



**Anglia Examinations**

**Preliminary Level**

**Speaking Test**

**2025 Set 1**

**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 week was the start of the school holidays. Jo didn't go to school.'

Then ask the questions from the prompts below.

e.g.

A: [<name A>]. What time did Jo get up? (picture of clock)

C: Eight thirty.

A: Yes. Can you tell me a sentence? What time did he get up? He....

C: He get up at....

A: He got up at nine thirty.

C: Ah, yes, got.

A: Good. Now, [<name B>] What was the weather like?

C: It was sunny.

A: Yes. And where did Jo decide to go?

C: He go to the beach.

A: He *went* to the beach. And how many friends did he go there with?.....

**Questions to ask: Last Friday, Sam went on a school trip with his class. The trip was for one day. (Show initial picture)**

1. Where did Sam and his class go on Friday?
2. What did Sam wear for the school trip?
3. What time did the bus leave their school?
4. What was the weather like in the morning?
5. What did Sam take with him?
6. How much did Sam pay for his ticket?
7. What different animals could they see/ different sports could they choose?
8. What did Sam choose first?
9. Where did Sam and his class go for lunch?
10. What did Sam eat?
11. What did Sam buy at the shop?
12. What animal did Sam see/ sport did Sam try after lunch?
13. What happened next?
14. What did Sam's friends do?
15. What did Sam do when he got home?

**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 park.

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 an ice cream.

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**

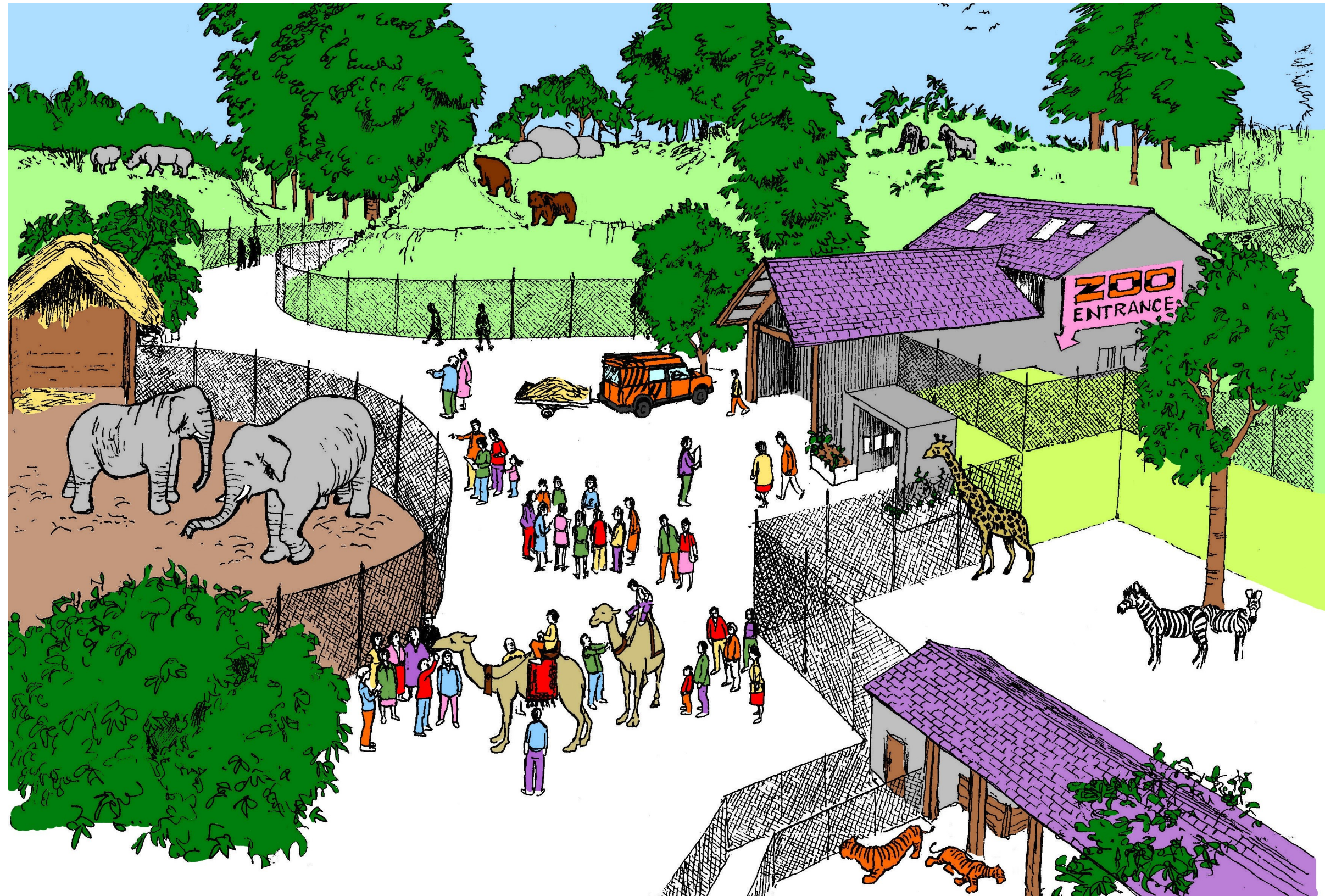
This is not a compulsory word-for-word script but a strong recommendation for how the test should be conducted. Circumstances will mean that the words should be slightly changed to get the best from the candidate. As an assessor you have the right to do this. Conversations often do not run exactly as 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

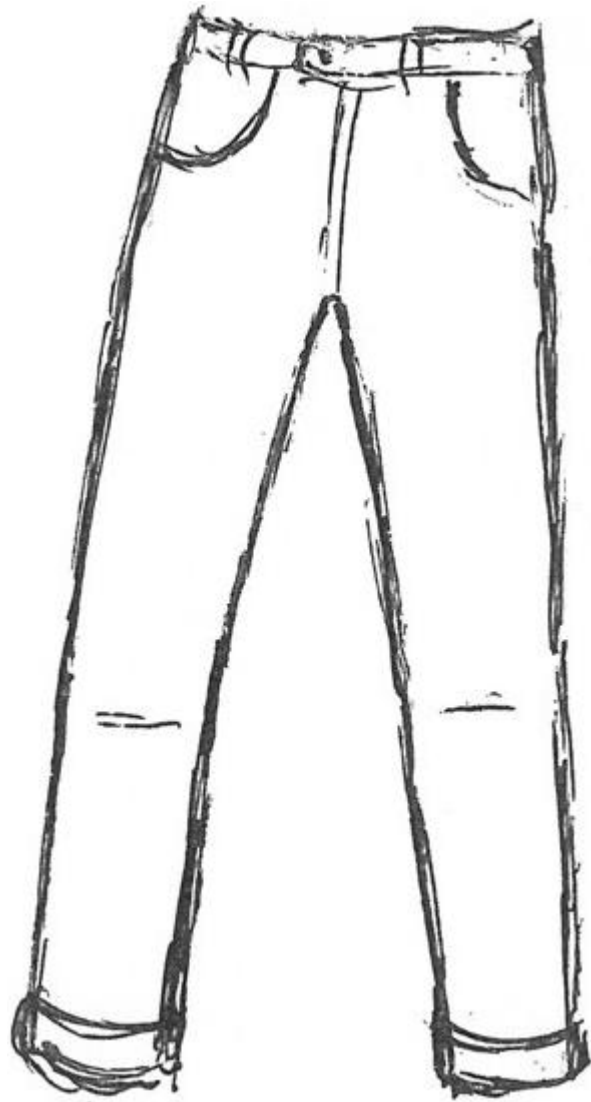
## Question 1





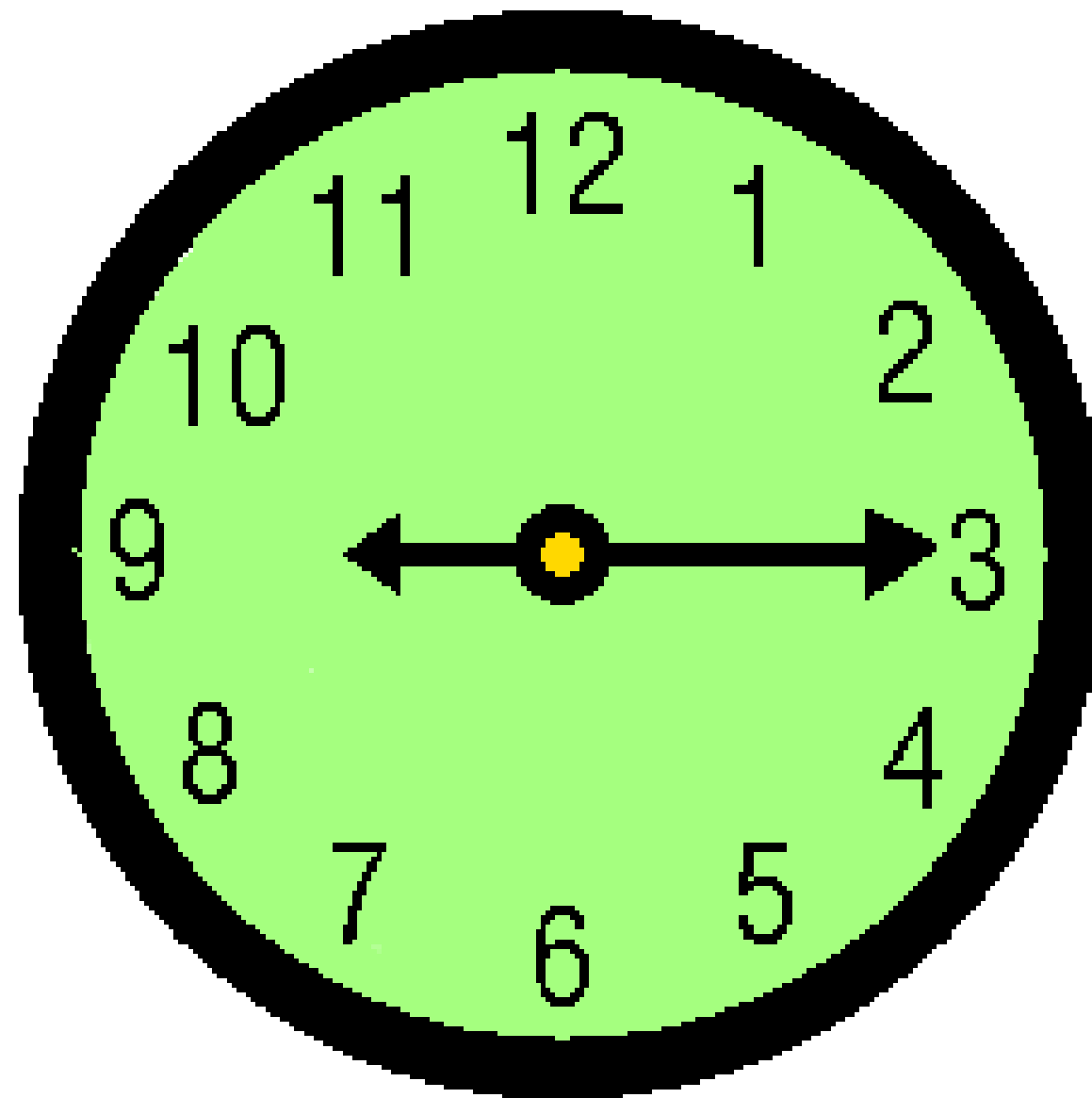
## Picture Set 1

### Question 2



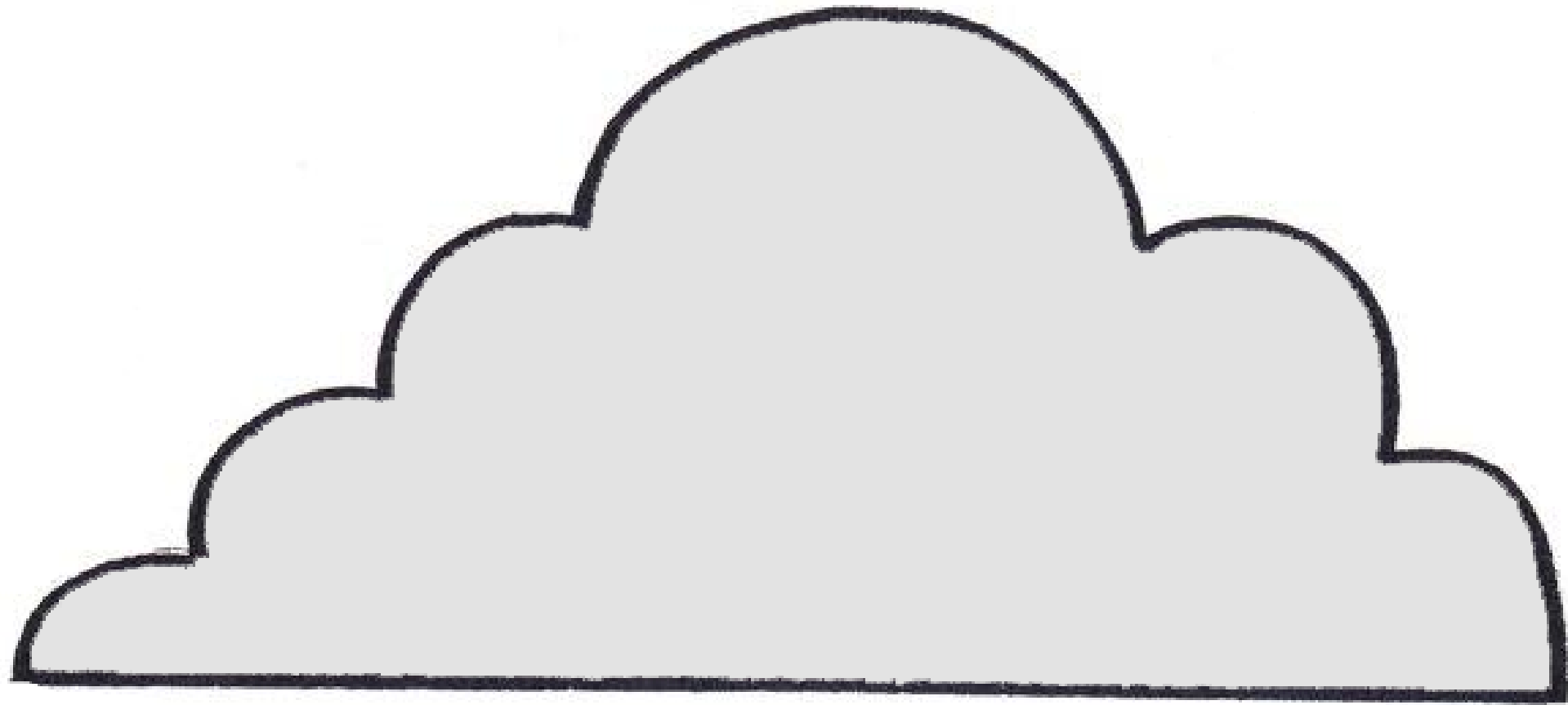
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## Question 3



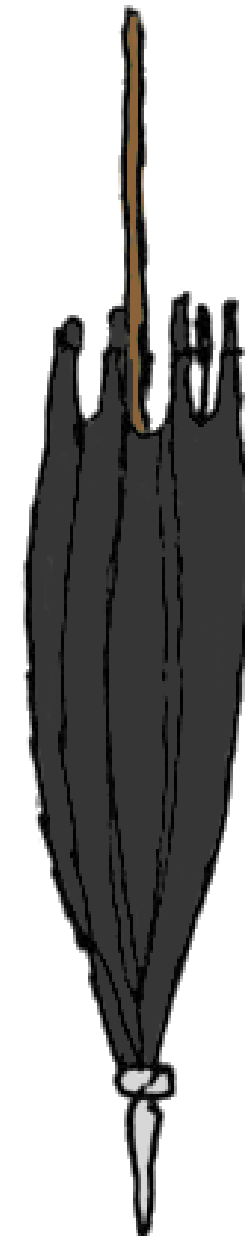
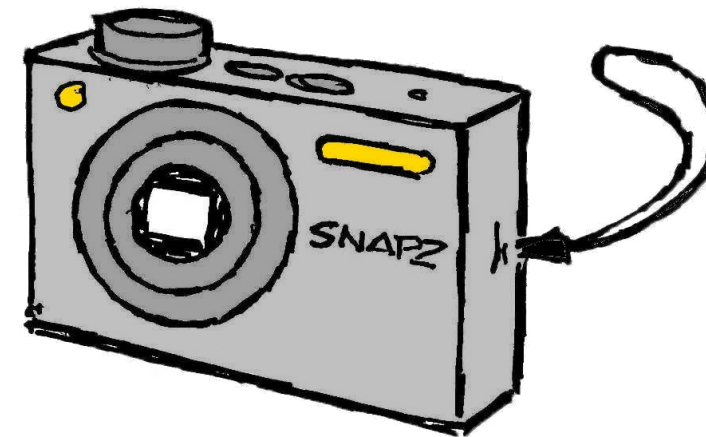
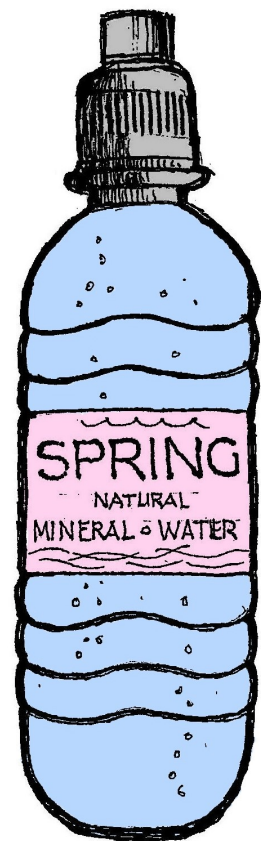
# Picture Set 1

## Question 4



## Picture Set 1

### Question 5



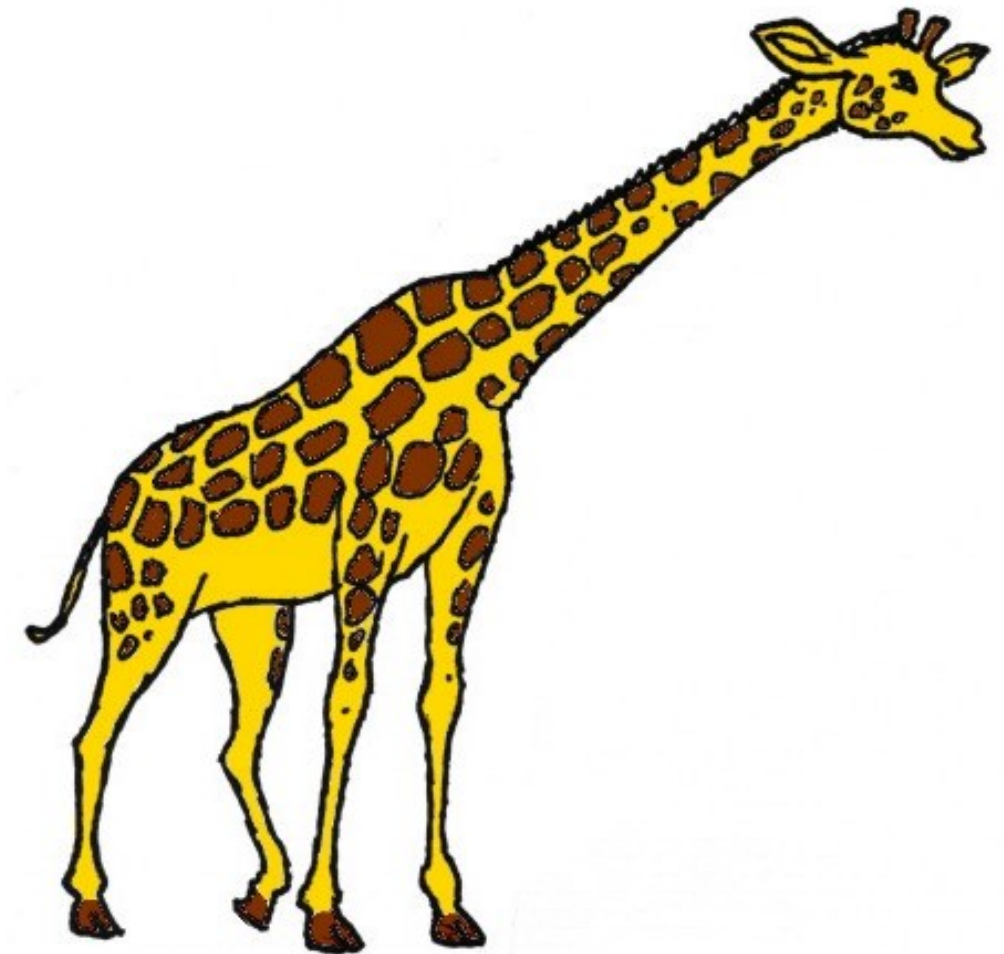
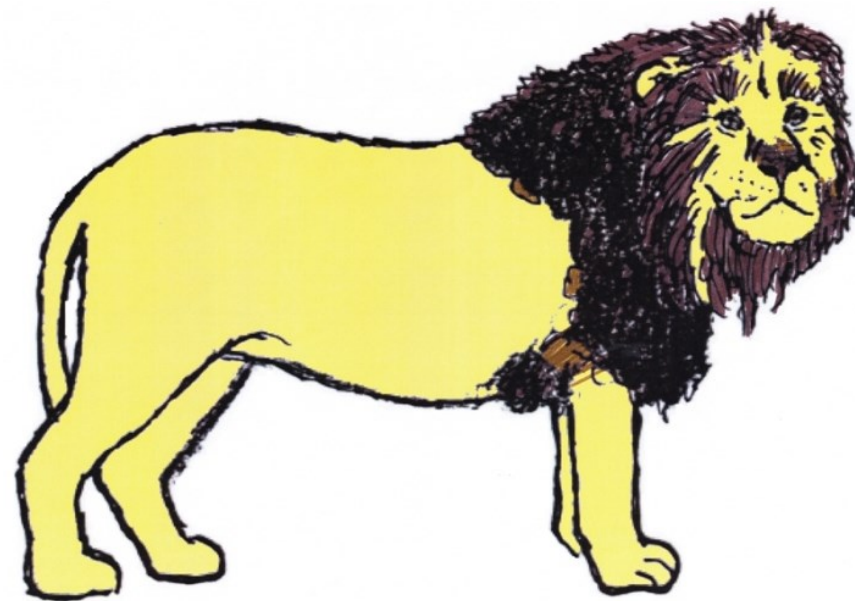
Picture Set 1

Question 6



## Picture Set 1

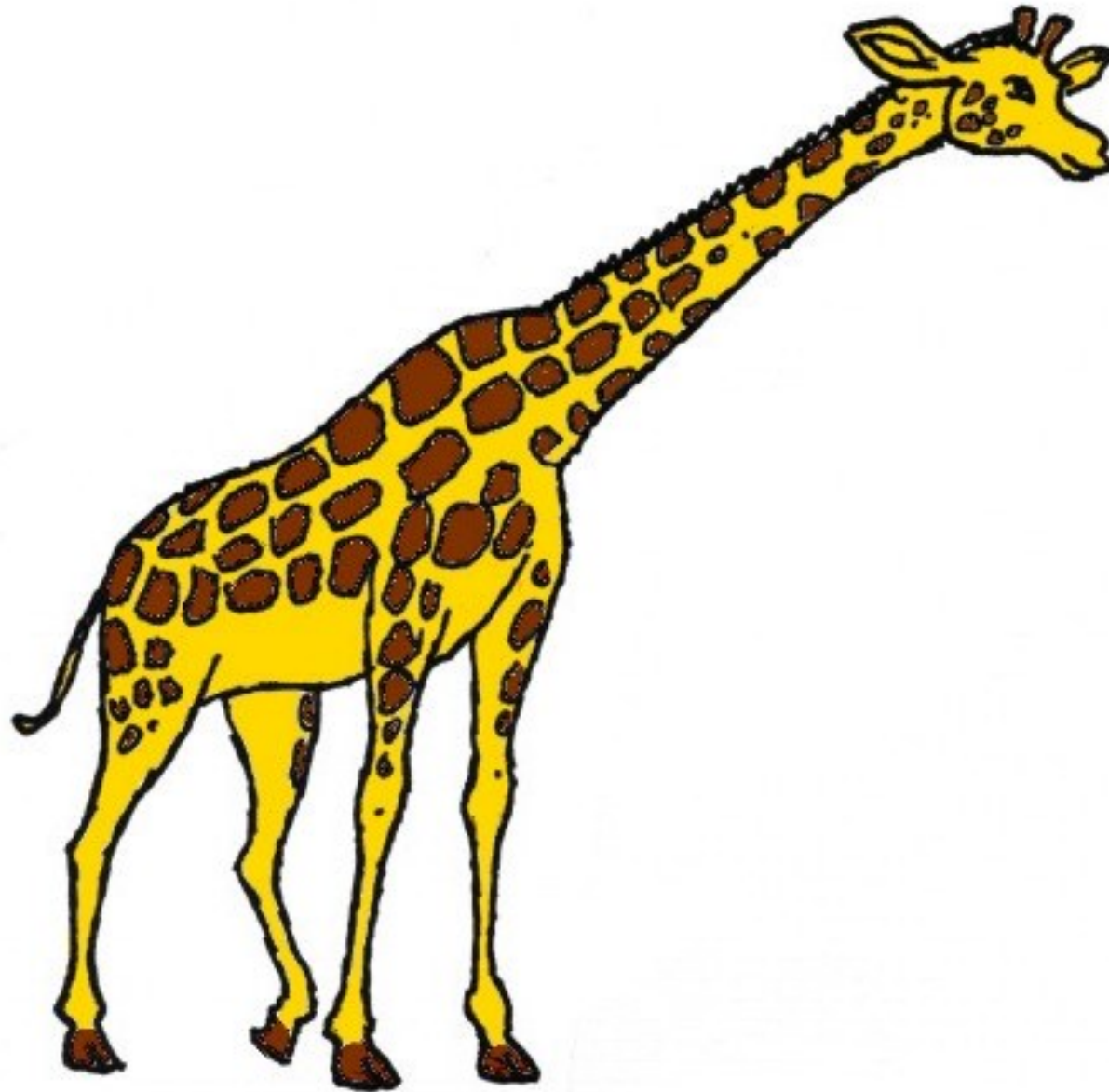
### Question 7





## Picture Set 1

### Question 8



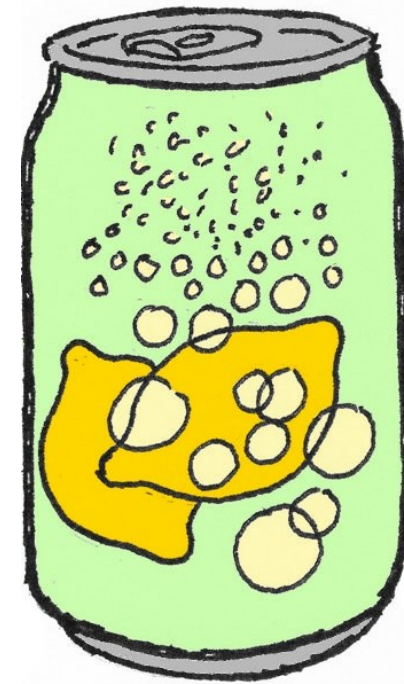
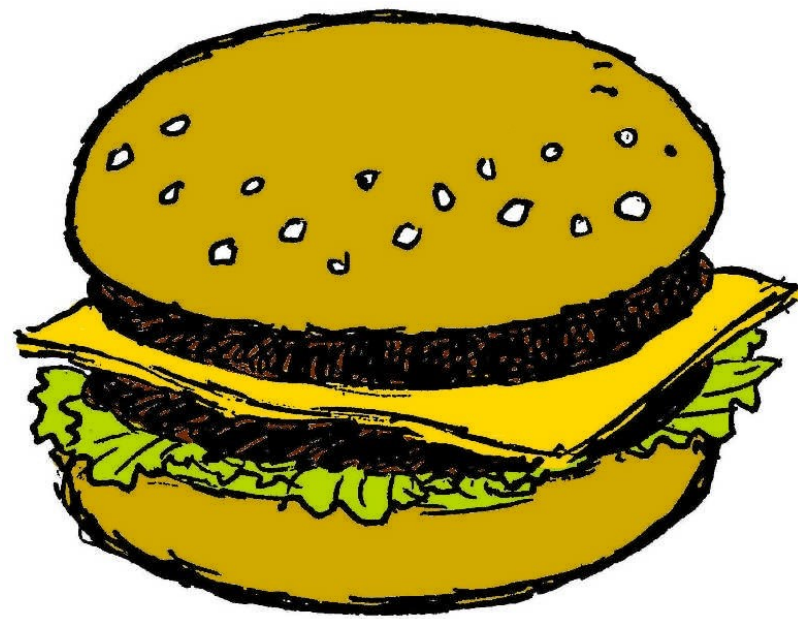
# Picture Set 1

## Question 9



## Picture Set 1

### Question 10





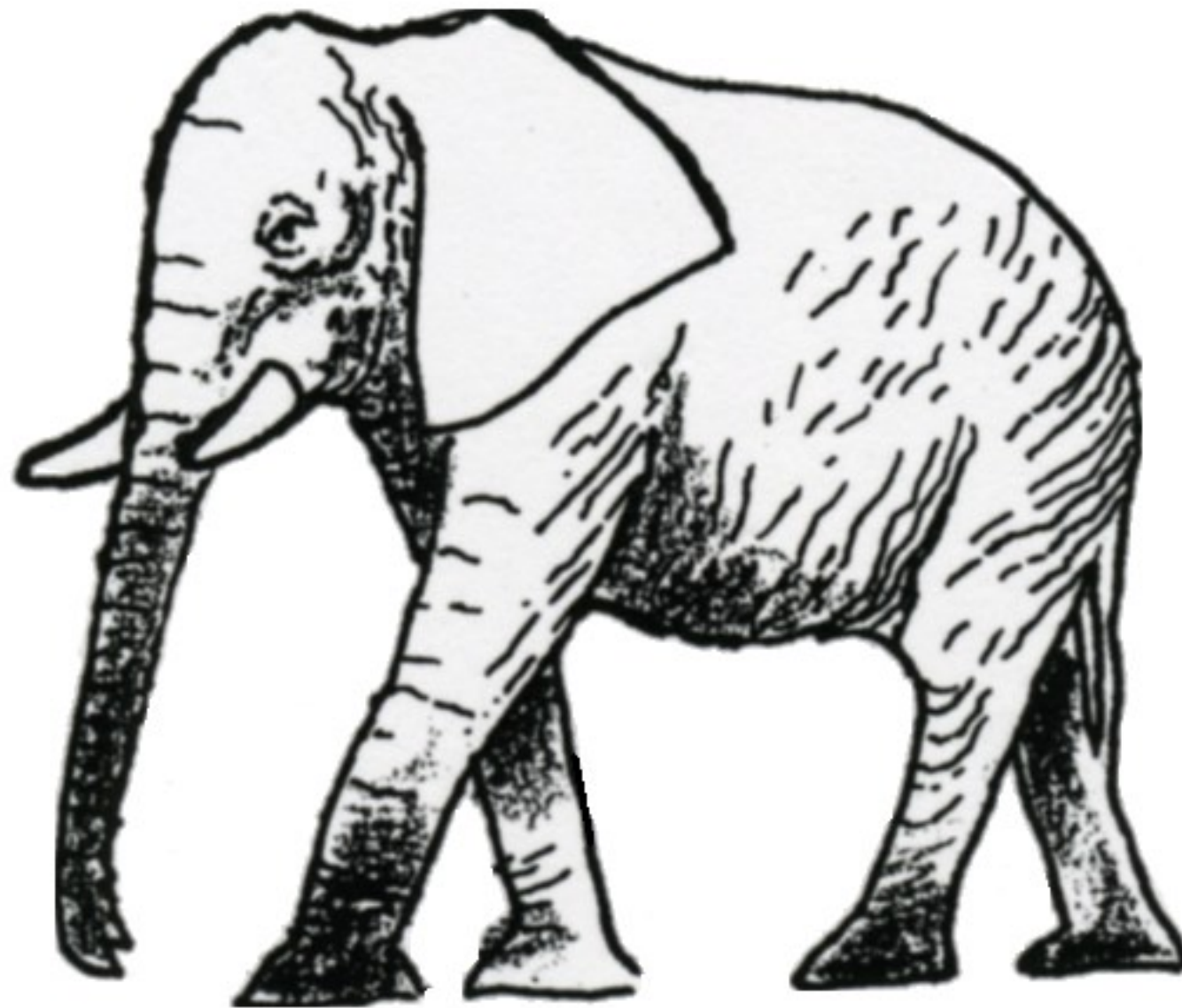
# Picture Set 1

## Question 11



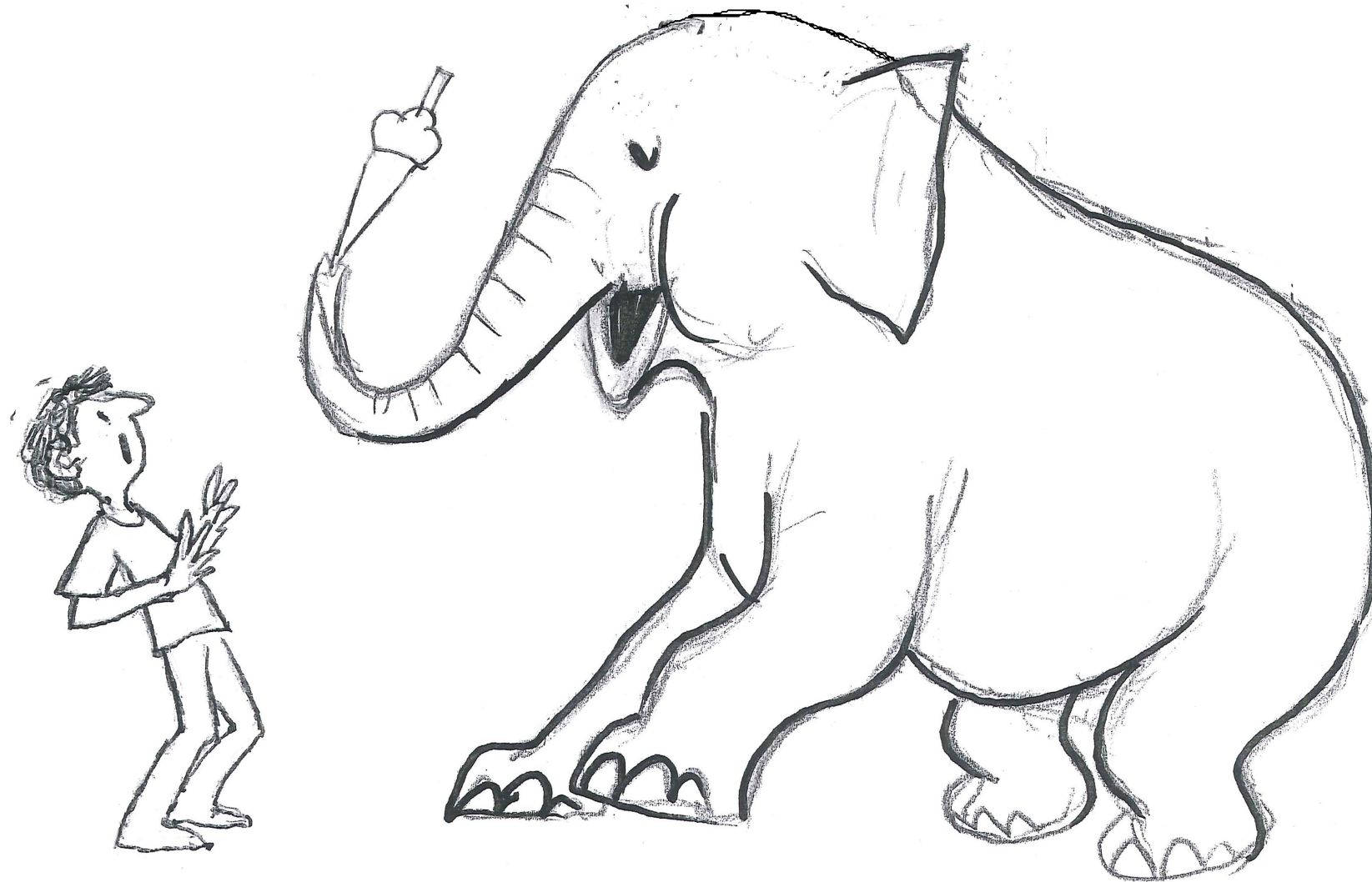
## Picture Set 1

### Question 12



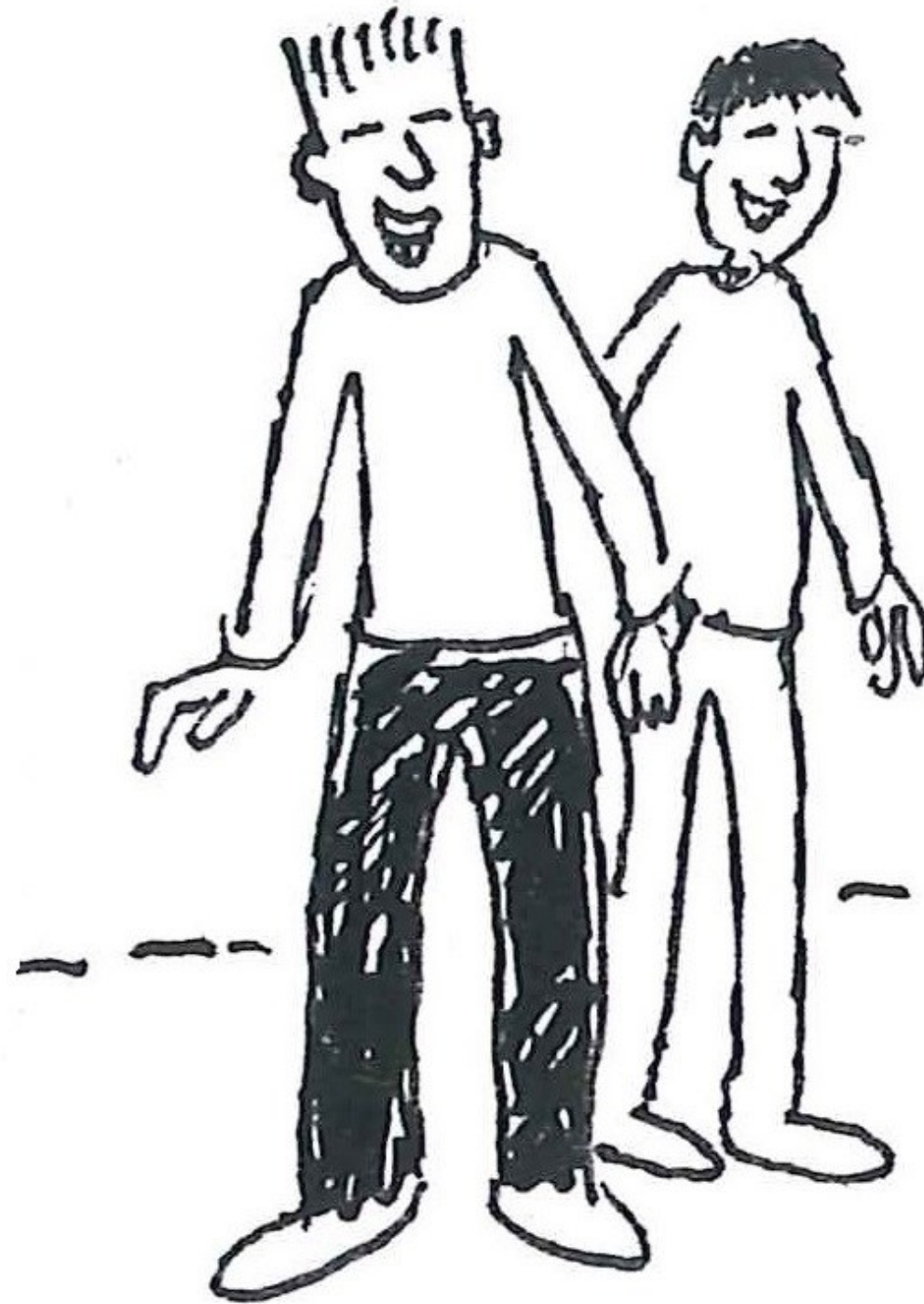
## Picture Set 1

### Question 13



# Picture Set 1

## Question 14





## Picture Set 1

### Question 15





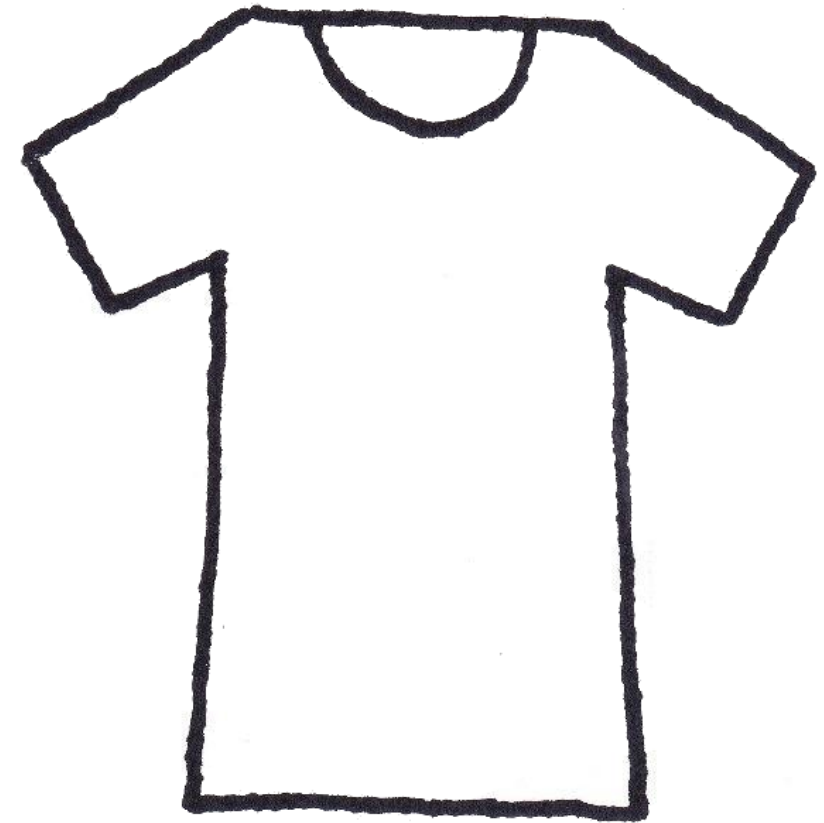
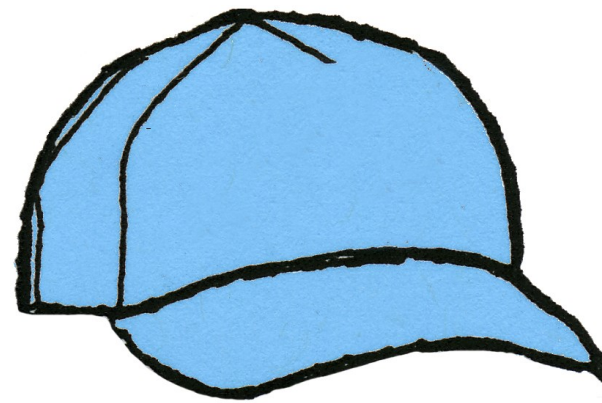
## Picture Set 2

### Question 1



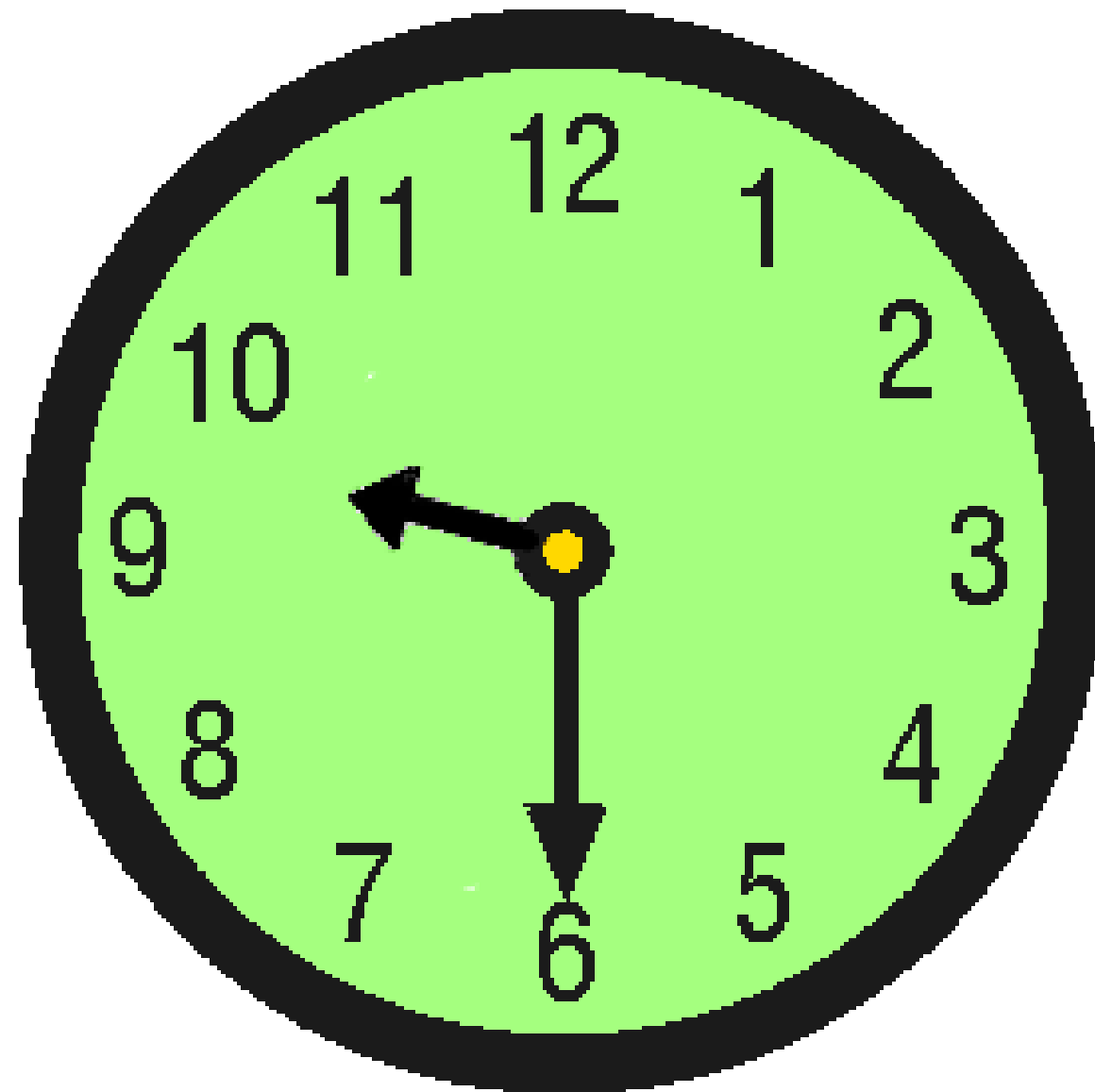
## Picture Set 2

### Question 2



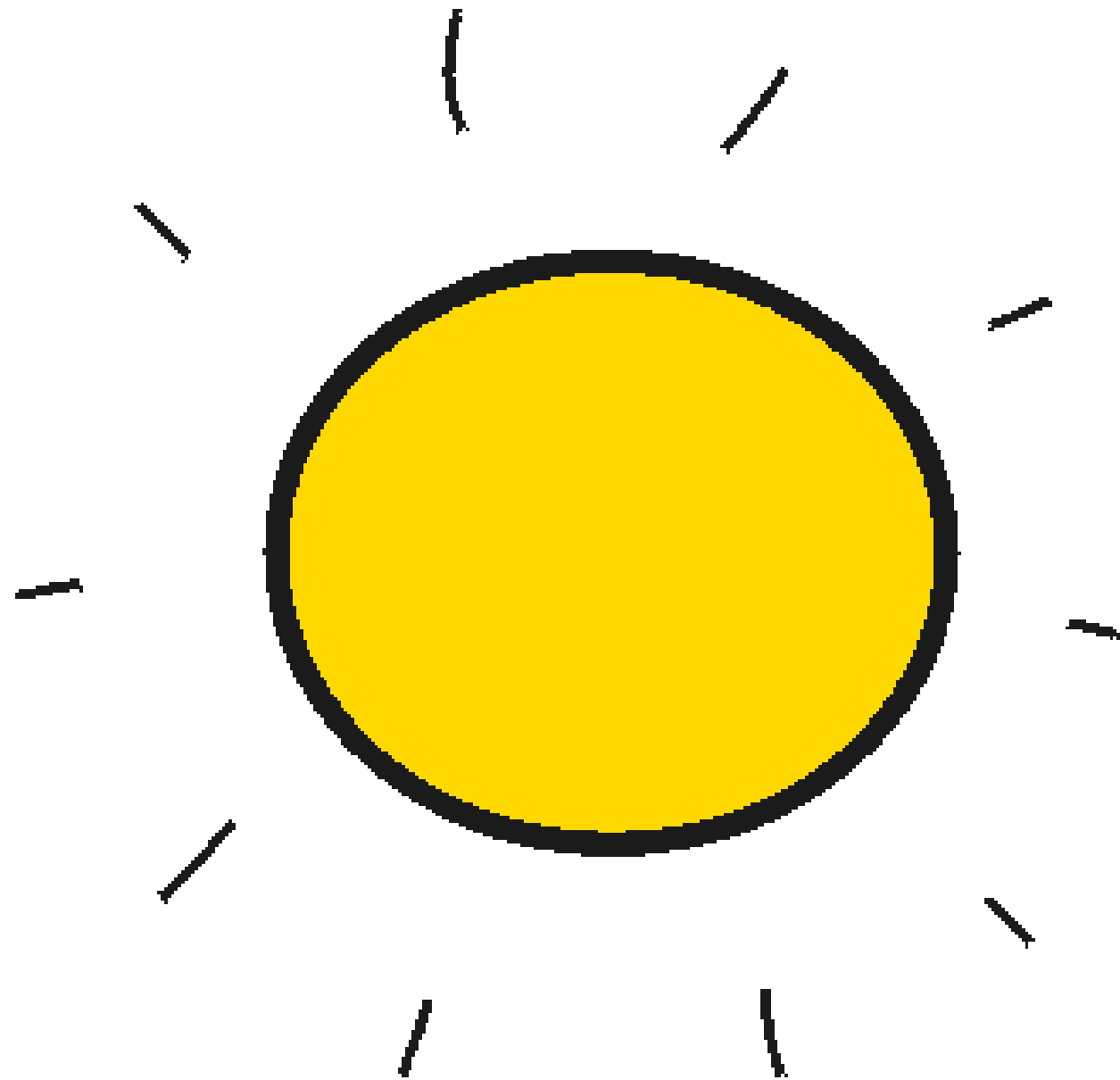
## Picture Set 2

### Question 3



## Picture Set 2

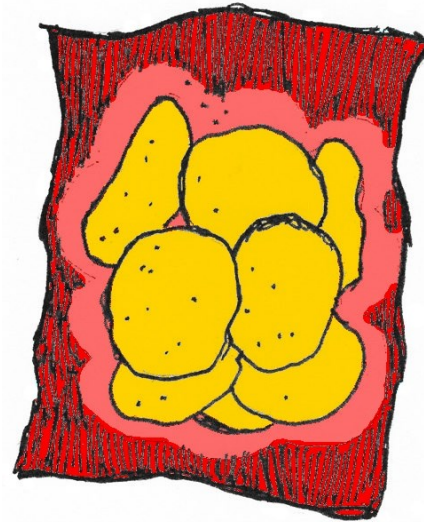
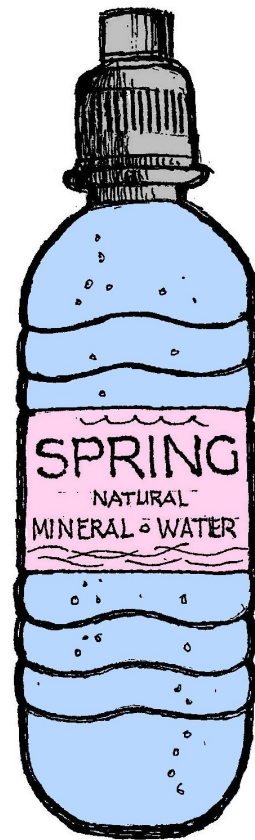
### Question 4





## Picture Set 2

### Question 5



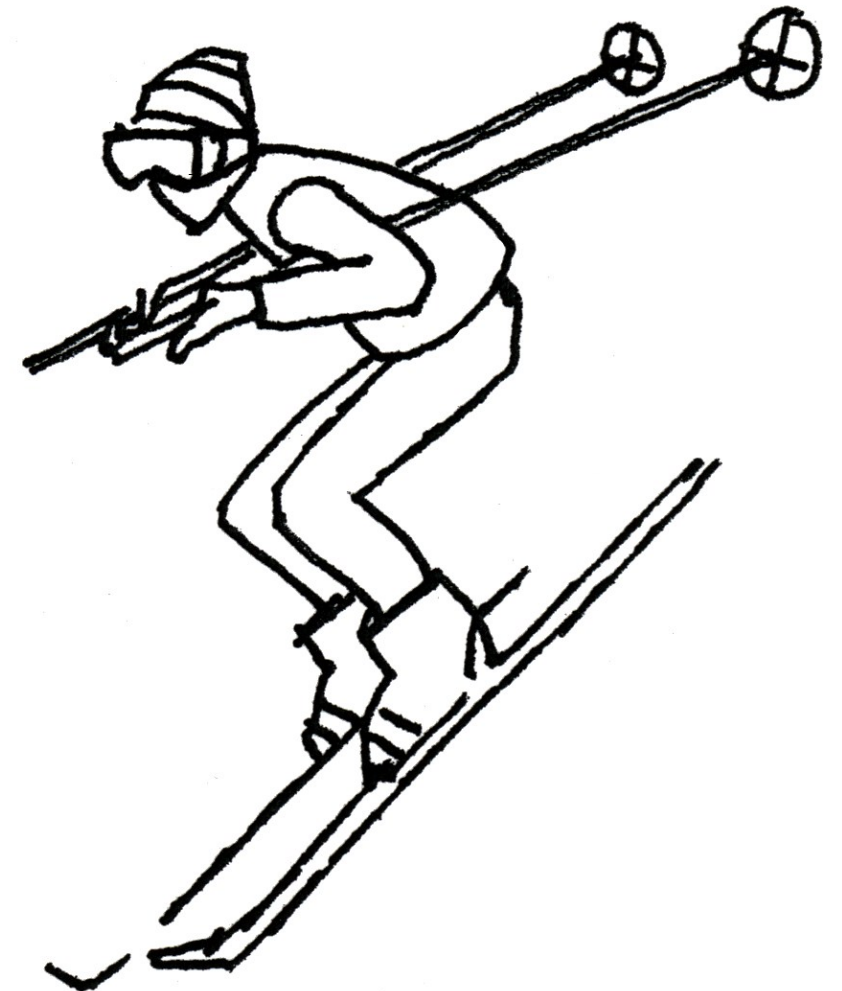
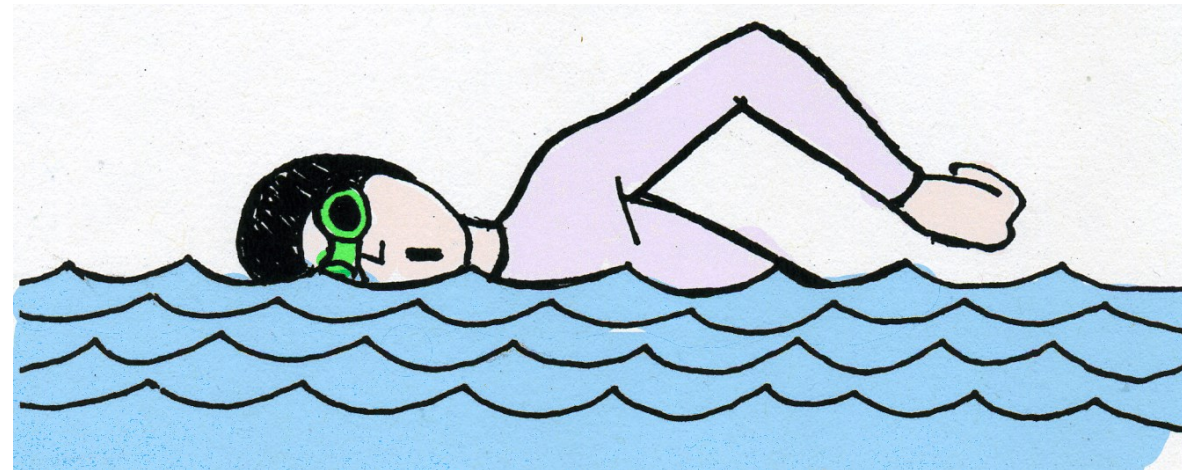
## Picture Set 2

### Question 6



## Picture Set 2

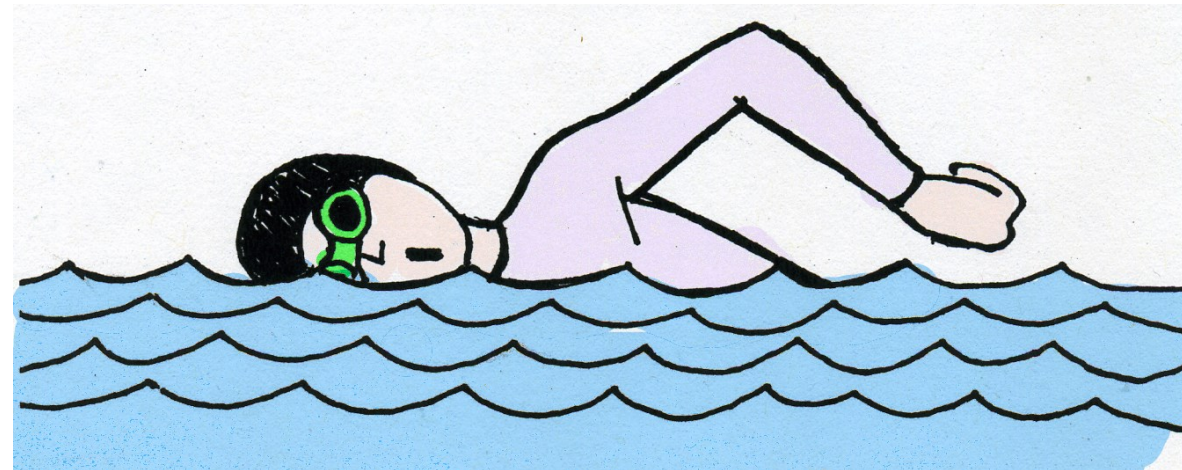
### Question 7





## Picture Set 2

### Question 8





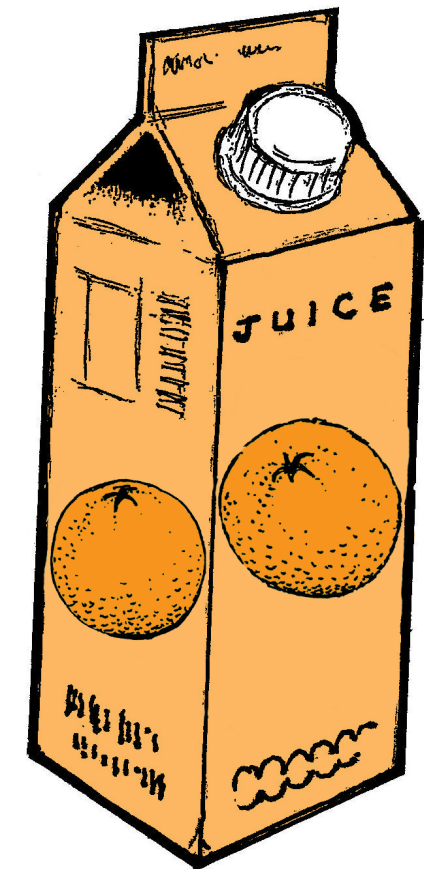
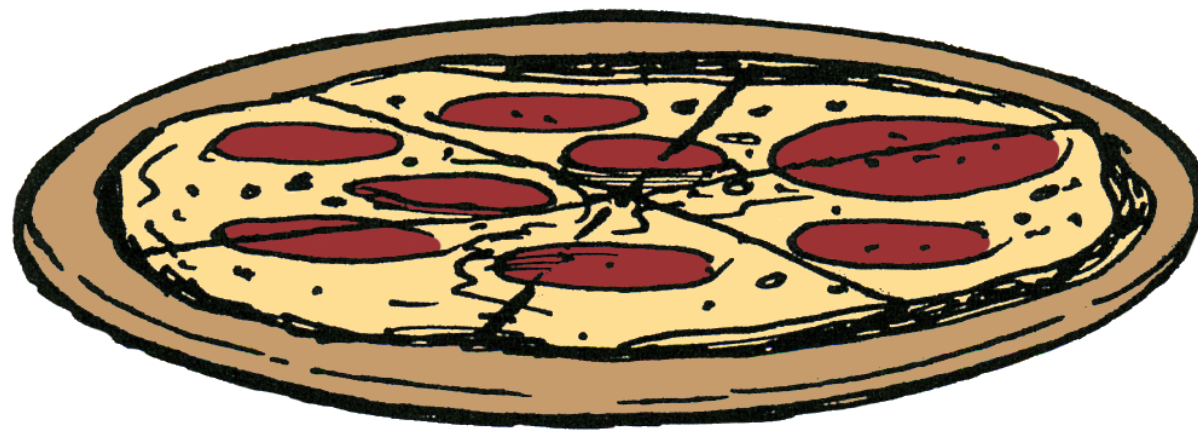
## Picture Set 2

### Question 9



## Picture Set 2

### Question 10



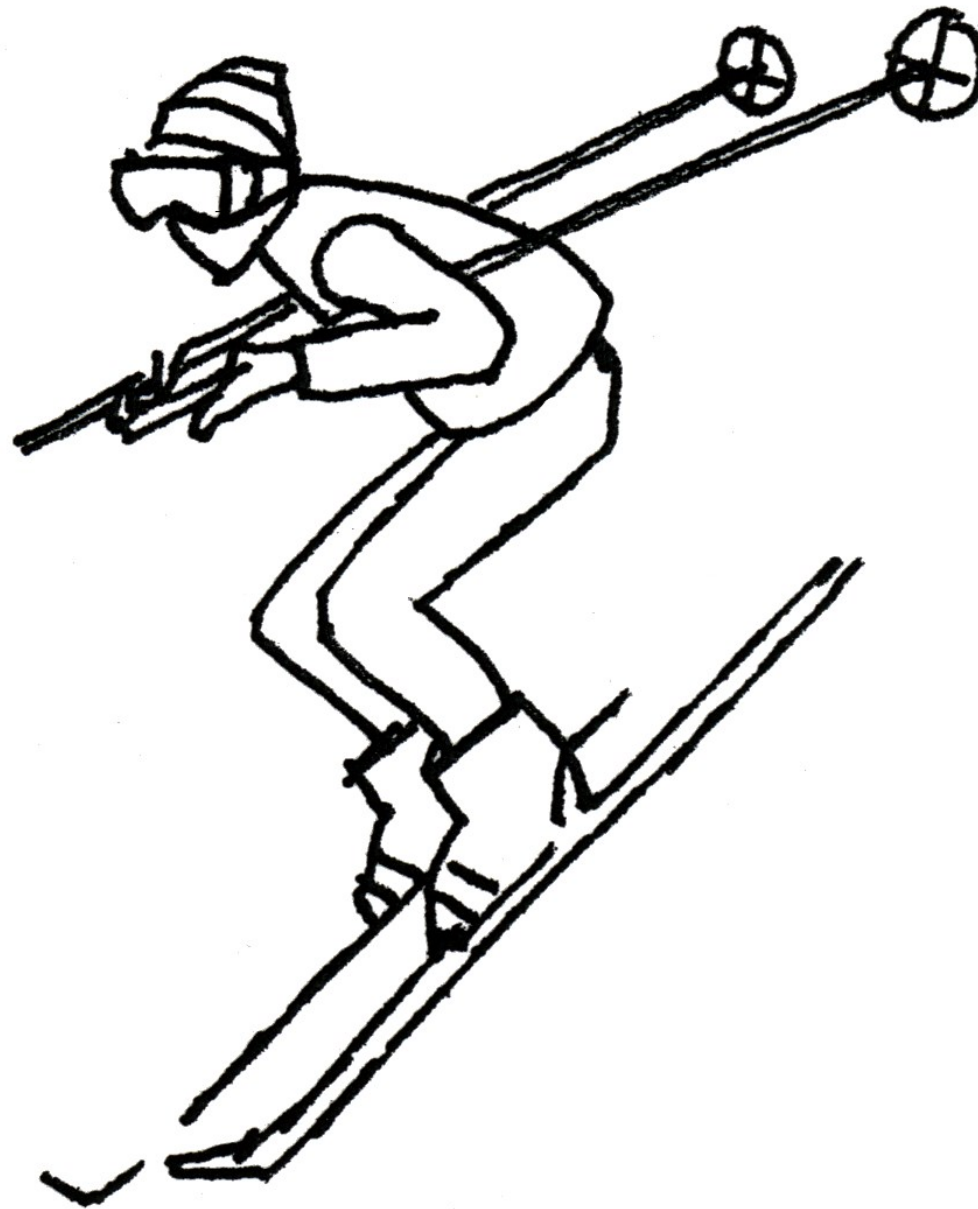
## Picture Set 2

### Question 11



## Picture Set 2

### Question 12





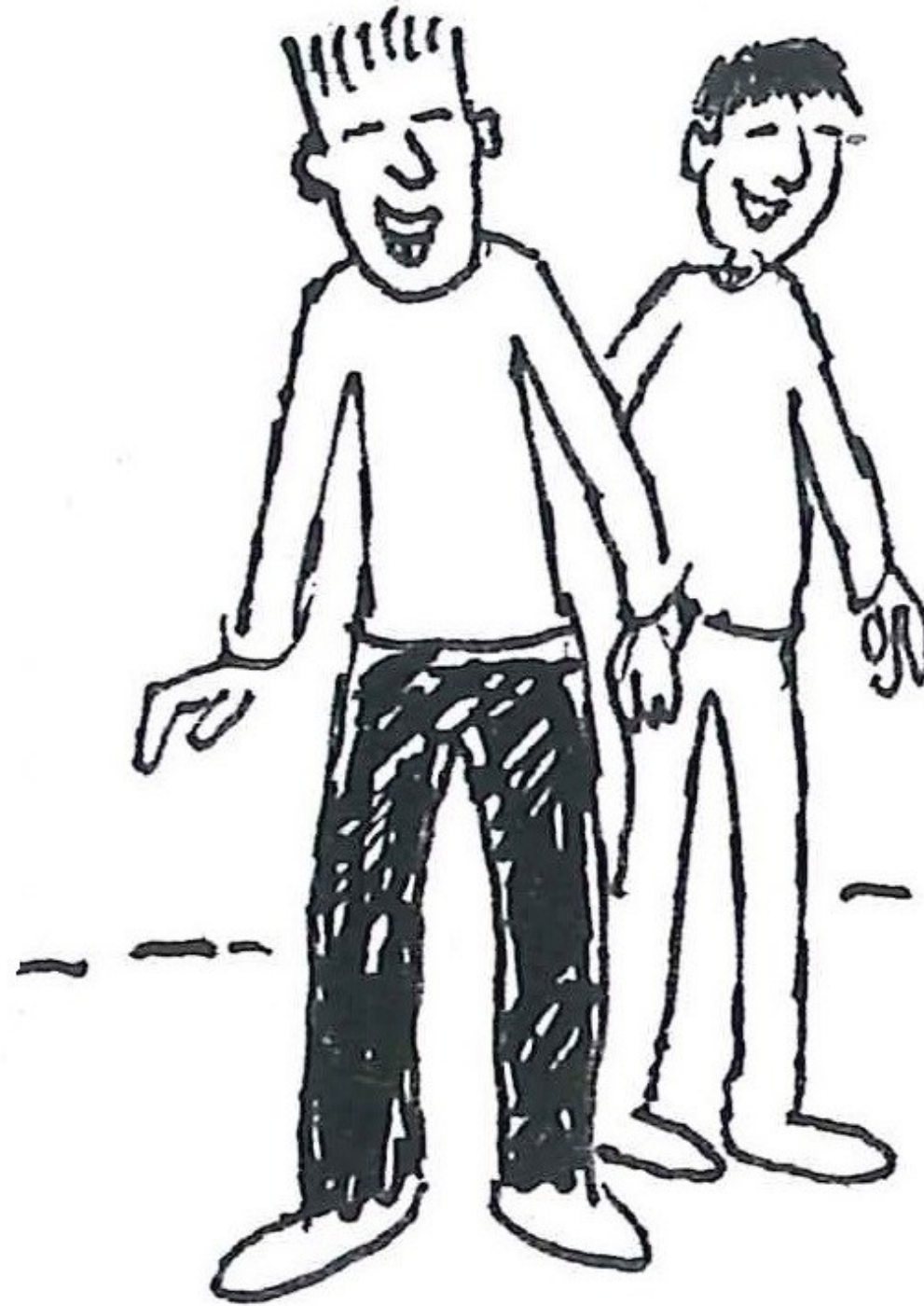
## Picture Set 2

### Question 13



## Picture Set 2

### Question 14



## Picture Set 2

### Question 15





