your interviewer is a member of the agency.

Ask the interviewer about

time the agency was established; founder; original aim; functions today; symbol and its meaning; the Red Cross in Estonia

At the end of the talk summarise what you have heard.

Interviewer's cue card

1. in 1964

2. Henri Dunant
3. to assist the wounded and prisoners in war
4. to take care of refugees, disabled, victims of natural disasters. The Red Cross helps people with food and clothes, also to find relatives
5. symmetrical red cross on a white ground. All hospitals and cars bearing the sign must not be attacked
6. since 5 December, 1872

ENVIRONMENT (NATURAL, CULTURAL, SOCIAL)

A4

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

POLLUTION TEST ON RIVER AFTER A CHEMICALS LEAK

A Welsh river was tested yesterday for pollution after more than 200,000 litres of chemicals from a waste treatment plant spilled into it.

The river Dee is one of the most closely regulated rivers in Europe, providing drinking water for homes across north-east Wales. Janet Williams, a member of the Campaign for the Protection of Rural Wales, said there had been concerns about the plant for several years.

Water agencies which use water from the Dee were informed by the environment agency immediately after the leak and told to put precautions in place.

Martin Watkins, a spokesman for the agency said: "No one knows whether the chemicals have settled in the sediment, or will get into the food chain, and a lot of wildlife lives along the banks of the brook, so it is impossible for anyone to say that there will be no long term effects."

(The Guardian, September 24, 2002)

- precaution – something done to protect people or things against possible harm or trouble
- sediment – a layer of sand, stones, etc that becomes a layer of rock

10. What is the text about? (the topic and the source)
11. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
12. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Have you seen a polluted area in reality or on TV?
2. What are the biggest environmental problems and threats in Estonia?
3. What are the reasons for pollution?
4. What could everybody do to diminish pollution in our everyday life?
5. Why do many people worry about the future of our planet?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are writing a report about endangered plant species in Estonia. You are especially interested in wild flowers. Your interviewer is a botanist.

Ask the interviewer about

the most widely spread wildflowers; endangered species; place they grow; time they grow; reason for being endangered; measures to be taken to protect them

At the end of the talk summarise what you have heard.

Interviewer's cue card

1. blue anemones, globeflowers, daisies, cornflowers, king's cups, etc.
2. globeflower and aconite – the only Estonian wild orchid
3. globeflowers can be found on the meadows, aconites only in deep forests
4. globeflowers in May and June, aconites in June and July
5. people pick and sell them – so there are very few left
6. to inform people that they have become very rare and to impose fines for selling them

ENVIRONMENT (NATURAL, CULTURAL, SOCIAL)

B4

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

WHATEVER'S HAPPENED TO THE WEATHER?

Evidence that Europe is entering a new climatic age characterised by unforgiving downpours and flooding has become compelling. Last year the continent buckled under its worst storms in 2,000 years. Two of central Europe's architectural gems – Prague and Dresden – suffered massive flood damage in the summer after the entire rainfall of a typical August fell in 36 hours.

Scientists agree that mankind is partly to blame for the floods. Massive quantities of carbon dioxide are spewed into the atmosphere from burning fossil fuels like oil and from the emissions of millions of vehicles.

These emissions act as a giant insulation blanket suspended above the earth's surface. Warmth, in effect, cannot escape, heating up the atmosphere through the so-called "greenhouse effect" and increasing its moisture-carrying capability.

Scientists warn that the damage already done to the environment by greenhouse gas emissions will affect us for the next 1,000 years.

(The Observer, 5 January 2003)

- spew – to flow out or make something flow out
- suspend – to hang something from something else

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Do we have any disasters caused by weather in Estonia? Give examples.
2. What is your favourite season? Why?
3. How does weather affect people's mood?
4. What kind of climate would you choose for spending a holiday?
5. What season would you recommend for a foreigner visiting Estonia? Why?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are planning a trip to Australia and would like to know about the weather. Your interviewer has been to Australia and can help you.

Ask the interviewer about

the type of climate; the warmest period; temperatures in summer; the coldest period; rainfalls; the best time for visiting

At the end of the talk decide when you will go.

Interviewer's cue card

1. mostly tropical and subtropical, except Tasmania, which lies in the temperate zone
2. in summer, from December to February
3. average temperature in summer is over 30°C
4. no really cold season, even in winter 20°C
5. generally very little rain, it rains most in the north – 500-200 mm annually, but there is practically no rain in deserts
6. I wouldn't suggest the hottest season nor winter, but September-October could be suitable for a Northern-European

ENVIRONMENT (NATURAL, CULTURAL, SOCIAL)

C4

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

WESTWARD, LOOK THE LAND IS BRIGHT

The European Union is now formally embarking upon enlargement. In December the EU is due to finish negotiations with ten hopeful members which, save Cyprus and Malta, were all former satellite states of the Soviet Union. Poland, Hungary, the Czech Republic, Slovakia, Slovenia and the three Baltic states will – perhaps by 2004 – at last take their places as full members of Europe's top club. History, you might say, is coming to a happy end.

Eastern Europe was mostly a concept of the cold war. Despite attempts to progress, Bulgaria and Romania remain firmly in the East. By contrast, Slovenia looks little different from its rich neighbour Austria, and is essentially western. The Baltics are tiny; besides, Estonia is practically Nordic in all but income. The admission of these new countries and reintegration with the rest of Europe is long overdue.

(The Economist, October 26th-November 1st 2002)

- embark upon – to start a new project or activity
- overdue – something that should have been done before now

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Why is there a referendum organised on September 14?
2. What benefits can the European Union offer its member states?
3. Do you see any dangers or problems related to joining the EU? Give examples.
4. Do you think any country has the right to interfere in another country's affairs?
Why/why not?
5. Why is it important to maintain good relations between all countries?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You want to know about the EU education programmes in Estonia. Your interviewer is the national coordinator of Lingua and Comenius programmes in Estonia, Mrs Made Kirtsu.

Ask the interviewer about

time the programmes were started; functions; number of participants in Estonia; the way programs operate; the duration of project; the results and benefits

At the end of the talk decide whether you would like to participate in one of these projects.

Interviewer's cue card

1. Comenius in 1997, Lingua in 1998
2. Comenius – for developing international cooperation between students and teachers of general comprehensive schools of different countries; Lingua – to promote language learning all over Europe
3. about 60 schools

4. there are projects and study visits for teachers and students
5. from 12 to 36 months
6. people's mobility has increased, they have gained new experience and there has been improvement of language skills

ENGLISH SPEAKING COUNTRIES

A5

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

A NICE CUP OF TEA

Tea, to the average English man or woman, usually means Indian tea. It is served with milk and sugar and the folklore surrounding its preparation is prodigious. First the teapot has to be heated. The tea, once made, has to be left to "stand" and "brew" – but not so long that it becomes "stewed". Cold milk is poured into the bottom of each cup and then tea is added either with the addition of water or, more normally, "just as it comes" – neat and strong.

Among the upper classes, China tea is considered smarter. Preparation rituals are similar, but milk is always added after the tea if it is taken at all. A slice of lemon is often substituted. Sugar goes in last.

In great English institutions tea brewed in vast urns like Russian samovars still often comes with milk and sugar already added.

(Antony Miall, Xenophobe's guide to the English, 1993)

- prodigious – very great or impressive
- brew – if tea is brewing, you have made it and left it to develop a stronger flavour

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. How do you like your tea?
2. Do you know of any other drinks related to particular countries? Give examples.
3. What do you know about food in Great Britain?
4. Why has eating out become so popular in Great Britain?
5. If you had an opportunity to visit Great Britain, which places and activities you would like to see and do? Why?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You have been invited to a football match in London. Your interviewer is your English pen-friend who wants to show you something special.

Ask the interviewer about

teams playing; place; most famous players; any Estonians playing; safety; price of the ticket

At the end of the talk decide whether you would like to go to the match.

Interviewer's cue card

1. London Arsenal and Manchester United
2. at Wembley Stadium
3. Beckham and Veron from Manchester United, Henry and Wiltord from London Arsenal
4. unfortunately not. All football fans in Great Britain know Mart Poom, but he is playing for Sunderland at the moment
5. there are many policemen responsible for people's safety. No one is allowed to take along glass bottles or sharp items of any kind to the stadium.
6. they are quite expensive between £15-25.

ENGLISH SPEAKING COUNTRIES**B5****STAGE 1: (1-2 min.)**

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

PUEBLO INDIANS

Pueblo Indian life is based on the fundamental religious conviction that people must live in harmony with the natural world around them. So strong is this belief that it is not possible to separate religion from everyday life. The religious ceremonies that are held throughout the year are enactments of this philosophy.

Societies, headed by priests, within each pueblo are responsible for maintaining harmony with the supernatural world. Properly conducted ceremonies control the weather, effect cures, bring rain, mature crops, lead to success in hunting, and generally ensure that the cycle of life continues.

Harmony must also be maintained within the pueblo – family, clan, and society relationships require specific behaviour of the individual, and children are reared to accept these duties.

Life in the pueblos is neither ideal nor idyllic, but it obviously holds a greater attraction and greater satisfaction for most of these people than an existence in the mainstream of American life.

(Southwestern Indian Tribes: 1997)

- conviction – a strong belief or opinion about something
- enactment – making a proposal into a law

- pueblo – a small town, especially in parts of the USA that are near Mexico

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Have you read any stories or seen films about Native Americans or other native people? What did you like or dislike about their way of life?
2. How do people learn about traditions?
3. What are the Estonian traditions you and your family always celebrate?
4. Are there any traditions which are celebrated in many countries? Bring examples.
5. If you had to live abroad for a while, would you follow the traditions of the host country? Why/why not?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are collecting information about how Easter is celebrated in different countries. Your interviewer comes from Great Britain.

Ask the interviewer about

Origin; meaning of the name; date; activities; essence of the games; the meaning of eggs

At the end of the talk compare Easter traditions in Great Britain and Estonia.

Interviewer's cue card

1. one of the oldest Christian holidays commemorating the resurrection of Jesus Christ
2. the English word "Easter" comes from Eostre, Anglo-Saxon goddess of spring
3. no fixed date, Easter Sunday falls on the first Sunday after the first full moon in spring
4. many people go to church, families and friends exchange chocolate eggs, people play traditional Easter egg games
5. Easter Egg Hunt means that on Easter morning, the children of the house search for eggs that the Easter Bunny has hidden while they were asleep. Easter Egg Roll is a game where people roll eggs down a grassy hillside, the one whose egg rolls the greatest distance without being broken is the winner.
6. an egg symbolises renewed life and the sunlight of spring

ENGLISH SPEAKING COUNTRIES

C5

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

"IGNORANT" PUBLIC PUTTING NATIONAL HERITAGE AT RISK

England's cultural heritage is under increasing threat from an ignorant public. A number of ancient monuments and landscapes are at risk.

English Heritage has identified 1,398 listed buildings at acute risk with thousands more requiring urgent action to preserve them. Its chief executive, Dr Simon Thurley, told the Observer: "We are in danger of expunging the great thing that makes this country a desirable place to live and visit. The enemy is the ignorance and thoughtlessness of people."

A number of conservation areas have lost the special character that justified their designation while a number of buildings no longer have protected status. Elton John's Windsor mansion was delisted four years ago because the star's changes had robbed the building of its historic value. One of Liverpool's most prominent waterfront buildings – the Tobacco Warehouse – is threatened with complete destruction if a buyer cannot be found.

(The Observer, 24 November 2002)

- expunge – to remove something completely, especially from a written record
- designation – the act of choosing something for a particular purpose
- delist – to take something off the list

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. What would you like to see in London? Why?
2. What are the problems related to historical buildings in Great Britain and in Estonia?
3. Why do people protect historical buildings?
4. What are the functions of historical buildings nowadays?
5. What can people do to protect historical buildings in their original form?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are going to visit the Tower of London. Your interviewer is a tour guide.

Ask the interviewer about

Location; time it was built; original function; later functions; most important piece of exhibition; entrance fee

At the end of the talk decide whether you would like to visit the Tower.

Interviewer's cue card

1. situated on the Tower Hill, not far from the centre of London
2. in the 11th century
3. a fortress and family residence for William the Conqueror
4. a prison, a treasury, a mint, a royal observatory, a royal zoo, but now a museum
5. crown jewels
6. £10, unfortunately no discount

EVERYDAY LIFE

A6

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

HAVE A CHIP... BUT DON'T FORGET THE SALAD

There is a ring of truth in that well-known saying: "A man is what he eats". Food is a form of fuel. It gives you energy, helps you to grow, resist disease and form strong teeth and bones. It often tastes good, too! There are so many kinds of food – fast food, snacks, junk food – you may find it difficult to follow a healthy diet.

Some fast foods are fairly healthy, like pizza and Chinese meals. But others, such as chips and sausage rolls, contain a great deal of fat. It's better not to eat fast foods too often. Remember to eat a mixed diet that includes salads, and fruit and vegetables.

You need to eat a wide variety of foods as your body needs protein (found in beans, milk and fish), fat (from oils, margarine and butter), carbohydrates (from bread and potatoes), fibre (through bran and vegetables), as well as vitamins and minerals.

(Guardian Education, September 9, 1997)

- diet – the food that a person or animal usually eats
- bran – the outside of the grain of a cereal such as wheat or oats

13. What is the text about? (the topic and the source)
14. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
15. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Are you very particular about food? Why/why not?
2. Name some problems related to food and eating.
3. Why is it important to eat healthy and well-balanced food?
4. What do you think of the eating habits of young Estonian people?
5. If you were invited to a very good restaurant, what kind of dishes would you like to try?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are going to order a meal at a restaurant. Your interviewer is the waiter/waitress.

Ask the interviewer about

type of food; starters and soups; exotic fish courses available; Estonian fish served; vegetables or salads with the main course; desserts

At the end of the talk decide what you would like to order.

Interviewer's cue card

1. restaurant specialises in seafood and fish
2. starters – Norwegian herring, caviar, shrimps; fish soup – perch or eel
3. swordfish served with special sauces
4. smoked eel, fried pike and flatfish, steamed trout and salmon
5. potatoes (boiled, mashed, fried, or French fries), rice, pasta; different salads
6. ice-cream, coffee and mini cakes

EVERYDAY LIFE

B6

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

BREAST CANCER DANGER IN A DAILY GLASS OF WINE

Just one alcoholic drink a day increases a woman's chances of getting breast cancer by 6 per cent. But smoking does not add to the risk at all.

Leading cancer experts have discovered that alcohol is responsible for 2,000 extra cases of breast cancer in Britain every year, and that a woman who has five drinks a day is 30 per cent more at risk than a teetotaler.

Moderate drinking also has benefits, including reducing the risk of heart disease. But women are less prone to heart disease than men, so working out the exact balance of advantage is difficult.

The reason why drinking affects breast cancer risk is unknown, but there are strong suggestions that alcohol affects the levels of the sex hormones.

Julia Anderson of the breast Cancer Campaign said: "We should always urge women to exercise moderation when drinking alcohol." (143 words)

(The Times, November 13, 2002)

- teetotaler – someone who never drinks alcohol
- prone – likely to do something or be affected by something
- urge – to advise someone very strongly about what action or attitude they should take

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. What do you do to stay healthy?

2. What are the most common diseases nowadays?
3. What kind of medical consultation is available for people in Estonia?
4. Would you like to be a doctor or a psychologist? Why/why not?
5. What could the government do to promote health and a healthy lifestyle?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are a doctor and your interviewer is a patient who has come for a consultation.

Ask the interviewer about

name and address; occupation; complaints; previous medical check-ups; any problems related to work; the last holiday

At the end of the talk suggest that he/she go on a holiday and take some vitamins.

Interviewer's cue card

1. Mary Brown; 6 Rose Street, Liverpool
2. accountant
3. feeling tired, occasional headaches, insomnia, lack of stamina
4. 2 years ago, when I had pneumonia
5. a lot of pressure and overtime work during the last two months
6. last June

EVERYDAY LIFE

C6

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

IF YOU BUY A PAIR OF NEW SUNGLASSES...

If you buy a pair of new sunglasses, wherever you are in the world, there's a pretty big chance they were made in Italy. If you've bought a quality product, that is. The country produces 80 per cent of the world's sunglasses, and practically all of them come from the same valley north of Venice.

Why Italy? Well, the explanation goes all the way back to the 13th century Venice, where the first regular glasses were most likely made, catering to weary eyed monks who spent much of their time reading in bad lighting. As for shades they were introduced in the 18th century with bottle green glass, followed by blue glass in the 1880's.

Traditionally, Italian industry tends to concentrate on a single product. So it's not surprising that practically all of Italy's sunglasses come from Agordo, the same valley in the little province of Belluno in northern Veneto.

(Scanorama 2002)

☐ weary – very tired

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Is looking fashionable important for you? Why/why not?
2. Do you think that sunglasses are a part of youth fashion? Explain.
3. What other items or articles of clothing belong to youth fashion?
4. Do you agree that the way a person looks reveals his/her character? Bring examples.
5. If money were not a problem, what would you buy for your school-leaving party?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

Your school is organising a competition for young fashion designers. Your interviewer is the organiser of the competition.

Ask the interviewer about

time of the competition; history of the competition; participants; age limit; requirements; prizes

At the end of the talk say whether you would like to take part in the competition.

Interviewer's cue card

1. the competition takes place in October
2. this is a new idea and the competition at our school has not taken place before
3. participants are from the schools in the neighbourhood
4. all secondary school students up to the age of 19 are welcome
5. all participants must present sketches of their work on the basis of which the jury decides who are going to take part in the final competition
6. there is a monetary prize and the possibility to go on to the national competition for young Estonian fashion designers

EDUCATION AND JOBS

A7

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

DISTANCE LEARNING

Knowledge and information have become the driving forces in our societies. Helping citizens to access training and develop their skills has become a priority. Nowadays, people are

looking for ways to learn "where, when and how" they want. And so the use of new technologies will enable people to engage in lifelong learning. The learning process will no longer end with school, but will start much earlier and carry on in the workplace and in private life.

E-learning, the new method of distance learning using the new information and communication technologies (such as the Internet), is a fairly recent phenomenon that is set to change radically the way we work, live and learn. Its advantage is that it provides access for everyone to information around the clock and from any location. New technologies should be used to support creative training and self-training, taking advantage of the three major benefits of open learning: temporal, spatial and methodological flexibility. (157 words)

(Leonardo da Vinci Series: Good Practices, Distance learning, 2002)

- ☐ temporal – relating to time
- ☐ spatial – relating to the size, shape and position of things

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. When and where did you start your education?
2. Are you in favour of the idea of lifelong learning? Why/why not?
3. Are the members of your family involved in some kind of learning at the moment? Give examples.
4. What is the responsibility of the state in the field of education?
5. If you were a parent, what kind of education would you wish your child to have?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are a parent who wants to offer his/her child an opportunity to study at a local music school for children. Your interviewer is a teacher at the music school.

Ask the interviewer about

musical instruments; other subjects; additional activities; duration of studies; number of lessons per week; fee

At the end of the talk decide whether you would like your child to attend this music school.

Interviewer's cue card

1. the piano, the violin, the guitar, different wind and percussion instruments
2. the history and theory of music
3. performing at concerts, participating in ensembles and orchestras
4. 7 years, but there's a possibility to study even longer
5. 8 lessons a week
6. the fee in our school is 1,500 kroons a year

EDUCATION AND JOBS

B7

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

THE KEYBOARD AND THE LUMBERJACK

Lumberjacks have been around for as long as people can remember. But these days, the life of a lumberjack bears practically no resemblance to the woodsman of the past – except for the worksite. Today, they don't even need muscles. But they do need to have computer skills – and it helps if they are not afraid of the dark.

To fully understand the impact of change over the past few decades, you have to take a hike deep into the forests. But forget the silent, dark forests with birds singing. Instead, picture a huge machine conquering the wood with a lion's roar.

At a felling speed of 80-100 trees per hour, it is an amazing sight. And everything inside this harvester is computerized. The huge crane is operated with just two joysticks. It takes less than one minute to transform a majestic 120-year old spruce into logs.

(Scanorama, September 2001)

- lumberjack – someone whose job is to cut down trees for wood
- harvester – a machine or person that collects things that can be eaten or used
- joystick – an upright handle that you use to control objects on the screen of a computer

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. Have you thought about your future employment? Explain.
2. How have working conditions changed over the past 10-20 years?
3. What new jobs have appeared and what jobs have disappeared?
4. What are the most needed professions in Estonia nowadays?
5. If you were unemployed would you take any job offered? Why/why not?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are trying to find a suitable IT specialist for your company. Your interviewer is an applicant.

Ask the interviewer about

Qualifications; previous work experience; language skills; hobbies; salary expectations; personal contribution to the company

At the end of the talk decide whether you would hire this person.

Interviewer's cue card

1. a degree in IT from Tallinn Technical University in 2002. Special IT courses in Germany.
2. a part-time job at the Ministry of Culture
3. fluent in Estonian, Russian, English. Some Finnish and German.
4. sports, music
5. between 8,000 and 12,000 kroons
6. I can bring in information about the most recent developments in programming

EDUCATION AND JOBS

C7

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

UNIVERSITIES THREATEN TO GO PRIVATE

Britain's elite universities are threatening to lead a break-away from state-funded higher education if the Government waters down plans allowing them to charge top-up tuition fees worth thousands of pounds.

At the moment about half of the million students pay nothing for tuition, while those from better-off backgrounds pay about £1,000 a year towards the average £5,000 costs of their courses. Ms Morris, the ex-Education Secretary is thought to have agreed a sliding scale under which students whose parents earn less than £30,000 a year would pay no top-up fees while those earning more than £50,000 would have to meet the new charges in full.

Professor Greenaway said that if ministers did not confront the issue, leading universities could break away from the state system and effectively become private institutions charging market rates for their courses and forsaking public funds entirely.

(The Sunday Times, October 30, 2002)

- water down – to make something less offensive, powerful or detailed
- tuition – the work that a teacher does
- confront – to deal with a difficult situation
- forsake – to stop doing, using or having something

1. What is the text about? (the topic and the source)
2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. What are your plans after you have finished secondary school?
2. Would you prefer to study at a state or a private university? Why?
3. Why have universities become mostly fee-paying in many countries?
4. Is it necessary for all people to get a university degree? Why/why not?

5. If you were the Minister for Education, what would you do to promote vocational education?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You want to enter a private university. Your interviewer is the head of the admission commission for Estonian Business School.

Ask the interviewer about

fields of study; duration of studies; entrance requirements; additional tests or interviews; organisation of courses; fees

At the end of the talk decide if you would like to apply for a place at this university.

Interviewer's cue card

1. law, economy, public relations
2. generally 4 years
3. a high score of points at national examinations
4. usually no tests, but some interviews related to professional motivation
5. you can attend courses as a day-time student, take evening or distance courses
6. the annual fee is between 25,000 and 40,000 kroons

HOBBIES AND CULTURE

A8

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

THE ENEMY IN THE LIVING ROOM

Most people agree that children should be protected from violence on television. But who should be responsible, parents or programme makers?

President Clinton promised to do something to protect children from sex and violence on television. He said he would introduce a system for rating television programmes, which would show parents which programmes are suitable for children. He found support for his idea among the major television networks.

But no sooner had details been published than parents and industry watchdogs attacked the new system for being too vague. With American children watching an average of 22 hours of television a week, they say a more detailed guide to programme content is needed.

Kathy Craven, as a parent, is convinced that no matter how sophisticated television rating systems become, they will never be able to guarantee that children will be totally protected from sex and violence on television.

(BBC English, March 1997)

- industry watchdog – group or organisation whose job it is to make sure that companies do not act illegally or irresponsibly
 1. What is the text about? (the topic and the source)
 2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
 3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. What is the role of television in your life?
2. What forms of media are the most widely used nowadays?
3. What sources of information do you consider the most trustworthy?
4. How can the media influence public opinion?
5. If people watch violence in films or on TV, does it make them more violent? If so, what should be done about it?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are considering whether to subscribe to a new youth magazine called "Smile". Your interviewer is the editor of the magazine.

Ask the interviewer about

origin of the name; expected readers, themes discussed; times of delivery; number of pages and price; expected effect on young people

At the end of the talk decide whether you would like to subscribe.

Interviewer's cue card

1. the name is an abbreviation of the words "Some Modern Ideas for Learning Estonian"
2. young people who want to study Estonian
3. there are language pages, texts about Estonian celebrities and information on youth events and concerts during the month
4. it is a monthly magazine which appears during the last week of the previous month
5. 32 pages and the price is 20 kroons
6. better language skills and cultural awareness of Estonian society

HOBBIES AND CULTURE

B8

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

MARCO, 54, RUNS A HOT FOUR MARATHONS

Marco Olmo, at 54, is earning athletic fame in the extreme sport of desert running. Last week Olmo won the 105-mile Desert Cup in Jordan for the third year in a row, leaving scores of younger men and women in his wake. Olmo ground on through the desert, by day and night and ran the distance in 18 hours and 35 minutes.

Desert racing is as difficult as it sounds. Apart from sunburn and exhaustion, a big challenge is keeping the sand out of running shoes: a few grains in a blister can mean the end of a competitor's race.

The Desert Cup is Olmo's favourite of the half-dozen events in which he competes each year. It is not the longest race but it is considered the toughest; between the long stretches of sand are scree-covered hillsides and gorges, and it is run non-stop rather than in stages.

(The Sunday Times, November 17, 2002)

- in sb's wake – after someone
- scree-covered – covered with small loose pieces of broken rock
- gorges – a deep valley with high straight sides where a river has cut through rock

What is the text about? (the topic and the source)

Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?

What is your point of view?

After the student has completed the monologue, continue with the questions:

1. What kind of sport activities are you involved in?
2. Are Estonian young people keen on sports? Why/why not?
3. Why are extreme sports becoming more and more popular?
4. Why do Olympic winners enjoy a special status in society?
5. What would you do to make more young people go in for sports?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are trying to find yourself a suitable sport centre. Your interviewer is the receptionist at the local sports centre.

Ask the interviewer about

sports activities offered; availability of a swimming pool; equipment needed; duration of trainings; medical assistance in case of injury; payment

At the end of the talk decide what trainings you would like to attend.

Interviewer's cue card

1. you can play basketball, volleyball and table tennis, go to aerobics groups or work out
2. unfortunately we have no swimming pool yet, but we have good saunas in addition to showers
3. we provide people with basketballs, volleyballs, table tennis bats. You only need to bring along your training clothes and indoor sneakers

4. aerobics class lasts for an hour, ball games somewhat longer
5. all our coaches are qualified in first aid. If necessary, an ambulance will be called
6. you can pay for a single class but it's less expensive to buy a membership card

HOBBIES AND CULTURE

C8

STAGE 1: (1-2 min.)

Tell me your name, please?

How are you?

Would you tell me something about yourself/your hobbies/future plans/family/...?

(Choose one of the topics for the student to speak about.)

STAGE 2: Monologue + discussion (6-8 min.)

Now I would like you to choose a card. (All 8 cards are placed face down.)

Read the text and comment briefly on it. Use the questions below to help you plan your monologue. Speak for about 2-3 minutes. Do not re-tell the story in detail.

IN A WORLD OF VIDEO, WHY READ?

According to recent studies 13 per cent of all American 17-year-olds cannot read or write properly. Many blame the electronic media for this drop in standards.

Today's students can watch a movie in class without losing interest, but reading is boring. It requires an attention span that many of them don't have. It doesn't come with visual effects, and this generation has never developed the imagination to make it exciting.

Ironically, students can't read because they don't read. Reading is slow because they don't know the words in the books.

What can I say to parents who look at me sincerely and ask, "Why aren't our kids interested in reading?" Why should they be? They do fine without reading. Mom and Dad don't read much, either, and they get along all right.

(Drucilla James Mills, English in Context. Cornelsen, 1995)

- attention span – the length of time that you can pay attention to one thing without thinking about something else
1. What is the text about? (the topic and the source)
 2. Give a short summary (2-3 sentences). What is the message of the text, what is the author trying to say?
 3. What is your point of view?

After the student has completed the monologue, continue with the questions:

1. How much and what do you read?
2. Is reading popular with Estonian young people? Why/why not?
3. Why was reading more popular 20 years ago?
4. How do young people get information instead of reading books?
5. Could you imagine the world without books? Why/why not?

STAGE 3: (3-4 min.)

Here is a card with a task on it. Please read it to yourself. When you are ready, start the conversation.

Student's cue card

You are writing an article about an Estonian writer Jaan Kaplinski. Your interviewer has some information about him.

Ask the interviewer about

date and place of birth; education; jobs held; political career; present occupation; his works

At the end of the talk summarise what you have heard.

Interviewer's cue card

1. 22 January 1941 in Tartu
2. studied French philology and linguistics at Tartu University
3. he has worked at Tartu University, Tallinn Botanical Gardens and at the Ugala theatre
4. 1992-1995 he was a member of the Estonian parliament – Riigikogu
5. a free-lance writer living in the countryside
6. has written poetry, children's books, essays on politics and culture. He has been translated into many languages