

The stolen computer

A tablet has gone missing from the school computer lab. The Computer Science teacher says he/she discovered that the tablet had gone missing when he/she entered the computer lab at 10.30 yesterday morning. A student was seen leaving the computer lab at 9.45. The student was carrying something under his/her arm when he/she was seen leaving the computer lab.

Work in groups of four. First, prepare for a meeting between the headteacher, the Computer Science teacher, the student and the witness.

<p>Student A</p> <p>You are the headteacher of your school. The student who was seen leaving the computer lab is one of the best students in the school and has never been in trouble. Your Computer Science teacher is sometimes very forgetful. Your job is to find out exactly what happened. Think of questions to ask each person.</p>	<p>Student B</p> <p>You are the Computer Science teacher. You took the tablet home the night before last to download some new apps. Sometimes you are a bit forgetful but you are sure you returned the tablet to the computer lab early the following morning. Think about what happened to the tablet and prepare your story.</p>
<p>Student C</p> <p>You are the student who was seen leaving the lab. The Computer Science teacher sent you there to get a book but he/she clearly doesn't remember. The student who saw you leaving the lab would love to see you get into trouble because he/she is jealous of your good marks at school. Prepare your story.</p>	<p>Student D</p> <p>You are the student who saw the other student leaving the computer lab. He/She says that the Computer Science teacher, who you think is very forgetful, sent him/her there to get a book. You are sure you saw him/her carrying something but you didn't see exactly what it was. You don't like the student because he/she always gets better marks than you. Prepare your story.</p>

Work together. Try to find out exactly what happened. Then, if you have time, write a short report of the incident.

Speaking worksheet 2A



Tip

Practise giving information about yourself.

In a speaking exam, there will usually be a part where the examiner asks you some questions about yourself. These questions will be about the present, the past and the future.

Student A: Put the words in the correct order to make questions. Then ask and answer with your partner.

- 1 do / use / you / computer / How often / a?

- 2 usually / do / computer / you / What / for / use / your?

- 3 thing / an / happened / last summer / that / interesting / to / Tell me about / you

- 4 weekend / did / last / you / do / What?

- 5 primary / favourite / school / was / What / at / your / subject? Why?

- 6 is / your / day / part / favourite / the / What / of? Why?

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Speaking worksheet 2B



Tip

Practise giving information about yourself.

In a speaking exam, there will usually be a part where the examiner asks you some questions about yourself. These questions will be about the present, the past and the future.

Student B: Put the words in the correct order to make questions. Then ask and answer with your partner.

- 1 was / saw / the / film / What / last / you?

- 2 something / did / Saturday / Tell me about / you / last

- 3 you / How / birthday / celebrate / did / last / your?

- 4 would / you / to / older / live / when / like / Where / you're? Why?

- 5 yesterday / time / What / doing / this / were / you / at?

- 6 last / didn't / you / Tell me / about / something / weekend / enjoy

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Tip

Practise comparing two pictures to get a feel for how much you can say in one minute and how you can organise what you say.

Student A: Describe and compare the objects below. Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him/her your thoughts on this question:
How important are computers in your life? Why?

Tip

Practise comparing two pictures to get a feel for how much you can say in one minute and how you can organise what you say.

Student B: Describe and compare the objects below. Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him/her your thoughts on this question:
How important is music for you? Why?

Look at the questions in the box, then choose eight questions and answer them. Write your own answers in the boxes. Do not write full sentences, only notes, and do not indicate which questions you are answering – your partner has to guess.

What is something you are really bad at? Write: drawing pictures

Work in pairs. Swap your answers with your partner. Try to guess which question he/she is answering.

A: Let's see – drawing pictures. Is that something you're very good at? B: No, it's something I'm really bad at!

Ask your partner why or to tell you more. Give full answers. Try to use gerunds and infinitives in your answers.

A: Why? B: I'm really bad at drawing pictures because I haven't got a good eye and I don't really like drawing anyway.

	<ul style="list-style-type: none"> • What are you really bad at? • What is something you hate doing? • Is there something that you haven't remembered to do today? • What is something your father or mother taught you to do? 	
	<ul style="list-style-type: none"> • What do you want to do after school today? • What are you worried about at the moment? • What do you hope to do next year? • When was the last time you helped someone to do something? 	
	<ul style="list-style-type: none"> • What is something your parents don't let you do? • When was the last time you promised to do something and then forgot? What was it? • What jobs do your parents make you do at home? • Is there anything you are fed up with? 	
	<ul style="list-style-type: none"> • What are you used to doing now that you weren't used to doing before? 	

Debate: Are professional sportsmen and sportswomen good role models?

Work in groups of four to six. Follow the instructions.

- In your groups, divide into two debating teams: Team A and Team B.
- Team A thinks that sportsmen and sportswomen are good role models and Team B thinks that sportsmen and sportswomen are bad role models.
- Work in your teams. Prepare your arguments. Use the notes and opinions below and add your own ideas.
- Decide who will talk about each aspect of the argument.
- When you have prepared your argument, have the debate.

A: Sportsmen and sportswomen are good role models.

- These people are active and athletic so they encourage children to stay fit and healthy.
- They can teach us good sportsmanship - to be fair and to have respect for other players.
- It's very hard to become a professional sportsman or sportswoman. They teach us never to give up, to follow our dreams and to work hard.
- They earn a lot of money but they are watched by millions of people around the world and many of them help other people by donating money to charity.
- Professional sportsmen and sportswomen teach us to love what we do.
- They teach us about team work, team spirit and leadership - very important values for society in general.

B: Sportsmen and sportswomen are bad role models.

- They teach children the importance of physical activity and keeping fit but in today's world, mental activity, school work and creativity are more important. Teachers, scientists and engineers should be our role models.
- Professional sportsmen and sportswomen don't always behave well and children copy their bad behaviour.
- Many sportsmen and sportswomen have been caught cheating or taking illegal drugs.
- Parents and coaches can often push children too hard and demand perfection, but it's also important to learn that nobody is perfect.
- These sportsmen and sportswomen have had no childhood - they were always training. Sport is an obsession with them.
- Professional sportsmen and sportswomen are no better than entertainers and celebrities. They are only interested in money and fame. They are paid to win.
- They have a very short career, many don't earn a lot of money and have nothing when they retire.

Tip

Approach the task in an organised way.

Student A: Describe and compare the people in the pictures. What is their job? What experience and skills do they need to do their jobs? Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him/her your thoughts on this question:
Which do you think is the harder job? Why?

Tip

Approach the task in an organised way.

Student B: Describe and compare the people in the pictures. What is their job? What do you think they find particularly satisfying about their jobs? Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him/her your thoughts on this question:
Which job would you prefer to do? Why?

Speaking worksheet 7A



Student A: Discuss the following situations with your partner.

Situation 1	Situation 2	Situation 3	Situation 4
<p>You and your partner are going to London together. Ask your partner what you should take with you. You have thought of these things:</p> <ul style="list-style-type: none">• extra money• a guidebook <p>Think of two more things.</p>	<p>A classmate hasn't come to school for the last few days. You don't know why. Discuss some possible reasons with your partner.</p> <ul style="list-style-type: none">• sick?• on holiday?	<p>You and your partner are now the headteachers of your school. Make a new set of rules for the school. You must include rules about:</p> <ul style="list-style-type: none">• exams• sports	<p>Imagine you are now twenty-five years old. You have a good job and you live on your own. What sort of things can you do? Tell your partner.</p>

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Speaking worksheet 7B



Student B: Discuss the following situations with your partner.

Situation 1	Situation 2	Situation 3	Situation 4
<p>You and your partner are going to London together. Ask your partner what you should take with you. You have thought of these things:</p> <ul style="list-style-type: none">• a map of the city• a phrase book <p>Think of two more things.</p>	<p>A classmate hasn't come to school for the last few days. You don't know why. Discuss some possible reasons with your partner.</p> <ul style="list-style-type: none">• changed school?• an accident?	<p>You and your partner are now the headteachers of your school. Make a new set of rules for the school. You must include rules about:</p> <ul style="list-style-type: none">• homework• uniform	<p>Imagine your partner is now twenty-five years old. He/She has a good job and lives on his/her own. What obligations does your partner have? Tell him/her.</p>

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Tip

Listen to your partner and respond to what they say before adding your own ideas.

You want to complain! Work in pairs. Talk to your partner about the following aspects of your lives. Talk about what you don't like about them and explain why. Use *too*, *too much*, *too many*, and *(not) enough*. Then try to agree on an order (1-8), where 1 = the aspect that you both dislike the most and 8 = the aspect you both dislike the least.

your school	your neighbourhood	the weather in your country	travelling on public transport
the current situation in your country	learning English	money	the city or town where you live

Tip

If you don't know or can't remember a word, try to use other words for what you want to say.

Student A: Describe and compare the things and people in the pictures. Why are they bad for you? Try to speak for one minute without stopping or repeating yourself.

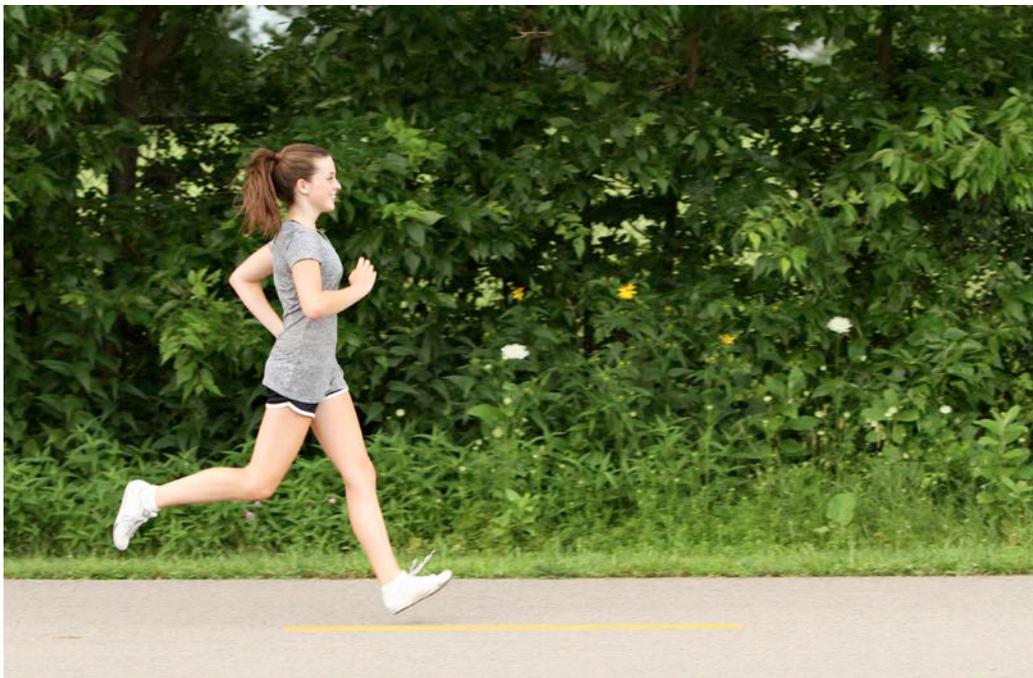


Student B: Listen to Student A and then tell him/her your thoughts on this question:
Are these pictures typical of your life? Why/Why not?

Tip

If you don't know or can't remember a word, try to use other words for what you want to say.

Student B: Describe and compare the things and people in the pictures. Why are they good for you? Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him/her your thoughts on this question:
Why is a healthy life important?

Tip

You can ask your partner questions if they are having difficulty adding to the discussion or if they get stuck.

You and your friend are planning to stay in on Friday and watch some TV together. Here are the programmes that are scheduled for Friday night.

Discuss the good things and the bad things about each programme.
Then decide which two programmes you will both watch.

You have three minutes.

Top Chef



The Animals of Africa



Sports programme



The News



Downton Abbey



Wheel of fortune



The Simpsons



General Hospital



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- h) ABC-TV / THE KOBAL COLLECTION / TOM, RON

Speaking worksheet 11A



Tip

Make sure you extend your answers with reasons and examples, for instance.

In a speaking exam, there will usually be a part where the examiner asks you to give your opinion on a particular subject.

Student A: Put the words in the correct order to make questions. Then ask your partner and answer your partner's questions.

- 1 watch / do / How / TV / much / day / every / you?

- 2 anything / Do / TV / learn / you / from?

- 3 too / Do / think / ads / on TV / you / there / many / are?

- 4 watch / you / animations / still / children's / Do?

- 5 reality / you / do / shows / think / What / of?

- 6 TV / like / Twitter / Do / using / show / you / when / watch / you / a?

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Speaking worksheet 11B



Tip

Make sure you extend your answers with reasons and examples, for instance.

In a speaking exam, there will usually be a part where the examiner asks you to give your opinion on a particular subject.

Student B: Put the words in the correct order to make questions. Then ask your partner and answer your partner's questions.

- 1 reality / you / show / ever / Would / in / participate / a?

- 2 think / you / you / TV / Do / affect / ads?

- 3 kind / would / programmes / see / TV / What / you / more of / like / to / of?

- 4 negative / you / TV / think / positive / Do / society / has / a / or / effect / on?

- 5 violence / you / TV / that / agree / much / there / is / Do / on / too?

- 6 got / bedroom / you / a / in / your / Have / TV?

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Tip

Try to explain **why** you think the people are feeling the way they are feeling. Always give **reasons** for your answers.

Student A: Describe and compare the things and people in the pictures. How might these people be feeling? Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him/her your thoughts on this question:

Which do you prefer: to watch TV on your own or with other people?

Tip

Try to explain **why** you think something is an advantage or a disadvantage. Always give **reasons** for your answers.

Student B: Describe and compare the things and people in the pictures. What are the advantages and disadvantages of watching TV in these places? Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him/her your thoughts on this question:

Why do you think people like watching football matches on TV in large groups?

Debate: The future looks bright!

Work in groups of four to six. Follow the instructions.

- In your groups, divide into two debating teams: A and B.
- Team A thinks that the future looks bright and positive, and Team B thinks that the future looks dark and negative.
- Work in your teams. Prepare your arguments. Use the notes and opinions below and add your own ideas.
- Decide who will talk about each aspect of the argument.

A: The future looks bright!

- We will make enormous technological advances, which will help us in the future.
- We will soon have cured many of the diseases that exist now, for example cancer.
- With cooperation between countries we will be able to solve global problems such as global warming, famine and poverty.
- We will be able to travel to and perhaps even live in space.
- We will have flying cars and trains which connect all major cities and safer aeroplanes.

B: The future looks dark!

- Our advances in technology won't be enough to solve major global problems.
- New diseases are already evolving and old diseases might come back.
- If countries don't cooperate now, why would they cooperate in the future?
- We might need to move into space in the future because we will have used all the available land and resources here on Earth. But who will go, and who will decide who goes and who stays?
- Our biggest problem is not transport, but the environment. We are destroying the planet and future generations will have problems that nobody can predict.

Speaking worksheet 14A



In a speaking exam, there will probably be a question about the future – about how you imagine your future or how you see the future in general.

Tip

Try to give full answers and use the correct future tense.

Student A: Put the words in the correct order to make questions. Then ask your partner and answer your partner's questions.

- 1 do / tomorrow / time / think / be / What / you'll / you / doing / this?

- 2 would / Which / the / you / like / future / to visit / countries / in?

- 3 rich / to / Do / be / you / very / expect / ? Why? / Why not?

- 4 yourself / you / or abroad / country / see / living / Do / in this?

- 5 you / to / tomorrow / are / do / What / going?

- 6 will / done / you / have / you / time / What / by / the / tonight / to / bed / go?

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Speaking worksheet 14B



In a speaking exam, there will probably be a question about the future – about how you imagine your future or how you see the future in general.

Tip

Try to give full answers and use the correct future tense.

Student B: Put the words in the correct order to make questions. Then ask your partner and answer your partner's questions.

- 1 yourself / see / you / children / Do / a lot of / having? Why? / Why not?

- 2 will / have / tomorrow / you / time / done / by / What / this?

- 3 do / holiday / you / to go / Where / next / on / expect / your?

- 4 weekend / to / are / What / next / going / do / you?

- 5 do / five / years' / you / you'll / be / What / doing / time / think / in?

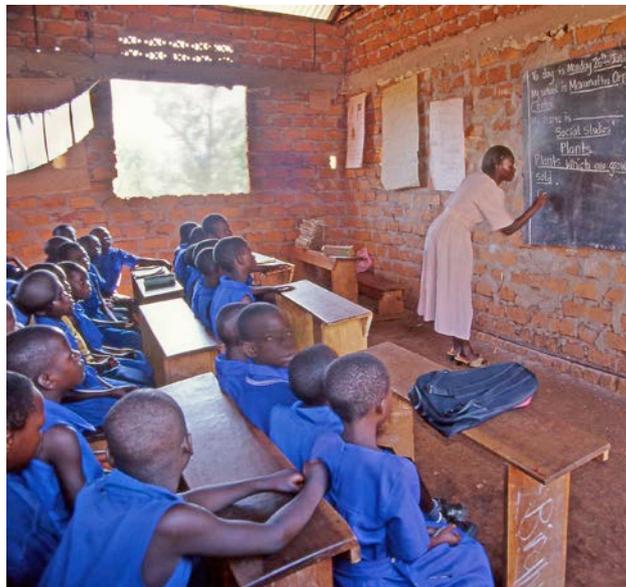
- 6 you / think / birthday / celebrate / How / you'll / do / next / your?

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Tip

Try to use different future tenses to make predictions.

Student A: Describe and compare the children in the pictures. What will the future be like for these children? Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him / her your thoughts on this question. What can we do to make the future better for all children?

Tip

Try to use different future tenses to make predictions.

Student B: Describe and compare the people in the pictures. What will the future be like for these young people?
Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him / her your thoughts on this question. What kind of future do you see for yourself?

Work in pairs. You and your partner have been chosen to be monitors at a sports camp for young teenagers. You have been asked to choose six sports that you think will be fun and interesting for the students at the camp. Look at the list of possible sports. Discuss each one and try to agree on six. Give reasons for your choices. You have three minutes.

mountain biking	rock climbing	swimming
rugby	football	basketball
sky surfing	judo	running
fishing	tennis	sandboarding
cricket	bungee jumping	hockey



Read the sentences and write notes. Compare your answers with your partner. Then explain your answers.

1 Two things you always do as quickly as possible.

2 Three things you always try to do well.

3 Two things you like to do loudly.

4 Two things you take very seriously.

5 Two things you always do badly.

6 Two things that you do easily, which other people find hard.

7 Two situations where you always try to be early.

Tip

Try to describe everything in the photo, what the people are doing, where they are or might be, how they might be feeling and the position of things in the photo.

Student A: Describe and compare the things and the people in the pictures. How might these people be feeling? Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him / her your thoughts on this question. Which sporting event would you prefer to attend? Why?

Tip

Try to describe everything in the photo, what the people are doing, where they are or might be, how they might be feeling and the position of things in the photo.

Student B: Describe and compare the things and the people in the pictures. What do you think people like about each sport? Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him / her your thoughts on this question. Which sport would you like to play/do? Why?

Speaking worksheet 19



Play in groups of four. As a group, move around the board and discuss the different holiday options. Use a coin: heads = move two squares; tails = move one square. When you land on a square, take turns to talk for thirty seconds about the two options. As a group you must then agree on one of the options for your group holiday.

START →	car or train? 1	mountains or beach? 2	hotel or campsite? 3 ↓
summer or winter? ↓ 7	London or New York? 6	hot climate or cold climate? 5	city or countryside? ← 4
on a cruise or lying on a beach? 8 →	Japan or Turkey? 9	train or plane? 10	in your own country or abroad? 11 ↓
Canada or Mexico? ↓ 15	sightseeing or relaxing? 14	lots of luggage or travel light? 13	Argentina or Brazil? ← 12
Paris or Rome? 16 →	travelling around or staying in one place? 17	one week or two weeks? 18	FINISH

Complete the conditional sentences. Then write short notes explaining your answer. Compare your answers with your partner and explain why.

1 If I don't come to school tomorrow, _____

Explanation: _____

2 If I can, I always, _____

Explanation: _____

3 Unless I study hard, _____

Explanation: _____

4 If I had a lot of money, _____

Explanation: _____

5 If I wasn't at this school, _____

Explanation: _____

6 If I couldn't watch TV or use my computer, _____

Explanation: _____

7 If I went to the USA for my next holiday, _____

Explanation: _____

8 If I didn't live in this country, _____

Explanation: _____

9 If I had broken my leg last week, _____

Explanation: _____

10 If I had been born with a superpower, _____

Explanation: _____

11 If I had studied harder last year, _____

Explanation: _____

12 If I had lost my mobile phone yesterday, _____

Explanation: _____

Student A: Describe and compare the holidays in the pictures. Why do you think the people chose those types of holidays?



Student B: Listen to Student A and then tell him / her your thoughts on this question. Which of the holidays would you prefer?

Student B: Describe and compare the different ways of travelling in the pictures. What are the advantages and disadvantages of each means of transport?



Student A: Listen to Student B and then tell him / her your thoughts on this question. Which means of transport would you choose?

Work in groups of four. You and your colleagues are in charge of your town's environmental committee. Read the ten proposals for recycling and protecting the environment in your area. Discuss each proposal – the advantages and disadvantages – and then decide on the best four proposals, which you will introduce immediately.

<p>1 Everyone will be charged for rubbish collection. Each household's rubbish will be weighed and people will be charged by the weight of their rubbish.</p>	<p>6 Everyone will be responsible for disposing of their own waste. Areas will be provided in the town with containers for organic waste, paper, glass, plastics, batteries etc. Rubbish will not be collected from the kerbside.</p>
<p>2 All drinks (milk, soft drinks, etc.) will be sold in glass bottles. Customers will be given 10 cents for every bottle they return to the shop where they originally bought it.</p>	<p>7 People who do not recycle their glass, paper, plastic, cans or batteries will be fined. Fifty council workers will check people's rubbish every day and fines will be imposed immediately.</p>
<p>3 All the street lights, traffic lights, etc. in the town will be turned off at midnight. This will save the local council a lot of money and will reduce light pollution.</p>	<p>8 Money will be given to anyone who generates their own electricity for their own home, as long as that electricity has been generated ecologically.</p>
<p>4 Starting next year, all vehicles owned by people in the town must be electric or they will not be allowed in the town. Vehicle owners will be able to charge their vehicles at charging points around the town.</p>	<p>9 The town centre will be completely closed to traffic from 9 o'clock in the morning until midnight. Only cyclists and pedestrians will be allowed in the town centre between those hours.</p>
<p>5 Ten trees will be planted for every inhabitant of the town. This will provide more green areas around the town and cleaner air.</p>	<p>10 People will be given points for every can and plastic bottle that they recycle. The cans and plastic bottles must be taken to a special machine, which will calculate the points. These points can be used to pay for things in local shops.</p>

Speaking worksheet 23A



Student A: Use the prompts to write questions in the passive form. Then ask your partner and answer your partner's questions.

1 Where / oranges / grow / in your country?

2 Where / make / your mobile phone?

3 you / ever / anything / steal / from you?

4 When / build / this school?

5 you ever / bite / a dog?

6 Who / you / name after?

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Speaking worksheet 23B



Student B: Use the prompts to write questions in the passive form. Then ask your partner and answer your partner's questions.

1 What products / manufacture / where you live?

2 Where / make / your clothes?

3 you ever / hair / dye?

4 When / build / your house?

5 you ever / invite / to a glamorous party?

6 you ever / take / to hospital in an ambulance?

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Tip

Try to spend the same amount of time talking about each picture.

Student A: Describe and compare the things and people in the pictures. What are the advantages and disadvantages of each way of learning? Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him / her your thoughts on this question. Which way would you prefer to learn?

Tip

Try to spend the same amount of time talking about each picture.

Student B: Describe and compare the things and people in the pictures. What are the advantages and disadvantages of each way of studying? Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him / her your thoughts on this question. Which way do you like to study?