

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 young people are afraid to differ from their classmates. Why do you think they feel like 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 consider a person’s appearance important? Why?**
- 2. How do your classmates learn about fashion?**
- 3. How can a person show his/her individuality?**
- 4. Why do some people try to change their appearance? Give examples.**

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

Topic A1.2

Some people say that animals should be used for medical research. 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?’***

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

- 1. What animals are kept as pets in Estonia?**
- 2. Why do many people want to have a pet?**
- 3. Do we need animal shelters? Explain.**
- 4. How is animal farming different from keeping animals as pets?**

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 a British student who took part in an interesting event in London last summer.

Ask the interviewer about

1. type of event
2. time
3. place
4. level of difficulty
5. requirements
6. cost

At the end of the talk, say whether you would like to take part in an event like this, and give reasons.

Interviewer’s cue card

1. Friday Night Skate, a roller skating event
2. At 8pm every Friday in dry weather.
3. It starts and ends at Duke of Wellington Arch, Hyde Park Corner.
4. There are two routes, one easier, one more difficult. (The skate lasts for 10–12 miles, about two hours)
5. To do the easier route you have to be able to stop, turn and skate at a medium pace, and to do the difficult route you have to be able to skate fast and have good stamina.
Full protective gear is advisable, reflectors are a must.
6. Free, but bring your own water bottle!

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 cassette recorder.

Before the candidate leaves the room

- tell the candidate when the scores will be announced
- ask the candidate to sign the attendance form
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STAGE 2: Task 1 (8–9 min.)

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Topic A2.1

Some people say that computers stop children from learning to read well. Why do you think they say that? Do you agree? Give reasons.

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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?’***

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

- 1. What is your favourite book? Why?**
- 2. What types of things do your classmates like to read?**
- 3. Are school libraries necessary? Why? / Why not?**
- 4. What sort of person makes a good librarian? Why?**

Topic A2.2

Some people say that schools should not offer meals to pupils. Why do you think they say that? Do you agree? Give reasons.

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

- 1. What is your idea of an ideal school lunch?**
- 2. What can schools do to help students be healthy?**
- 3. What kind of sports facilities should every community have? Why?**
- 4. Is following a healthy lifestyle fashionable? 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.)

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Note-taking is not allowed at this stage.

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

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Keep your answers short and natural to oral communication.

Student’s cue card

You have heard about some famous botanical gardens in Britain. Your interviewer is a specialist working there.

Ask the interviewer about

1. place he/she works in
2. history
3. area
4. plants
5. opening times
6. reason for visiting it

At the end of the talk, say if you would like to visit the place, adding reasons.

Interviewer’s cue card

1. I work in Kew Gardens, Surrey. It is the biggest Botanical gardens in the UK.
2. It was established in 1759.
3. 149 hectares.
4. The collection contains 25 000 living plant species from 10 different climatic zones.
5. Open every day from 9.30am to 5.30pm, except Christmas Eve and Christmas Day.
6. To see interesting plants and buy some for your own garden.

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 cassette recorder.

Before the candidate leaves the room

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

Topic A3.1

Some people say that everybody should do voluntary work for the environment. 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 green is your lifestyle? Explain.**
- 2. What are your classmates’ attitudes towards recycling?**
- 3. How can schools increase environmental awareness among students?**
- 4. Why is it necessary to have nature reserves?**

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 cars should be banned from all city centres. Why do you think they say that? Do you agree? Give reasons.

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

- 1. Is your way to school safe? Explain.**
- 2. How many of your classmates use cars on a daily basis? What for?**
- 3. What makes a safe driver?**
- 4. What could be done to make your local traffic safer?**

STAGE 3: Task 2 (4–5 min.)

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Note-taking is not allowed at this stage.

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

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Do not give more information than the candidate asks.

Keep your answers short and natural to oral communication.

Student’s cue card

You have seen the FAIRTRADE mark on some products and would like to learn more about the movement. Your interviewer is working for the Fairtrade Foundation in the UK.

Ask the interviewer about

1. aim
2. measures
3. those benefiting
4. history
5. products
6. availability

At the end of the talk, say if you would like to buy products carrying this label, adding reasons.

Interviewer’s cue card

1. Its aim is to reduce poverty in the developing countries; ensure that all producers are treated fairly.
2. Some of the measures include: paying a fair price, not allowing forced labour and child labour, making working conditions safe and healthy, ensuring gender equality.
3. 1.4 million farmers in 57 countries in Africa, Asia and Latin America who participate in the programme.
4. The movement started in Europe in the 1960s. The first country to use a special label was the Netherlands in 1988. In 2002, an international FAIRTRADE mark was launched.
5. Mostly agricultural products: fruit (including bananas), coffee, cocoa, tea, rice, cotton, flowers.
6. Products are sold in 21 countries, including Estonia. In the UK, one can buy more than 1500 products in more than 3000 shops.

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.’*

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Topic A4.1

Some people say that in the future, all people in the world would speak English. Why do you think they say that? Do you agree? Give reasons.

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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 confident are you in the languages you have learnt?**
- 2. What would motivate students to learn more foreign languages?**
- 3. Does living in a foreign country always guarantee good language skills? Why? / Why not?**
- 4. Who are generally better language learners, representatives of bigger or smaller nations? Why?**

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

Topic A4.2

Some people say that Americans are the most health-conscious people in the world. Why do you think they say that? Do you agree? Give reasons.

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

- 1. What do you do to keep fit?**
- 2. What are the most common health sports activities among your schoolmates?**
- 3. Is Estonian food healthy? Why / Why not?**
- 4. Whose responsibility do you think is the health of citizens? Explain.**

STAGE 3: Task 2 (4–5 min.)

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Note-taking is not allowed at this stage.

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

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Student’s cue card

You have heard that Liverpool, UK, is the European Capital of Culture 2008. Your interviewer is an exchange student from Liverpool.

Ask the interviewer about

1. location
2. age of the town
3. sights
4. reasons for being chosen
5. special festivities during 2008
6. previous Capitals of Culture

At the end of the talk, say whether you would like to visit the place, giving reasons.

Interviewer’s cue card

1. On the River Mersey near the Irish Sea.
2. 800 years old in 2007.
3. Liverpool Maritime Mercantile City (UNESCO World Heritage Site), the oldest Chinatown in Europe, 2 former Beatles’ homes, etc.
4. A World Heritage City, one-time important port, city with a rich culture.
5. The programme consists of over 70 cultural events (concerts, exhibitions, festivals)
6. Athens was the first ever in 1985, Luxembourg in 2007 (there is a rota system for all the EU countries).

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

Topic A5.1

Some people say that all parents should pay for their children’s education. Why do you think they say that? Do you agree? Give reasons.

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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. **At what age did you most enjoy school? Why?**
2. **Do you agree that school is a student’s second home? Explain.**
3. **How important is it to keep learning after starting a job? Explain.**
4. **Should schools teach students more theoretical or more practical skills? Explain.**

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

Topic A5.2

Some people say that students should not get a job while studying. Why do you think they say that? Do you agree? Give reasons.

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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. **Have you had any work experience so far? Explain.**
2. **What are the most common summer jobs for schoolchildren?**
3. **How would you describe a good job?**
4. **How do you think your life would change if you got a full time job?**

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.’*

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

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Student’s cue card

You want to take an IELTS exam at Tallinn British Council office. Your interviewer is the organiser of examinations.

Ask the interviewer about

1. registration
2. frequency
3. skills tested
4. duration
5. cost
6. items to bring

At the end of the talk, decide if you have enough information to register for the exam.

Interviewer’s cue card

1. Register online according to dates offered on the home page of the British Council.
2. Usually once a month.
3. They test your listening, reading, writing and speaking skills.
4. The written part of the exam lasts for about 3 hours and the oral interview 11–14 minutes.
5. The fee is 1 900 Estonian kroons.
6. Only ID. (Pens etc. are provided by the British Council. Drinks and food are not allowed in the exam room.)

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?’*

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Before the candidate leaves the room

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

Topic A6.1

Some people say that hobbies are a waste of time. 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 kind of hobbies and interests do you have?**
- 2. Do you share many hobbies with your classmates?**
- 3. Why is Estonia a good place for an active holiday?**
- 4. How have the habits of spending free time changed over last five years?**

Topic A6.2

Some people say that libraries are unnecessary. 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 kinds of things do you like to read? Why?**
- 2. What are your classmates’ opinions of compulsory reading lists at school?**
- 3. Why have audio books become more popular?**
- 4. Why do some people prefer buying books to borrowing them from the library?**

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?’*

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Keep your answers short and natural to oral communication.

Student’s cue card

Your interviewer is an exchange teacher from the USA, who is interested in adventure tourism. You would like to know more about it.

Ask the interviewer about

1. meaning of the term
2. difference from ordinary tourism
3. areas visited
4. activities
5. popularity
6. personal experience

At the end of the talk, say whether you would like to try something like this, giving reasons.

Interviewer’s cue card

1. It involves exploration or travel to remote areas, where the traveller should expect the unexpected.
2. It usually requires significant effort and involves some risk.
3. Remote, inaccessible and possibly hostile areas.
4. Activities include physical effort and engagement with nature (e.g. mountaineering expeditions, trekking, bungee jumping, rafting, rock climbing, etc.)
5. It’s becoming more and more popular.
6. I’ve been mountaineering, rafting and trekking in the Rockies and in the Alps.

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 cassette recorder.

Before the candidate leaves the room

- tell the candidate when the scores will be announced
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