

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 being away from friends makes your friendship stronger.

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 means of communication do you use daily? Why?
2. How would you expect your friends to behave if you moved to live in another country?
3. What can be the advantages of having friends all over the world?
4. How important is the age difference between friends? Give examples.

Topic A1.2

Some people say that it is easy to make friends but hard to keep friendships alive.

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 consider yourself a good friend? Why?
2. Where do young people find friends today?
3. What advice would you give to people who have difficulties making friends?
4. How can neighbours help each other?

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 for.

Keep your answers short and natural to oral communication.

Student's cue card

Your interviewer is an exchange student who has taken part in the events of the *World Friendship Day*. You would like to know more about this day.

Ask the interviewer about

1. Type
2. Aim
3. Activities
4. Date
5. History
6. Personal experience

At the end of the talk say whether you would like to celebrate a day like this, giving reasons.

Interviewer's cue card

1. It is an informal day dedicated to friends and friendship.
2. To honour friendship and the contribution friends make to our lives
3. People meet their friends and exchange cards and flowers.
4. It is on the first Sunday in August.
5. The day was declared a holiday in the US in 1935, and it became soon so popular that many other countries started to celebrate it too.
6. In our town there are Friendship Day concerts in the town hall square, and I've always attended them with my friends.

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

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Allow the candidate 2 minutes of uninterrupted monologue time.

Topic A2.1

Some people say that doing housework is an important part of a person's upbringing. 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 people have been most influential in your life? Explain.
2. Would you consider certain tasks as men's or women's jobs? Give reasons.
3. How much time do families spend together in Estonia? Explain.
4. What sort of activities do families do together in order to stay strong?

Topic A2.2

Some people say that having a big family is old-fashioned. Why do you think they say that? Do you agree? Give reasons.

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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 consider an ideal family?
2. How important are grandparents in modern family life?
3. How do people deal with conflicts?
4. What would be your advice to older people for getting along with their younger relatives?

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.

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Student's cue card

Your interviewer is a designer who is going to redecorate your home. You would like to know more about the style he/she think suits your house best.

Ask the interviewer about

1. Name
2. History
3. Aim
4. Characteristics
5. Representatives
6. Strengths

At the end of the talk say whether you like the design idea, giving reasons.

Interviewer's cue card

1. It's called Scandinavian Modern or Swedish modern.
2. The style emerged in the 1930s, but enjoyed particular success in the 1950s.
3. To provide comfort to both the body and the mind as the representatives of the style believe that the home is a place that must be peaceful and cozy.
4. Minimalistic and functional; natural materials, especially light wood, are used; the dominant colour is creamy white.
5. The best-known representative is the Finnish architect Alvar Aalto, but there's also the Danish designer Arne Jacobsen and others.
6. It has a comfortable feel and a calming effect and can easily be combined with other styles.

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

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

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

Topic A3.1

Some people say that motor sports have a negative effect on the environment.

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. Which means of transportation do you use most often?
2. How important is green thinking to you when buying new things? Explain.
3. Why do many people prefer to drive in their own cars instead of using public transport?
4. How would you describe the local public transport conditions?

Topic A3.2

Some people say that noise is not a form of pollution.

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 consider the greatest environmental issues in your area? Why?
2. How can you help reduce pollution? Explain.
3. When can a person say he/she is leading a nature-friendly life?
4. Do you believe in the usefulness of environmental campaigns? Give reasons.

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

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Student's cue card

Your interviewer is an exchange student who has taken part in the events of the *World Water Day*. You would like to know more about this day.

Ask the interviewer about

1. Type
2. Activities
3. Date
4. Initiators
5. History
6. Personal experience

At the end of the talk say what kind of event you would like to organise as part of this day, giving reasons.

Interviewer's cue card

1. It's a day meant to make people more aware of the problems connected with the lack of safe drinking-water, sanitation and basic health care, and fight for preserving water.
2. There are debates, poetry and poster contests, fundraising concerts and marathons, workshops, beach parties, and so on.
3. 22 March
4. It was started by the United Nations Conference on Environment and Development.
5. It has been celebrated since 1993.
6. My art teacher insisted that we should take part in the international poster contest *Water and Culture*. It made me think about the problem.

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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

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Allow the candidate 2 minutes of uninterrupted monologue time.

Topic A4.1

Some people say that popular British-American traditions are destroying Estonian culture. 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. What traditions are most popular among young people?
2. Why are some new traditions imported into a culture?
3. Why have some folk festivals become popular in Estonia nowadays?
4. What could be done to protect our cultural heritage? Give examples.

Topic A4.2

Some people say that most difficult part of a foreign culture to get used to is its food. 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. Would you like to live abroad for some time? Why / Why not?
2. Have you sometimes tried food that is very different from what you usually eat? Why / Why not?
3. Is it important to have restaurants which serve food from different cultures? Why / Why not?
4. What makes international fast food places (e.g. McDonalds) so popular?

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 student who has visited the *Guardian Hay Festival*. You would like to know more about this festival.

Ask the interviewer about

1. Type
2. Activities
3. Location
4. Frequency
5. Length
6. Personal experience

At the end of the talk say whether you would like to attend a festival like this, giving reasons.

Interviewer's cue card

1. It's a literature festival.
2. There are debates, literature readings, conversation series, quiz show filming, theatre performances, and so on.
3. In a National Park in Wales
4. It's an annual festival.
5. It lasts for ten days (from May to June).
6. I went there with a friend, the location is fabulous, and the conversation series on environmental problems I attended was really eye-opening.

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

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

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

Topic A5.1

Some people say that computer-based study is not an effective way of learning.

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. How do you study best? Explain.
2. Does your school have a place for private study?
3. To what extent should students have the chance to choose the subjects they learn? Explain
4. What are the advantages of studying in a group rather than on your own? Explain.

Topic A5.2

Some people say that reading books is 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 kind of books do you like to read? Why?
2. Would you like to work in a library? Why / Why not?
3. Why is reading other people’s life stories very popular?
4. Do you think such campaigns as the *Year of Reading* help promote reading? 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 for.

Keep your answers short and natural to oral communication.

Student’s cue card

Your interviewer is an exchange student who has read an article about *KIWIE 2009*. You would like to know more about this.

Ask the interviewer about

1. Meaning
2. Type
3. Location
4. Host
5. Aims
6. Activities

At the end of the talk say whether you think such an event is useful, giving reasons.

Interviewer’s cue card

1. It means Korea International Women’s Invention Exposition.
2. It’s the only international festival for women inventors.
3. It takes place in Seoul, South Korea.
4. It’s organised by Korean Intellectual Property Office.
5. To help women inventors by providing them with information, creating business opportunities, supporting producing and marketing inventions by women.
6. There’s an exhibition, a conference, forums and workshops.

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
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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 fashion is more important than personal style.

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 would you describe your personal style? Explain.
2. Where do your friends shop for clothes? Why?
3. Is fashion a hobby or a career opportunity? Explain
4. What does it take to become a fashion designer? Explain.

Topic A6.2

Some people say that anyone can write a 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. Do you prefer Estonian literature or translated foreign literature? Why?
2. What kind of books are popular among young people today?
3. How do you think people feel about books as gifts? Explain
4. How does reading a traditional book differ from reading an e-book? 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 for.

Keep your answers short and natural to oral communication.

Student's cue card

Your interviewer is an exchange student who has attended Woodlore School of Wilderness Bushcraft. You would like to know more about this school.

Ask the interviewer about

1. Type
2. Location
3. History
4. Aim
5. Group size
6. Personal experience

At the end of the talk say whether you would like to learn such skills, giving reasons.

Interviewer's cue card

1. It's a school that offers many courses on how to survive in nature.
2. It's in England, East-Sussex.
3. It was established in 1983.
4. To teach skills such as how to find food, water and shelter, how to light fires in all weathers and to use cutting tools easily, and how to recognise useful trees and plants.
5. There are up to 16 people in a group, and at least one instructor for four people.
6. I loved the whole week in the wilderness, especially learning how to navigate in the most difficult conditions.

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