

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 jobs are popular among young people today? (Why?)
- 2) What did you want to be when you were a child? (Why?)
- 3) Do you think people will work more from home in the future? (Why/Why not?)
- 4) Which is better — to work indoors or outdoors? (Explain.)






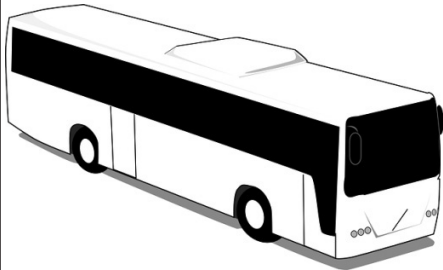
Thank you. Let's go on to task 2.

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

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

We are going to raise money for a class trip. 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 we do to raise money?		
<i>Student discusses both options and suggests both.</i>		
2) Good idea. Maybe we should also think about a book sale? (Student disagrees and gives reasons.)		
3) OK. Where should we go for our class trip?		
<i>Student discusses both options and suggests one.</i>		
4) Good idea. I think we should find out how much this trip costs. (Student agrees.)		
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? (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]

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) Would you like to visit the United States? (Why/Why not?)
- 2) Were you interested in other countries when you were a child? (Why/Why not?)
- 3) Will many foreigners come to live in Estonia in the future? (Why/Why not?)
- 4) Which is better — learning about a foreign culture from films or visiting the country? (Why?)



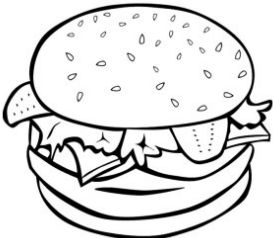



Thank you. Let's go on to task 2.

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

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

We are planning to invite some American students to spend a day at our 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. What kind of activity should we plan?		
<i>Student discusses both options and suggests one.</i>		
2) Interesting idea, but what do you think about a talk by a politician? (Student disagrees and gives reasons.)		
3) Yes, I think you're right. Let's do what you suggested. What kind of food should we serve?		
<i>Student suggests both and gives reasons.</i>		
4) That's a good idea. Maybe we could also make some traditional Estonian food? (Student agrees.)		
5) OK. What would be the best time to invite the students?		
<i>Student discusses both options and suggests one.</i>		
6) That's not a bad idea. Maybe we could also ask our classmates for other ideas? (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]

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 that it is okay for adults to play with toys? (Why/Why not?)
- 2) What kind of games did you like when you were a child? (Explain.)
- 3) Do you think children will still play with the same kinds of toys in the future? (Why/Why not?)
- 4) Is it better to have a hobby that you do alone or with others? (Why?)






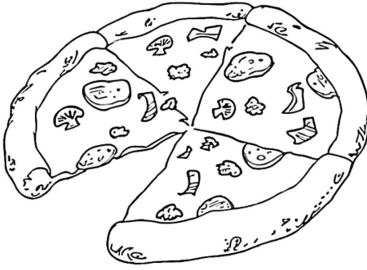
Thank you. Let's go on to task 2.

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

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

We are going to watch an English language film with our class. 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 film should we watch?		
Student discusses both options and suggests one.		
2) Good idea, but what do you think about watching a documentary? (Student disagrees and gives reasons.)		
3) Yes, I think you're right. Let's do what you suggested. When would be a good time to watch the film together?		
Student discusses both options and suggests one.		
4) Good idea. Could we ask a film critic to speak about the film? (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 should also bring something to drink? (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]

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.




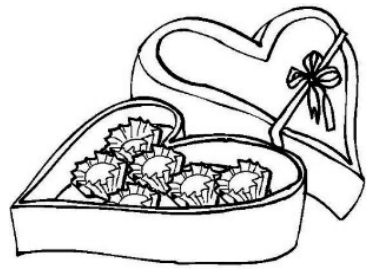

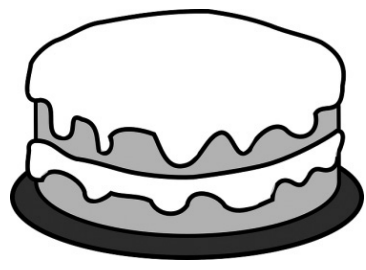
- 1) Do you feel comfortable asking others for help? (Why/Why not?)
- 2) How did your teachers help you at school? (Explain.)
- 3) Do you think young people will do more volunteer work in the future? (Why/Why not?)
- 4) Which is better —to study on your own or with others? (Explain.)

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 grandparents' day at our 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. Should there be any activities for students and grandparents?		
Student discusses both options and suggests one.		
2) Interesting idea, but what do you think about a picnic in the school yard? (Student disagrees and gives reasons.)		
3) OK. Let's do what you suggested. What kind of gifts could we give to the grandparents?		
Student suggests both and gives reasons.		
4) That's a good idea. Maybe we should also hire a photographer? (Student agrees.)		
5) OK. What about food? What should we serve?		
Student discusses both options and suggests one.		
6) Yes, I agree. I think we should also talk to the others about the plan. (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
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- 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) Is it important that your neighbourhood looks nice? (Why/Why not?)
- 2) Did you like to spend time outdoors when you were a child? (Explain.)
- 3) Will young people spend less time outdoors in the future? (Why/Why not?)
- 4) Is it better to live in the countryside or in the city? (Explain.)



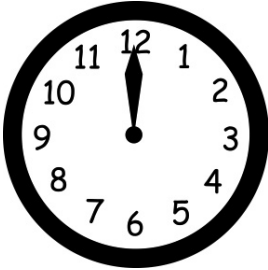


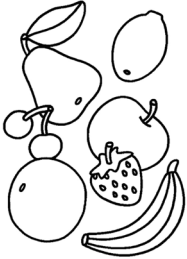
Thank you. Let's go on to task 2.

STAGE 3: Task 2 (max 3 minutes)**A5**

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

There is going to be a cleaning day in our 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. What are the places we should clean?		
<i>Student discusses both options and suggests one.</i>		
2) That's a good idea. I think we could also paint the benches in the school yard. (Student agrees and gives reasons.)		
3) OK. What time should we start?		
<i>Student discusses both options and suggests one.</i>		
4) I think you're right. What do you think about starting earlier? (Student disagrees.)		
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 ask the parents to join us? (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]

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) What do you think is the best place to visit in Estonia? (Why?)
- 2) Did you like visiting Estonian museums when you were a child? (Why/Why not?)
- 3) Do you think more people will visit Estonia in the future? (Why/Why not?)
- 4) Which is better — visiting a place with other tourists or on your own? (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.

There is going to be an Estonian culture day at our 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 part of Estonian culture should our class introduce?		
<i>Student discusses both options and suggests one.</i>		
2) OK. Should we talk about Estonian national costumes? (Student disagrees and gives reasons.)		
3) I think you're right. How do you think we should present our work?		
<i>Student discusses both options and suggests one.</i>		
4) That's right. Maybe we should also invite students from other schools? (Student agrees.)		
5) OK. What should we do to prepare for our presentation?		
<i>Student suggests both options and gives reasons.</i>		
6) That's a good idea. I think we should also visit a museum for ideas. (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]