

STAGE 2: Task 1 (max 7–8 minutes)

[Allow 3 minutes of uninterrupted preparation time. The recorder must NOT be switched off during that time.]

Student card



- 1) Describe the picture. (Who? What? When? Where?)
- 2) How do these people feel? Why do you think so? What were they doing before the photo was taken? What are they going to do next?

Alright. Remember, you have 2 minutes for this, so I will stop you when the time is up. Please start speaking now.

[Allow 2 minutes of uninterrupted speaking time.]

[When the student has been speaking for 2 minutes, find a logical place (end of a sentence or thought) to stop the student.]

OR

[When the student has spoken for less than 2 minutes or it is not clear if he/she has finished, ask ‘**Is that all you wanted to say?**’]

Thank you. Now I would like you to answer some questions.

- 1) What summer jobs are popular among young people today? (Why?)
- 2) What was your dream job when you were a child? (Why?)
- 3) Would you like to work as a volunteer in the future? (Why?/Why not?)
- 4) Which is better – to study in the same school all the time or sometimes change schools? (Why?)

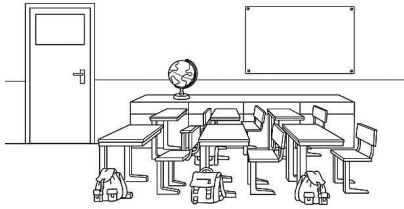
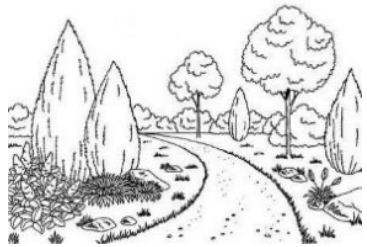



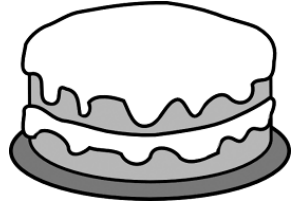
Thank you. Let's go on to task 2.

STAGE 3: Task 2 (max 3 minutes)**A1**

In this task, we're going to act out a situation.

We are going to plan a surprise birthday party for the music teacher. Here is a card with pictures and prompts that will help you. You now have a minute to think about the situation. I will start the conversation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let's talk about it. Where should we have the party?		
<i>Student discusses both options and suggests one.</i>		
2) Good idea, but maybe we should invite all of her students? (<i>Student disagrees and gives reasons.</i>) 3) OK. What activities should we organise?		
<i>Student discusses both options and suggests both.</i>		
4) Good idea. I think we should make a card for her as well. (<i>Student agrees.</i>) 5) OK. Is there anything else we should discuss?		
<i>Student discusses both options and suggests both.</i>		
6) That's not a bad idea. Maybe we should discuss it with everyone else and see if they have any other ideas? (<i>Student agrees.</i>) 7) OK. So what did we agree on? (<i>Student summarises the decisions.</i>) 8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the student leaves the room,

- tell the student when the scores will be announced
- collect the student's notes]

STAGE 2: Task 1 (max 7–8 minutes)

[Allow 3 minutes of uninterrupted preparation time. The recorder must NOT be switched off during that time.]

Student card



- 1) Describe the picture. (Who? What? When? Where?)
- 2) How do these people feel? Why do you think so? What were they doing before the photo was taken? What are they going to do next?

Alright. Remember, you have 2 minutes for this, so I will stop you when the time is up. Please start speaking now.

[Allow 2 minutes of uninterrupted speaking time.]

[When the student has been speaking for 2 minutes, find a logical place (end of a sentence or thought) to stop the student.]

OR

[When the student has spoken for less than 2 minutes or it is not clear if he/she has finished, ask ‘**Is that all you wanted to say?**’]

Thank you. Now I would like you to answer some questions.

- 1) Do you have a friend who lives in a foreign country? (Explain.)
- 2) How much did you travel when you were a child? (Explain.)
- 3) Would you like to be an exchange student in the future? (Why?/Why not?)
- 4) Is it better to study languages in the classroom or while travelling? (Why?)






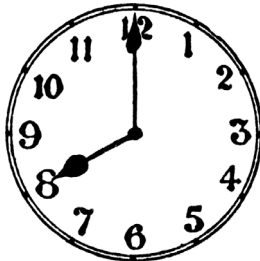
Thank you. Let's go on to task 2.

STAGE 3: Task 2 (max 3 minutes)**A2**

In this task, we're going to act out a situation.

We are going to plan a concert of music from English-speaking countries. Here is a card with pictures and prompts that will help you. You now have a minute to think about the situation. I will start the conversation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let's talk about it. What kind of music should we perform?		
<i>Student discusses both options and suggests one.</i>		
2) That's an interesting idea, but what do you think about some pop or rock music? (<i>Student disagrees and gives reasons.</i>) 3) Yes, I think you're right. Let's do what you suggested. What kind of food should we serve?		
<i>Student suggests both options and gives reasons.</i>		
4) That's a good idea. Maybe we could also offer some tea? (<i>Student agrees.</i>) 5) OK. What would be the best time to start the event?		
<i>Student discusses both options and suggests one.</i>		
6) That's not a bad idea. Maybe we could invite a guest performer? (<i>Student agrees.</i>) 7) OK. So, what did we agree on? (<i>Student summarises the decisions.</i>) 8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the student leaves the room,

- tell the student when the scores will be announced
- collect the student's notes]

STAGE 2: Task 1 (max 7–8 minutes)

[Allow 3 minutes of uninterrupted preparation time. The recorder must NOT be switched off during that time.]

Student card

- 1) Describe the picture. (Who? What? When? Where?)
- 2) How do these people feel? Why do you think so? What were they doing before the photo was taken? What are they going to do next?

Alright. Remember, you have 2 minutes for this, so I will stop you when the time is up. Please start speaking now.

[Allow 2 minutes of uninterrupted speaking time.]

[When the student has been speaking for 2 minutes, find a logical place (end of a sentence or thought) to stop the student.]

OR

[When the student has spoken for less than 2 minutes or it is not clear if he/she has finished, ask ‘**Is that all you wanted to say?**’]

Thank you. Now I would like you to answer some questions.

- 1) What do you do in your free time? (Explain.)
- 2) What was your favourite cartoon when you were a child? (Why?)
- 3) Would you like to be a filmmaker yourself in the future? (Why?/Why not?)
- 4) Is it better to watch films or read books when you have free time? (Why?)







Thank you. Let's go on to task 2.

STAGE 3: Task 2 (max 3 minutes)**A3**

In this task, we're going to act out a situation.

We are going to plan a board games day for our classmates. Here is a card with pictures and prompts that will help you. You now have a minute to think about the situation. I will start the conversation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let's talk about it. What kind of games should we play?		
<i>Student discusses both options and suggests one.</i>		
2) Good idea, but what do you think about doing some crosswords as well? <i>(Student disagrees and gives reasons.)</i> 3) Yes, I think you're right. Let's do what you suggested. When would we organise the event?		
<i>Student discusses both options and suggests one.</i>		
4) Good idea. Should we give the winner of the board games day a prize? <i>(Student agrees.)</i> 5) OK. Is there anything else we should discuss?		
<i>Student discusses both options and suggests both.</i>		
6) That's not a bad idea. Maybe we should invite students from other classes? <i>(Student agrees.)</i> 7) OK. So, what did we agree on? <i>(Student summarises the decisions.)</i> 8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the student leaves the room,

- tell the student when the scores will be announced
- collect the student's notes]

STAGE 2: Task 1 (max 7–8 minutes)

[Allow 3 minutes of uninterrupted preparation time. The recorder must NOT be switched off during that time.]

Student card

- 1) Describe the picture. (Who? What? When? Where?)
- 2) How do these people feel? Why do you think so? What were they doing before the photo was taken? What are they going to do next?

Alright. Remember, you have 2 minutes for this, so I will stop you when the time is up. Please start speaking now.

[Allow 2 minutes of uninterrupted speaking time.]

[When the student has been speaking for 2 minutes, find a logical place (end of a sentence or thought) to stop the student.]

OR

[When the student has spoken for less than 2 minutes or it is not clear if he/she has finished, ask ‘**Is that all you wanted to say?**’]

Thank you. Now I would like you to answer some questions.

- 1) Do you think parents should give their children more freedom to do things? (Why?/ Why not?)
- 2) What did you enjoy doing with your friends as a child? (Explain.)
- 3) What will families do together in the future? (Explain.)
- 4) Is it better to have brothers and sisters or be an only child? (Explain.)





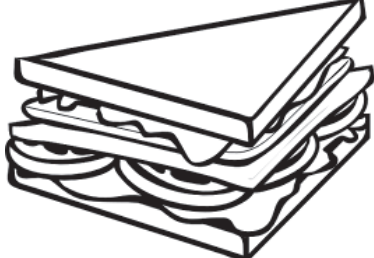

Thank you. Let’s go on to task 2.

STAGE 3: Task 2 (max 3 minutes)**A4**

In this task, we're going to act out a situation.

We are going to plan our school anniversary celebration. Here is a card with pictures and prompts that will help you. You now have a minute to think about the situation. I will start the conversation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let's talk about it. How do you think we should celebrate the anniversary?		
Student discusses both options and suggests one.		
2) That's an interesting idea, but what do you think about a speech competition? (Student disagrees and gives reasons.)		
3) OK. Let's do what you suggested. What kind of entertainment should we have in the evening?		
Student suggests both options and gives reasons.		
4) That's a good idea. Maybe we should also ask some students to write stories about the school? (Student agrees.)		
5) OK. What kind of food should we serve?		
Student discusses both options and suggests one.		
6) Yes, I agree. I think we should also serve cakes. (Student agrees.)		
7) OK. So what did we agree on? (Student summarises the decisions.)		
8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the student leaves the room,

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- collect the student's notes]

STAGE 2: Task 1 (max 7–8 minutes)

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Student card



- 1) Describe the picture. (Who? What? When? Where?)
- 2) How do these people feel? Why do you think so? What were they doing before the photo was taken? What are they going to do next?

Alright. Remember, you have 2 minutes for this, so I will stop you when the time is up. Please start speaking now.

[Allow 2 minutes of uninterrupted speaking time.]

[When the student has been speaking for 2 minutes, find a logical place (end of a sentence or thought) to stop the student.]

OR

[When the student has spoken for less than 2 minutes or it is not clear if he/she has finished, ask ‘**Is that all you wanted to say?**’]

Thank you. Now I would like you to answer some questions.







- 1) Do you like the area where you live? (Why?/Why not?)
- 2) Did you have a favourite place when you were a child? (Explain.)
- 3) Would you like to move to another country in the future? (Why?/Why not?)
- 4) Which is better – to live in the same place your whole life or to move from time to time? (Why?)

Thank you. Let’s go on to task 2.

In this task, we're going to act out a situation.

We are going to plan a charity event in our school to raise money for our neighbourhood. Here is a card with pictures and prompts that will help you. You now have a minute to think about the situation. I will start the conversation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let's talk about it. What should students perform there?		
<i>Student suggests both options and gives reasons.</i>		
2) That's a good idea. I think students should read some poems. (Student disagrees and gives reasons.)		
3) OK. What time should we organise the event?		
<i>Student discusses both options and suggests one.</i>		
4) I think you're right. What do you think about selling some school souvenirs to raise money? (Student agrees.)		
5) OK, I think you're right. Any other ideas?		
<i>Student discusses both options and suggests both.</i>		
6) That's a good idea. Maybe we should make some posters to advertise the event? (Student agrees.)		
7) OK. So, what did we agree on? (Student summarises the decisions.)		
8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the student leaves the room,

- tell the student when the scores will be announced
- collect the student's notes]

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- 1) Describe the picture. (Who? What? When? Where?)
- 2) How do these people feel? Why do you think so? What were they doing before the photo was taken? What are they going to do next?

Alright. Remember, you have 2 minutes for this, so I will stop you when the time is up. Please start speaking now.

[Allow 2 minutes of uninterrupted speaking time.]

[When the student has been speaking for 2 minutes, find a logical place (end of a sentence or thought) to stop the student.]

OR

[When the student has spoken for less than 2 minutes or it is not clear if he/she has finished, ask ‘**Is that all you wanted to say?**’]

Thank you. Now I would like you to answer some questions.

- 1) Do you like Estonian weather? (Why?/Why not?)
- 2) What were your favourite outdoor activities when you were a child? (Explain.)
- 3) What free-time activities would you like to try in the future? (Explain.)
- 4) Which is better – to study outdoors or in the classroom? (Explain.)

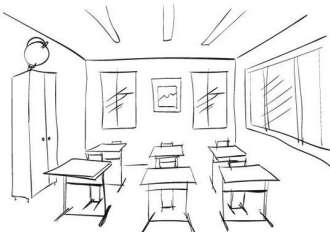





Thank you. Let’s go on to task 2.

STAGE 3: Task 2 (max 3 minutes)**A6**

In this task, we're going to act out a situation.

We are going to plan a clean-up day at the school. Here is a card with pictures and prompts that will help you. You now have a minute to think about the situation. I will start the conversation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let's talk about it. Which areas of the school should we clean?		
<i>Student discusses both options and suggests one.</i>		
2) OK. Should we also clean the school library? (Student disagrees and gives reasons.) 3) I think you're right. How should we let the students know about this idea?		
<i>Student discusses both options and suggests one.</i>		
4) That's right. Maybe we should ask teachers to talk about it as well? (Student agrees.) 5) OK. What should we ask everyone to bring with them?		
<i>Student suggests both options and gives reasons.</i>		
6) That's a good idea. I think we should ask if any of the parents would like to help out. (Student agrees.) 7) OK. So what did we agree on? (Student summarises the decisions.) 8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the student leaves the room,

- tell the student when the scores will be announced
- collect the student's notes]