

STAGE 3: Task 2 (4-5 min.)

Interviewer: ‘*Here is a card with a task on it. Please read it to yourself. You have 1 minute to think about it. I’ll tell you when the time is up.*’

Note-taking is not allowed at this stage.

When the time is up, say ‘*Could you start the role-play now?*’

Use the information in the script to answer the candidate’s questions.

Do not give more information than the candidate asks.

Keep your answers short and natural to oral communication.

Student’s cue card

Your interviewer is an exchange music student who has been to a *Ladyfest*.

Ask the interviewer about

1. Type of event
2. Performers
3. Difference
4. Activities
5. Locations
6. History

At the end of the talk say whether you would like to go to an event like this, giving reasons.

Interviewer’s cue card

1. *Ladyfest* is a community-based, not-for-profit global music and arts festival.
2. It’s meant for female artists.
3. Each festival is organised locally and independently of other *Ladyfest* events in other countries. Most of the money they earn is donated to non-profit organisations.
4. There are bands, musical groups, performance artists, authors, spoken word and visual artists, films, lectures, art exhibitions and workshops.
5. It has taken place in numerous cities in Europe, America and Australia.
6. The first ever *Ladyfest* was conducted in Olympia, Washington in August 2000 with over 2,000 people attending.

If the candidate does not finish the role play as required (does not signal the decision at the end), ask ‘*Is that all you wanted to say?*’

When the candidate has finished the role play, say ‘*Thank you. This is the end of the interview.*’

Switch off the recorder.

Before the candidate leaves the room

- tell the candidate when the scores will be announced
- ask the candidate to sign the attendance form
- collect the candidate’s notes

PERSONALITY, FRIENDS AND OTHER SOCIAL RELATIONS

A1

STAGE 2: Task 1 (8-9 min.)

The candidate has uninterrupted preparation time for 3 minutes.

When the time is up, stop the candidate by ‘*Alright. Remember, you have two minutes for speaking. I’ll tell you when the time is up. Please start speaking now.*’

Allow the candidate **2 minutes** of uninterrupted monologue time.

Topic A1.1

Some people say that everyone must take responsibility for their friends’ actions.

Why do you think they say that? Do you agree? Give reasons.

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

OR

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

1. What do you value most in your friends?
2. Do you think you and your schoolmates will remain friends for the rest of your lives? Why / Why not?
3. Can Estonian society be described as fair? Explain.
4. How can fairness be increased in society?

Topic A1.2

Some people say that it is dangerous to be friendly with everyone.

Why do you think they say that? Do you agree? Give reasons.

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

OR

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

1. Are you an easy person to get along with? Explain.
2. How do young people sometimes let others down?
3. When is it justified to end a friendship? Explain.
4. What can people do to get along with others? Explain.

Once the candidate has finished, mark the end of the task by ‘*Thank you. Let’s move on to the next task.*’

STAGE 3: Task 2 (4-5 min.)

Interviewer: ‘*Here is a card with a task on it. Please read it to yourself. You have 1 minute to think about it. I’ll tell you when the time is up.*’

Note-taking is not allowed at this stage.

When the time is up, say ‘*Could you start the role-play now?*’

Use the information in the script to answer the candidate’s questions.

Do not give more information than the candidate asks.

Keep your answers short and natural to oral communication.

Student’s cue card

Your interviewer is an exchange student who has been a volunteer for a charity.

Ask the interviewer about

- 1. Name of charity
- 2. Aims of charity
- 3. Reason for volunteering
- 4. Volunteers’ tasks
- 5. His / Her duties
- 6. Personal experience

At the end of the talk say whether you would like to do such volunteer work, giving reasons.

Interviewer’s cue card

- 1. Seeing Eye Dogs Australia
- 2. To improve the mobility and independence of the blind or vision-impaired.
- 3. Volunteer work is necessary for college application.
- 4. Taking care of puppies, exchanging collection boxes in shops, selling soft toys and Christmas cards to raise money, etc.
- 5. I sold toys and cards at several shopping centre promotions.
- 6. It was quite a pleasant job, and I learnt a lot about the world of the blind.

If the candidate does not finish the role play as required (does not signal the decision at the end), ask ‘*Is that all you wanted to say?*’

When the candidate has finished the role play, say ‘*Thank you. This is the end of the interview.*’

Switch off the recorder.

Before the candidate leaves the room

- tell the candidate when the scores will be announced
- ask the candidate to sign the attendance form
- collect the candidate’s notes

HOBBIES AND CULTURE

A6

STAGE 2: Task 1 (8-9 min.)

The candidate has uninterrupted preparation time for 3 minutes.

When the time is up, stop the candidate by ‘*Alright. Remember, you have two minutes for speaking. I’ll tell you when the time is up. Please start speaking now.*’

Allow the candidate 2 minutes of uninterrupted monologue time.

Topic A6.1

Some people say that contacts between two cultures have benefits for both.

Why do you think they say that? Do you agree? Give reasons.

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

OR

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

- 1. Which cultures are you interested in? Why?
- 2. How common is having contacts with people from other countries among your friends? Explain.
- 3. Are Estonian people usually open to new and different things? Why / Why not?
- 4. Is it easy to change people’s attitudes? Why / Why not?

Topic A6.2

Some people say that TV commercials are sometimes better than TV shows.

Why do you think they say that? Do you agree? Give reasons.

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

OR

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

- 1. What do you like about your favourite TV or radio shows?
- 2. How common is it to watch TV over the Internet among your friends? Why?
- 3. What types of news attract a lot of attention in Estonia? Explain.
- 4. Should anyone be given a chance to appear on TV? Explain.

Once the candidate has finished, mark the end of the task by ‘*Thank you. Let’s move on to the next task.*’

STAGE 3: Task 2 (4-5 min.)

Interviewer: ‘*Here is a card with a task on it. Please read it to yourself. You have 1 minute to think about it. I’ll tell you when the time is up.*’

Note-taking is not allowed at this stage.

When the time is up, say ‘*Could you start the role-play now?*’

Use the information in the script to answer the candidate’s questions.

Do not give more information than the candidate asks.

Keep your answers short and natural to oral communication.

**Student’s cue card**

Your interviewer is an exchange student who has recently tried to play the game BrainPoker.

**Ask the interviewer about**

- 1. Difference
- 2. Number of players
- 3. Procedure
- 4. Winner
- 5. Difficulty of rules
- 6. Help

**At the end of the talk say whether playing a game like this might teach you something, giving reasons.**

**Interviewer’s cue card**

- 1. BrainPoker is a board game similar to poker. But instead of card combinations you answer questions to win.
- 2. It’s meant for 2-10 players.
- 3. There are fact-based questions with four answers to choose from, one based on each suit of cards.
- 4. A player who constantly gets answers wrong and thus loses all his/her chips is out of the game. The winner is the last player remaining in the game or the player with the biggest stack of chips.
- 5. The rules are difficult for those who have not played any type of poker before.
- 6. There are detailed rules on their webpage that might help.

If the candidate does not finish the role play as required (does not signal the decision at the end), ask ‘*Is that all you wanted to say?*’

When the candidate has finished the role play, say ‘*Thank you. This is the end of the interview.*’

Switch off the recorder.

**Before the candidate leaves the room**

- tell the candidate when the scores will be announced
- ask the candidate to sign the attendance form
- collect the candidate’s notes

FAMILY, HOME AND EVERYDAY LIFE

A2

STAGE 2: Task 1 (8-9 min.)

The candidate has uninterrupted preparation time for 3 minutes.

When the time is up, stop the candidate by ‘*Alright. Remember, you have two minutes for speaking. I’ll tell you when the time is up. Please start speaking now.*’

Allow the candidate 2 minutes of uninterrupted monologue time.

**Topic A2.1**

**Some people say that we should have a positive attitude in all situations.**

**Why do you think they say that? Do you agree? Give reasons.**

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

**OR**

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

- 1. What things have an energising effect on you? Give examples.
- 2. Do you agree that young people are obsessed with fitness? Why / Why not?
- 3. Are Estonians optimistic people? Why / Why not?
- 4. Do people become more negative when they get older? Explain.

Once the candidate has finished, mark the end of the task by ‘*Thank you. Let’s move on to the next task.*’

**Topic A2.2**

**Some people say that it is important to speak your mind in every situation.**

**Why do you think they say that? Do you agree? Give reasons.**

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

**OR**

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

- 1. Do you respond well to criticism? Give examples.
- 2. How common is it for young people to criticise each other? Explain.
- 3. How conscious of their image are people in Estonia? Explain.
- 4. When is it justified for people to go on strike? Give examples.

STAGE 3: Task 2 (4-5 min.)

Interviewer: ‘*Here is a card with a task on it. Please read it to yourself. You have 1 minute to think about it. I’ll tell you when the time is up.*’

Note-taking is not allowed at this stage.

When the time is up, say ‘*Could you start the role-play now?*’

Use the information in the script to answer the candidate’s questions.

Do not give more information than the candidate asks.

Keep your answers short and natural to oral communication.

**Student’s cue card**

Your interviewer is an exchange student whose parents have contributed to an organisation called *Save the Children*.

**Ask the interviewer about**

1. Type of organisation
2. Aims
3. Size of donation
4. Reason for donating to this organisation
5. Benefits
6. Personal feelings

**At the end of the talk say whether you would like to donate to a similar cause, giving reasons.**

**Interviewer’s cue card**

1. *Save the Children* is an independent organisation creating lasting change in the lives of children.
2. In the US, it works to relieve problems after floods and tornadoes, to reunite families and help children who have lost their parents.
3. You can sponsor with any amount.
4. My father is originally from Joplin, Missouri, which was struck by a powerful tornado in 2011 and he wanted to help the community.
5. The donation goes towards rebuilding destroyed child care centres.
6. I believe helping other people is admirable, and we can afford to donate something to such a specific cause.

If the candidate does not finish the role play as required (does not signal the decision at the end), ask ‘*Is that all you wanted to say?*’

When the candidate has finished the role play, say ‘*Thank you. This is the end of the interview.*’

Switch off the recorder.

**Before the candidate leaves the room**

- tell the candidate when the scores will be announced
- ask the candidate to sign the attendance form
- collect the candidate’s notes

EDUCATION AND JOBS

A5

STAGE 2: Task 1 (8-9 min.)

The candidate has uninterrupted preparation time for 3 minutes.

When the time is up, stop the candidate by ‘*Alright. Remember, you have two minutes for speaking. I’ll tell you when the time is up. Please start speaking now.*’

Allow the candidate 2 minutes of uninterrupted monologue time.

**Topic A5.1**

**Some people say that anyone can write at least one book.**

**Why do you think they say that? Do you agree? Give reasons.**

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

**OR**

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

1. What is your favourite book? Why?
2. How popular are books among your friends?
3. Do you think artists are valued in Estonia? Why / Why not?
4. In a creative process, which is more important: skills or inspiration? Why?

**Topic A5.2**

**Some people say that university education is not necessary for success.**

**Why do you think they say that? Do you agree? Give reasons.**

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

**OR**

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

1. What is your dream job? Why?
2. How popular is starting a business among the young? Explain.
3. What kind of skills do students learn at school that can help them in their careers?
4. Which is more important: a successful career or good family life? Why?

Once the candidate has finished, mark the end of the task by ‘*Thank you. Let’s move on to the next task.*’



STAGE 3: Task 2 (4-5 min.)

Interviewer: ‘*Here is a card with a task on it. Please read it to yourself. You have 1 minute to think about it. I’ll tell you when the time is up.*’

Note-taking is not allowed at this stage.

When the time is up, say ‘*Could you start the role-play now?*’

Use the information in the script to answer the candidate’s questions.

Do not give more information than the candidate asks.

Keep your answers short and natural to oral communication.

**Student’s cue card**

Your interviewer is an exchange student who has been using a London *Oyster Card* recently.

**Ask the interviewer about**

1. Type of card
2. Difference
3. Cost
4. Calculating fares
5. Discounts
6. Security

**At the end of the talk say whether you think having the Oyster Card would be a good idea when in London for a longer period, giving reasons.**

**Interviewer’s cue card**

1. It’s a plastic card you can use instead of paper transport tickets, with pay-as-you-go credit on it.
2. Oyster is the cheapest way to pay for single journeys on public transport in London. You can also put underground, bus and tram season tickets on it.
3. You need to pay £5 deposit when you get a new Oyster card. This can be refunded if you return the card.
4. There is a system of touching yellow card readers at the start and end of your journey that allows Oyster to calculate the cheapest fare for you.
5. There are discounts for students and for those on low income or unemployed, and at some sights you can use Oyster to get a reduced admission price.
6. If you register your Oyster card online, the card and the credit on it are protected against loss or theft.

If the candidate does not finish the role play as required (does not signal the decision at the end), ask ‘*Is that all you wanted to say?*’

When the candidate has finished the role play, say ‘*Thank you. This is the end of the interview.*’

Switch off the recorder.

**Before the candidate leaves the room**

- tell the candidate when the scores will be announced
- ask the candidate to sign the attendance form
- collect the candidate’s notes

ENVIRONMENT

STAGE 2: Task 1 (8-9 min.)

The candidate has uninterrupted preparation time for 3 minutes.

When the time is up, stop the candidate by ‘*Alright. Remember, you have two minutes for speaking. I’ll tell you when the time is up. Please start speaking now.*’

Allow the candidate 2 minutes of uninterrupted monologue time.

**Topic A3.1**

**Some people say that constant good weather is boring.**

**Why do you think they say that? Do you agree? Give reasons.**

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

**OR**

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

1. Do you have a favourite season? Explain.
2. How much do young people discuss environmental issues?
3. How could climate changes in Estonia influence some people’s health? Give examples.
4. Does climate influence people’s character? Explain.

Once the candidate has finished, mark the end of the task by ‘*Thank you. Let’s move on to the next task.*’

**Topic A3.2**

**Some people say that everybody should start using electric cars.**

**Why do you think they say that? Do you agree? Give reasons.**

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

**OR**

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

1. How many people have a car in your family? Explain.
2. How common is cycling among your friends?
3. Is camping in the wild popular in Estonia? Why / Why not?
4. What are the biggest threats to the environment in the 21st century?

STAGE 3: Task 2 (4-5 min.)

Interviewer: ‘*Here is a card with a task on it. Please read it to yourself. You have 1 minute to think about it. I’ll tell you when the time is up.*’

Note-taking is not allowed at this stage.

When the time is up, say ‘*Could you start the role-play now?*’

Use the information in the script to answer the candidate’s questions.

Do not give more information than the candidate asks.

Keep your answers short and natural to oral communication.

**Student’s cue card**

Your interviewer is an exchange student who has seen an AIRPod vehicle recently.

**Ask the interviewer about**

1. Type of thing
2. Difference
3. Power source
4. Size
5. Versions
6. Design

**At the end of the talk say whether you would like to own a vehicle like this, giving reasons.**

**Interviewer’s cue card**

1. It’s a so-called urban carrier that doesn’t need a driving licence, basically a small car.
2. Both its production and the car itself are very environmentally friendly.
3. It runs on compressed air, or a combination of compressed air and some other fuel.
4. Depending on the version, there are one to four seats, and maximum one cubic metre luggage space.
5. There are three different versions, AIRPod, AIRPod Cargo and AIRPod Baby.
6. They are all small and light and look very futuristic.

If the candidate does not finish the role play as required (does not signal the decision at the end), ask ‘*Is that all you wanted to say?*’

When the candidate has finished the role play, say ‘*Thank you. This is the end of the interview.*’

Switch off the recorder.

**Before the candidate leaves the room**

- tell the candidate when the scores will be announced
- ask the candidate to sign the attendance form
- collect the candidate’s notes

ENGLISH SPEAKING COUNTRIES

A4

STAGE 2: Task 1 (8-9 min.)

The candidate has uninterrupted preparation time for 3 minutes.

When the time is up, stop the candidate by ‘*Alright. Remember, you have two minutes for speaking. I’ll tell you when the time is up. Please start speaking now.*’

Allow the candidate 2 minutes of uninterrupted monologue time.

**Topic A4.1**

**Some people say that American culture is the best in the world.**

**Why do you think they say that? Do you agree? Give reasons.**

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

**OR**

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

1. Do you have a favourite American music group or singer? Explain.
2. What music do your friends or classmates usually listen to? Explain.
3. Which cultural event should foreign visitors definitely attend in Estonia? Explain.
4. Why is it important to keep different cultures alive?

**Topic A4.2**

**Some people say that you haven’t actually seen England if you have only been to London.**

**Why do you think they say that? Do you agree? Give reasons.**

When the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner.

**OR**

When the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask ‘*Is that all you wanted to say?*’ or ‘*Was there something else you wanted to say?*’

When the candidate has completed the monologue, continue with the questions in the script in the same order they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question).

Interviewer: ‘*Thank you. Now, I would like to ask you some questions.*’

1. Which of the places you have visited has impressed you most? Why?
2. How important is it for schools to organise study trips for students? Explain.
3. Which places should foreign visitors definitely see in Estonia? Why?
4. Can tourism be harmful to a country? Explain.

Once the candidate has finished, mark the end of the task by ‘*Thank you. Let’s move on to the next task.*’