

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 the more different two people are, the better friends they make. 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 important are friends to you? Why?
2. What are the characteristics of a good friend?
3. Why are some people considered undesirable company?
4. Are virtual environments good places for making acquaintances? Why / Why not?

Topic A1.2

Some people say that it is not important to know or help one’s neighbours. 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?’***

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

1. How would you describe the neighbourhood you live in?
2. Why do conflicts between neighbours develop?
3. Can people of different cultural backgrounds be friends?
4. What would a foreigner moving to Estonia need to know about the local people?

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 knows about an interesting UK-based project.

Ask the interviewer about

1. Name
2. Aim
3. When started
4. Events
5. Special reading lists
6. Webpage

At the end of the talk say if this project is useful, giving reasons.

Interviewer’s cue card

1. *Big Science Read*
2. To get people interested in science-themed books and stimulate public debate of current issues relating to science and technology.
3. It was started in June 2008.
4. There are readings, debates and workshops all the time.
5. There is a suggested reading list of contemporary popular science and fiction titles on the web.
6. Send me an e-mail and I’ll e-mail it to you

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
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Topic A2.1

Some people say that there should be at least three children in every family. 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. Do you think you would make a good parent? Why / Why not?
2. Why is getting married not so popular among youth nowadays?
3. When should young people start living on their own?
4. What are the benefits of several generations living together? Explain.

Topic A2.2

Some people say that housework is something for grown-ups, not for children. 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 are your duties around the house?
2. Which household equipment do you find most useful? Why?
3. Who should teach young people how to manage their home?
4. How different are the expectations for men and women in our society?

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 US who knows about passive houses. You want to get some information about them for your biology class.

Ask the interviewer about

1. Meaning of term
2. Philosophy
3. Positive sides
4. Negative sides
5. Location
6. Builders

At the end of the talk say whether you would like to live in a house like this, giving reasons.

Interviewer’s cue card

1. Ultra-low energy buildings.
2. These are buildings that require little energy for heating or cooling
3. The air is fresh, and very clean; the walls are equally warm; there is more space as there are no radiators; the temperature changes only very slowly.
4. Expensive; not every architect or building company can build them.
5. Can be built anywhere, but are best suited for the northern hemisphere.
6. There is a firm in Sweden that produces them.

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

Topic A3.1

Some people say that it is better to read newspapers online. 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. What newspapers and magazines does your family read? Why?
2. What can people learn by reading a newspaper?
3. How would you describe a good journalist?
4. Can journalists help to create a better society? Explain.

Topic A3.2

Some people say that people have a harder life living in a big city. 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 like about your home?
2. How much should your future home differ from the one you live in now?
3. Why do young people often want to live separately from their parents?
4. What would living abroad teach people besides language? Explain.

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

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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

Your interviewer is an exchange teacher who has recently taken part in an interesting event.

Ask the interviewer about

1. Type of event
2. Aim
3. Activities
4. Date
5. Frequency
6. History

At the end of the talk say whether this kind of event is of use, giving reasons.

Interviewer’s cue card

1. An international event called *Earth Hour*.
2. To raise awareness towards climate change.
3. Households and businesses are asked to turn off their non-essential lights and electrical appliances for one hour.
4. It’s held on the last Saturday of March.
5. It’s an annual event.
6. *The World Wildlife Fund* and the *Sydney Morning Herald* started it in Sydney, Australia, in 2007, and it became worldwide in 2008.

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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 before finishing secondary school every student should spend some time abroad as an exchange student. 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. How easy is it for you to adapt to a new situation?
2. Would you like to live abroad for some time? Why?
3. Why do some people go to work abroad?
4. What could be some reasons for emigrating?

Topic A4.2

Some people say that life in a foreign country is better than at home. 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. Which English-speaking country would you like to live in? Why?
2. What Estonian customs do you think American or British tourists would find interesting?
3. Would living in a foreign country help to learn a foreign language? Why / Why not?
4. How difficult it is to get used to a new culture? 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?’***

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Student’s cue card

Your interviewer is an exchange student who has taken part in a *Roald Dahl Day*. Find out more about this day.

Ask the interviewer about

1. Reasons
2. Date
3. History
4. Importance of Roald Dahl
5. Activities
6. Personal experience

At the end of the talk say whether you would like to take part in such a day, giving reasons.

Interviewer’s cue card

1. To celebrate the works created by Roald Dahl, a world-famous writer.
2. 13 September, Roald Dahl’s birthday
3. The day has been celebrated since 2006.
4. He has written numerous books for both children and adults and is considered a magnificent storyteller.
5. Showing films made after his books, reading competitions, quizzes, special lessons at schools, seminars for teachers.
6. I went to see *Charlie and the Chocolate Factory* starring Johnny Depp, and enjoyed it.

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

Topic A5.1

Some people say that learning to cook is a waste of time. 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. Is there something that you are good at?
2. Should practical skills be taught at school? Explain.
3. How is learning an interesting subject different from learning one you do not like?
4. How does school prepare you for life?

Topic A5.2

Some people say that students should study only those subjects they are interested in. 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. Which subjects were the most difficult for you?
2. Do you think it is a good idea to educate people at home? Why / Why not?
3. Why should people be ready to continue learning throughout their lives?
4. What difficulties would an exchange student have in an Estonian school?

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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Student’s cue card

The year 2008 was *the National Year of Reading in Britain*. Your interviewer is an exchange teacher who knows more about this.

Ask the interviewer about

1. Aims
2. Motto
3. Organisers
4. Events
5. Competitions
6. Webpage

At the end of the talk say whether you think something similar should be organised in your country, giving reasons.

Interviewer’s cue card

1. To encourage people to read and improve their literacy.
2. Everything starts with reading.
3. The Ministry of Education and local educational boards.
4. Numerous book readings and discussion groups at schools, libraries, and online.
5. There was an online competition for making videos about your favourite book.
6. Yes, a very good one; Google for it.

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.)

The candidate has uninterrupted preparation time for 3 minutes.

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

Topic A6.1

Some people say that going to the theatre is a waste of time and money. 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. Do you often go to the theatre? Why / Why not?
2. What makes a good performance?
3. Why do some people want to appear on TV?
4. Should people dress up when they go to the theatre?

Topic A6.2

Some people say that the best way to celebrate a birthday is going to a club. 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 did you celebrate your last birthday?
2. Do you prefer to entertain people at home or go out with friends?
3. In your opinion what is the best present and why?
4. What is the best way to thank a person?

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 to an interesting festival called *WOMAD*.

Ask the interviewer about

1. Meaning
2. Aims
3. Activities
4. History
5. Regional festivals
6. Personal response

At the end of the talk say whether you would like to take part in such an event, giving reasons.

Interviewer’s cue card

1. The name is an acronym for *World of Music, Arts and Dance*
2. A typical festival includes live musical performances from all over the world, workshops, stalls and events for children.
3. It pioneers the growing acceptance and enjoyment of World music by western society.
4. It started in England in 1982.
5. *WOMAD* currently holds festivals in over 20 countries, including Australia, New Zealand, UK, U.S. and many European countries.
6. I really liked the performance of a percussionist, Nani of Tenerife, on the djembe.

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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