

TEST 1	Task 1: Warmer	STUDENTS 1 AND 2
	Task 2: Interview: The environment	
	Health and body care	STUDENTS 3 AND 4
	Task 3: Inverted Interview – Shopping	
	Task 4: Compare and Contrast – Reading a book / Playing a computer game	
TEST 2	Task 1: Warmer	STUDENTS 5 AND 6
	Task 2: Interview: Free time and entertainment	
	School outings	STUDENTS 7 AND 8
	Task 3: Inverted Interview – Cleaning our environment	
	Task 4: Compare and Contrast – Individual / Team sport	

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 The Environment.”

1. Describe the place where you live. Do you like it? Why / Why not?
2. If you could change anything in the environment / the place where you live, what would you change? Why?
3. Do you prefer to spend time in a town / city or in the countryside? Why?

To Student B:

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

1. What should you eat to be healthy? Why?
2. How often do you exercise? Why is it important to be physically active?
3. Imagine you were to join a sport club. How often and at what time would you go there? Why?

TEST 1 – TASK 3 – INVERTED INTERVIEW

3 MINUTES TOTAL

The 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?”

The 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 young people
- 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) What kind of book do you think this boy is reading?
- b) Would you like to receive a book as a gift? Why / Why not?
- c) What do you enjoy doing in your free time? Why?

2 B To Student B: Look at the second picture.

- a) What do you think this boy is doing?
- b) Would you like to receive a computer game as a gift? Why / Why not?
- c) Do you prefer to spend your free time indoors or outdoors? 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 Free time and entertainment.”

1. What do you enjoy doing during the weekend? Why?
2. Talk to me about one of your hobbies. (Prompt a different answer from the previous.)
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 School outings.”

1. Describe a school outing you have been on. (Prompt: When? Where? What?)
2. Would you prefer to visit a history museum which displays objects from the past or a science museum where exhibits explain how things are made? Why?
3. Your teacher asks you where you would like to go to on a school outing. Where would you suggest? Why?

TEST 2 – TASK 3 – INVERTED INTERVIEW

3 MINUTES TOTAL

The 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?”

The 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 young people
- 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) Where is this man? What is he doing?
- b) Why is it important to practise a sport?
- c) Would you like to be a famous athlete when you grow up? Why / Why not?

2 B To Student B: Look at the second picture.

- a) What are these girls doing? How can you tell?
- b) Why is it important to learn to play in a team?
- c) Would you like to play for the national team when you grow up? Why / Why not?

Student A



Student B



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