



Start: Greet the candidate and start with task 1.

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

Ask the candidate to show you their photo or object representing a past event (e.g. a celebration, a day out or a souvenir). The bank of photos is available at: <https://resources.trinitycollege.com/esol/photos>

- Ask the candidate questions to find out about their picture, elicit Entry 2 language and prevent recitation.
- Give the candidate the opportunity to speak in longer turns so they can give a short account, explanation or description.

Teacher language for task 1	Candidate language for task 1	Criteria assessed in task 1
A range of wh-, yes/no and comparative questions Past simple Modals: could, must, have to Adjectives	Give an account, explanation or description of person, place or thing: Past simple Modals: could, must, have to Adjectives (See Specifications pp10-13 for Amplification)	2.2 – Language 3.1 – Provide information 3.2 – Verbal account (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 a place in the UK you are planning to visit, a house you are moving to etc).

Examples are available from: <https://learn.trinitycollege.co.uk/sfl/tags/photos>

- Introduce the photo briefly using 'going to' or present continuous for the future.
- 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 photo 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
Use 'going to' and present continuous to give information about the future Make statements to give an account, explanation or description Use comparative adjectives (See sample video for conducting Entry 2 task 2)	Ask questions using: Present continuous and 'going to' for future Respond appropriately to statements to show understanding Ask for clarification and confirm understanding (See Specifications pp10-13 for Amplification)	1.1 – Listening 2.2 – Language (ask questions and make requests) (See Specifications p9 for full Assessment Criteria)

End task 2 and move on to task 3

Task 3: Role play (up to 3 minutes)

Tell the candidate the role play situation: "You want a library card. I work in the library."

- Begin the role play by saying "Hello, how can I help?" and exchange information with the candidate.
- During task 3, ensure the candidate has the opportunity to ask questions.

Teacher language for task 3	Candidate language for task 3	Criteria assessed in task 3
Give factual information in the present/past/future as required Ask relevant questions to elicit factual/personal information Respond to questions using Entry 2 language (See sample videos for conducting Entry 2 role play)	Give personal/factual information in the past/present/future Ask questions Ask for clarification (See Specifications pp10-13 for Amplification)	2.1 – Pronunciation 3.1 – Provide information 4.3 Obtain information (ask questions) (See Specifications p9 for full Assessment Criteria)

End task 3 and move on to task 4

Task 4: Group Discussion (5 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 2 discussion topics	Criteria assessed in Group Discussion
Interesting places to visit Free time activities Your plans for the future Celebrations and special occasions Interesting jobs Technology Rules and regulations	4.1 – Make appropriate contributions (follow discussion, indicate agreement/disagreement, link contribution to other speaker) 4.2 – Express views (likes, dislikes, views, opinions, reasons) 4.3 – Obtain information (ask questions, show interest in responses, ask for clarification) (See Specifications p9 for full Assessment Criteria) (See Specifications pp10-13 for Amplification)

End the discussion