

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 to go on to secondary school after Form 9? (Explain.)
- 2) What was your favourite subject in primary school? (Why?)
- 3) Will many young people go to university in the future? (Why?/Why not?)
- 4) Which is better — studying in Estonia or studying abroad? (Explain.)





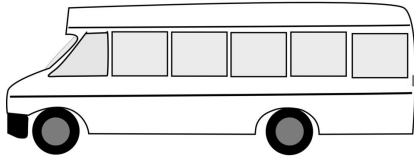

Thank you. Let's go on to task 2.

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

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

We are going to go to the theatre. 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. When should we go?		
<i>Student discusses both options and suggests one.</i>		
2) Good idea. Maybe we should also invite the parents? (<i>Student disagrees and gives reasons.</i>) 3) OK. What kind of performance should we choose?		
<i>Student discusses both options and suggests one.</i>		
4) Good idea. I think we should buy the tickets soon. (<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 discuss it 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) What is your favourite holiday? (Explain.)
- 2) How did you celebrate Estonian Independence Day in February? (Explain.)
- 3) Will our song festivals be popular in the future? (Explain.)
- 4) Which is better — to celebrate national or international holidays? (Explain.)

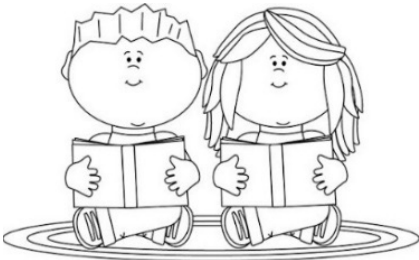
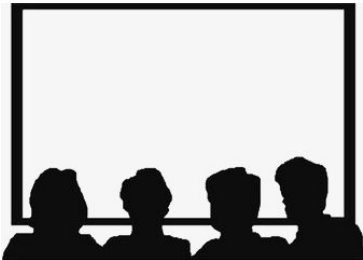




Thank you. Let's go on to task 2.

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

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

We are planning to give a fun English lesson to Form 4 students. 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 include?		
<i>Student discusses both options and suggests both.</i>		
2) Interesting idea, but what do you think about singing songs? (<i>Student disagrees and gives reasons.</i>) 3) Yes, I think you're right. Let's do what you suggested. What kind of films and books should we choose?		
<i>Student suggests both options and gives reasons.</i>		
4) That's a good idea. Maybe we could also ask students from Form 5 to join us? (<i>Student agrees.</i>) 5) OK. When would be the best time to have the lesson?		
<i>Student discusses both options and suggests one.</i>		
6) That's not a bad idea. Maybe we could also ask what kind of ideas the other students have? (<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 like going to concerts? (Why?/Why not?)
- 2) Did you learn how to sing or play an instrument when you were younger? (Explain.)
- 3) Will live concerts still be popular in the future? (Why?/Why not?)
- 4) Is it better to listen to music on the radio or on the Internet? (Explain.)

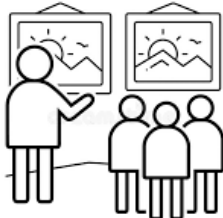



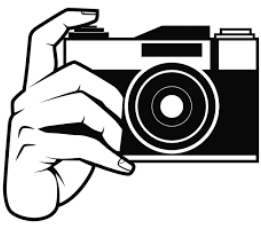

Thank you. Let's go on to task 2.

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

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

We are going to visit a museum 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 museum should we visit?		
<i>Student discusses both options and suggests one.</i>		
2) Good idea, but what do you think about a toy museum? (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 go?		
<i>Student discusses both options and suggests one.</i>		
4) Good idea. Shall we meet in front of the museum? (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 bring some extra money for the gift shop? (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 have many online friends? (Explain.)
- 2) How often did you go out with friends when you were younger? (Explain.)
- 3) Will people spend more time together virtually in the future? (Why?/Why not?)
- 4) Which is better — going out with your friends or inviting them over to your home? (Explain.)


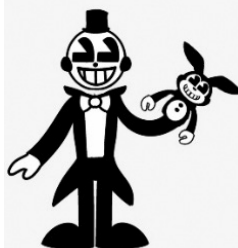
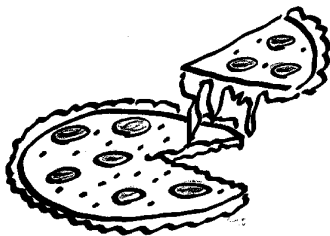
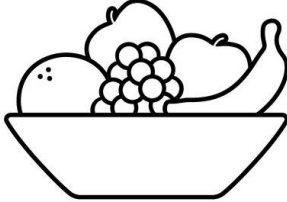
Thank you. Let's go on to task 2.

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

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

We are going to organise a school party for Form 1 students. 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 entertainment should we have?		
Student discusses both options and suggests one.		
2) Interesting idea, but what do you think about organising fireworks? (Student disagrees and gives reasons.)		
3) OK. Let's do what you suggested. What kind of food should we serve?		
Student suggests both options and gives reasons.		
4) That's a good idea. Maybe we should also hold a dance competition? (Student agrees.)		
5) OK. When should we have the party?		
Student discusses both options and suggests one.	FRIDAY	<i>Monday</i>
6) Yes, I agree. I think we should discuss our plans with everybody else and see if they have any 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 does this person feel? 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 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 your favourite room in your home? (Why?)
- 2) What housework did you do when you were a child? (Explain.)
- 3) Where would you like to live in the future? (Explain.)
- 4) Is it better to live in the city or in the country? (Explain.)



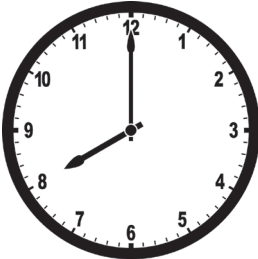



Thank you. Let's go on to task 2.

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

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

We are going to plan a neighbourhood yard sale. 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 sell at our table?		
<i>Student suggests both options and gives reasons.</i>		
2) That's a good idea. I think we should ask the parents if they have anything to sell. (Student agrees and gives reasons.) 3) OK. What time should we start the yard sale?		
<i>Student discusses both options and suggests one.</i>		
4) I think you're right. What do you think about selling food? (Student disagrees and gives reasons.) 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 make a sign for our table. (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) Where do you usually go to buy food? (Why?)
- 2) Did you go to the market when you were younger? (Explain.)
- 3) Will there still be open-air markets in the future? (Why?/Why not?)
- 4) Is it better to shop in a supermarket or in a small shop? (Why?)

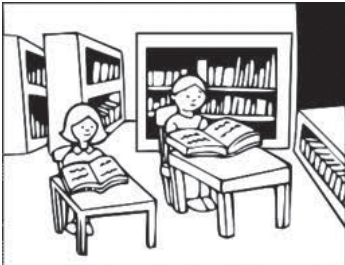

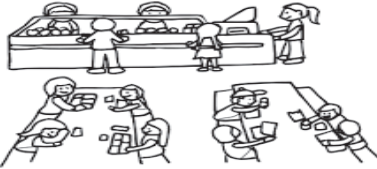
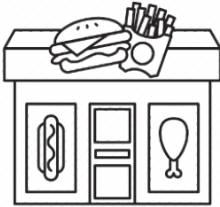


Thank you. Let’s go on to task 2.

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

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

A group of American students is going to visit 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 places should we show them?		
<i>Student discusses both options and suggests one.</i>		
2) OK. Should we also take them to a local museum? (Student disagrees and gives reasons.)		
3) I think you're right. What kind of food should we serve?		
<i>Student discusses both options and suggests one.</i>		
4) That's right. Maybe we should also serve some national food? (Student agrees.)		
5) OK. What should we do together with them in the evening?		
<i>Student suggests both options and gives reasons.</i>		
6) That's a good idea. I think we should also get some presents for them. (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]