

HOBBIES AND CULTURE

**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 retell the story in detail.**

DAVID BECKHAM  
David Beckham is England’s answer to the Spice Girls. He is a pop star in a soccer uniform. Not only is he married to Victoria Adams, the Spice Girl formerly known as Posh, but he is England’s most famous and brightest soccer player. He is the pretty boy, rock star and teen idol of the country, even though he no longer plays for the English Premiership (England’s top football league).  
In June 2003, Beckham was traded to Real Madrid – soccer’s Dream Team – for \$41 million. Despite his ability on the field, he is becoming a pop culture icon, as the unofficial poster boy.  
He isn’t outspoken or particularly extroverted. He does, however, have a quiet hunger to be the best soccer player in the world. His temper is almost as famous as his hairstyles, and has gotten him into a fair share of trouble.

(www.askmen.com)

- 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 following questions:**

- 1. Is football popular in Estonia? Why/why not?
- 2. Do we have any sport stars like Beckham in Estonia? Give examples.
- 3. Are Estonian young people keen on sports?
- 4. Why are extreme sports becoming more and more popular?
- 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 want to take your friend to a football match at Lilleküla football stadium next week. Your interviewer is the box-office clerk.  
**Ask the interviewer about**  
Teams playing; most famous players; time; price of tickets; safety; parking area.  
**At the end of the talk decide whether you will take your friend to see the match.**

- Interviewer’s cue card**
- 1. FC Flora and FC Levadia.
  - 2. Martin Kaalma; Martin Reim, Argo Arbeiter and many others.
  - 3. The match starts at 6 pm.
  - 4. 200 kroons.
  - 5. You are not allowed to bring along drinks in glass bottles or sharp objects.
  - 6. There is enough parking space nearby for at least 300 cars.

PERSONALITY/PERSONAL ABILITIES

B1

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TENNIS STAR COUNTS WIMBLEDON WINNINGS  
Former British tennis champion Annabel Croft, 37, will be commentating on Wimbledon 2004 for BBC TV and Radio Five Live.  
Annabel grew up in Kent and went to West Heath School in Sevenoaks. At the age of nine Annabel started playing tennis at a local club and her talent was soon spotted. She became the national junior champion for the under-12s, under-14s and under-16s.  
Annabel was 15 when she first played at Wimbledon, and she remains the youngest British player to have done so for 95 years. In 1985 she won Junior Wimbledon and the Junior Australian championship, and was ranked as one of the top youngsters in the world.  
She retired at the age of 21 because she was tired of travelling after her seven years on the senior tennis circuit. She has since appeared in pantomime, been the tennis anchor for Eurosport, tennis commentator for the BBC and reporter for GMTV.

(Natalie Graham, The Sunday Times, June 20, 2004)

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- 3. What is your point of view?

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

- 1. Would you like to be a famous sportsman? Why/why not?
- 2. What are the advantages and disadvantages of being popular?
- 3. Why do many young people dream of becoming famous?
- 4. What can sportsmen do after they finish their career?
- 5. If you were a famous sportsman, 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 interested in Wimbledon world tennis matches. Your interviewer knows about that.  
**Ask the interviewer about**  
Location; number of courts; time of the first matches; the most famous winners; the youngest winner; importance.  
**At the end of the talk give your opinion of the Wimbledon championship.**

- Interviewer’s cue card**
- 1. Wimbledon, English lawn tennis centre used for world tennis matches is situated in South London.
  - 2. There are currently 18 courts.
  - 3. The first all England championship was held there in 1875
  - 4. Winner of six successive women’s titles at Wimbledon is Martina Navratilova 1982-87, of the men Björn Borg has won five successive titles 1976-80 and William Renshaw won six between 1881-86.
  - 5. The youngest male winner was 17–year-old Boris Becker in 1985.
  - 6. The Wimbledon championship is one of the sport’s four grand slam events. The others are the US Open, French Championships and Australian Championships.

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MANNERS

Depressed at the rowdy behaviour the young are learning from television and school, more and more Americans are seeking the services of companies such as Petite Protocol, a Los Angeles-based manners school for the young.

Tutoring takes place in the Bel-Air hotel, where Diane Diehl, an etiquette instructor for 20 years, puts children as young as six through their paces for a fee of £180 a day. This involves teaching them how to hold a fish knife, how to address an adult and how to answer the phone. Boys are told to open doors and lift out chairs for women.

One of the American manners gurus is Michele Borba. She is keen to point out that rude children are not a uniquely American problem but one found from “Birmingham to Beijing”. She added: “The biggest headache is parents refusing to see how much offence their children cause, although they are quick enough to see it in others. I call it the NMK syndrome: not my kid. My kid is perfect.”

*(John Harlow, The Sunday Times, September 5, 2004)*

- rowdy – noisy and causing trouble
- to put somebody through their paces – to make a person show how good they are at doing something

1. What is the text about? (the topic and the source)
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3. What is your point of view?

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

1. When and how did you learn manners?
2. Why should children have good manners?
3. Do Estonian children have good manners? Give examples.
4. Should we have projects like the one described in the text in Estonia? Why/why not?
5. What would you do as a parent to teach your children good manners?

**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 about the new role of school boards. Your interviewer works as a school inspector.  
**Ask the interviewer about**  
The new role of parents’ organisations; number of members in new school boards; represented bodies; meetings; decisions taken; expected outcomes.  
**At the end of the talk express your opinion of the necessity of school boards.**

**Interviewer’s cue card**

1. Support schools.
2. 7-9 members.
3. 2-3 parents, 2 teachers, 2 local authority persons, 1-2 student representatives.
4. Once a month.
5. Evaluation of the functioning of the school.
6. Improve relations between parents and school.

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CLARKE AIMS FOR 10-HOUR OPENING OF SCHOOLS

Charles Clarke, the education secretary, is to extend a scheme which allows primary schools to stay open for a 10-hour day. The aim is to improve schools’ links with their communities and provide a schedule that fits in better with busy working parents.

Currently, two-thirds of schools offer some provision beyond the normal school day, which ends in mid-afternoon, offering breakfast clubs and other initiatives.

The government is keen to persuade other schools to open their buildings in the evenings and at weekends. The activities on offer could include parenting and family learning classes, adult education, extra study support for pupils and increased sporting provision. A spokeswoman for the Department for Education and Skills said: “We want schools to make sure their facilities are open to other members of the community and part of this could be IT sessions for parents or even “Dads and Lads” sessions”.

*(David Sanderson, The Sunday Times, September 5, 2004)*

- parenting – the activities involved in being a parent and bringing up children

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

1. Have you been involved in any extra-curricular activities at your school? Give examples.
2. What hobby groups are there at your school?
3. Are the members of your family involved in some kind of learning at the moment? Give examples.
4. What are the advantages of lifelong learning?
5. If you were the headmaster of your school, what would you do to make your school more attractive to students?

**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 interviewer is a student who has won a scholarship to study in Oxford. You are having an interview with him/her.  
**Ask the interviewer about**  
Reason for applying; previous studies; reason for wanting to study in Oxford; duration of studies; annual fee; accommodation while studying.  
**At the end of the talk say if you would also like to study abroad.**

**Interviewer’s cue card**

1. I wanted to study international relations.
2. I graduated from Tartu University with a BA degree in economics.
3. Oxford is one of the largest centres for graduate work in International Relations in Europe, with a well-established Master’s course, and a world-class research environment.
4. The Master’s course lasts for two years.
5. It’s between £1,750 and £2,100.
6. I will be living in college accommodation.

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CLARKE TO CUT FAT OUT OF SCHOOL MENUS

The Government is to order a review of school meals in an attempt to stop pupils eating too many chips and fatty foods at lunchtime. Charles Clarke, the Secretary of State for Education, will announce the review tomorrow as the focal point of a campaign to reduce obesity among schoolchildren by the end of the decade.

The review will look at ways in which ministers can order a reduction in the levels of salt, sugar and saturated fats in school dinners. “We want to reduce chip intake not to ban it,” said the spokesman.

The Government is also to issue guidance on how schools should be encouraging their pupils to adopt a healthier lifestyle – increasing the amount of physical activity pupils take part in.

Other measures being advocated include lessons in how to achieve a balanced diet as part of food technology courses. And help will be given to schools to build bicycle sheds to encourage more youngsters to cycle to school.

*(Richard Garner, The Independent on Sunday, September 5, 2004)*

- obesity – a condition in which someone is too fat in a way that is dangerous for their health
- saturated fat – fat from food such as meat or milk products that is difficult for the body to process and is therefore considered to be bad for your health

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

1. What are your eating habits?
2. Do you prefer eating out to eating at home? Why?
3. How much do you care about what you eat? Do you read the labels on food products carefully?
4. What could be done to persuade all students to eat healthy food at school?
5. Do you agree with the saying: “A healthy body leads to a healthy mind”? Explain.

**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 student from China. Your interviewer is a chef at an Estonian national restaurant.

**Ask the interviewer about**  
Eating habits in Estonia; most common dishes; different kinds of bread; fruits and vegetables; food for special festivals; something unique in Estonian cuisine.  
**At the end of the talk decide what you would like to try.**

**Interviewer’s cue card**

1. Estonians eat three meals a day, some drinks and snacks in between
2. Pork, potatoes, vegetables
3. Black bread and white of various sorts
4. There are apples, pears, plums and cherries locally grown. Estonians eat a lot of potatoes, also cabbage, carrots and swedes.
5. Typical Christmas food is black pudding, sauerkraut, roast pork or goose and meat jelly
6. This is called “kama” and it is made from sour milk and a mixture of rye, oats and barley.

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THE BEAR AND THE TRAVELLERS

Two Travellers were on the road together when a Bear suddenly appeared on the scene. Before he observed them, one made for a tree at the side of the road and climbed up into the branches and hid there. The other was not as nimble as his companion; and, as he could not escape, he threw himself on the ground and pretended to be dead. The Bear came up and sniffed all around him, but he kept perfectly still and held his breath; for they say that a bear will not touch a dead body. The Bear took him for a corpse and went away. When the coast was clear, the Traveller in the tree came down and asked the other what it was the Bear had whispered to him when he put his mouth to his ear. The other replied, “He told me never again to travel with a friend who deserts you at the first sign of danger.”

*(www.forbetterlife.org)*

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

1. Have you ever needed help from your friends? Give an example.
2. How and where do people make friends?
3. What wouldn’t you tolerate in your friend’s behaviour?
4. Do you think it is possible to make up with your friend after a major quarrel? Why/why not?
5. What is the wider meaning of friendship?

**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 a 10-year-old boy who was awarded a medal for saving somebody’s life. Your interviewer is the boy’s mother/father.  
**Ask the interviewer about**  
Person whose life he saved; time and place; danger; action taken; experience gained; person who handed over the medal.  
**At the end of the talk say whether you have enough information to write the article.**

**Interviewer’s cue card**

1. A classmate
2. December 5<sup>th</sup>, it happened while the boys were skating on the pond near the school.
3. The ice broke, the classmate fell in where the water was nearly 2 meters deep.
4. My son called for help and then threw a branch to his friend.
5. They both were shocked but happy and pleased after everything had ended well.
6. The medal was handed over by Mati Raidma, the Director General of the Estonian Rescue Service.

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INDIA’S ELEPHANTINE PROBLEM

At its core, the story is not entirely unfamiliar: Mankind pushes animal species to the brink of extinction through habitat destruction. We’ve watched similar stories unfold in central Africa, where the mountain gorillas have been forced high into the Virunga Mountains, and again in North America, where the once wide-ranging grizzly looks to Alaska for its only remaining stronghold. But perhaps nowhere on Earth is the showdown between man and beast more widespread, or more deadly, than in Assam, where a wild elephant population numbering some 5,000 has been pushed into increasingly violent conflict with a burgeoning number of human inhabitants. As a result, over the course of the past decade, hundreds of villagers as well as elephants have been killed. To complicate matters, most Indians view elephants as earthly manifestations of the Lord Ganesha, one of the most popular gods in the crowded Hindu pantheon. The conflict, then, is more than just a showdown of man versus beast. Assam’s people are at war with a god.

*(National Geographic, August 2004)*

- brink – the point in time when something very bad or very good is about to happen
- showdown – a big meeting, argument, or fight that finally settles a disagreement between people or proves who is the best
- burgeon – to grow or develop quickly

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

1. Have wild animals caused problems in Estonia? Give examples.
2. What could be done to keep animals off the roads and prevent accidents?
3. What is your attitude to hunting?
4. Would you ban hunting holidays as a business activity in Estonia? Why/why not?
5. What could be done to protect the existence of different species of wild animals?

**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 animals in Estonia. Your interviewer is a zoologist.  
**Ask the interviewer about**  
Most widely spread animals; endangered species; places they inhabit; reason for being endangered; protected areas; activities to be taken to protect them.  
**At the end of the talk summarise what you have heard.**

**Interviewer’s cue card**

1. Fox, hare, squirrel, wild boar, deer.
2. Bear and lynx.
3. Deep woods in Alutaguse and Pärnu district.
4. Hunting and being disturbed.
5. There are national parks and nature reserves where hunting is banned.
6. To ban hunting for a certain period. We could also inform people that they have become very rare and impose heavy fines for illegal hunting.

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SPELLING: IT’S EVEN HARDER THAN COMMAS

In his new book, Accomodating Broccoli in the Cemetary, Vivian Cook, professor of applied linguistics at Newcastle University, chides teachers and colleges for placing too little emphasis on spelling. “Six out of ten 15-year-olds can’t write 10 lines without at least one spelling mistake.” Cook concludes that young people today are far more likely to spell words how they sound. “There’s more informality in spelling than there used to be,” he said. “We often get pop groups and singers with phonetic spellings now such as Sugababes, Gorillaz and Eminem.” Gender, it seems, affects spelling: Cook found that girls are better spellers than boys. “They are more diligent,” he said. He also cites an American study that claims people with long names are better spellers. “I think it is because from a young age they get used to writing out their own names and perhaps are conditioned to be better spellers,” he said.

*(Richard Brooks, The Sunday Times, June 20, 2004)*

- chide – to criticize someone
- to be conditioned – to be influenced

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

1. Is correct spelling a problem in Estonia? Explain.
2. Why is it necessary to master your mother tongue?
3. What is your opinion of the tendency of giving unusual names to children?
4. What makes English difficult to learn?
5. What would you change in organising the learning of English at Estonian schools?

**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 study French. Your interviewer is a secretary at the French Cultural Centre in Tallinn.  
**Ask the interviewer about**  
Courses offered; duration; testing before starting a course; teachers; study materials; fees.  
**At the end of the talk decide if you would like to attend a course.**

**Interviewer’s cue card**

1. We offer courses for elementary, intermediate and advanced level students.
2. Courses usually last for a semester, which is 17 weeks long.
3. Only for intermediate and advanced levels.
4. All our teachers are qualified French teachers, advanced levels are taught by native speakers.
5. We use Panorama textbooks and workbooks. Additional materials include CDs, videos, etc.
6. The fee per semester is 2,700 kroons for adults, 2,400 kroons for students.