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| Food and drink
| Task 3: Inverted Interview – Viewing together
| Task 4: Compare and Contrast – Band / Children’s band |
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TEST 1 – TASK 1 – WARMER

1 MINUTE – NOT ASSESSED

The interlocutor greets the students and asks them to take a seat.

The interlocutor puts the students at ease by engaging them one at a time in a brief and informal conversation about a topic of interest to the student, such as the place where they live, their favourite month or season, and things they do after school or at the weekend.

TEST 1 – TASK 2 – INTERVIEW

3 MINUTES TOTAL

The Interlocutor asks questions on one topic per student at a time as indicated below.

To Student A:

The Interlocutor says: “I’m going to ask you some questions about School outings.”

1. Are school outings interesting? Why / Why not?
2. Would you prefer going to a science centre or watch a play at the theatre? Why?
3. Imagine you were to organize a school outing for your class. Where would you choose to take your class? Why?

To Student B:

The Interlocutor says: “I’m going to ask you some questions about Food and drink.”

1. What’s your favourite dessert? Describe it for me.
2. Is there any fruit which you definitely will not eat? Why?
3. Imagine that your friends were over for a sleepover. What would you prepare for breakfast? Why?
TEST 1 – TASK 3 – INVERTED INTERVIEW

3 MINUTES TOTAL

Interlocutor tells the students while placing the picture in front of them: “I want you to look at this picture. Now, I know the people in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them?”

Interlocutor prompts each student to ask a question in turn.

If a student does not know what to ask, the interlocutor can use prompts such as:

- Ask me about …
- The place
- The situation
- The relationship between these children and / or the children and the adult
- Their feelings at this moment
- The moments just before the picture was taken
- What happened after the picture was taken
- What their friends said to them after this happened
- Their: hobbies; free time; family; home
- My opinion of the situation you can see in this picture
- Is there anything else you wish to ask me about this picture?
TEST 1 – TASK 4 – COMPARE AND CONTRAST

3 MINUTES TOTAL

The Interlocutor says: “Look carefully at these two pictures and I will ask you both some questions about them.”

1 A To Student A: How are these two pictures alike?

1 B To Student B: How are they different?

2 A To Student A: Look at the first picture.
   a) How are they feeling?
   b) Is listening to traditional music more enjoyable than listening to modern music? Why? / Why not?

2 B To Student B: Look at the second picture.
   a) How are they feeling?
   b) Is it more fun to play the drums or a guitar? Why?

Student A

Student B

The Interlocutor says: “The test is over. You may now leave the room.”
TEST 2 – TASK 1 – WARMER

1 MINUTE – NOT ASSESSED

The interlocutor greets the students and asks them to take a seat.

The interlocutor puts the students at ease by engaging them one at a time in a brief and informal conversation about a topic of interest to the student, such as the place where they live, their favourite month or season, and things they do after school or at the weekend.

TEST 2 – TASK 2 – INTERVIEW

3 MINUTES TOTAL

The Interlocutor asks questions on one topic per student at a time as indicated below.

To Student A:

The Interlocutor says: “I’m going to ask you some questions about The weather.”

1. What was the weather like yesterday?
2. Do you prefer sunny days or rainy days? Why? What do you usually do on these days?
3. Imagine that you were going to the beach. What would you wear? Why?

To Student B:

The Interlocutor says: “I’m going to ask you some questions about Health and body care.”

1. What kind of food should we avoid? What should you eat to be healthy?
2. How often do you visit your dentist? Why is it important to go to the dentist for a check-up?
3. Imagine that you have an hour every day where you can exercise. What would you do? Why?
TEST 2 – TASK 3 – INVERTED INTERVIEW

3 MINUTES TOTAL

Interlocutor tells the students while placing the picture in front of them: “I want you to look at this picture. Now, I know the people in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them?”

Interlocutor prompts each student to ask a question in turn.

If a student does not know what to ask, the interlocutor can use prompts such as:
Ask me about …
- The place
- The event
- The relationship between these children
- Their feelings at this moment
- The moments just before the picture was taken
- What happened after the picture was taken
- What their friends said to them after the event
- Their: hobbies; free time; family; home
- My opinion of the event you can see in this picture
- Is there anything else you wish to ask me about this picture?
TEST 2 – TASK 4 – COMPARE AND CONTRAST

3 MINUTES TOTAL

The Interlocutor says: “Look carefully at these two pictures and I will ask you both some questions about them.”

1 A  To Student A: How are these two pictures alike?

1 B  To Student B: How are they different?

2 A  To Student A: Look at the first picture.
    a) How are they feeling?
    b) Is practising a sport better than watching others practising a sport on TV? Why? / Why not?

2 B  To Student B: Look at the second picture.
    a) How are they feeling?
    b) Is watching a match on screen more enjoyable than watching one at a stadium? Why? / Why not?

Student A                 Student B

The Interlocutor says: “The test is over. You may now leave the room.”
TEST 3 – TASK 1 – WARMER

1 MINUTE – NOT ASSESSED

The interlocutor greets the students and asks them to take a seat.

The interlocutor puts the students at ease by engaging them one at a time in a brief and informal conversation about a topic of interest to the student, such as the place where they live, their favourite month or season, and things they do after school or at the weekend.

TEST 3 – TASK 2 – INTERVIEW

3 MINUTES TOTAL

The Interlocutor asks questions on one topic per student at a time as indicated below.

To Student A:

The Interlocutor says: “I’m going to ask you some questions about The environment.”

1. What do you like about the city / town or village where you live? Why?
2. Do you prefer spending time indoors or outside? Why?
3. Imagine you could change anything in the city / town or village where you live. What would you change? Why?

To Student B:

The Interlocutor says: “I’m going to ask you some questions about You and others.”

1. Do you enjoy spending time with your classmates? Why? / Why not?
2. What do you talk about with your classmates? What do you do with your classmates during break time?
3. Imagine that you were going to give a present to one of your classmates. What kind of present would you buy for her / him? Why?
TEST 3 – TASK 3 – INVERTED INTERVIEW

3 MINUTES TOTAL

Interlocutor tells the students while placing the picture in front of them: “I want you to look at this picture. Now, I know the people in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them?”

Interlocutor prompts each student to ask a question in turn.

If a student does not know what to ask, the interlocutor can use prompts such as:

Ask me about …
- The place
- The situation
- The relationship between these children
- Their feelings at this moment
- The moments just before the picture was taken
- What happened after the picture was taken
- What their friends said to them after this happened
- Their: hobbies; free time; family; home
- My opinion of the situation you can see in this picture
- Is there anything else you wish to ask me about this picture?
TEST 3 – TASK 4 – COMPARE AND CONTRAST

3 MINUTES TOTAL

The Interlocutor says: “Look carefully at these two pictures and I will ask you both some questions about them.”

1 A To Student A: How are these two pictures alike?

1 B To Student B: How are they different?

2 A To Student A: Look at the first picture.
   a) How is she feeling?
   b) Is it important to be organized when cooking a meal? Why? / Why not?

2 B To Student B: Look at the second picture.
   a) How are they feeling?
   b) Is it important to help out with washing the dishes after a meal? Why? / Why not?

Student A

The Interlocutor says: “The test is over. You may now leave the room.”
TEST 4 – TASK 1 – WARMER

1 MINUTE – NOT ASSESSED

The interlocutor greets the students and asks them to take a seat.

The interlocutor puts the students at ease by engaging them one at a time in a brief and informal conversation about a topic of interest to the student, such as the place where they live, their favourite month or season, and things they do after school or at the weekend.

TEST 4 – TASK 2 – INTERVIEW

3 MINUTES TOTAL

The Interlocutor asks questions on one topic per student at a time as indicated below.

To Student A:

The Interlocutor says: “I’m going to ask you some questions about House and home environment.”

1. Which is your favourite room? Why?
2. Where do you keep your school things? Describe the room.
3. Imagine you were going to redecorate your bedroom. What would your bedroom look like? (Prompt: the colour of the walls, furniture …) Why?

To Student B:

The Interlocutor says: “I’m going to ask you some questions about Sports.”

1. Which sport do you like practising most? Why?
2. Which sport do you like to watch on TV? Tell me about it.
3. Imagine that you were going to start practising a new sport. What would it be? Why?
TEST 4 – TASK 3 – INVERTED INTERVIEW

3 MINUTES TOTAL

Interlocutor tells the students while placing the picture in front of them: “I want you to look at this picture. Now, I know the people in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them?”

Interlocutor prompts each student to ask a question in turn.

If a student does not know what to ask, the interlocutor can use prompts such as:

Ask me about …

- The place
- The situation
- The relationship between these children
- Their feelings at this moment
- The moments just before the picture was taken
- What happened after the picture was taken
- What their friends said to them after this happened
- Their: hobbies; free time; family; home
- My opinion of the situation you can see in this picture
- Is there anything else you wish to ask me about this picture?
TEST 4 – TASK 4 – COMPARE AND CONTRAST

3 MINUTES TOTAL

The Interlocutor says: “Look carefully at these two pictures and I will ask you both some questions about them.”

1 A  To Student A: How are these two pictures alike?

1 B  To Student B: How are they different?

2 A  To Student A: Look at the first picture.
   a) How are they feeling?
   b) Is it frightening to be so close to a wild animal?
      Why? / Why not?

2 B  To Student B: Look at the second picture.
   a) How are they feeling?
   b) Is it safe to be so close to wild animals?
      Why? / Why not?

Student A  Student B

The Interlocutor says: “The test is over. You may now leave the room.”

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TEST 5 – TASK 1 – WARMER

1 MINUTE – NOT ASSESSED

The interlocutor greets the students and asks them to take a seat.

The interlocutor puts the students at ease by engaging them one at a time in a brief and informal conversation about a topic of interest to the student, such as the place where they live, their favourite month or season, and things they do after school or at the weekend.

TEST 5 – TASK 2 – INTERVIEW

3 MINUTES TOTAL

The Interlocutor asks questions on one topic per student at a time as indicated below.

To Student A:

The Interlocutor says: “I’m going to ask you some questions about **Shopping**.”

1. When do you prefer to go shopping? (Prompt: in the morning / in the afternoon / at the weekend) Why?
2. What sort of things do you like going shopping for?
3. Imagine you were given money as a birthday present. What would you buy? Why?

To Student B:

The Interlocutor says: “I’m going to ask you some questions about **Helping at home**.”

1. Who do you help at home? How do you help him / her / them?
2. How can you help to keep your home clean? Talk to me about things you can do to help at home.
3. Imagine you were given pocket money for helping at home. How would you spend it? Why?
TEST 5 – TASK 3 – INVERTED INTERVIEW

3 MINUTES TOTAL

Interlocutor tells the students while placing the picture in front of them: “I want you to look at this picture. Now, I know the people in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them?”

Interlocutor prompts each student to ask a question in turn.

If a student does not know what to ask, the interlocutor can use prompts such as:
Ask me about …
- The place
- The situation
- The relationship between these children and / or the children and the adult
- Their feelings at this moment
- The moments just before the picture was taken
- What happened after the picture was taken
- What their friends said to them after this happened
- Their: hobbies; free time; family; home
- My opinion of the situation you can see in this picture
- Is there anything else you wish to ask me about this picture?
TEST 5 – TASK 4 – COMPARE AND CONTRAST

3 MINUTES TOTAL

The Interlocutor says: “Look carefully at these two pictures and I will ask you both some questions about them.”

1 A  To Student A: How are these two pictures alike?

1 B  To Student B: How are they different?

2 A  To Student A: Look at the first picture.
   a) How are they feeling?
   b) Would you ask for help when selecting items in a supermarket?
      Why? / Why not?

2 B  To Student B: Look at the second picture.
   a) How are they feeling?
   b) If you were lost, would you ask for directions?
      Why? / Why not?

Student A          Student B

The Interlocutor says: “The test is over. You may now leave the room.”
TEST 6 – TASK 1 – WARMER

1 MINUTE – NOT ASSESSED

The interlocutor greets the students and asks them to take a seat.

The interlocutor puts the students at ease by engaging them one at a time in a brief and informal conversation about a topic of interest to the student, such as the place where they live, their favourite month or season, and things they do after school or at the weekend.

TEST 6 – TASK 2 – INTERVIEW

3 MINUTES TOTAL

The Interlocutor asks questions on one topic per student at a time as indicated below.

To Student A:

The Interlocutor says: “I’m going to ask you some questions about School life.”

1. Do you enjoy school assembly? Why? / Why not?
2. How long is break time at your school? What kind of activities do you take part in during break time?
3. Imagine you could make a new rule for your school. What would the rule be? Why?

To Student B:

The Interlocutor says: “I’m going to ask you some questions about Places.”

1. Which are the best places to visit in Malta / Gozo? Why?
2. Tell me about a place you have been to recently. Describe the place and say something about what you did there.
3. Imagine that you could go anywhere in the world. Where would that be and why?
TEST 6 – TASK 3 – INVERTED INTERVIEW

3 MINUTES TOTAL

Interlocutor tells the students while placing the picture in front of them: “I want you to look at this picture. Now, I know the people in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them?”

Interlocutor prompts each student to ask a question in turn.

If a student does not know what to ask, the interlocutor can use prompts such as:
Ask me about …
- The place
- The situation
- The relationship between these teenagers
- Their feelings at this moment
- The moments just before the picture was taken
- What happened after the picture was taken
- What their friends said to them after this happened
- Their: hobbies; free time; family; home
- My opinion of the situation you can see in this picture
- Is there anything else you wish to ask me about this picture?
TEST 6 – TASK 4 – COMPARE AND CONTRAST

3 MINUTES TOTAL

The Interlocutor says: “Look carefully at these two pictures and I will ask you both some questions about them.”

1 A  To Student A: How are these two pictures alike?

1 B  To Student B: How are they different?

2 A  To Student A: Look at the first picture.
   a) How are they feeling?
   b) Which is better, indoor exercise or outdoor exercise?
      Why?

2 B  To Student B: Look at the second picture.
   a) How are they feeling?
   b) Is it better to walk in the countryside or in a city?
      Why?

Student A  Student B

The Interlocutor says: “The test is over. You may now leave the room.”
TEST 7 – TASK 1 – WARMER

1 MINUTE – NOT ASSESSED

The interlocutor greets the students and asks them to take a seat.

The interlocutor puts the students at ease by engaging them one at a time in a brief and informal conversation about a topic of interest to the student, such as the place where they live, their favourite month or season, and things they do after school or at the weekend.

TEST 7 – TASK 2 – INTERVIEW

3 MINUTES TOTAL

The Interlocutor asks questions on one topic per student at a time as indicated below.

To Student A:

The Interlocutor says: “I’m going to ask you some questions about Pets and animals.”

1. Tell me two facts about your favourite animal. Describe the animal.
2. Should people keep pets at home? Why? / Why not?
3. Imagine that your friend asked you to keep his / her pet while he / she is abroad on holiday. What would you say? Why?

To Student B:

The Interlocutor says: “I’m going to ask you some questions about School activities.”

1. Which indoor class activity do you enjoy doing at school? (Prompts: when, where, what)
2. Which outdoor school activity do you enjoy doing with your class? Give reasons.
3. Imagine that you were going to take part in the school concert. What would you like to do? Why?
TEST 7 – TASK 3 – INVERTED INTERVIEW

3 MINUTES TOTAL

Interlocutor tells the students while placing the picture in front of them: “I want you to look at this picture. Now, I know the people in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them?”

Interlocutor prompts each student to ask a question in turn.

If a student does not know what to ask, the interlocutor can use prompts such as:

Ask me about …
- The place
- The situation
- The relationship between these children
- Their feelings at this moment
- The moments just before the picture was taken
- What happened after the picture was taken
- What their friends said to them after this happened
- Their: hobbies; free time; family; home
- My opinion of the situation you can see in this picture
- Is there anything else you wish to ask me about this picture?
TEST 7 – TASK 4 – COMPARE AND CONTRAST

3 MINUTES TOTAL

The Interlocutor says: “Look carefully at these two pictures and I will ask you both some questions about them.”

1 A  To Student A: How are these two pictures alike?

1 B  To Student B: How are they different?

2 A  To Student A: Look at the first picture.
   a) How are they feeling?
   b) Is playing a board game face-to-face better than playing it online?
      Why? / Why not?

2 B  To Student B: Look at the second picture.
   a) How are they feeling?
   b) Has technology changed the way children play?
      Why? / Why not?

The Interlocutor says: “The test is over. You may now leave the room.”
TEST 8 – TASK 1 – WARMER

1 MINUTE – NOT ASSESSED

The interlocutor greets the students and asks them to take a seat.

The interlocutor puts the students at ease by engaging them one at a time in a brief and informal conversation about a topic of interest to the student, such as the place where they live, their favourite month or season, and things they do after school or at the weekend.

TEST 8 – TASK 2 – INTERVIEW

3 MINUTES TOTAL

The Interlocutor asks questions on one topic per student at a time as indicated below.

To Student A:

The Interlocutor says: “I’m going to ask you some questions about Free time and entertainment.”

1. What did you do last Sunday afternoon? Describe it for me.
2. Is there anything you enjoy doing during the weekend?
3. Imagine you were to start a new hobby. What would it be? Why?

To Student B:

The Interlocutor says: “I’m going to ask you some questions about People who help us.”

1. Name two occupations of the people who help us. How do they help you?
2. How can you help others now or when you grow up?
3. Imagine you were lost in a crowd. Who would you go to for help? Why?
TEST 8 – TASK 3 – INVERTED INTERVIEW

3 MINUTES TOTAL

Interlocutor tells the students while placing the picture in front of them: “I want you to look at this picture. Now, I know the people in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them?”

Interlocutor prompts each student to ask a question in turn.

If a student does not know what to ask, the interlocutor can use prompts such as:
Ask me about …
- The place
- The event
- The relationship between these children
- Their feelings at this moment
- The moments just before the picture was taken
- What happened after the picture was taken
- What their friends said to them after the event
- Their: hobbies; free time; family; home
- My opinion of the event you can see in this picture
- Is there anything else you wish to ask me about this picture?
TEST 8 – TASK 4 – COMPARE AND CONTRAST

3 MINUTES TOTAL

The Interlocutor says: “Look carefully at these two pictures and I will ask you both some questions about them.”

1 A  To Student A: How are these two pictures alike?

1 B  To Student B: How are they different?

2 A  To Student A: Look at the first picture.
   a) How are they feeling?
   b) Is it important to be careful when using woodwork equipment?
      Why? / Why not?

2 B  To Student B: Look at the second picture.
   a) How are they feeling?
   b) Should children be taught knitting?
      Why? / Why not?

Student A

Student B

The Interlocutor says: “The test is over. You may now leave the room.”