



Start: Greet the candidate and start with task 1.

Task 1: Candidate’s presentation (6 minutes)

Ask the candidate to give their prepared presentation, informing them that you will be making notes during it.

- Ask the candidate to give you any notes that they may have prepared.
- Tell the candidate to start their presentation. Start timing the presentation. Do not interrupt.

Teacher’s role for task 1	Candidate language for task 1	Criteria assessed in task 1
Take candidate’s notes	Use complex forms e.g. conditionals, past perfect, future perfect etc.	2.1 – Pronunciation
Invite candidate to start	Give pros and cons	2.2 – Language
Time the presentation	Describe, compare, persuade, elaborate, explain cause/effect/ purpose	3.1 – Present information (logical sequence, pros, cons, examples)
Make notes on aspects of the presentation ready for task 2 e.g. main themes, example questions to ask etc.	Sequence	(See Specifications p9 for full Assessment Criteria)
Stop the presentation after 6mins	Use appropriate register/formality (See Specifications pp10-13 for Amplification)	

End task 1 and move on to task 2

Task 2: Teacher and candidate’s discussion (4 minutes)

Tell the candidate that you want to discuss some of the issues raised in the presentation.

- Use the notes you have made to take a different point of view on the issues raised in the presentation, which encourages the candidate to persuade you and support their opinions with evidence.
- Use some extended turns 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 detailed comments and ask extended questions	Respond to detailed or extended questions to signal they are listening	1.1 – Listening
Ask for examples or evidence to support opinions	Express views and opinions	3.2 – Convey details (construct coherent answers)
Use Level 2 language (See sample video of Teacher and candidate discussion)	Support opinions with evidence (See Specifications pp10-13 for Amplification)	4.1 – Contribute to discussion (express views and opinions) (See Specifications p9 for full Assessment Criteria)

End task 2 and move on to task 3

Task 3: Role play (4 minutes)

Start by telling the candidate you are going to do the role play. Tell the candidate the role play situation: “I am your classmate. I always arrive late to the English class and leave early. You are not happy about this because I expect you to help me catch up with the work that I miss.”

- Work with the candidate to exchange feelings and views and resolve the situation.

Teacher language for task 3	Candidate language for task 3	Criteria assessed in task 3
Make relevant contributions to move the discussion forward	Wide range of grammatical forms e.g. reported speech, conditionals etc.	2.1 - Pronunciation
Politely criticise the candidate	Offer and respond to critical opinion	2.2 – Language
Respond to criticism	Ask questions and make requests using Level 2 functions, introductory phrases and softeners	4.2 – Respond constructively (relevant contributions, critical opinion)
Elicit complex forms e.g. reported speech, conditionals, past/future perfect (See sample video of Level 2 role play)	(See Specifications pp10-13 for Amplification)	4.3 – Obtain information (requests and questions) (See Specifications p9 for full Assessment Criteria)

End task 3 and move on to task 4

Task 4: Group Discussion (8 minutes – 2 candidates)

Tell the candidates that they are going to have a discussion and that they need to exchange information and views, move the discussion forward and propose solutions.

- Read out the discussion topic below.
- You are not expected to intervene, but should 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? What are some of the solutions? etc.

Level 2 discussion topic	Criteria assessed in Group Discussion
<p>More than half of the world's population now live in cities. Discuss the advantages and disadvantages of this and discuss solutions to any problems you can see.</p> <p>(See sample video for conducting Level 2 Group discussion)</p>	<p>1.1 – Listening</p> <p>4.1 – Contribute to discussion and express views (functional language: views, feelings, opinions, suggestions, interrupt, change topic)</p> <p>4.2 – Respond constructively (move discussion forward, respond to opinions, agree solutions)</p> <p>4.3 – Obtain information (questions and requests)</p> <p>(See Specifications p9 for full Assessment Criteria)</p> <p>(See Specifications pp10-13 for Amplification)</p>

End the discussion