

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 every day to keep healthy? (Explain.)
- 2) Did you ever want to become a doctor when you were younger? (Why?/Why not?)
- 3) Do you think more men than women will become nurses in the future? (Why?/Why not?)
- 4) Is it better to exercise alone or with friends? (Explain.)





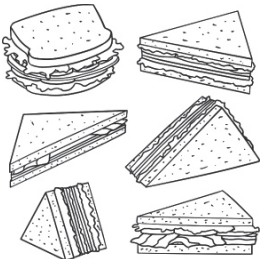

Thank you. Let's go on to task 2.

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

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

We are going to plan an end-of-school cleaning day. 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 can we do to help?		
<i>Student discusses both options and suggests both.</i>		
2) Good idea. Maybe we should also repair the swings and benches in front of the school? <i>(Student agrees.)</i> 3) OK. When should we begin?		
<i>Student discusses both options and suggests one.</i>		
4) Good idea. I think we should ask the parents to come, too. <i>(Student disagrees and gives reasons.)</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 our plan with everyone else? <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 watch any American films or TV series? (Why?/Why not?)
- 2) Which country did you want to visit most when you were a child? (Explain.)
- 3) Do you think people will travel more in the future? (Why?/Why not?)
- 4) Is it better to read books or watch films to learn about other countries? (Explain.)

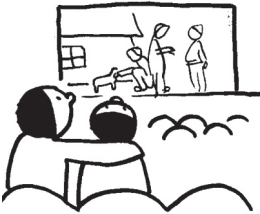




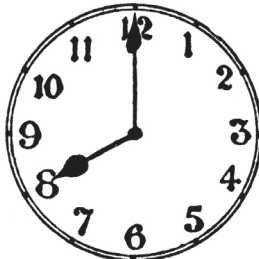
Thank you. Let's go on to task 2.

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

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

We are planning to have an American-themed class party. 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?		
Student discusses both options and suggests one.		
2) Interesting idea, but what do you think about a lecture on American history? (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?		
Student suggests both and gives reasons.		
4) That's a good idea. Maybe we could also make some popcorn? (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 collect some money to buy the food? (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) What kind of music do young people listen to? (Explain.)
- 2) Did you like music lessons at school? (Why?/Why not?)
- 3) Do you think all music will be made using a computer in the future? (Why?/Why not?)
- 4) Which is better — being a solo artist or playing in a band? (Explain.)







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 dance party 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 music should we have?		
<i>Student discusses both options and suggests one.</i>		
2) Good idea, but what do you think about a jazz band? <i>(Student disagrees and gives reasons.)</i> 3) Yes, I think you're right. Let's do what you suggested. What is a good day to have the party?		
<i>Student discusses both options and suggests one.</i>		
4) Good idea. Should we put up some decorations, too? <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 ask the head teacher for some money? <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) Is it a good idea for everybody to have a pet? (Why?/Why not?)
- 2) Did you want to become an animal doctor when you were younger? (Why?/Why not?)
- 3) Do you think everybody will have a robot pet in the future? (Why?/Why not?)
- 4) Which is better — owning a cat or a dog? (Explain.)




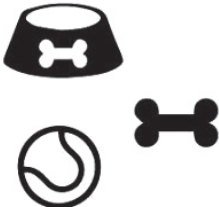


Thank you. Let’s go on to task 2.

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

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

We are going to raise money for a local animal shelter. 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 can we raise money?		
<i>Student discusses both options and suggests one.</i>		
2) Interesting idea, but what do you think about just asking people for money? (Student disagrees and gives reasons.)		
3) OK. Let's do what you suggested. What kind of things should we buy with the money we raise?		
<i>Student suggests both and gives reasons.</i>		
4) That's a good idea. Maybe we should also buy some beds for the animals? (Student agrees.)		
5) OK. What about visiting the shelter and helping out?		
<i>Student discusses both options and suggests both.</i>		
6) Yes, I agree. I think we should also make a poster about our plans. (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) What is the most popular meeting point for teenagers where you live? (Explain.)
- 2) Tell me about the last trip you went on with your class.
- 3) Will people spend less time communicating face-to-face in the future? (Why/ Why not?)
- 4) Is it better to spend summer holidays with your family or your friends? (Explain.)


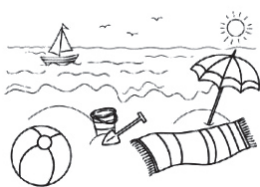
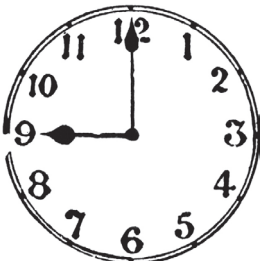



Thank you. Let’s go on to task 2.

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

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

We are going to organise a class trip next month. 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?		
<i>Student suggests both options and gives reasons.</i>		
2) That's a good idea. I think we should make sure that we pack everything we need. (Student agrees.) 3) OK. What time should we start our trip?		
<i>Student discusses both options and suggests one.</i>		
4) I think you're right. What do you think about renting a bus? (Student disagrees and gives reasons.) 5) OK, I think you're right. Any other ideas what we should do before going on the trip?		
<i>Student discusses both options and suggests both.</i>		
6) That's a good idea. Maybe we should also invite some teachers with 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)

[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) When do people wear a national costume in Estonia? (Explain.)
- 2) What was the most recent school event many students took part in? (Explain.)
- 3) What will you be wearing for your graduation ceremony? (Explain.)
- 4) Which is better – to wear a school uniform or casual clothes? (Explain.)






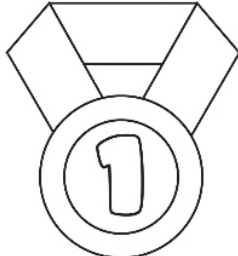
Thank you. Let’s go on to task 2.

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

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

There is going to be a visit from our partner school in Finland. 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 activity would be the most interesting for the students?		
<i>Student discusses both options and suggests one.</i>		
2) OK. Should we ask our guests to make a presentation? (<i>Student disagrees and gives reasons.</i>) 3) I think you're right. How about organising some sports competitions as well?		
<i>Student discusses both options and suggests one.</i>		
4) That's right. Maybe we could have mixed teams with the guests? (<i>Student agrees.</i>) 5) OK. What should we get for prizes?		
<i>Student suggests both options and gives reasons.</i>		
6) That's a good idea. I think we should also organise a dance in the evening. (<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]