







STAGE 3: Task 2 (max 3 minutes)

A6

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

We are going to organise a class trip. We’re going to make plans for the trip. Here is a card with pictures and prompts that should help you. You now have a minute to think about the situation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let’s talk about it. When do you think we should have it?		
Student discusses both options and suggests one.		
2) Interesting idea but what do you think about going in winter instead? 3) Yes, I think you’re right. Let’s do what you suggested. What kind of trip should it be?		
Student suggests both and gives reasons.		
4) That’s a good idea. If we have time, we could also rent bicycles and ride around in the neighbourhood. 5) OK. Where do you think we should stay?		
Student discusses both options and suggests one.		
6) Yes, I agree. Maybe we could go on the Internet and find out the best options. What do you think? 7) OK. So what did we agree on? 8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the candidate leaves the room

- tell the candidate when the scores will be announced
- collect the candidate’s notes]

LEARNING AND WORKING

A1

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 are these people feeling? 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 candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate.]

OR

[When the candidate 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 any traditional events in your school?
- 2) What did you want to become when you were a child? Why?
- 3) Do you have any plans for the summer?
- 4) Is it better to study in a small or a large school? Why?

Thank you. Let’s go on to task 2.

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

It is our friend Tom’s birthday and we want to celebrate it and organise a surprise party. We’re going to make plans for the party. Here is a card with pictures and prompts that should help you. You now have a minute to think about the situation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let’s talk about it. Where do you think we should have it?		
Student discusses both options and suggests one.		
2) Interesting idea but what do you think about going to a restaurant instead? 3) Yes, I think you’re right. Let’s do what you suggested. Should we buy something to eat as well?		
Student suggests both and gives reasons.		
4) I know that Tom likes seafood. Maybe we should have pizza with seafood? 5) OK. Is there anything else about the party we should discuss?		
Student discusses both options and suggests one.		
6) That’s not a bad idea but why don’t we just give him some money so that he can buy something he likes? 7) OK. So what did we agree on? 8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the candidate leaves the room

- tell the candidate when the scores will be announced
- collect the candidate’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 are these people feeling? 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 candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate.]

OR

[When the candidate 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.


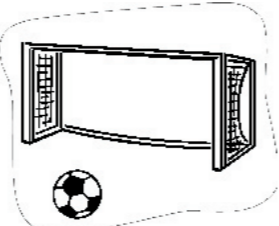




- 1) Which season do you like best? Why?
- 2) Which national holiday did you like best when you were a child? Why?
- 3) In the future, would you like to live in Estonia or move abroad? Why?
- 4) Would you prefer to live in a village or a city? Why?

Thank you. Let’s go on to task 2.

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

The school management has asked us to suggest which after school activities should be offered for students. We’re going to discuss the matter. Here is a card with pictures and prompts that should help you. You now have a minute to think about the situation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let’s talk about it. Which sport activities should the school offer?		
Student suggests both options and gives reasons.		
2) That’s a good idea. What do you think about having yoga classes? 3) OK. What should they have for students who are interested in music?		
Student suggests both options and gives reasons.		
4) I think you’re right. Should they offer additional music history classes too? 5) OK, I think you’re right. Any other ideas?		
Student discusses both options and suggests one.		
6) That’s a good idea. I know that some schools have pottery classes. Should we also have them? 7) OK. So what did we agree on? 8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the candidate leaves the room

- tell the candidate when the scores will be announced
- collect the candidate’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 is the woman feeling? Why do you think so? What was she doing before the photo was taken? What is she 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 candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate.]

OR

[When the candidate 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.



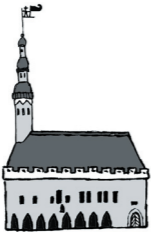



- 1) Why do people travel?
- 2) What was the last cultural event you visited?
- 3) In which country would you prefer to live? Why?
- 4) Which country would you like to visit: Australia or the UK? Why?

Thank you. Let’s go on to task 2.

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

A group of students from our partner school is going to visit us. We’re going to make plans for the visit. Here is a card with pictures and prompts that should help you. You now have a minute to think about the situation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let’s talk about it. When would be the best time to organise the visit?		
Student discusses both options and suggests one.		
2) Interesting idea but what do you think about having them here in July instead? 3) Yes, I think you’re right. Let’s do what you suggested. Where do you think we should take them?		
Student suggests both and gives reasons.		
4) That’s a good idea. Maybe we could also take them around our local area? 5) OK. Are there any other activities we could organise?		
Student discusses both options and suggests one.		
6) That’s not a bad idea. Maybe we could also organise a concert for them? 7) OK. So what did we agree on? 8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]


[Before the candidate leaves the room

- tell the candidate when the scores will be announced
- collect the candidate’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 are these people feeling? 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 candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate.]

OR

[When the candidate 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 like about the place where you live?
- 2) Have you ever taken part in a cleaning campaign? Why/why not?
- 3) What should your future home be like?
- 4) What are the advantages and disadvantages of living in a big city?

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 organising a class trip to London. We’re going to make plans for the trip. Here is a card with pictures and prompts that should help you. You now have a minute to think about the situation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let’s talk about it. Which places do you think we should visit there?		
Student suggests both options and gives reasons.		
2) That’s a good idea. I think we should also take a walk in Hyde Park. 3) OK. What else could we do there?		
Student suggests both options and gives reasons.		
4) But what do you think about going to the opera in the evening? 5) OK, I think you’re right. Let’s do what you suggested. We should also buy some souvenirs for the school museum. What should we buy?		
Student discusses both options and suggests one.		
6) That’s a good idea. Let’s buy some postcards as well. 7) OK. So what did we agree on? 8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the candidate leaves the room

- tell the candidate when the scores will be announced
- collect the candidate’s notes]


SPARE TIME

A3

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 are these people feeling? 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 candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate.]

OR

[When the candidate 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 are the most common hobbies teenagers have? Why?
- 2) What was the last place you visited in Estonia or abroad? What was interesting about it?
- 3) Do you think people will have holidays on other planets in the future? Why?
- 4) Is it better to spend your free time alone or with friends? Why?

Thank you. Let’s go on to task 2.





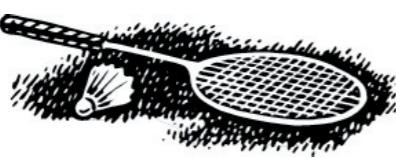

STAGE 3: Task 2 (max 3 minutes)

A3

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

We are going to organise a class picnic to celebrate the end of the schoolyear. We’re going to make plans for the picnic. Here is a card with pictures and prompts that should help you. You now have a minute to think about the situation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let’s talk about it. Where do you think we should have it?		
Student discusses both options and suggests one.		
2) Interesting idea but what do you think about having it in the schoolyard? 3) Yes, I think you’re right. Let’s do what you suggested. Should we buy something to eat as well?		
Student suggests both and gives reasons.		
4) Good idea. Maybe we should also have some sandwiches? 5) OK. Is there anything else about the picnic we should discuss?		
Student suggests both and gives reasons.		
6) That’s not a bad idea but it might be windy and we might not be able to play badminton. Why don’t we take a football with us instead? 7) OK. So what did we agree on? 8) That sounds like a plan.		

Thank you. This is the end of the interview.

[Switch off the recorder.]

[Before the candidate leaves the room

- tell the candidate when the scores will be announced
- collect the candidate’s notes]

ME AND OTHERS

A4

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 are these people feeling? 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 candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate.]

OR

[When the candidate 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) Are you an active person? Explain.
- 2) How did you spend your free time when you were a child?
- 3) What do you think your friendship with your best friend will be like in 10 years’ time?
- 4) Is it better to have many friends or just one best friend? Why?

Thank you. Let’s go on to task 2.