



**Start:** Greet the candidate and start with task 1.

**Task 1: Candidate’s description of a process (up to 4 minutes)**

Ask the candidate to show you their photo or object to illustrate their process (e.g. how to fix, make, build, do something etc).

- Ask the candidate to talk about their process.
- Ask questions throughout to aid your understanding of the process and prevent recitation.
- Give the candidate the opportunity to use extended turns to structure their process, indicate the sequence of actions and give explanations/instructions.

Teacher language for task 1	Candidate language for task 1	Criteria assessed in task 1
Ask wh- and yes/no questions to elicit: Level 1 language Structure/sequence Processes Explanations Instructions	Describe a process, give an explanation and instructions Present and past simple passive Present perfect continuous Conditionals with ‘would’ Structure/sequence markers Specialist lexis (See Specifications pp10-13 for Amplification)	2.2 – Language 3.1 – Present information 3.2 – Convey details (develop ideas, elaborate, respond to questions) (See Specifications p9 for full Assessment Criteria)

End task 1 and move on to task 2

**Task 2: Teacher’s past experience (up to 3 minutes)**

Tell the candidate about something that happened to you in the past that had interesting personal consequences.

- Give your narrative, encouraging the candidate to comment and ask you questions 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
Give a narrative or explanation Use a wide range of Level 1 language in your narrative e.g. past continuous, past perfect, modals, phrasal verbs etc. (See sample videos for conducting Level 1 Teacher’s past experience)	Ask questions using Level 1 language and question types Respond appropriately and use markers to signal they are listening (See Specifications pp10-13 for Amplification)	1.1 – Listening 2.1 – Pronunciation 4.4 – Obtain information (ask for information, form question types) (See Specifications p9 for full Assessment Criteria)

End task 2 and move on to task 3

**Task 3: Role play (up to 3 minutes)**

Start by telling the candidate you are going to do the role play. Tell the candidate the role play situation:

“I work at the college. I want to have an event to raise money for a local charity. I need your help with this.”

- Begin the role play by asking the candidate for some ideas about the kind of event.
- Work with the candidate to exchange information and agree what they need to do and by when.

Teacher language for task 3	Candidate language for task 3	Criteria assessed in task 3
Make/invite suggestions on aspects of the event Invite opinions Ask the candidate for more information (i.e. to elaborate, justify) (See sample videos for conducting Level 1 role play)	Level 1 language and verb forms e.g. conditionals, causative, modals Functional language e.g. suggestions, opinions, feelings, contrast ideas Use language/register appropriate for situation (See Specifications pp10-13 for Amplification)	2.2 – Language 4.2 – Express views 4.3 – Plan action (See Specifications p9 for full Assessment Criteria)

End task 3 and move on to task 4

**Task 4: Group Discussion** (7 minutes – 2 candidates)

Tell the candidates that they are going to have a discussion and that they need to exchange information, express views and come to an agreement.

- Read out the discussion topic below.
- Guide the conversation only 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? Do you agree with X?

Level 1 discussion topic	Criteria assessed in Group Discussion
<p>You are both in the same class and feel you are getting too much homework. Talk about the best ways to manage your studies. Negotiate and plan how to solve this problem.</p> <p>(See sample videos for conducting Level 1 Group discussion)</p>	<p>1.1 – Listening</p> <p>3.2 – Convey details (give details and develop ideas, respond to questions)</p> <p>4.1 – Contribute to discussion (ask about feelings/opinions and respond, agree disagree)</p> <p>4.2 – Express views (functional language: likes, dislikes, feelings, hopes, opinions, justify opinions with examples)</p> <p>(See Specifications p9 for full Assessment Criteria)</p> <p>(See Specifications pp10-13 for Amplification)</p>

End the discussion