

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 this school year? (Explain.)
- 2) What are your favourite subjects at school? (Why?)
- 3) How will you spend your summer holiday? (Why?)
- 4) Is it better to go to a secondary school or go to work? (Explain.)




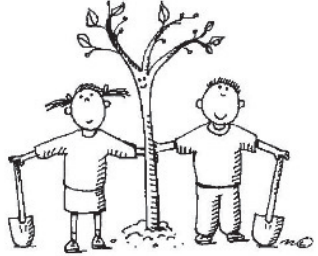


Thank you. Let's go on to task 2.

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 graduation 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 food should we order?		
<i>Student discusses both options and suggests both.</i>		
2) Good idea. Maybe we should also offer sandwiches? (Student agrees and gives reasons.) 3) OK. It's going to be a fun evening. What kind of activities should we organise?		
<i>Student discusses both options and suggests one.</i>		
4) Good idea. I think we should ask what the others suggest as well. (Student agrees.) 5) OK. Is there anything else about the party 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) Have you ever met a person from a different culture? (Explain.)
- 2) Which British or American holidays would you like to celebrate? (Why/Why not?)
- 3) Will people communicate with other cultures more in the future? (Why/Why not?)
- 4) Which is better – travelling abroad or in Estonia? (Explain.)



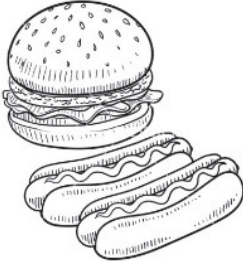



Thank you. Let's go on to task 2.

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

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

We are going to make plans for an American culture event for 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 activities should we have?		
<i>Student discusses both options and suggests one.</i>		
2) Interesting idea, but what do you think about watching a Western movie? (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 ask others to bring some food to share? (Student agrees.)		
5) OK. What would be the best time to have the event?		
<i>Student discusses both options and suggests one.</i>		
6) That's not a bad idea. Maybe we could also invite another class? (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 did you usually do during a rainy day when you were a child? (Explain.)
- 2) What are some popular hobbies your friends have? (Explain.)
- 3) Will people have the same hobbies in the future? (Why/Why not?)
- 4) Is it better to have many hobbies or just one serious hobby? (Explain.)

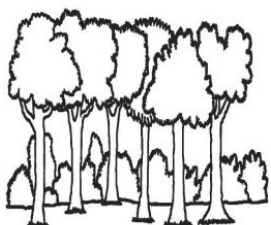


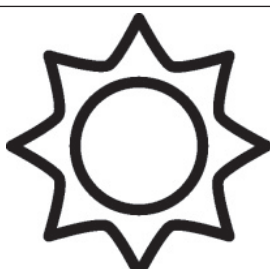
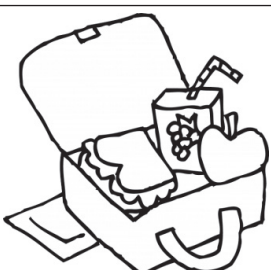

Thank you. Let's go on to task 2.

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

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

We are going to make plans 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 kind of trip should we plan?		
Student discusses both options and suggests one.		
2) Good idea, but what do you think about going to the theatre? (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?		
Student discusses both options and suggests one.		
4) Good idea. Would it be a good idea to invite another class? (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 ask for some more ideas from the class? (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.





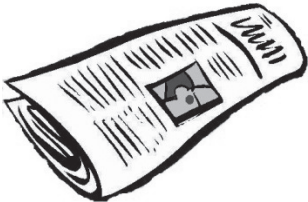

- 1) When was the last time you helped someone? (Explain.)
- 2) What kind of advice can your parents give you? (Explain.)
- 3) How will you help other people when you are a grown-up? (Explain.)
- 4) If you have a difficult problem, is it better to ask for help or solve it yourself? (Why?)

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

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

We are going to make plans for a charity event 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. Who do you think we should help?		
Student discusses both options and suggests one.		
2) Interesting idea, but what do you think about collecting books for the library? (Student disagrees and gives reasons.)		
3) OK. Let's do what you suggested. How should we raise money?		
Student suggests both and gives reasons.		
4) That's a good idea. Maybe we should talk to the neighbourhood schools? (Student agrees.)		
5) OK. What about advertising our event?		
Student discusses both options and suggests one.		
6) Yes, I agree. I think we should also make posters in our school. (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 do you like to do in your free time? (Why?)
- 2) Where did you spend your summer holidays as a child? (Explain.)
- 3) Where will you live in the future? (Why?)
- 4) Is it better to live in a house or a flat? (Explain.)

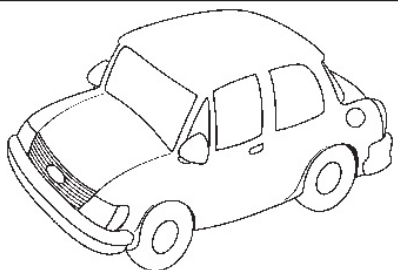





Thank you. Let's go on to task 2.

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

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

We are going to make plans for a class visit to an open air concert. 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 should we get there?		
<i>Student discusses both options and suggests one.</i>		
2) That's a good idea. But what about walking there? (<i>Student disagrees and gives reasons.</i>) 3) OK. What time should we meet?		
<i>Student discusses both options and suggests one.</i>		
4) I think you're right. What do you think about inviting the parents as well? (<i>Student agrees.</i>) 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 take some picnic blankets as well? (<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 important for you to learn about Estonian culture and traditions? (Explain.)
- 2) When you were a child, did you like reading folk tales? (Why?/Why not?)
- 3) Would you like to go to the Song and Dance festival this summer? (Why?/Why not?)
- 4) Is it better to celebrate your birthday with your family or your friends? (Explain.)


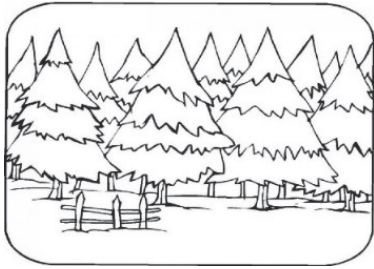




Thank you. Let’s go on to task 2.

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

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

We are going to make plans for a class trip at the end of the school year. 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 go?		
<i>Student discusses both options and suggests one.</i>		
2) OK. Should we also take tents with us? (<i>Student disagrees and gives reasons.</i>) 3) I think you're right. How should we go there?		
<i>Student discusses both options and suggests one.</i>		
4) That's right. Maybe we should also play some sport games there? (<i>Student agrees.</i>) 5) OK. What should we play?		
<i>Student suggests both options and gives reasons.</i>		
6) That's a good idea. I think we should also bring some snacks with us. (<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]