



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 experience (e.g. a celebration, a journey, a souvenir from a trip etc). The bank of photos is available at: <https://resources.trinitycollege.com/esol/photos>

- Ask the candidate questions to find out about their experience, elicit Entry 3 language and prevent recitation.
- Give the candidate the opportunity to structure their narrative, indicate the sequence of events and give longer answers.

| Teacher language for task 1 | Candidate language for task 1 | Criteria assessed in task 1 |
|--|--|--|
| Wh- and yes/no questions to elicit: | Give an explanation or description | 2.2 – Language |
| Entry 3 language | Past simple, past continuous, used to | 3.1 – Present information |
| Structure/sequence | Present perfect | 3.2 – Verbal account |
| Explanations | Comparative adjectives | (See Specifications p9 for full Assessment Criteria) |
| Descriptions | Structure/sequence | |
| Comparisons | (See Specifications pp10-14 for Amplification) | |

End task 1 and move on to task 2

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

Tell the candidate that you have to make a choice between two jobs or courses or places to visit/live in.

- Explain briefly the choice you have to make (i.e. between X and Y) and tell the candidate to ask you about your choice.
- Answer the candidate's questions, using at least one extended turn 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 statements to give an explanation or description | Ask questions using Entry 3 language | 1.1 – Listening |
| Respond to questions using Entry 3 language | Respond appropriately to statements | 4.2 – Express views (feelings, views, opinions, reasons) |
| (See sample video for conducting Entry 3 Teacher's choice) | Use functional language: express views, opinions, reasons, obligations | (See Specifications p9 for full Assessment Criteria) |
| | Ask for clarification, check and confirm understanding | |
| | (See Specifications pp10-13 for Amplification) | |

End task 2 and move on to task 3

Task 3: Role play (up to 3 minutes)

Tell the candidate the role play situation, E.g.: "You are in a department store. You want to buy a wedding present for a friend but you aren't sure what to buy. I am the shop assistant."

- 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 | Give personal/factual information in the past/present/future | 2.1 – Pronunciation |
| Ask questions where required | Ask questions/make requests | 2.2 – Language |
| Respond to questions using Entry 3 language | Use language/register appropriate for situation | 4.4 – Obtain information (ask questions, make requests) |
| (See sample video for conducting Entry 3 role play) | (See Specifications pp10-13 for Amplification) | (See Specifications p9 for full Assessment Criteria) |

End task 3 and move on to task 4

Task 4: Group Discussion (6 minutes – 2 candidates)

Tell the candidates that they are going to have a discussion and that they need to exchange information, give opinions and make plans together.

- Read out the discussion topic below.
- Guide the conversation where necessary 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 3 discussion topic example | Criteria assessed in Group Discussion |
|--|--|
| <p>Your teacher's friend is visiting from Australia. You want to organise a day out in your local area to show her some important places. Talk about things you can do and plan the day together. (See sample video for conducting Entry 3 Group discussion)</p> | <p>1.1 – Listening 4.1 – Contribute to discussion (take part, ask about feelings/opinions, take turns, agree disagree) 4.3 – Plan action (make plans, suggestions, offers, arrangements) (See Specifications p9 for full Assessment Criteria) (See Specifications pp10-13 for Amplification)</p> |

End the discussion