



Anglia Examinations

Junior Level

Speaking Test

2025 Set 1

Instructions for Assessors

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CHICHESTER COLLEGE, WESTGATE FIELDS, CHICHESTER, WEST SUSSEX, PO19 1SB, ENGLAND

LOCATION: a quiet place in the school.

DURATION: 5 - 8 minutes.

PARTICIPANTS: two candidates; assessor; usher/safety monitor.

MATERIALS: pictures supplied.

RECORDING: The examination is to be recorded as an MP3. The recording is sent to Anglia Examinations HQ at Chichester College in the UK for moderation.

Before the candidates have entered the room, record their full names and numbers clearly onto the MP3. (This can be done while the candidates are in the room, but be careful if you record their names and then immediately ask them again what their names are. At this age, they will realise there is no information gap, wonder why you are asking again, and may not want to role-play just for the test.)

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

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

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

‘Hello. My name is xxxxx. This is the Junior Speaking test. Are you OK? 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. Otherwise, conduct the introduction with two or three simple, specific question prompts from the following:

- Name (What is your name?)
- Age (How old are you?)
- Family (How many people are there in your family? What are their names? How old is your brother? How old is your sister?)
- Pets (Have you got a pet? What is its name?)

Task 2: 2–3 minutes *maximum*.

The assessor has two pictures, which each show a person doing a different action: a boy is playing football/a boy is eating chips.

The assessor says,

‘Now, [<name>]. Listen to the questions. Which picture is it?’

The assessor gives a statement using the present continuous and the students must choose which picture the examiner is talking about. The first statement will relate to the main action of the picture.

e.g. The boy is playing football.

The assessor gives three follow up statements to each candidate. Each time, the candidate must choose which picture the statements refer to. The statements may be in the present continuous or present simple:

e.g.

The boy is wearing blue trousers.

The boy has black hair.

The boy is eating chips.

The boy is wearing green shoes.

The boy is wearing a red T-shirt.

The boy is sitting on the beach.

The boy is in the garden.

If the candidate is correct, say 'Good'. If he/she is not correct or says nothing, simply say, 'It's this picture' calmly and kindly and move on to the next question.

e.g.

A: The boy is playing football.

C: (points to the right picture)

A: Good. The boy is in the garden.

C: (points to the other picture, which is wrong)

A: It's this picture. The boy has black hair.

C: (points to the right picture)

A: Good. The boy is wearing green shoes.

C: (points to the wrong picture)

A: It's *this* one. Thank you.

Task 3: 2–3 minutes *maximum*. The assessor has the pictures face down on the table.

The assessor says,

'Now, [<name>]. There are two pictures on the table. Which picture do you want?'

Each student picks one.

- The assessor points to some objects for the students to name in turn. Taking turns, the students find some more.

If the candidate does not produce the right answer, the assessor gives it. The assessor should not emphasise the fact that a candidate fails to produce the right answer. Then the assessor goes on with the test and asks the next question.

e.g.

A: Where is this picture?

C: A kitchen.

A: Yes. Now, what's this? (points to cat)

C: A cat.

A: How many books are there? (points to pile of books)

C:um.....um.....four books.

A: And what food is on the table here? (points to cake)

C:um....

A: Is it a pizza?

C: No. It's a ...um ...um...

A: It's a cake. Now, what food is on *this* plate?

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

- The assessor may ask any or all of the children to perform a chant, rhyme, song or poem they know.

When the test is over, thank the students and say, 'Well done'.

NB

This is not a compulsory word-for-word script but a strong recommendation for how the test should be conducted. If circumstances 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 that at Junior level, candidates are not expected to answer questions at length. Keep all meta-language very 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.







