



Start: Greet the candidate and start with task 1.

Task 1: Candidate's photo (up to 3 minutes)

Ask the candidate to show their picture (e.g. of their place of work/study, their family/friends, hobbies). The bank of photos is available at: <https://resources.trinitycollege.com/esol/photos>

- Ask the candidate questions to find out about their picture – use open and closed questions.
- Give the candidate the opportunity to speak in longer turns so they can give a description or personal information about aspects of their picture.

Teacher language for task 1	Candidate language for task 1	Criteria assessed in task 1
A range of yes/no questions: Wh-questions: what, who, where, how much, how many Present simple Have got Can for ability Common adjectives after be	Simple statements using: Present simple Have got Can for ability Common adjectives after be Give a description Give personal information (See Specifications pp10-12 for Amplification)	2.1 – Pronunciation 2.2 – Language 3.1 – Short verbal account (giving a description or personal information) (See Specifications p9 for full Assessment Criteria)

End task 1 and move on to task 2.

Task 2: Teacher's photo (up to 2 minutes)

Show the candidate your photo (e.g. of someone playing a sport, studying, working, cooking etc). Examples are available from: <https://learn.trinitycollege.co.uk/sfl/tags/photos>

- Tell the candidate who the person in the photo is and, using the present continuous, make one short statement about what the person is doing.
- Tell the candidate to ask you some questions about your photo.
- During task 2, use at least one extended turn to talk about an aspect of the picture/the person in the picture so that the candidate's listening skills can be accurately assessed.

Teacher language for task 2	Candidate language for task 2	Criteria assessed in task 2
Make simple statements using: Present simple Have got Can for ability Common adjectives after be Likes/dislikes (See sample video for conducting Entry 1 task 2)	Ask questions using: Present simple Have got Can for ability Respond appropriately to statements to show understanding Use markers to check back (See Specifications pp10-12 for Amplification)	1.1 – Listening 2.2 – Language 4.3 – Make verbal requests (ask questions and make requests) (See Specifications p9 for full Assessment Criteria)

End task 2 and move on to task 3

Task 3: Group Discussion (4 minutes – 2 candidates)

Ask the candidates to talk about one of the discussion topics.

Guide the conversation to ensure each candidate has the opportunity to contribute and meet all the assessment criteria, e.g. by asking What do you think, X? Can you ask X a question?

Entry 1 discussion topics	Criteria assessed in Group Discussion
Free time	4.1 – Make relevant contributions (follow discussion, respond verbally/non-verbally to other speaker) 4.2 – Express views (likes, dislikes, simple views) 4.3 – Make verbal requests (ask questions and make requests) (See Specifications p9 for full Assessment Criteria)
Food and drink	
Healthy living	
Shopping	
Transport	
Your English class	

End the discussion