

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 important for young people to have duties at home? (Explain.)
- 2) What was the easiest subject for you at school in Form 9? (Explain.)
- 3) Will many young people want to work in the restaurant business in the future? (Why?/Why not?)
- 4) Which is better — to do things yourself or pay somebody to do things for you? (Explain.)





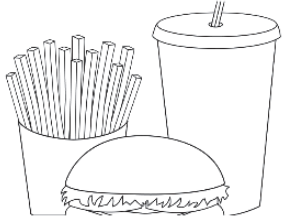
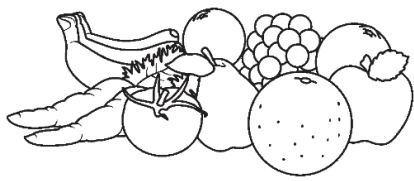
Thank you. Let's go on to task 2.

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

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

We are going to organise a movie-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 activities should we organise?		
<i>Student discusses both options and suggests both.</i>		
2) Good idea. Maybe we should also have a movie quiz? (Student agrees and gives reasons.) 3) OK. What time would be the best time to have the party?		
<i>Student discusses both options and suggests one.</i>		
4) Good idea. I think we should have the party on Monday. (Student disagrees.) 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) Which English-speaking country would you like to visit? (Why?)
- 2) Did you like learning English when you were a child? (Why?/Why not?)
- 3) Will many Estonians have foreign friends in the future? (Why?/Why not?)
- 4) Which is better — talking to a foreign friend online or meeting them in person? (Explain.)



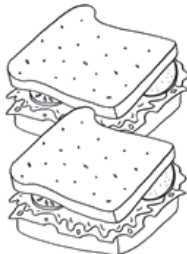



Thank you. Let's go on to task 2.

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

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

We are planning a party for parents 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 activities should we plan?		
Student discusses both options and suggests one.		
2) Interesting idea, but what do you think about a sports competition between the students and the parents? (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 have some fruit? (Student agrees.)		
5) OK. What would be the best time to have the party?		
Student discusses both options and suggests one.		
6) That's not a bad idea. Maybe we could also invite grandparents? (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 you have enough free time? (Explain.)
- 2) What was your favourite activity when you were a child? (Explain.)
- 3) Will you have the same hobbies in the future? (Why?/Why not?)
- 4) Which is a better idea for a summer holiday — to relax or have a part-time job? (Explain.)

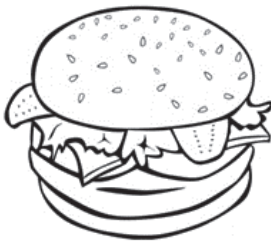





Thank you. Let's go on to task 2.

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

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

We are going to take part in a food festival. 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 food should we make?		
<i>Student discusses both options and suggests one.</i>		
2) Good idea, but what do you think about making Estonian food? <i>(Student disagrees and gives reasons.)</i> 3) Yes, I think you're right. Let's do what you suggested. When would be a good time to prepare?		
<i>Student discusses both options and suggests one.</i>		
4) Good idea. Would you like me to inform the organisers about our plans? <i>(Student agrees.)</i> 5) OK. Is there anything else we should discuss?		
<i>Student discusses both options and suggests one.</i>		
6) That's not a bad idea. Maybe we should also make a sign for our table? <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.



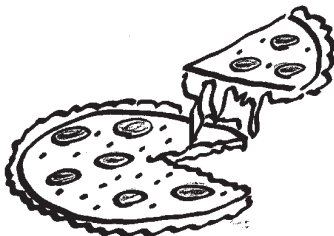

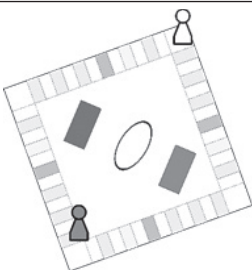
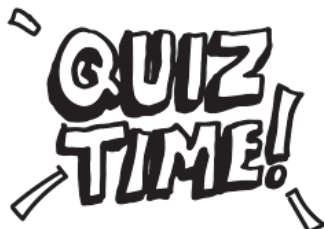
- 1) Is there something that you never share with others? (Explain.)
- 2) How easy was it for you to share your toys when you were a child? (Explain.)
- 3) Will people do more charity work in the future? (Why?/Why not?)
- 4) Is it better to give your money or your time to charity? (Explain.)

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 class party for the last day of 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 some entertainment?		
<i>Student discusses both options and suggests one.</i>		
2) Interesting idea, but what do you think about a photographer? (Student disagrees and gives reasons.) 3) OK. 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 should also make some popcorn? (Student agrees.) 5) OK. What about other activities?		
<i>Student discusses both options and suggests one.</i>		
6) Yes, I agree. I think we should also ask our classmates for some more 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 does this man feel? Why do you think so? What were the man and the dog 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 do young people learn to do housework? (Explain.)
- 2) Did you have to do housework when you were a child? (Why?/Why not?)
- 3) Do you think people will build their own homes in the future? (Why?/Why not?)
- 4) Which is more interesting — doing housework or working in the garden? (Explain.)




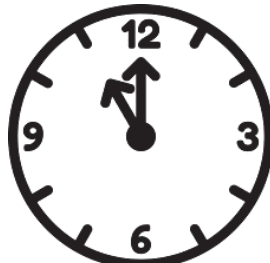


Thank you. Let's go on to task 2.

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

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

We are going to help out at a local old people's home. 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 do we need to do?		
<i>Student suggests both options and gives reasons.</i>		
2) That's a good idea. I think we should also read to the old people. (Student agrees and gives reasons.)		
3) OK. What time should we begin?		
<i>Student discusses both options and suggest one.</i>		
4) I think you're right. What do you think about organising a concert? (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. I'll inform others 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) Is it easy to become famous in Estonia? (Why?/Why not?)
- 2) Did you dream about being famous when you were a child? (Why?/Why not?)
- 3) What kind of people will be famous in Estonia in the future? (Why?)
- 4) Is it better to be a team leader or a team member? (Explain.)






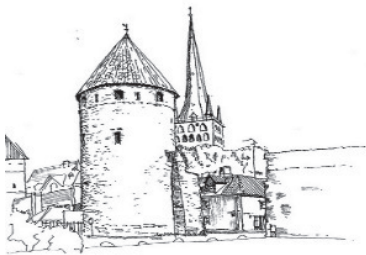
Thank you. Let’s go on to task 2.

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

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

We are going to give a talk to American visitors about Estonia. 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 do you think our group should talk about?		
<i>Student discusses both options and suggests one.</i>		
2) OK. Should we take them to see a show? (Student disagrees and gives reasons.) 3) I think you're right. How about giving them a small gift?		
<i>Student discusses both options and suggests one.</i>		
4) That's right. Maybe we should give them a map of Estonia, too? (Student agrees.) 5) OK. What should we do together after our talk?		
<i>Student suggests both options and gives reasons.</i>		
6) That's a good idea. I think we should also ask the school for some money to cover our costs. (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]