



Anglia Examinations

Preliminary Level

Speaking Test

2024-25 Set 3

Instructions for Assessors

LOCATION: a quiet place in the school.

DURATION: 6–11 minutes.

PARTICIPANTS: two candidates; assessor; usher.

MATERIALS: Pictures supplied for picture story (task 2)
and find-the-difference (task 3)

RECORDING: The examination is to be recorded as an MP3. The recording is sent to Anglia Examinations, Chichester College, for moderation.

BEFORE the candidates enter the room, record their full names, numbers and level of the examination clearly.

AFTER the examination, the usher must ensure that the candidates do not return to the area where candidates yet to take the test are still waiting.

Task 1: Introduction, 2 minutes *maximum*. Introductory warm-up

The assessor welcomes and reassures the candidates. It is recommended you say,

‘Hello. My name is xxxxx. This is the Preliminary Speaking test. Are you ready?
Good, let’s begin.’

The assessor encourages the candidates to introduce themselves. If the candidate has clearly prepared a short introduction and sets off to recite it, allow him/her to go through it and ask a question at the end. Be prepared to kindly interrupt if this goes on for too long. Otherwise, conduct the introduction with three or four simple, specific question prompts from the following:

1. Family

- Have you got any brothers and sisters?
- How old are they?
- Who is the eldest/youngest?
- Have you got any cousins?
- Where do they live?
- Have you got grandparents?
- Do you see them often?
- Have you got any pets?
- Tell me about your pets/cat/dog/hamster, etc.

2. Home

- Can you describe your house?
- What is your favourite place/room?
- Why is it your favourite room?

- Have you got a bedroom of your own or do you share it?
- Which is the biggest/smallest room?
- Where is the television/computer/sofa, etc? (encourage use of prepositions of place: near, next to, in, etc.)
- Have you got a garden?
- What do you do in the garden?

3. Free time

- What are your hobbies?
- What is your favourite sport?
- What do you like watching on television?
- What do you do on Saturdays? (encourage present simple)
- What did you do yesterday after school/last weekend? (encourage past simple)

Task 2: 3 minutes *maximum*.

The students are given individual picture prompts which, as a sequence, form a simple narrative. There are two sets of pictures to provide variation. You only need to use **one** set in each test. The assessor asks one or two past simple questions to elicit answers, such as 'Where did XX go last weekend?' (picture of a park) 'What did he do there?' (picture of boys playing football). The assessor asks each of the students in turn to say what happened in the story. The assessor will ask as many questions necessary to facilitate this.

For example: The assessor says,

'I have some pictures here. They tell a story. The story happened last week. You can look at the pictures and I have some questions for you. OK? Remember to use the *past tense*. Now, [<name>]. Last Saturday it was Elena's birthday.'

Then ask the questions from the prompts below.

e.g.

A: [<name A>]. How old was Elena last Saturday? (picture of birthday card)

C: Eleven.

A: Yes. Can you tell me a sentence? How old was she? She....

C: She is....

A: She was eleven on Saturday.

C: Ah, yes, was.

A: Good. Now, [<name B>] How many friends did she see on her birthday?

C: She sees three.

A: Yes. She saw seven. And what time did they arrive at Elena's house?

C: They arrived at ten fifteen.

A: And what presents.....

Questions to ask: Last Saturday was Elena's birthday. She spent the day with her friends.

1. How old was Elena last Saturday?
2. How many friends did she see on her birthday?
3. What time did they arrive at Elena's house?
4. What presents did they give to Elena?
5. Where did Elena go with her friends in the morning?
6. How did they get there?
7. What did they do there?
8. What was the weather like?
9. Where did they go for lunch?
10. What did they eat?
11. Where did they go *after* lunch?
12. What animals did they see?
13. What did they buy at the zoo?
14. At home, what did Elena's mother give her?
15. What were Elena's favourite presents?

Task 3: 3 minutes *maximum*.

Information gap task, to be done as a pair. The candidates are given one picture each of find-the-difference set. They talk to each other to find where the differences are in the two pictures. They should not show each other their pictures but question each other to work out the differences.

The assessor says,

'You each have a different picture. Only look at *your* picture, OK? I want you to ask questions to find some differences between the pictures.

e.g.

A: OK, [<name>]. Ask your partner, 'How many people are there in your picture?'
C1 to C2: How many people are there in your picture?

C2: [There are] five.

A: Thank you. [<name>], do you have five people too? (response) Now, [<name B>]. Ask your partner, 'Where are the people?'

C2: Where are the people?

C1: They are in the kitchen.

A: OK, now [<name>], can you ask, 'What is the man doing?'

C1: What is the man....um...

A: What is the man *doing* in your picture?

C1: What is the man doing?

C2: He is eating a sandwich.

A: OK. Now [<name B>], can you ask another question? Maybe 'Have you got an animal in your picture?'....

Encourage candidates to ask about objects, colours, actions etc. Question words may be provided as prompts. If the task is not going well, however, it might be facilitated by letting them see each other's pictures. The candidates should not get stressed about the facts, but take the pictures as prompts to use their English.

What...?

Where...?

How many...?

Task 3a: Optional Extension (where appropriate) 2–3 minutes *maximum*.

The examiner may ask the students to perform a chant, rhyme, song or poem they know. This is optional for the students. Stay cheerful and encouraging, and when the test is over, thank the students and say, 'Goodbye'.

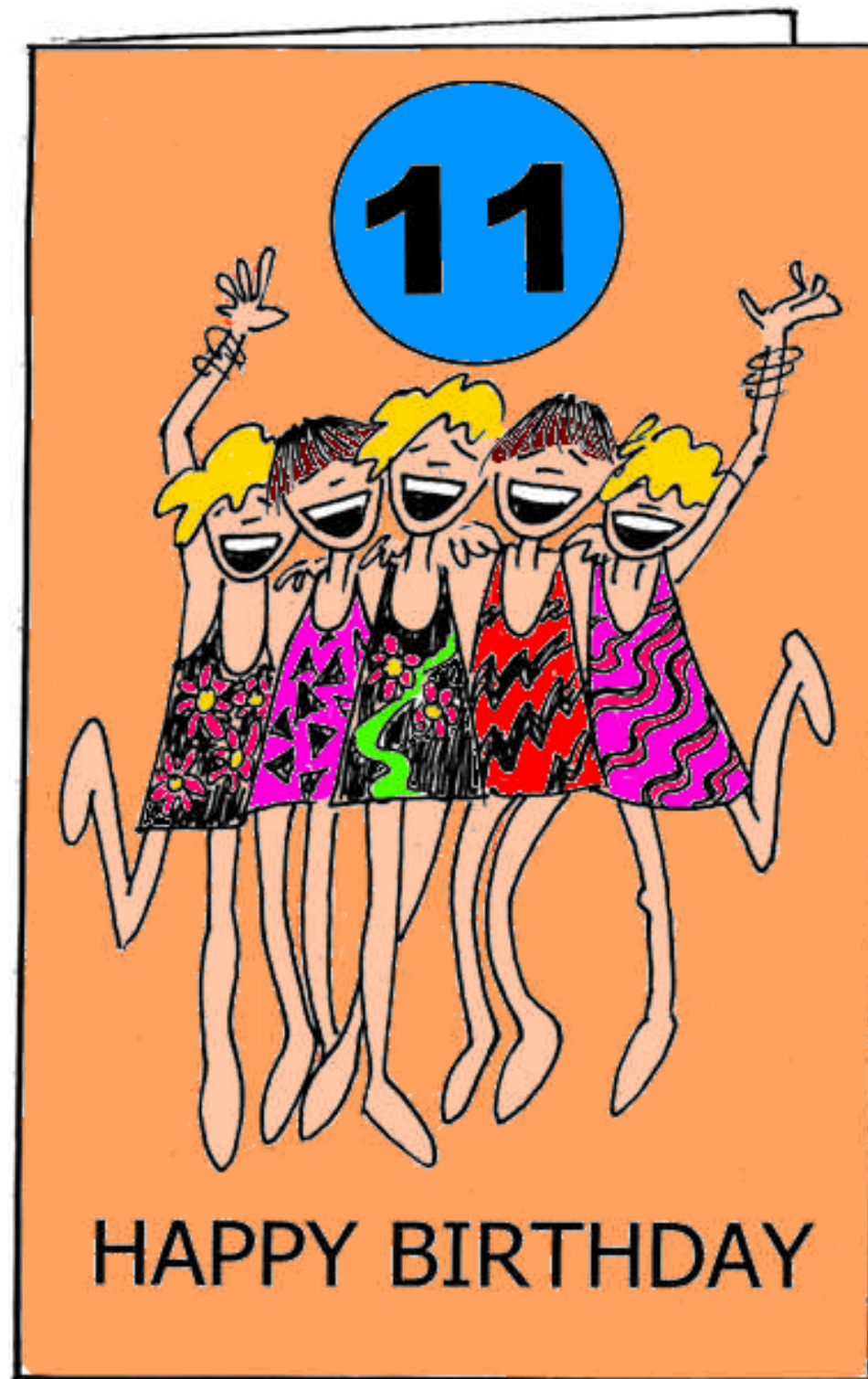
NB

This is not a compulsory word-for-word script but a strong recommendation for how the test should be conducted. Circumstances will mean that the words should be slightly changed to get the best from the candidate. As an assessor you have the right to do this. Conversations often do not run exactly as planned and some flexibility is allowed to keep the test as stress-free and natural as possible. The Anglia Examinations moderators will take account of this when monitoring the recording.

However, remember to keep all meta-language simple. Name the candidate frequently. Do not be tempted to chat or add extra information about yourself, for example. This confuses the candidate and takes valuable testing time.

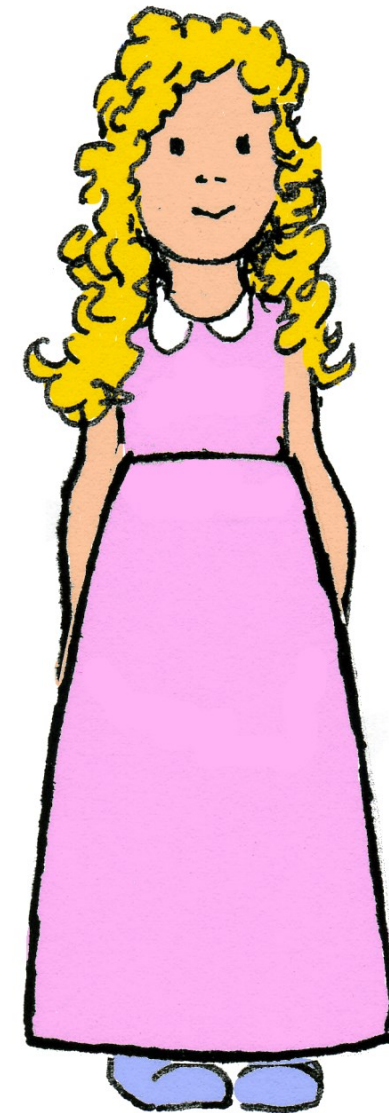
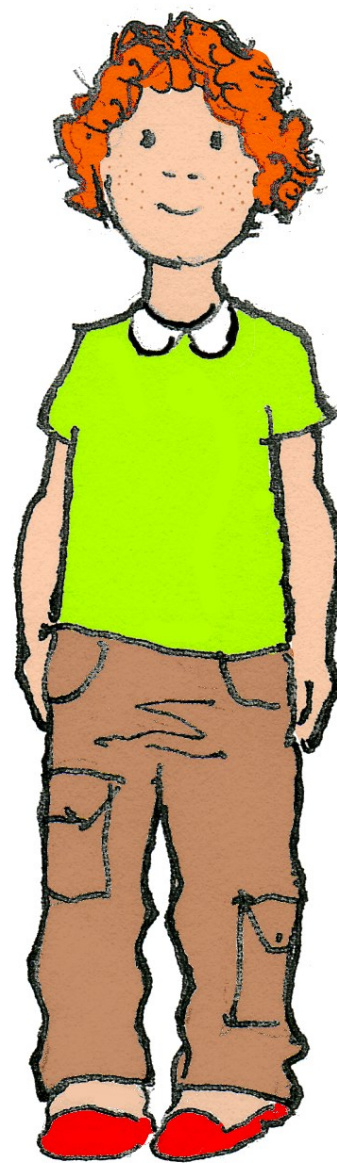
Picture Set 1

Question 1



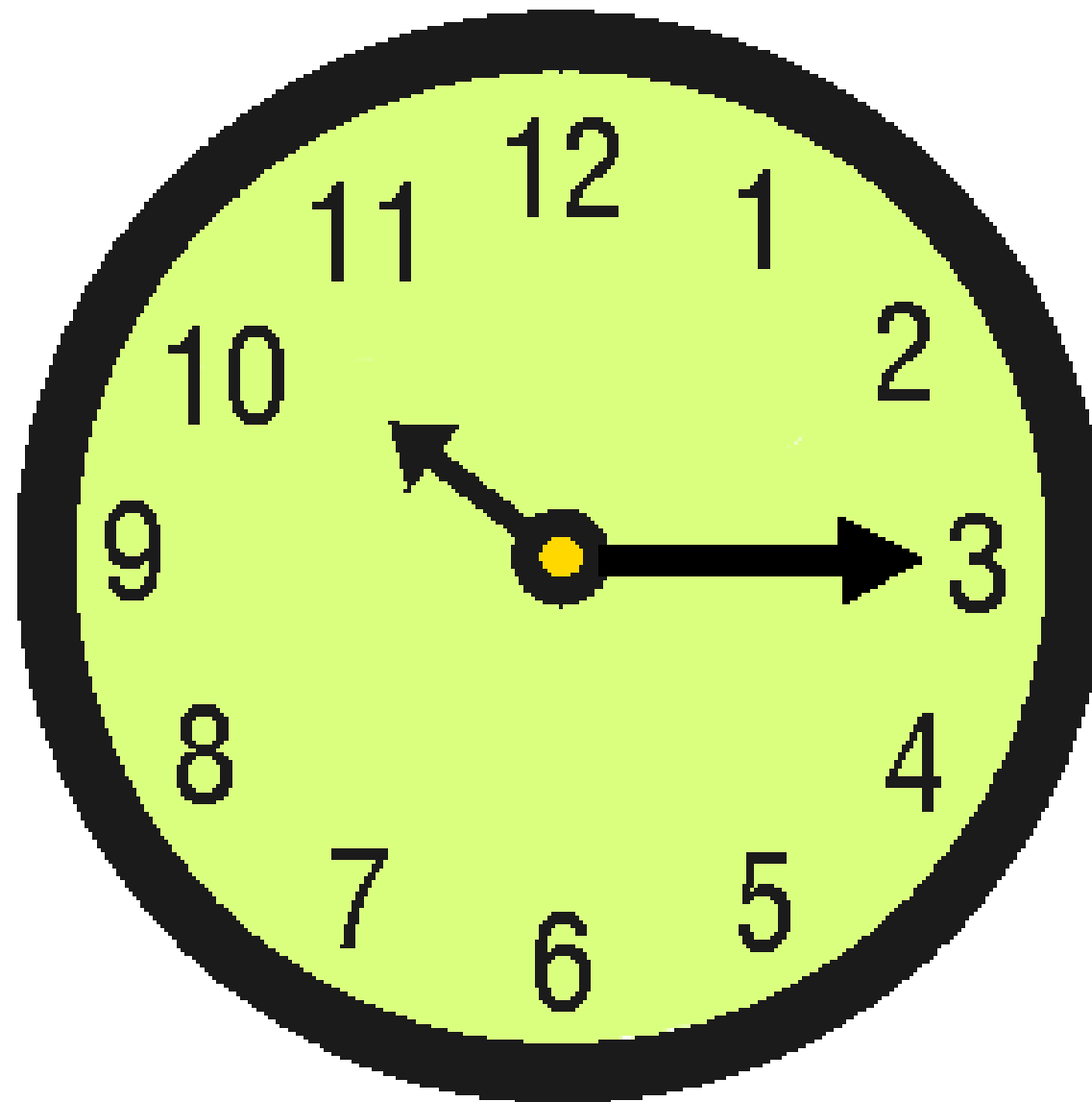
Picture Set 1

Question 2



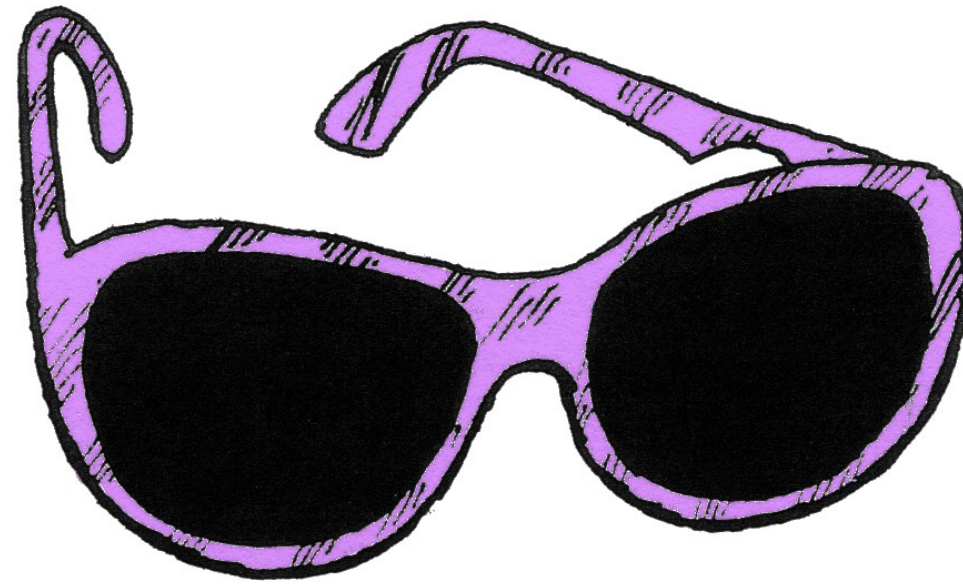
Picture Set 1

Question 3



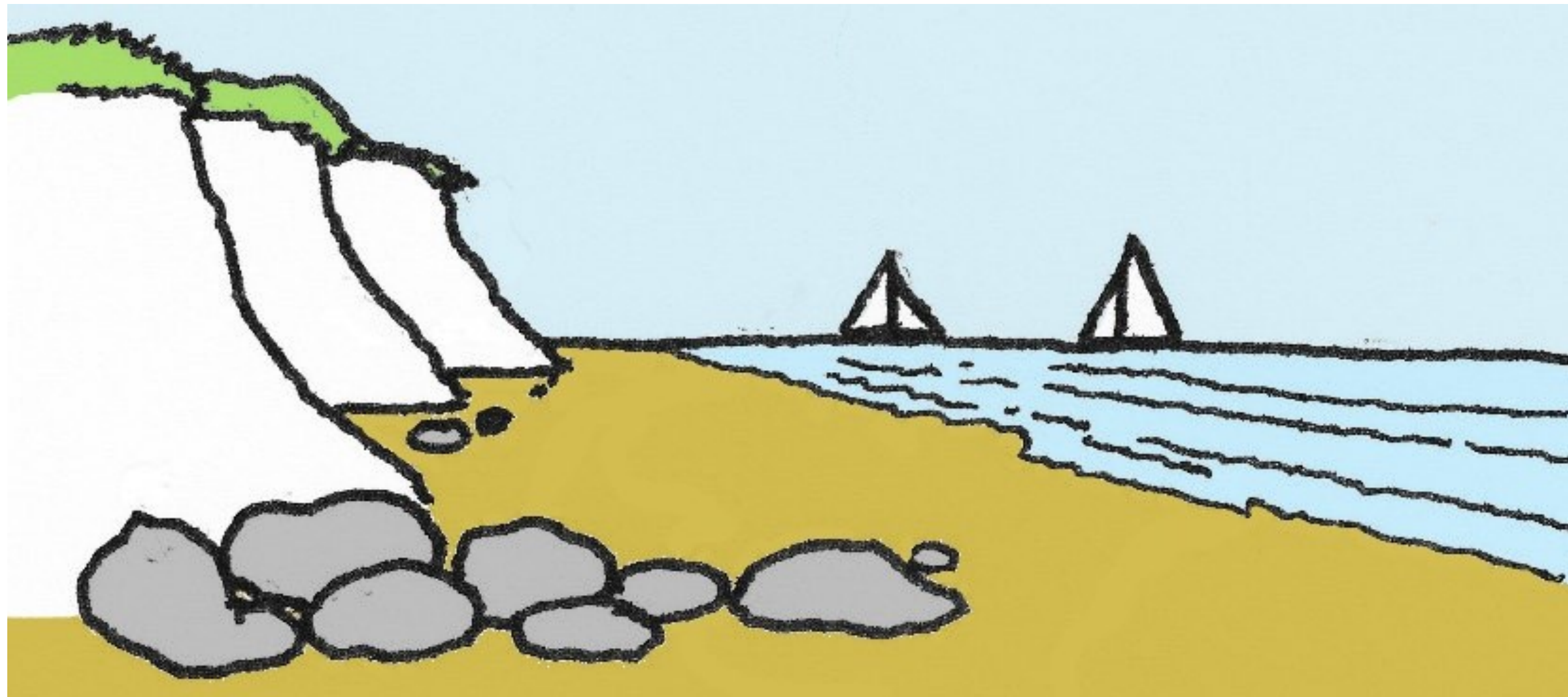
Picture Set 1

Question 4



Picture Set 1

Question 5



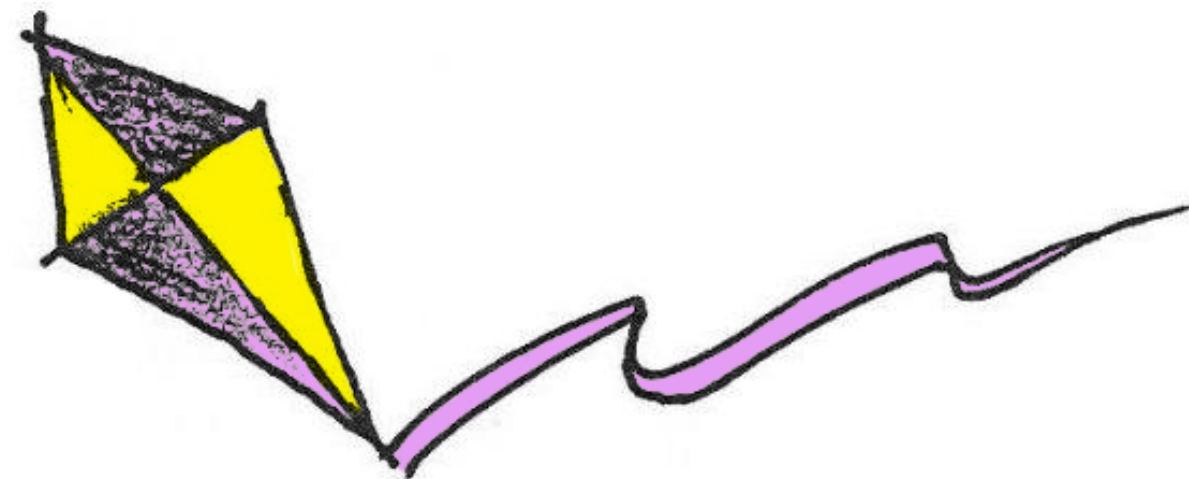
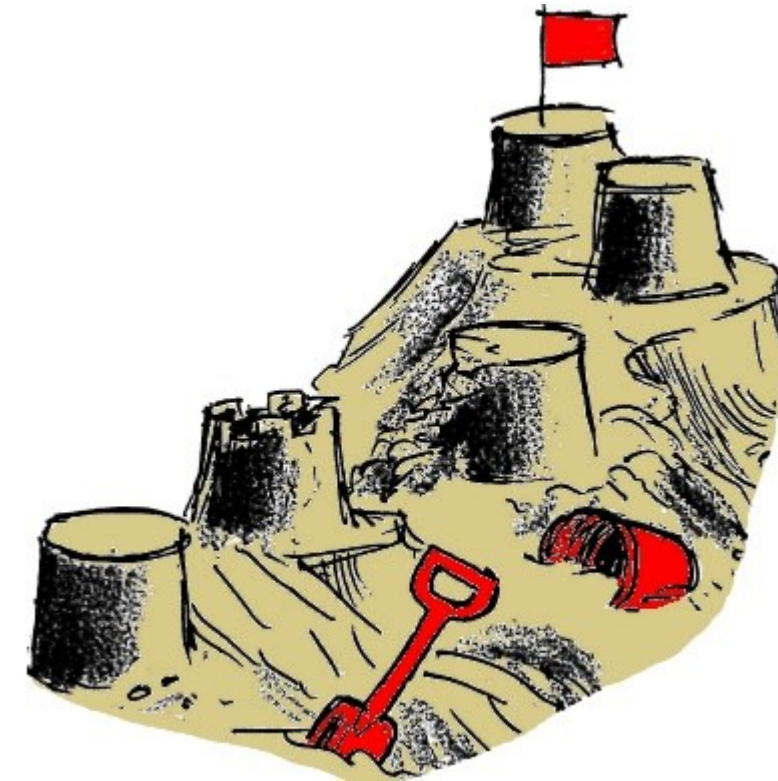
Picture Set 1

Question 6



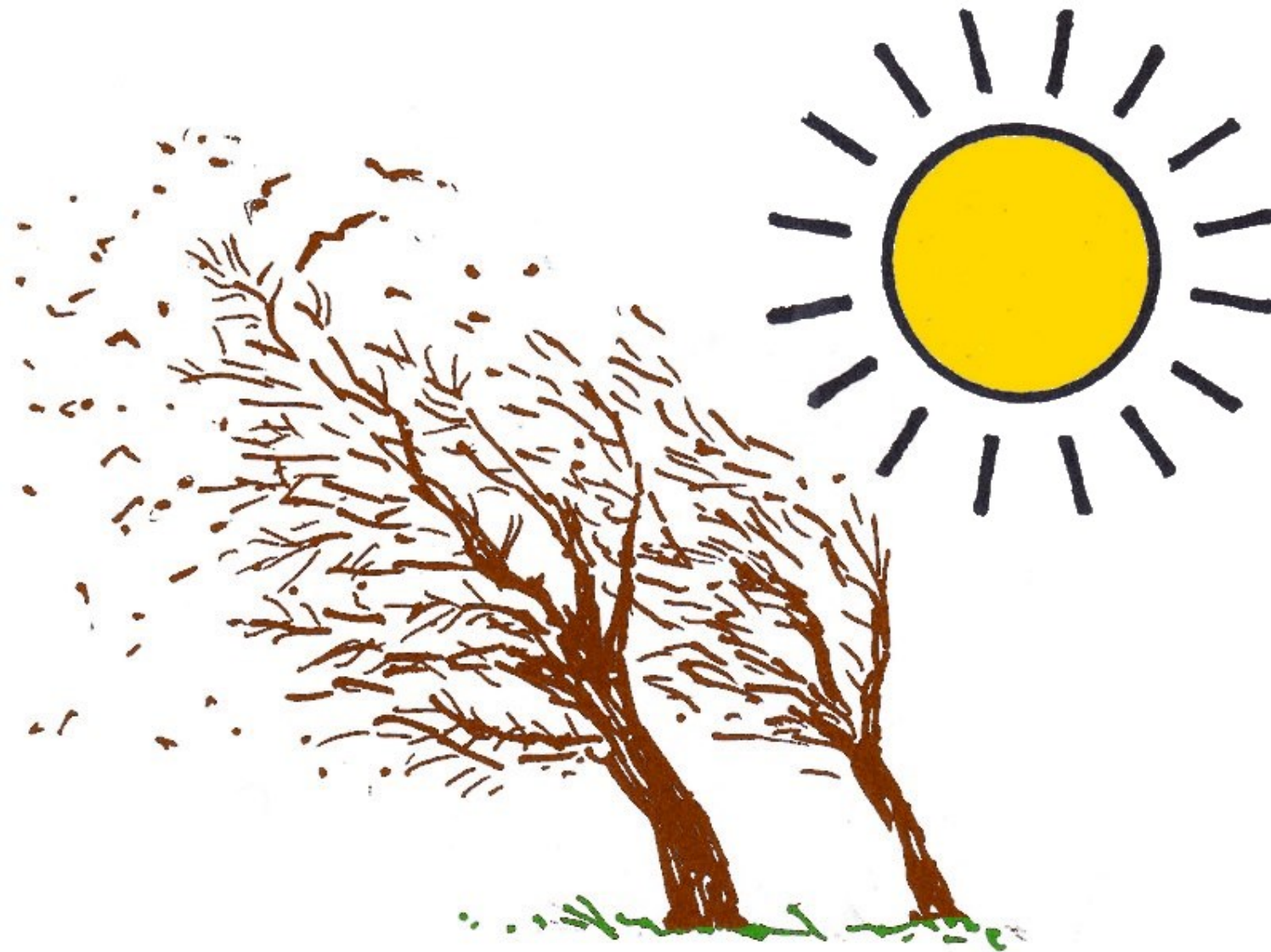
Picture Set 1

Question 7



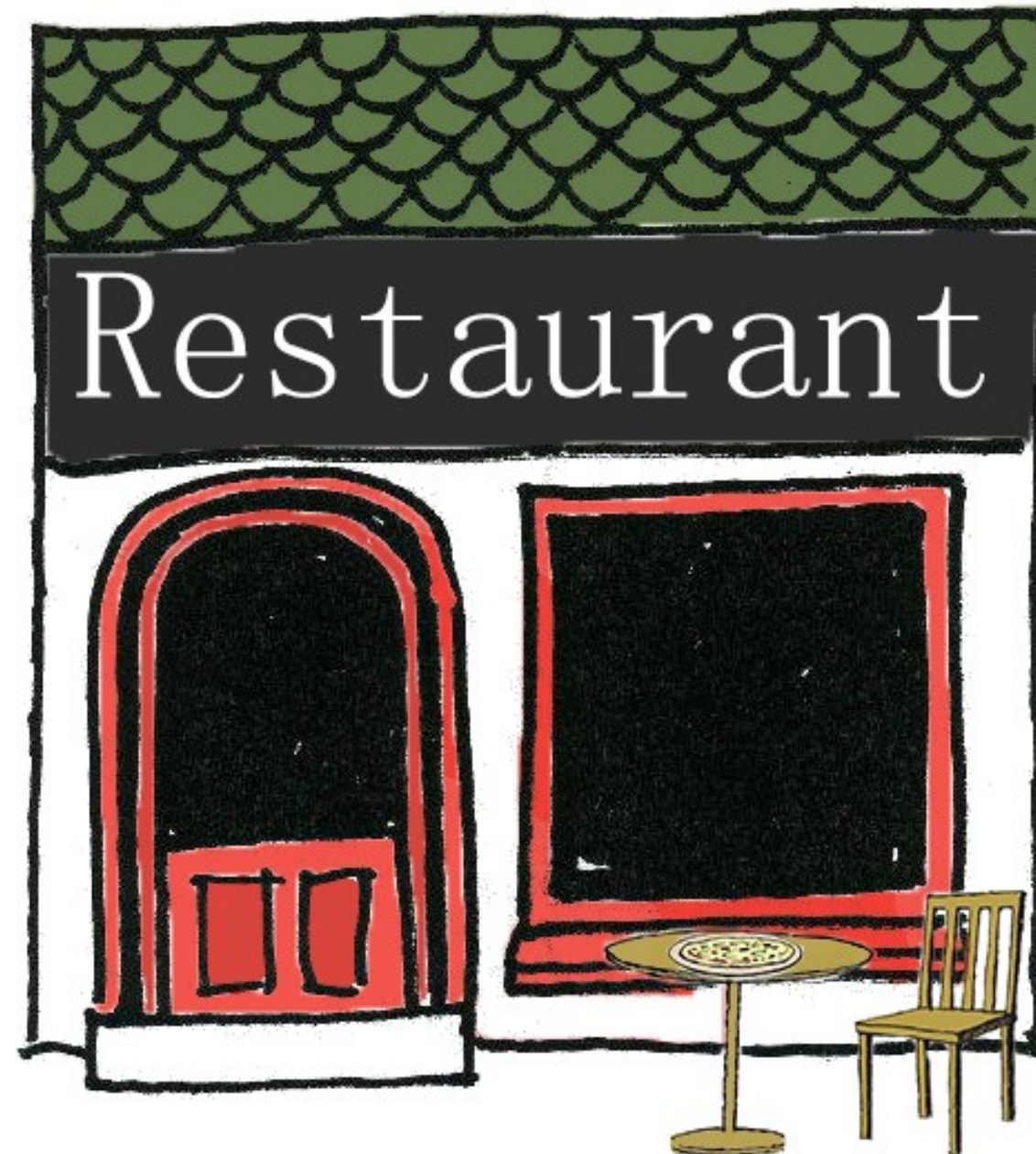
Picture Set 1

Question 8



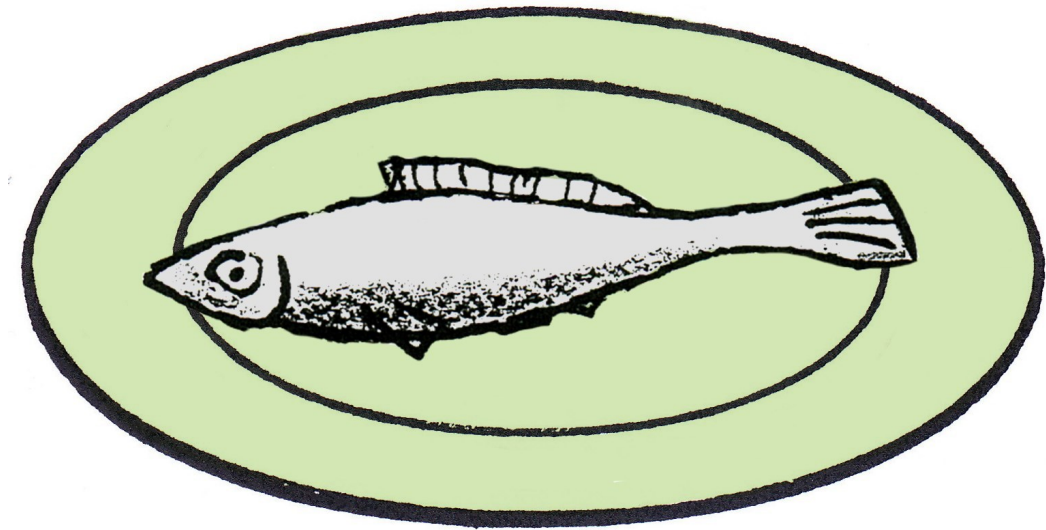
Picture Set 1

Question 9



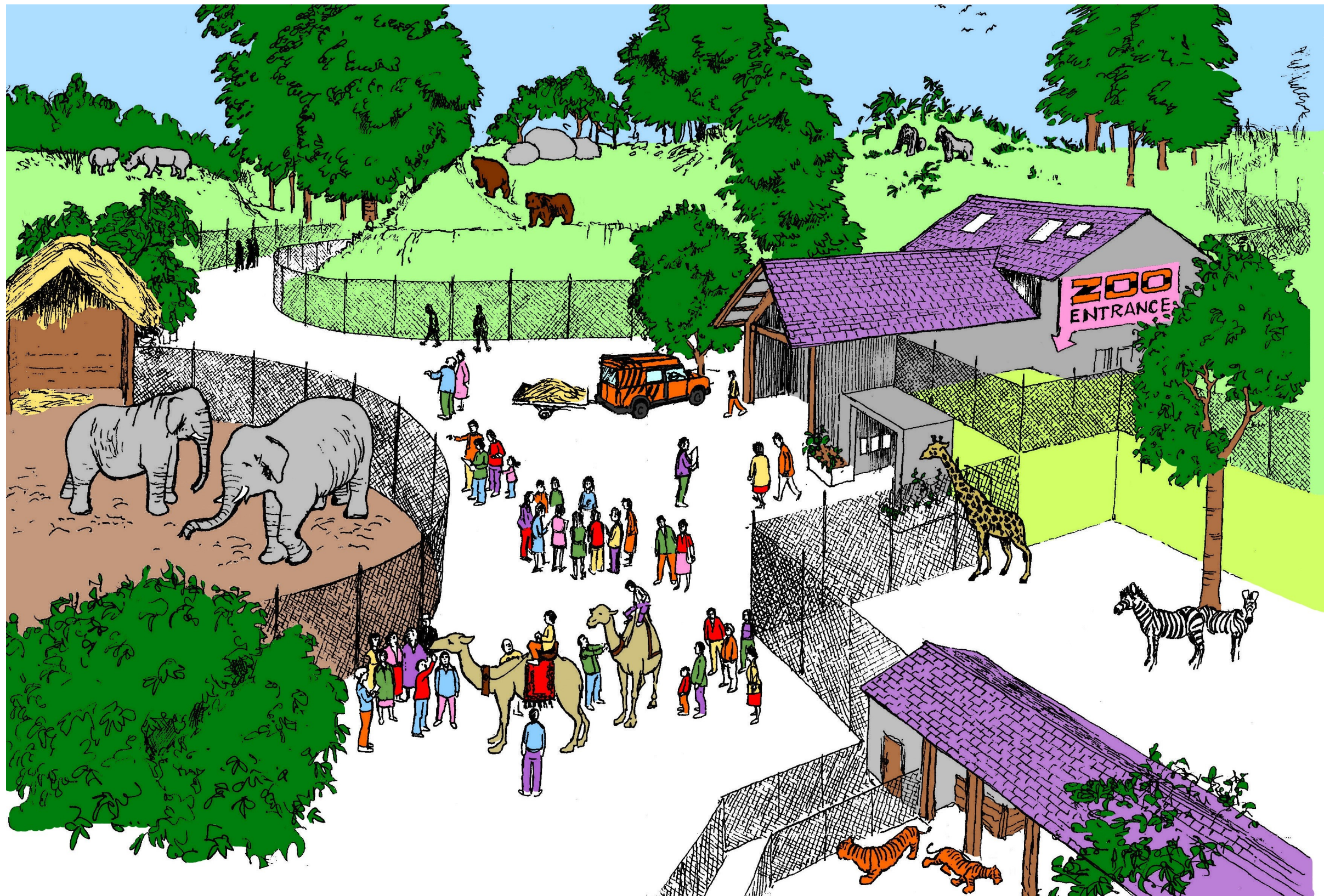
Picture Set 1

Question 10



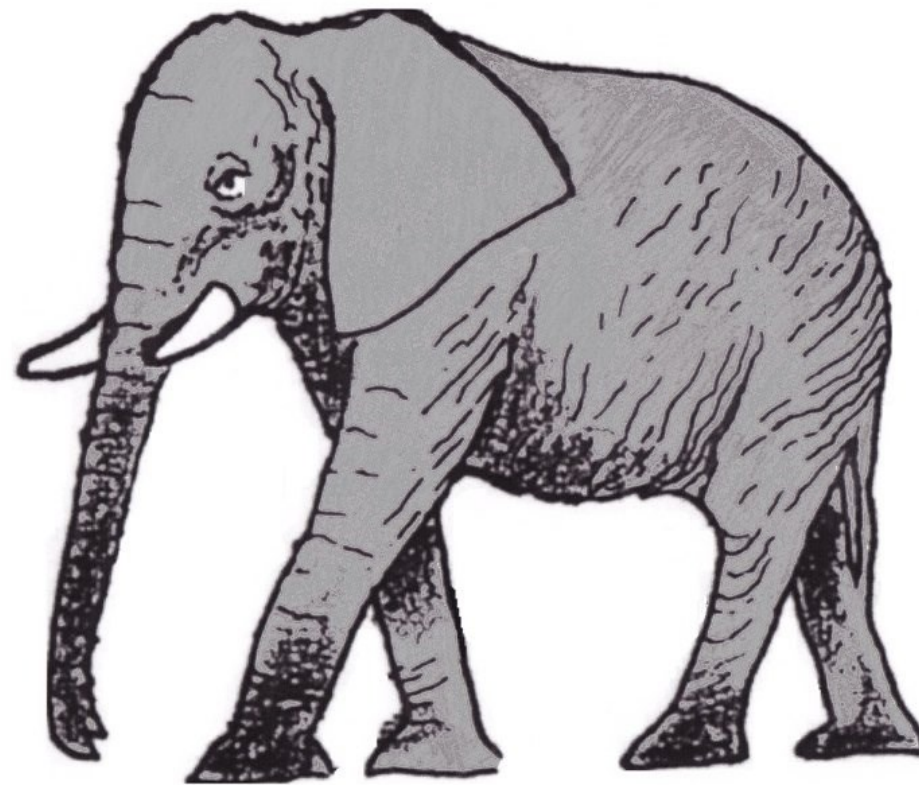
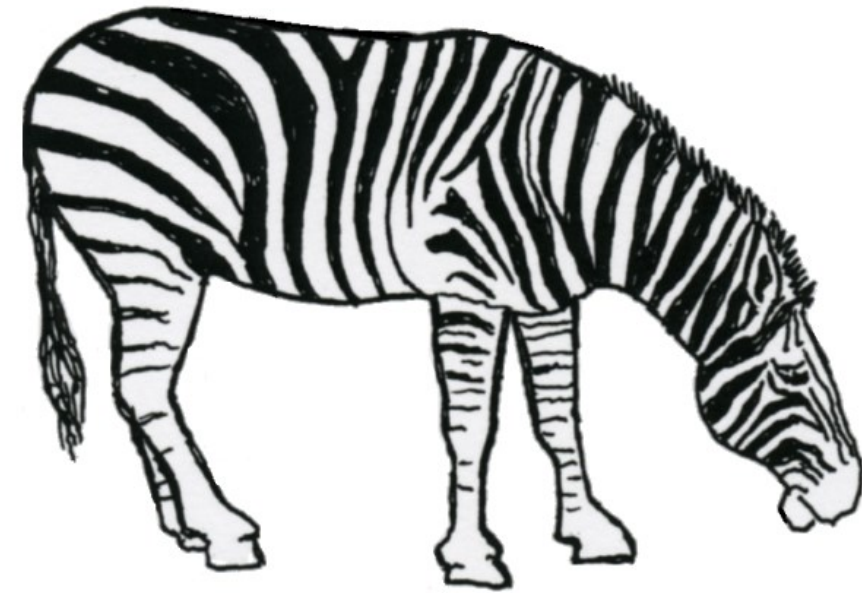
Picture Set 1

Question 11



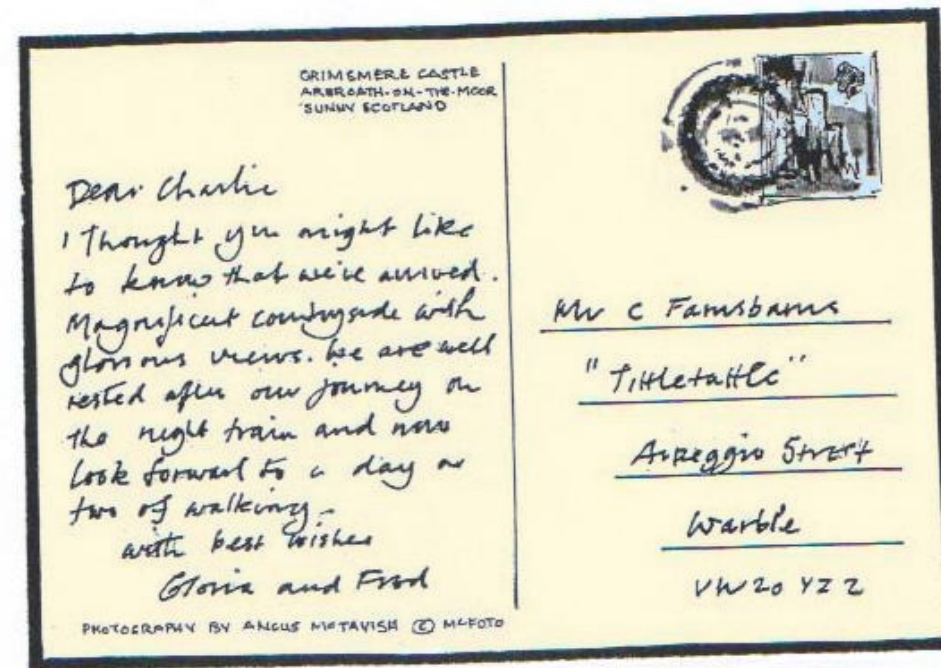
Picture Set 1

Question 12



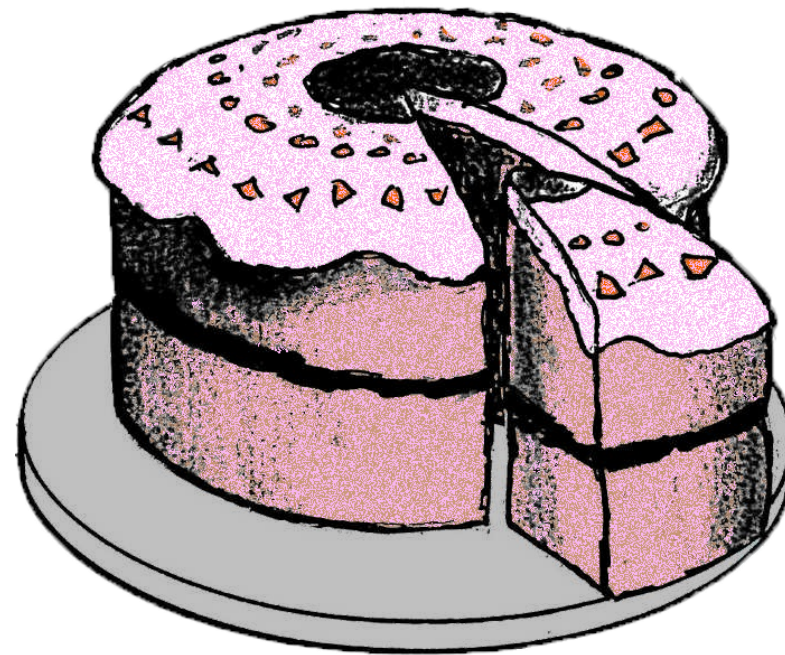
Picture Set 1

Question 13



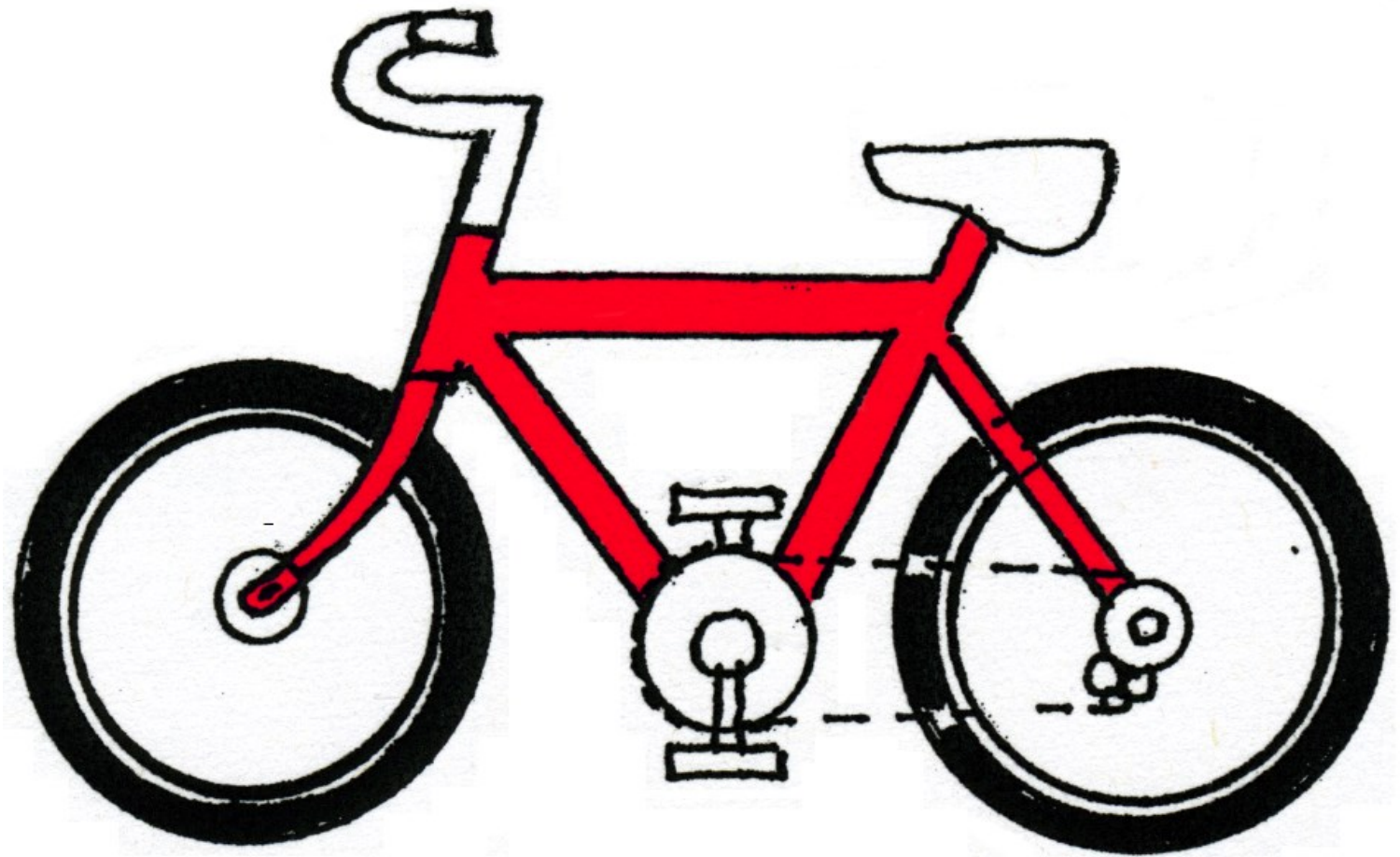
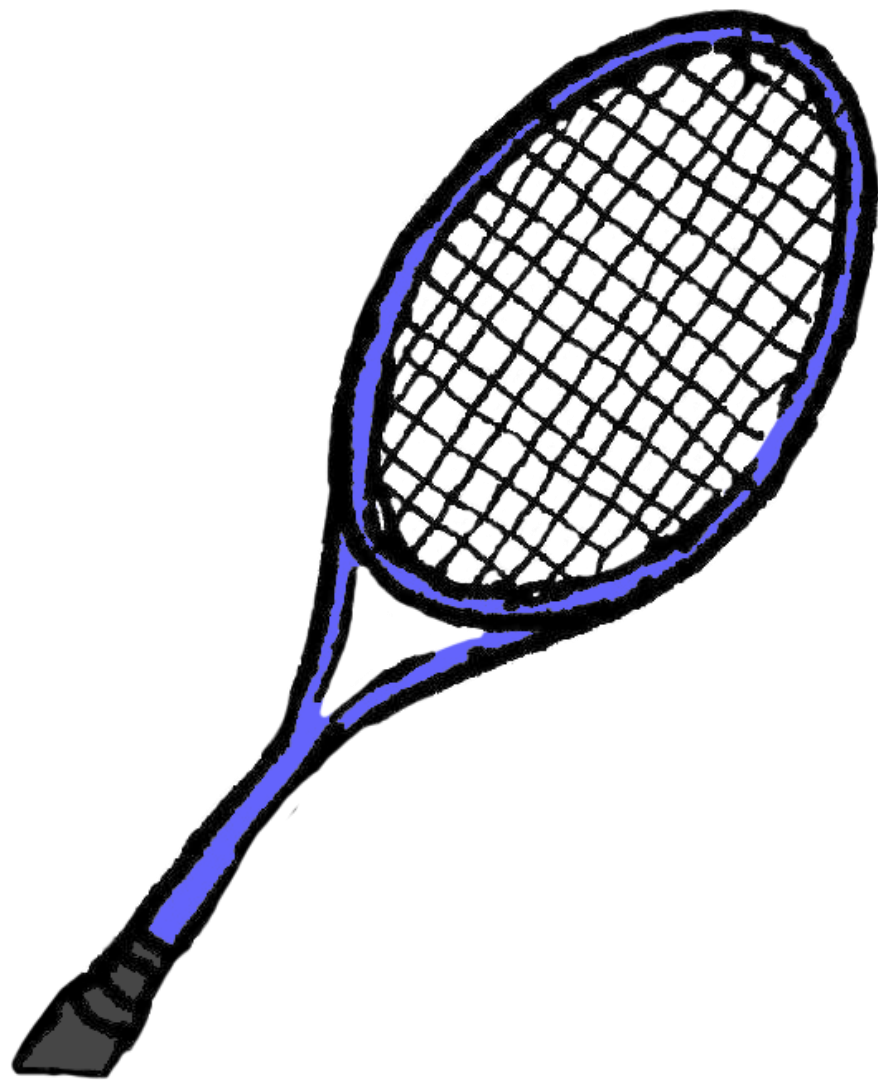
Picture Set 1

Question 14



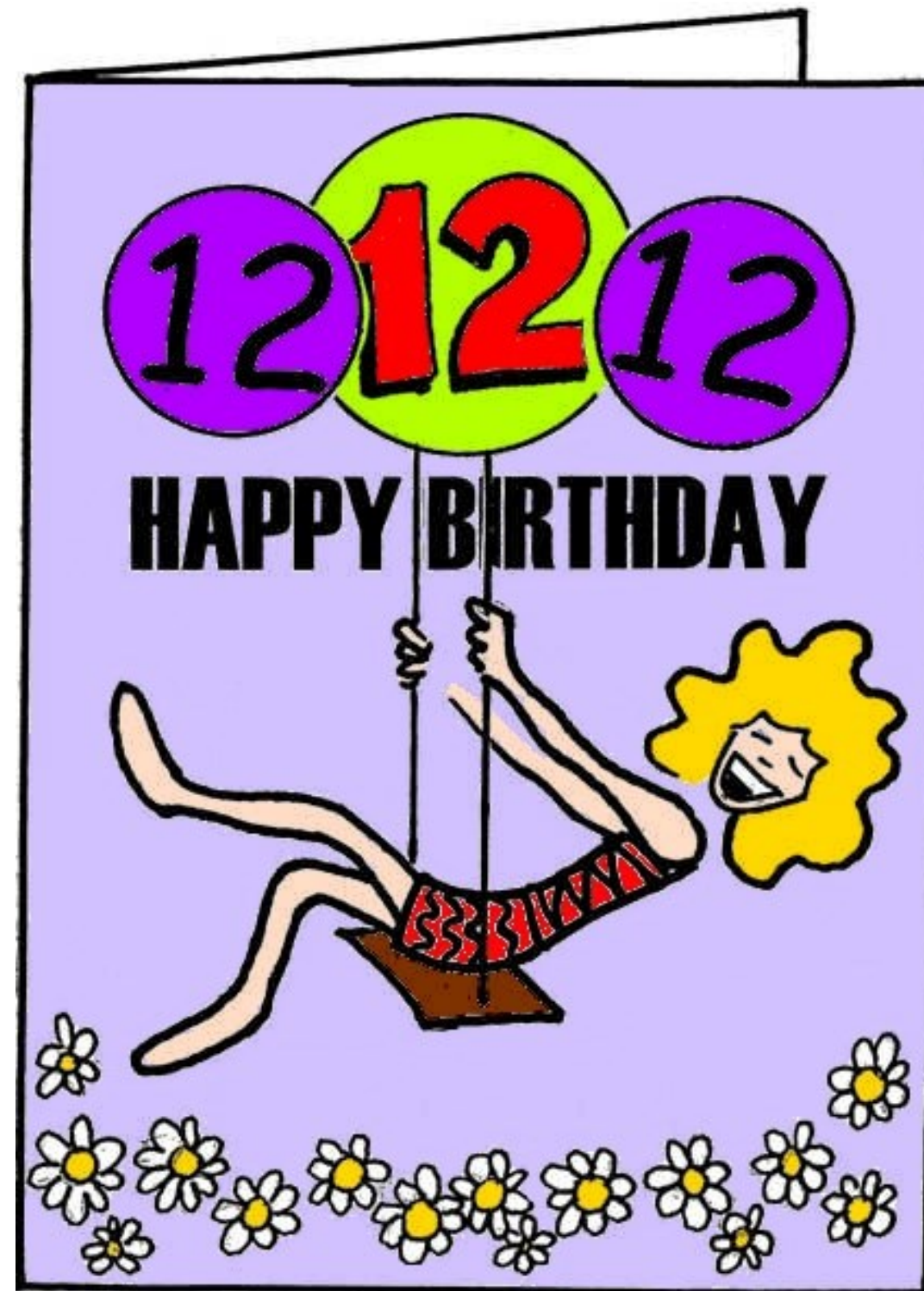
Picture Set 1

Question 15



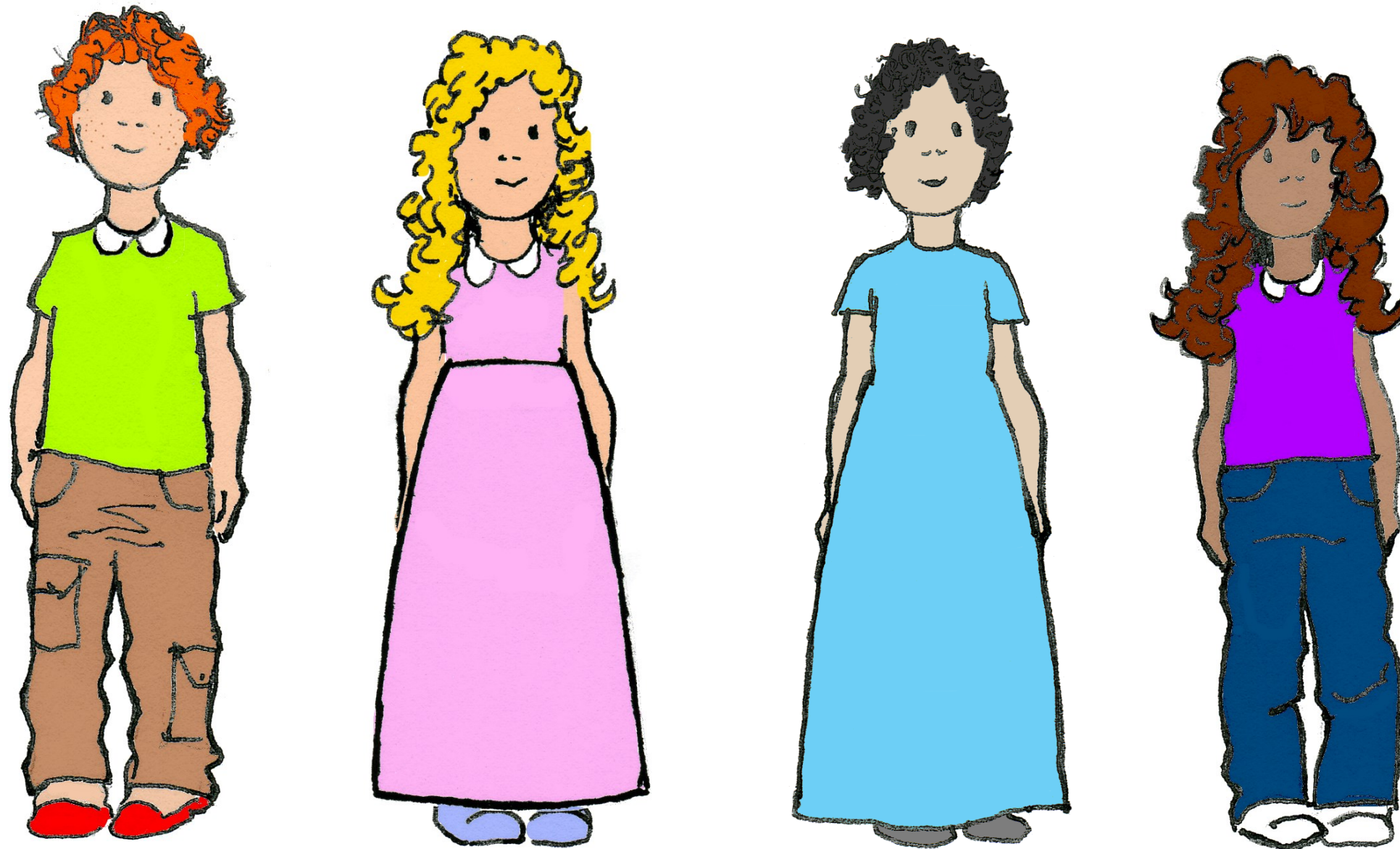
Picture Set 2

Question 1



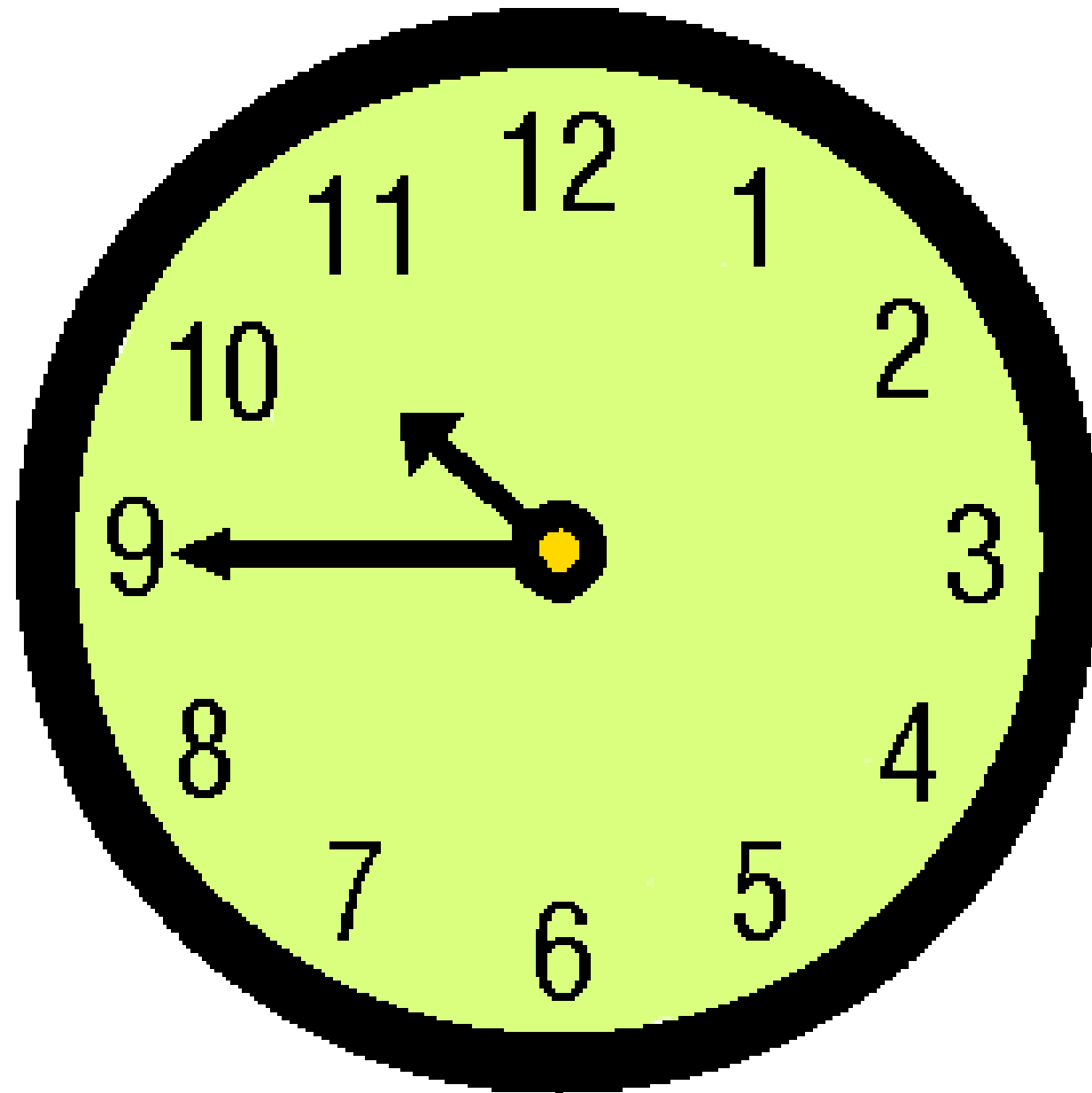
Picture Set 2

Question 2



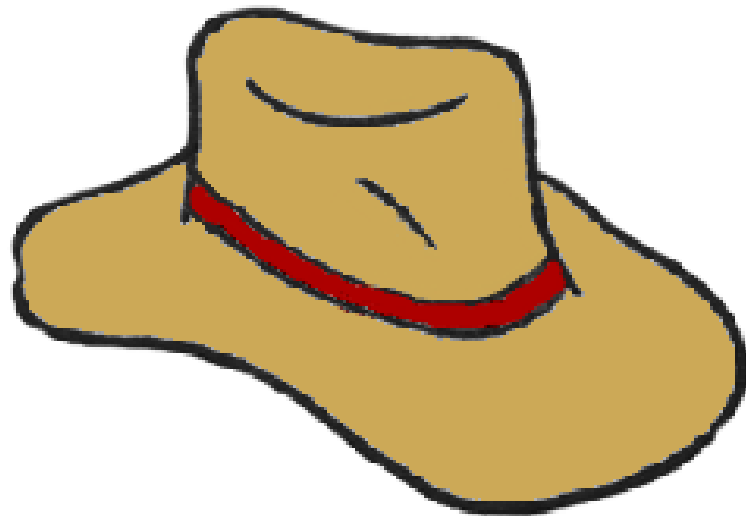
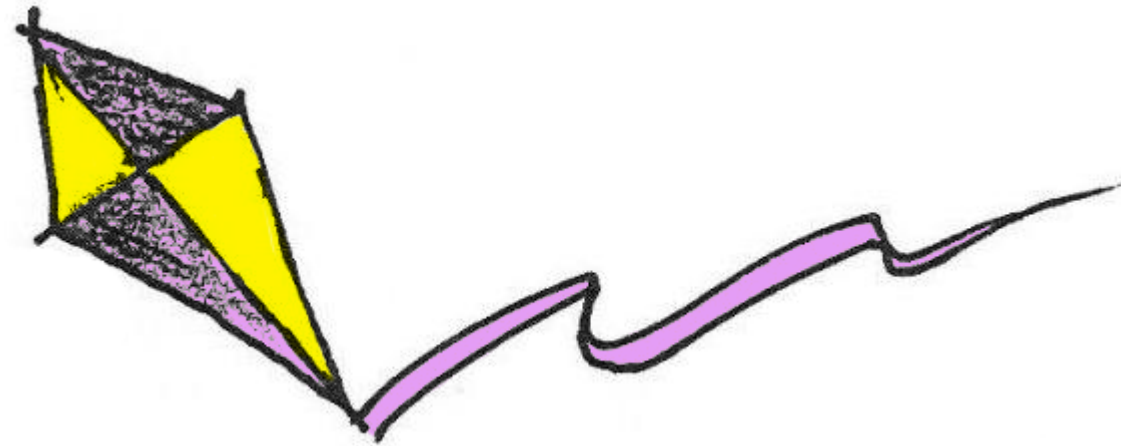
Picture Set 2

Question 3



Picture Set 2

Question 4



Picture Set 2

Question 5



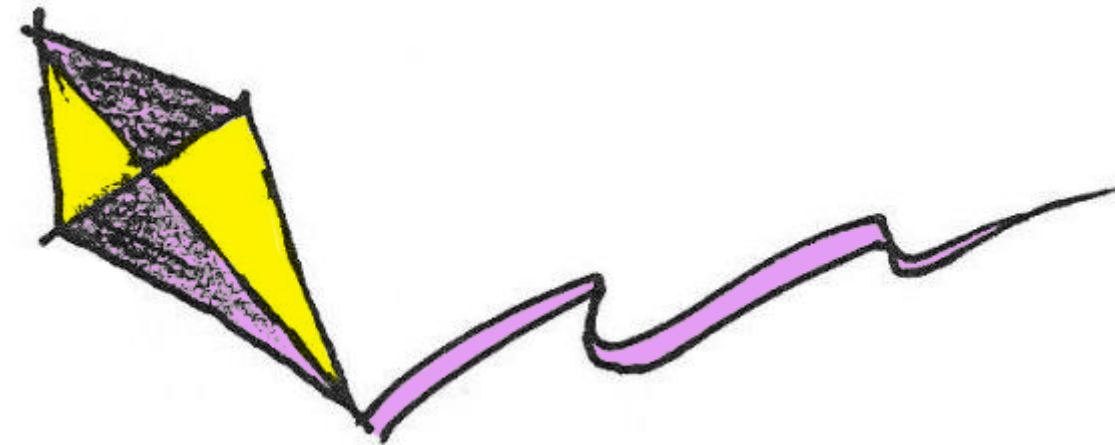
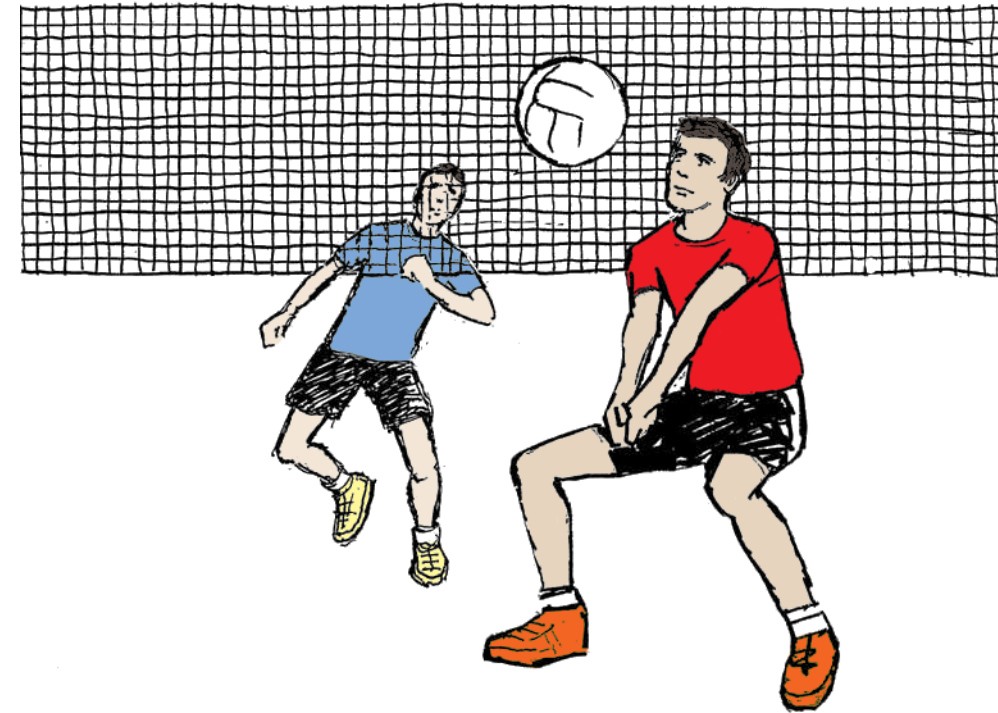
Picture Set 2

Question 6



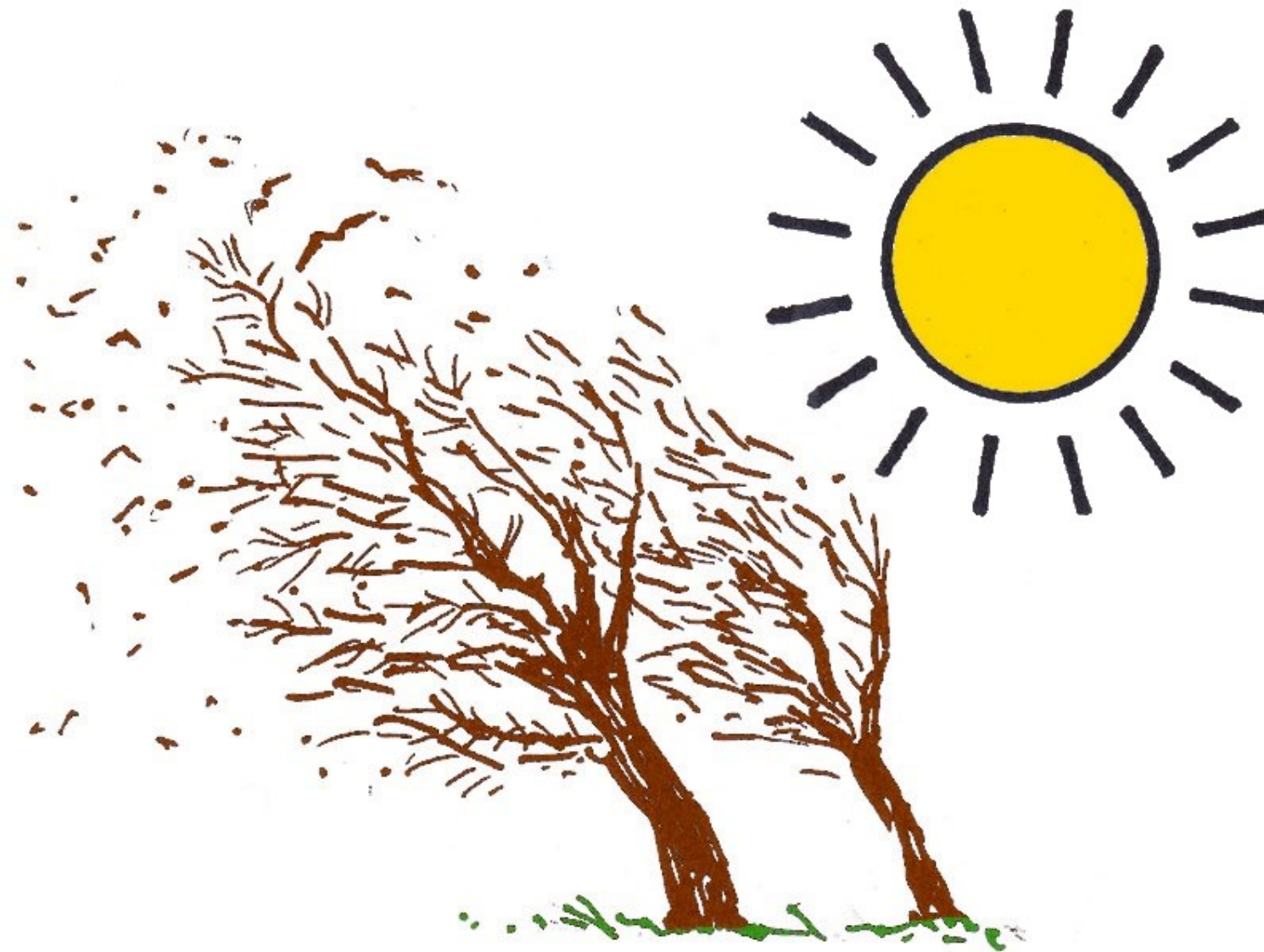
Picture Set 2

Question 7



Picture Set 2

Question 8



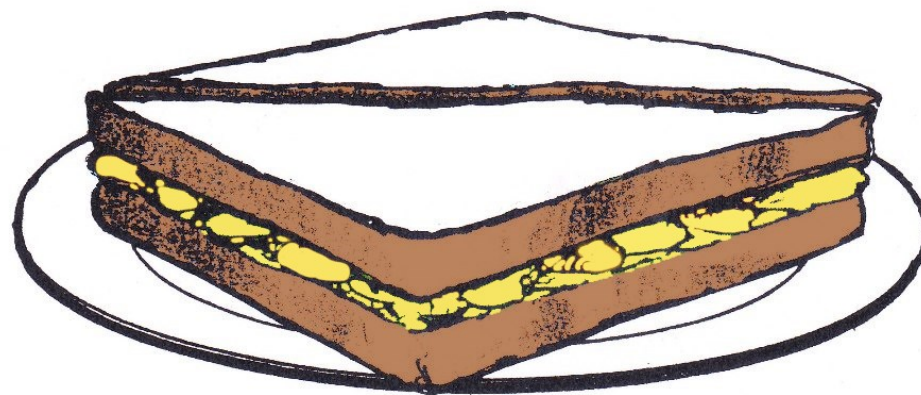
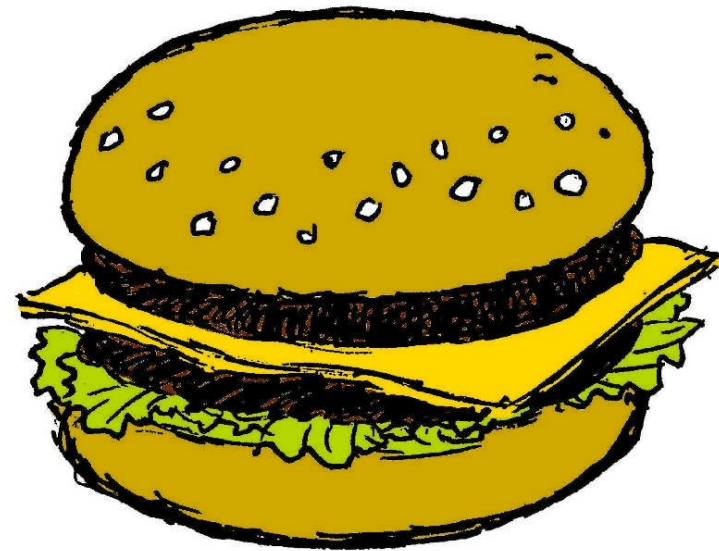
Picture Set 2

Question 9



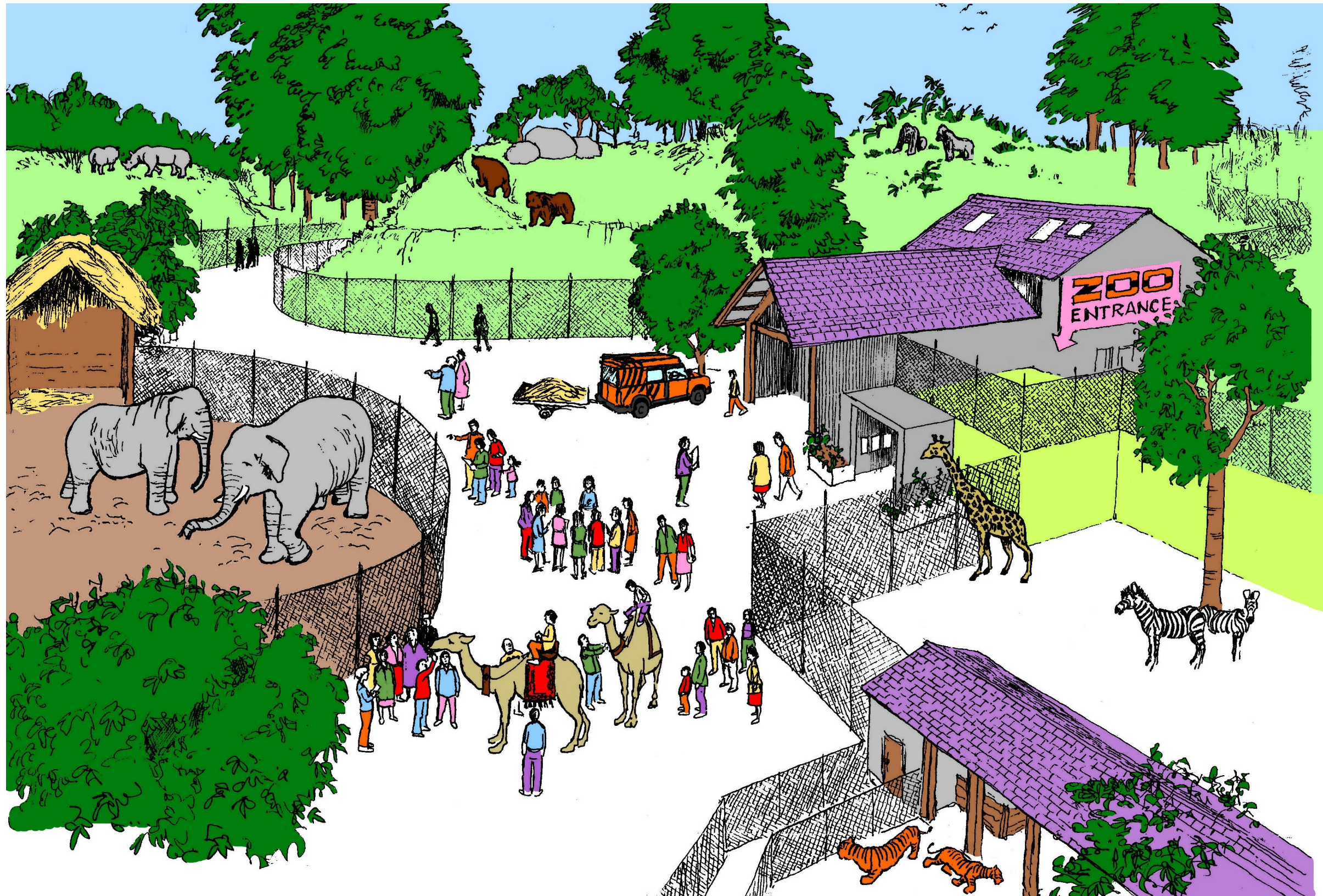
Picture Set 2

Question 10



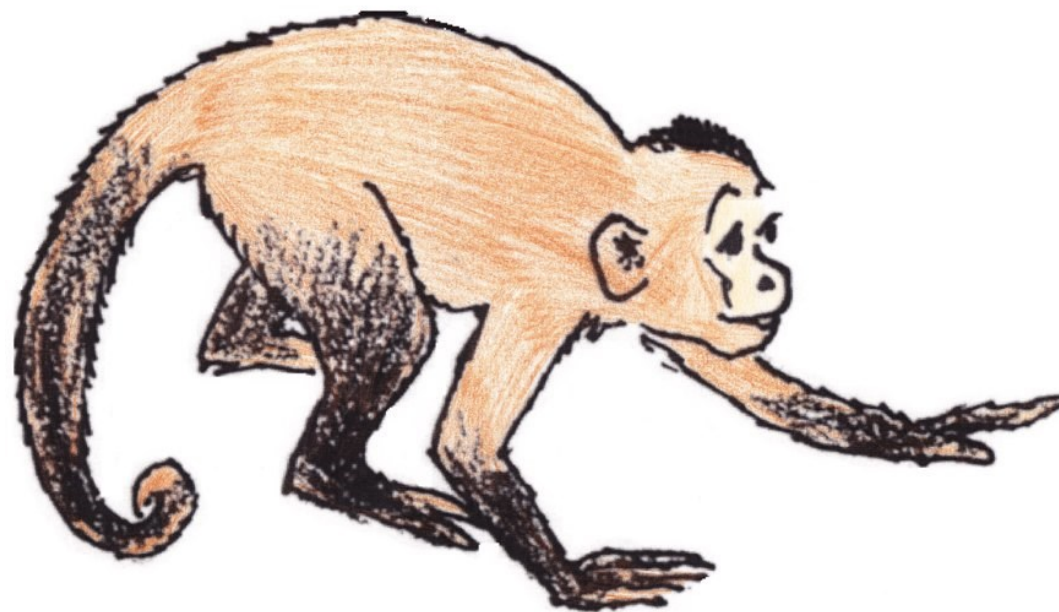
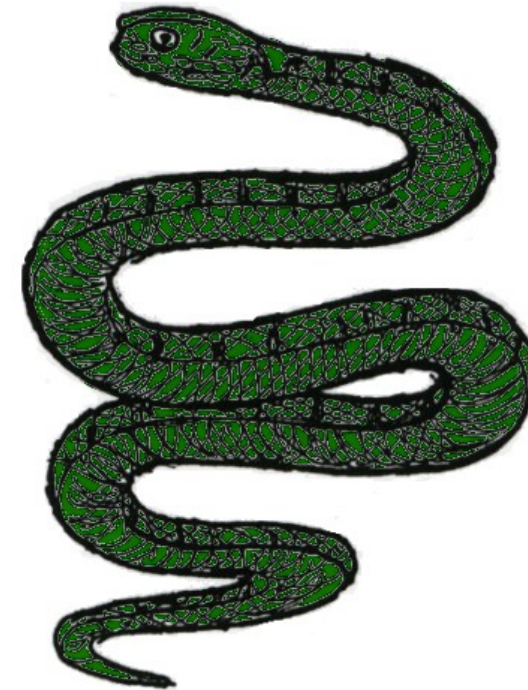
Picture Set 2

Question 11



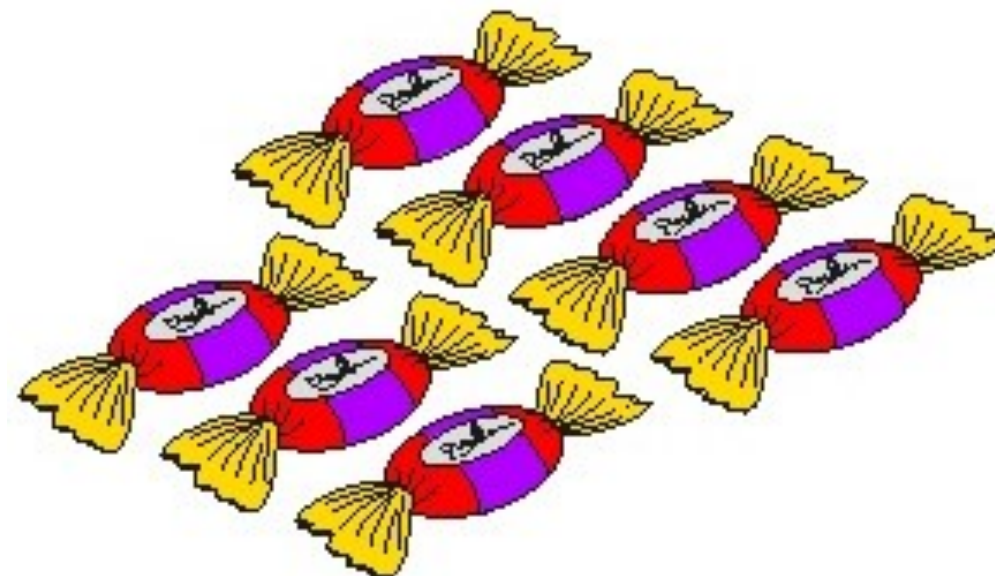
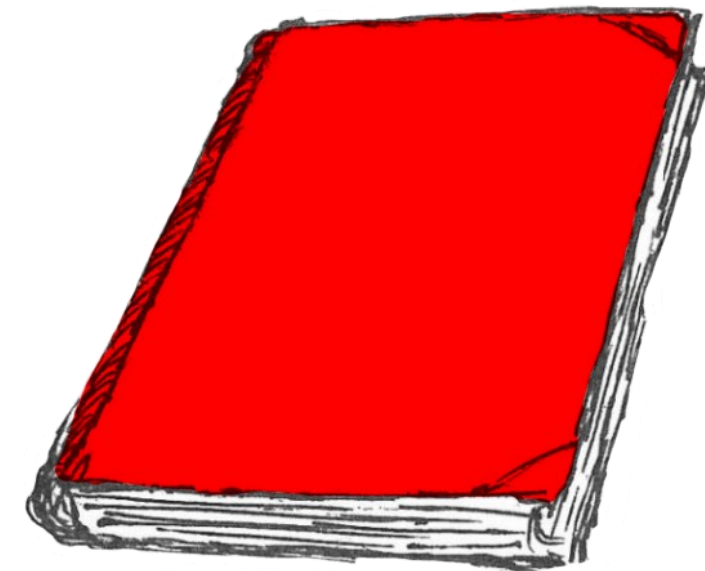
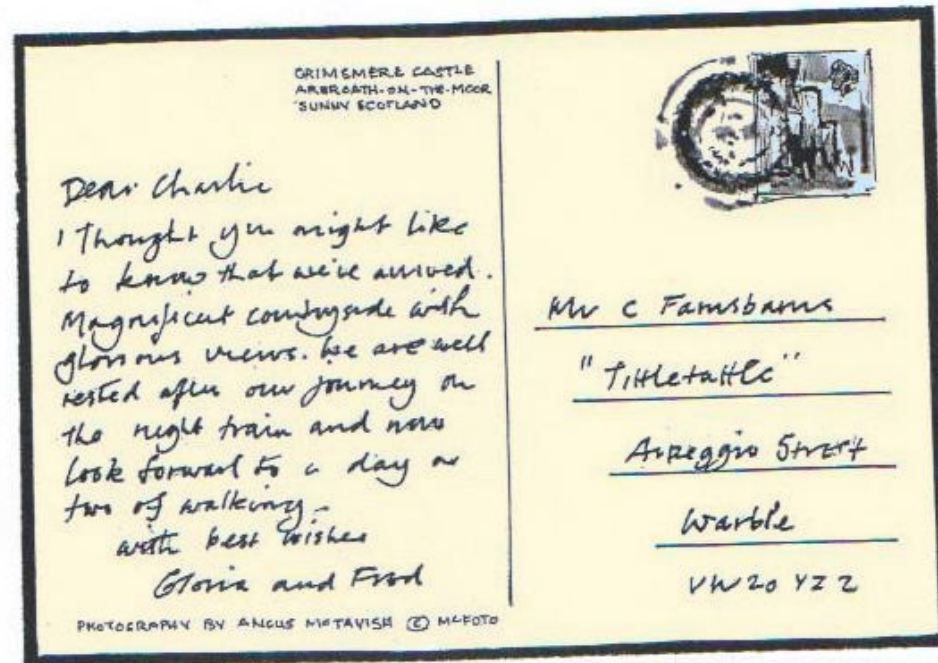
Picture Set 2

Question 12



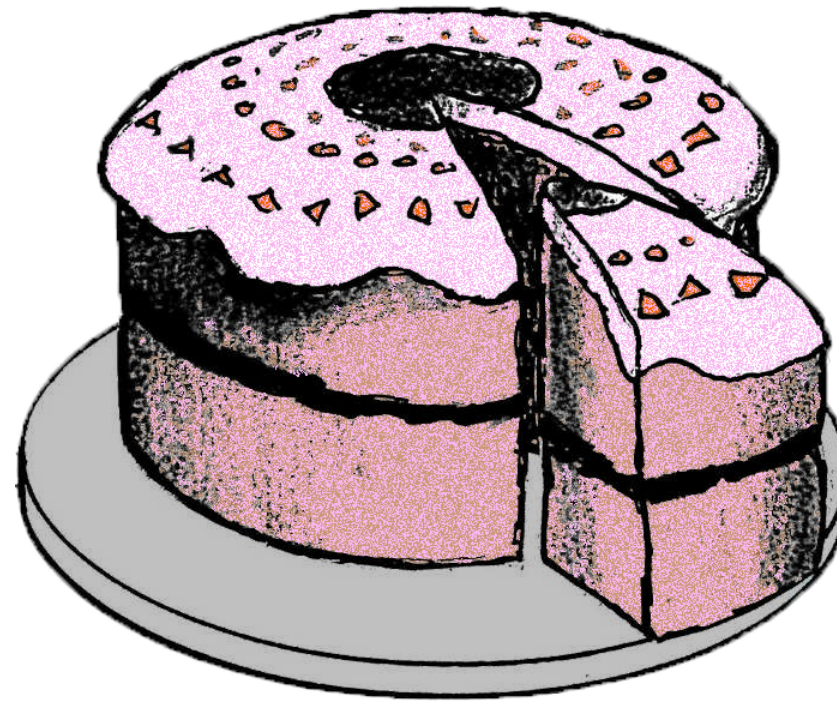
Picture Set 2

Question 13



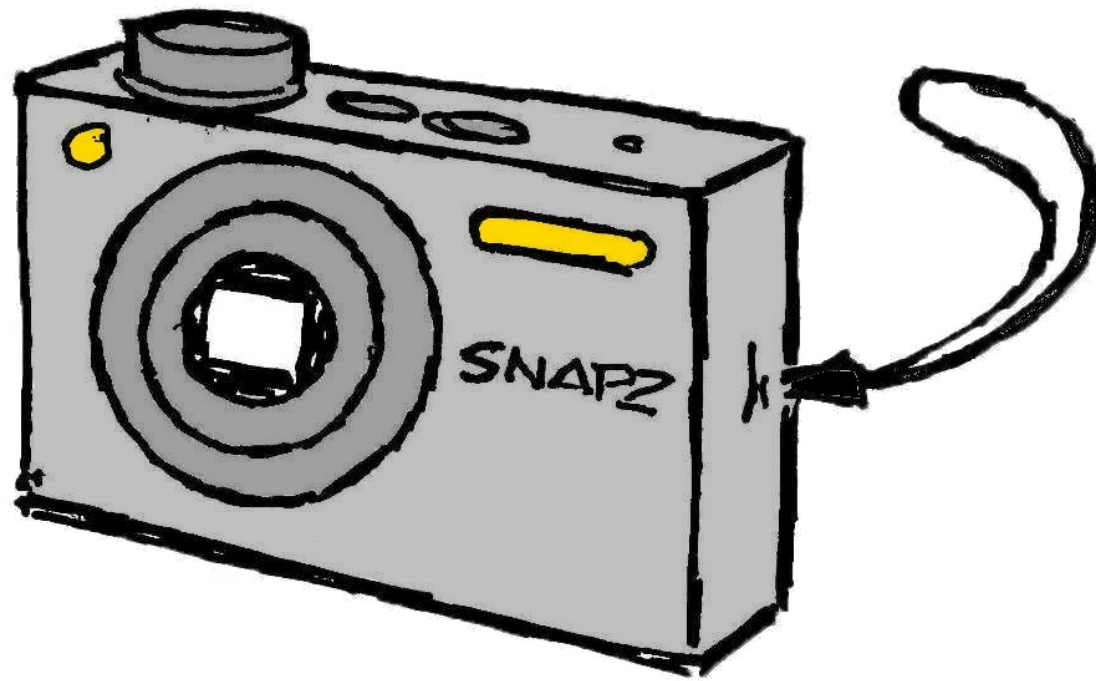
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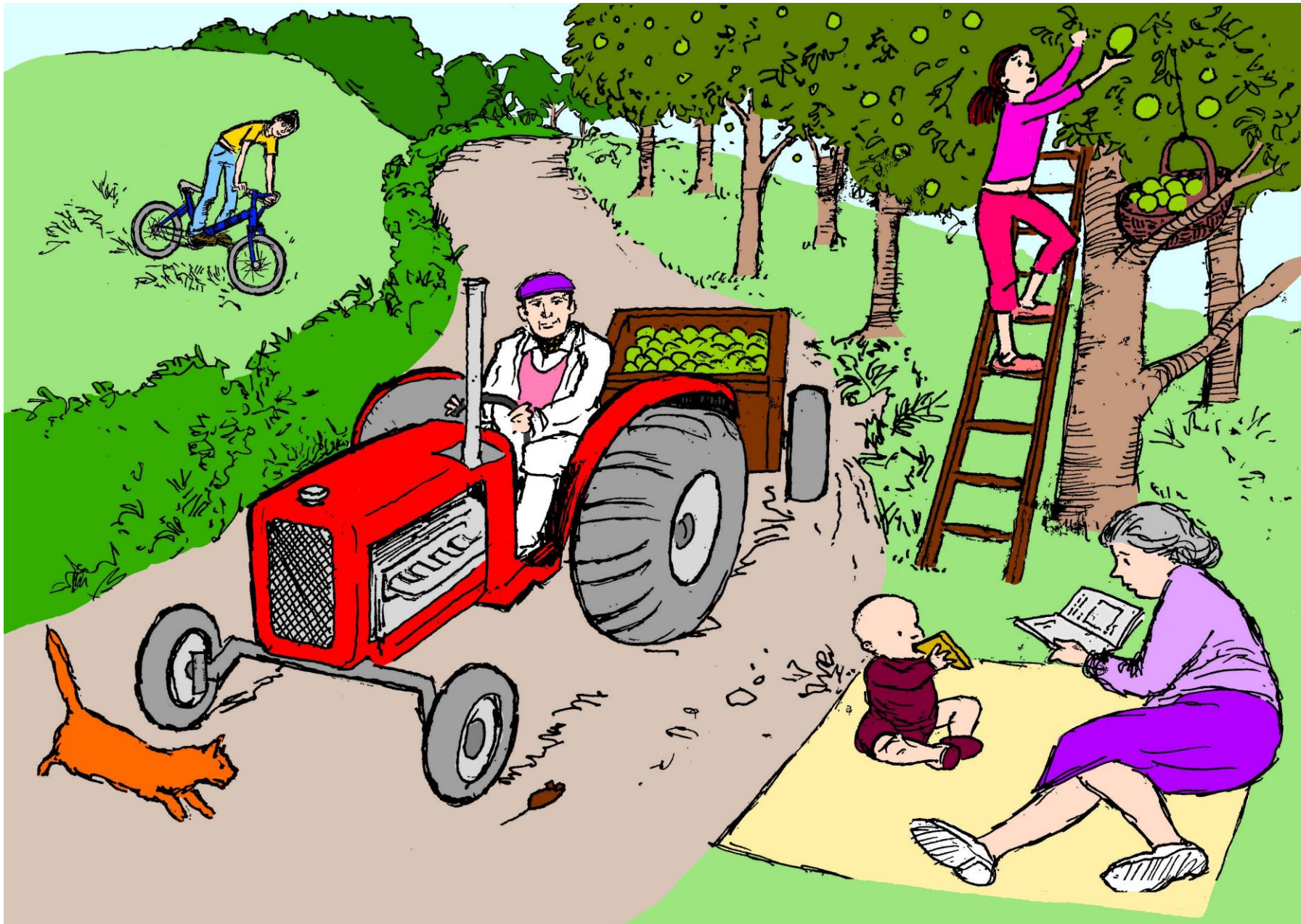
Question 14

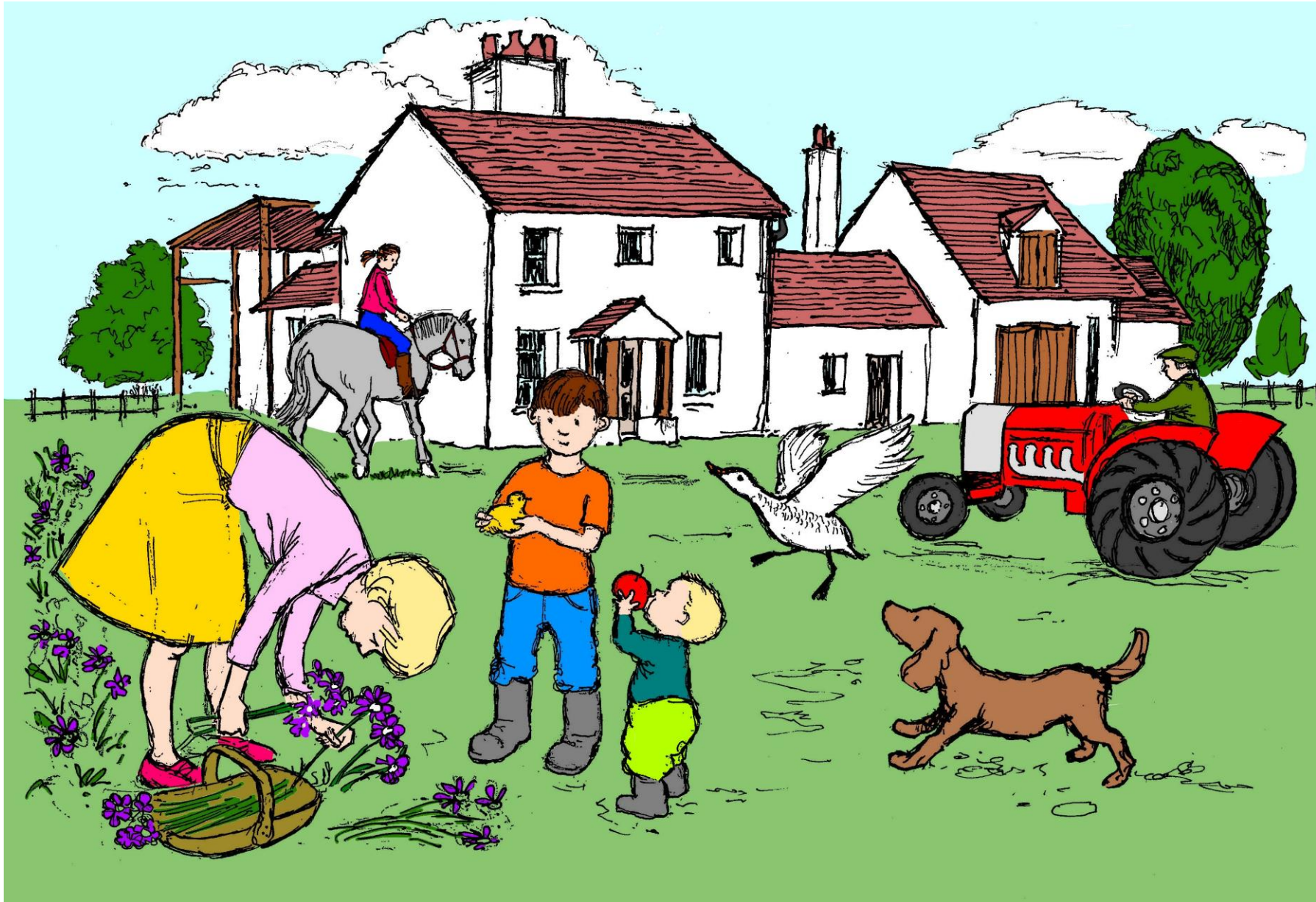


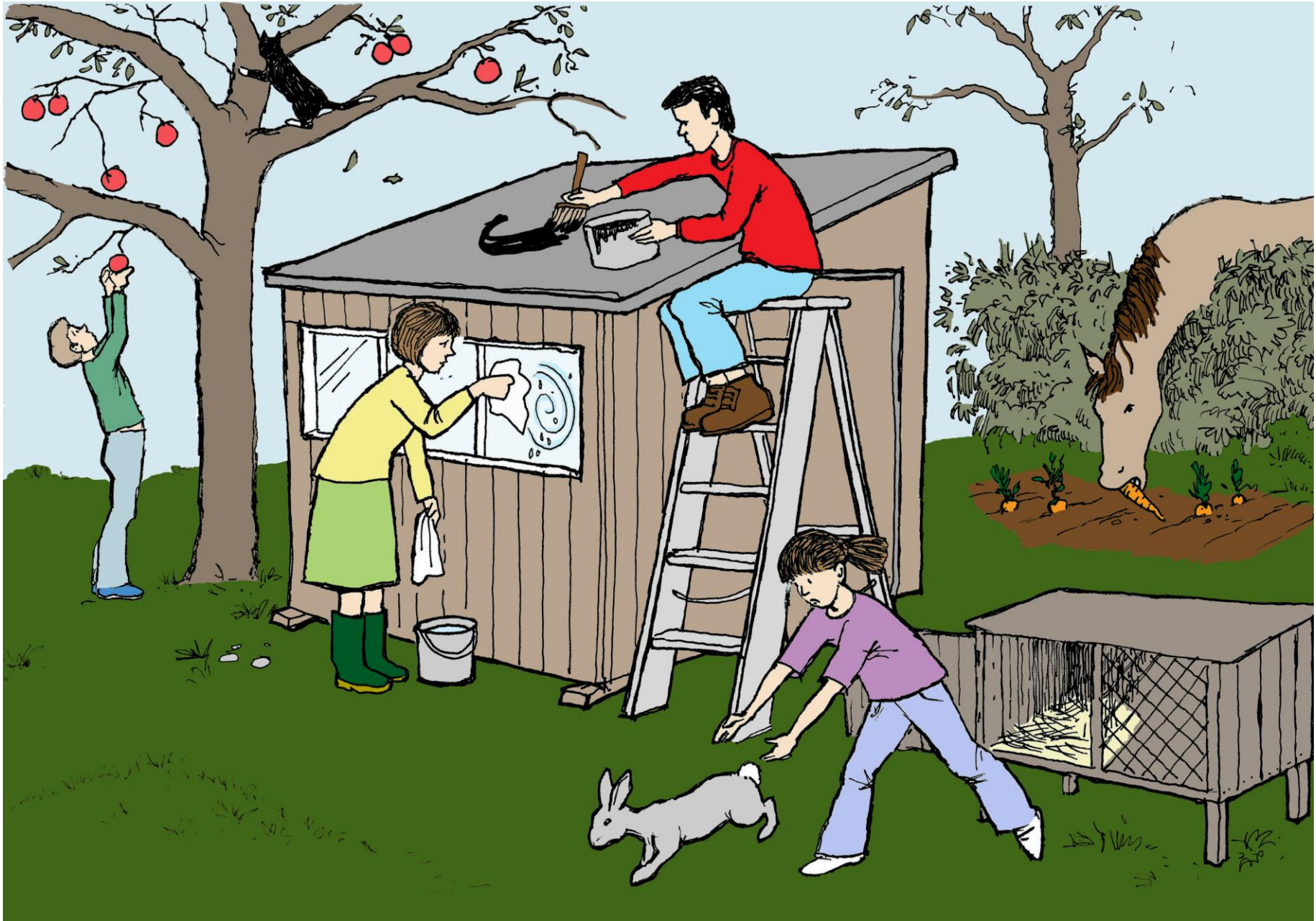
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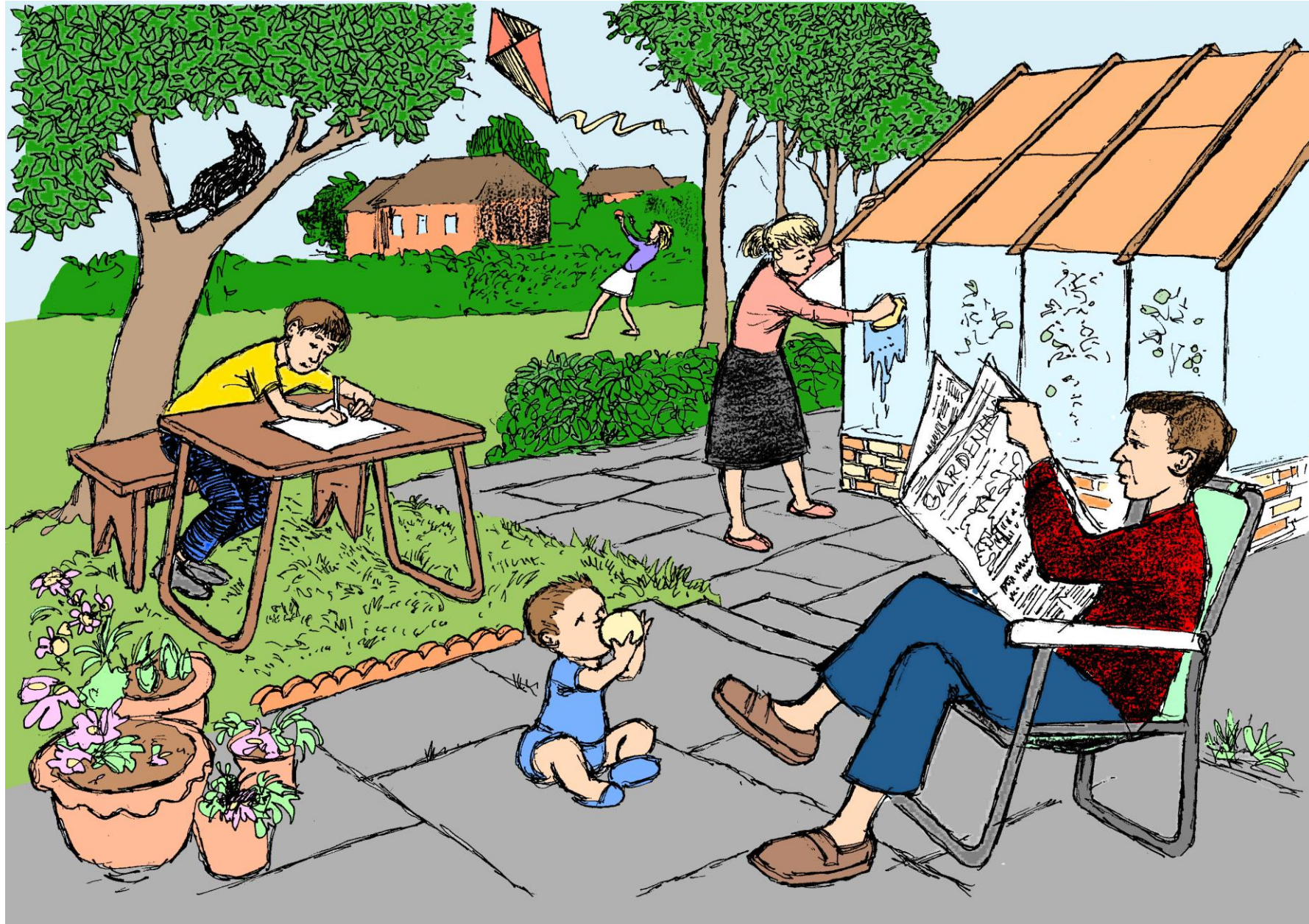
Question 15











Speaking Test Assessment Sheet



Please stick your candidate label here

For Office Use:

Set 3 2024-2025

Please tick (✓) below:

First Step ☐

Junior ☐

Primary ☐

Preliminary (A1) ☐

Please tick (✓) the appropriate number:

Communication & Content

Pronunciation

Grammar and Vocabulary

	Refer				Pass		Merit		Distinction	
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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0 - 14				15 - 19		20 - 23		24 - 30		

Total: /30

Examiner's notes (e.g. examples of good language, obvious mistakes, areas of misunderstanding, examples of higher level language which is receptively understood but not produced):

Continue on the back of this sheet if necessary

Examiner's Name:

Projected Grade:

Examiner's signature:

Total /30

Date of Test:

Speaking Test Assessment Sheet

Examiner's notes continued



MARKING CRITERIA ANGLIA SPEAKING TEST JUNIOR, PRIMARY AND PRELIMINARY (A1) LEVELS

	COMMUNICATION / CONTENT	PRONUNCIATION	RANGE OF VOCABULARY / GRAMMATICAL ACCURACY
D	The student can comfortably respond to the examiner's questions at this level.	Clearly understandable throughout the test.	The student is clearly at ease with the basic words and grammatical structures of the level.
M	The student understands the examiner most of the time and gives a correct answer to the majority of the questions.	Sufficiently adequate to be understandable.	The student knows the basic words and grammatical structures of the level. There may be a few errors.
P	The student understands a good proportion of the questions, and gives right answers in around 50% of cases.	Poor, but understandable at least half the time.	The student knows the most basic words and grammar needed for the level although there are obvious errors / omissions.
R	A combination of not answering and answering incorrectly make communication virtually impossible.	The student cannot be understood most of the time.	The student knows insufficient basic words or grammar to participate in the test.
U	No communication in English taking place at all.		