

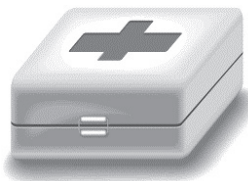
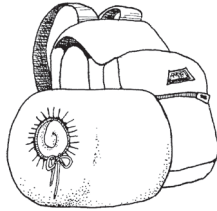




STAGE 3: Task 2 (max 3 minutes)

A6

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

We are going to organise a camping 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. I will start the conversation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let’s talk about it. What do we need to take with us?		
Student discusses both options and suggests both.		
2) Good idea. Maybe we should also take some matches to light a campfire? (Student agrees.)		
3) OK. We’re also going to take a long hike. Which clothing items should we take?		
Student discusses both options and suggests both.		
4) Good idea. I think we should check the weather forecast before the trip. (Student agrees.)		
5) OK. Is there anything else about the trip we should discuss?		
Student discusses both options and suggests both.		
6) That’s not a bad idea. Maybe you could send everyone an email with this information? (Student agrees.)		
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 student leaves the room

- tell the student when the scores will be announced
- collect the student’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 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 did you like about going to school when you were a child? Why?
- 2) Are physical education and music classes necessary? Why/Why not?
- 3) Will paper textbooks be replaced by e-books in schools in the future? Why/Why not?
- 4) Is it better to study in your home country or abroad? Explain.

Thank you. Let’s go on to task 2.

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

We’re going to organise a class picnic at the end of the school year. We’re going to make plans for the event. Here is a card with pictures and prompts that should 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 picnic?		
Student discusses both options and suggests one.		
2) Good idea. Maybe we should also bring a ball to play some games? (Student agrees.)		
3) OK. What games could we play?		
Student discusses both options and suggests both.		
4) Yes, why not. We should also bring some food. Maybe you could discuss it with your classmates? (Student agrees.)		
5) OK. Is there anything else we should discuss?		
Student discusses both options and suggests one.		
6) That’s not a bad idea. Maybe we could have a meeting next week to discuss everything in detail? (Student agrees.)		
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 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 has been your most memorable trip in Estonia? Explain.
- 2) What is Estonia known for in foreign countries? Explain.
- 3) Will our national song and dance festival still be organised 50 years from now? Why/Why not?
- 4) Is it better to travel around Estonia in summer or in winter? Why?

Thank you. Let’s go on to task 2.




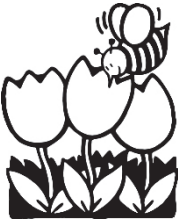
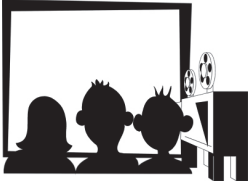

STAGE 3: Task 2 (max 3 minutes)

A5

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

There is going to be an English language week in your school. We’re going to make plans for the event. Here is a card with pictures and prompts that should 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 activities should we organise?		
Student suggests both options and gives reasons.		
2) That’s a good idea. I think we should invite an English-speaking guest to talk about his or her country. (Student agrees.)		
3) OK. What time of the year should we organise it?		
Student discusses both options and suggest one.		
4) I think you’re right. What do you think about writing poems in English? (Student disagrees.)		
5) OK, I think you’re right. Any other ideas?		
Student discusses both options and suggests one.		
6) That’s a good idea. Maybe we should write down the programme together. (Student agrees.)		
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 student leaves the room

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

COUNTRIES AND THEIR CULTURE

A2

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.



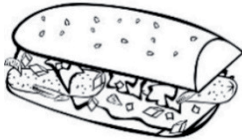



- 1) Did you visit the national song and dance festival in 2014? Why/why not?
- 2) Is learning foreign languages important? Why/Why not?
- 3) Which countries would you like to visit in the future? Why?
- 4) Which is better — travelling alone or with your friends? Explain.

Thank you. Let’s go on to task 2.

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

We are planning to organise a farewell party for exchange students in our school. We’re going to make plans for the event. Here is a card with pictures and prompts that should 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 party should it be?		
Student discusses both options and suggests one.		
2) Interesting idea, but what do you think about having a picnic instead? (Student disagrees.) 3) Yes, I think you’re right. Let’s do what you suggested. What kind of food should we bring?		
Student suggests both and gives reasons.		
4) That’s a good idea. Maybe we could also bring some juice and lemonade? (Student agrees.) 5) OK. What would be the best time to start the party?		
Student discusses both options and suggests one.		
6) That’s not a bad idea. Maybe we could also invite some teachers to the party? (Student agrees.) 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 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) How did you spend your free time when you were a child? Explain.
- 2) What do you dislike about the place where you live now? Explain.
- 3) Will all people live in big cities in the future? Why/Why not?
- 4) Which is better — to live in Estonia or somewhere else? Explain.

Thank you. Let’s go on to task 2.

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

We are planning to organise a class visit to an animal shelter. 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. I will start the conversation.

[Allow 1 minute of uninterrupted preparation time.]

1) Alright, let’s talk about it. How do we get there?		
Student discusses both options and suggests one.		
2) Good idea. What do you think about going at the weekend? (Student disagrees.) 3) Yes, I think you’re right. What kind of activities can we do there?		
Student suggests both and gives reasons.		
4) Good idea. Maybe we could ask students from other classes to join us too? (Student agrees.) 5) OK. Is there anything we could give the shelter?		
Student suggests both and gives reasons.		
6) Sounds good. Perhaps we could organise a campaign in our school to invite other students to donate as well? (Student agrees.) 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 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.]

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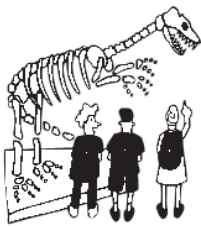





- 1) How do you think your grandparents spent their free time when they were young? Explain.
- 2) What are your favourite outdoor activities? Why?
- 3) Would you like to try an extreme hobby such as parachute jumping? Why/Why not?
- 4) Is it better to spend your free time with friends or on the computer? Explain.

Thank you. Let’s go on to task 2.

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

We’re planning to organise a class trip. We’re going to make plans for it. Here is a card with pictures and prompts that should 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 trip should it be?		
Student discusses both options and suggests one.		
2) Good idea, but what do you think about going to an art gallery? (Student disagrees.)		
3) Yes, I think you’re right. Let’s do what you suggested. When would be the best time for the trip?		
Student discusses both options and suggests one.		
4) Good idea. Would we meet in front of our school and go together? (Student agrees.)		
5) OK. Is there anything else we should discuss?		
Student discusses both options and suggests one.		
6) That’s not a bad idea. Maybe one of you could also take a camera so we could take pictures? (Student agrees.)		
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 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 remember from your last trip to the zoo? Explain.
- 2) Do your friends have any interesting pets? Explain.
- 3) Will robotic pets replace real pets in the future? Why/Why not?
- 4) Is it better to have a pet or have no pets at all?

Thank you. Let’s go on to task 2.