



AIM Qualifications & Anglia Examinations

Level 2 (Proficiency C1)

Speaking Test

Set 1 2025

Instructions for Candidates

- The test will take 20 minutes.
- You will take the test with another candidate.

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Procedure

The Anglia Proficiency Speaking Test consists of three parts and should take *approximately* 20 minutes to complete. There are two candidates at each session. The examination will be recorded. Recordings are sent to Anglia Examinations, Chichester College for moderation.

AFTER the examination, you must not return to the area where candidates yet to take the test are still waiting.

Preparation

Think about your future plans and be prepared to talk about them and answer questions about them. Be prepared to ask the other candidate questions about his/her future plans as well.

There are two articles to read and think about. You should be prepared to talk briefly on one of them before discussing it.

You should be prepared to talk about the topics from the list: **Possessions, TV Shows or Education**. The assessor will ask you a question on one of the topics or ask you to talk about a statement on that topic. You should be ready to discuss about it with your partner.

Task One: *up to 4 minutes*. Introductory warm-up

The assessor will ask you to talk about yourself and why you are taking the examination.

Task Two: *up to 8 minutes*. Prepared discussion (newspaper article)

The assessor will ask you to talk briefly about the article you have prepared and then you must be prepared to discuss it.

Task Three: *up to 8 minutes*. Unprepared discussion (topic only)

The assessor will offer you two topics to talk about, from the list of three preparation topics that you have already seen. The assessor will ask which topic you have chosen to talk about. The assessor will then ask you a question/questions on that topic. You must be prepared to engage in a discussion about the topic with your partner.

PROFICIENCY SPEAKING EXAMINATION

Task Two: Readings for Discussion

READING ONE: VEGAN HORSE-RIDING

The term ‘vegan’ is linked with avoiding animal products and exploitation. In ‘Equestrian Vegan Horse Riding without Horses’, it means the horse-riding experience is designed with ethical and animal-friendly principles. Traditionally, horses are used for riding, but some people have concerns about the well-being of the animals, the environmental impact of horse keeping, or simply prefer to enjoy horse-riding without animals. Here, ‘vegan’ suggests an alternative that aims to provide the joy of horse-riding while prioritising animal welfare.

‘Hobbyhorsing’, which began in Finland, allows participants to ride stick horses instead of real ones. It has become popular, particularly with girls and young women on social media, and is celebrated for combining traditional equestrian elements with ethical considerations. It’s easy to start and requires minimal investment compared to real horse-riding, which is often expensive and reserved for the wealthy due to the high costs of keeping horses.

Hobbyhorsing is catching on globally, including in places like Australia, which held its first national championships in 2024. Providing a budget-friendly way to experience equestrian activities without stables or real horses, the sport illustrates a growing interest in sustainable and ethical practices in equestrianism and offers a new way to appreciate certain skills without compromising on animal welfare. This alternative opens new possibilities in horse-riding, showing that the journey can be as meaningful as the destination without involving live animals.

Points to consider:

- Would you be interested in trying hobbyhorsing? Why? / Why not?
- Do you believe hobbyhorsing could replace traditional horse-riding in the future? What makes you think that?
- What is the biggest advantage of practising hobbyhorsing over real horse-riding?
- How important is it to have animal-friendly activities in sports and entertainment?
- If you were given a free ticket, would you prefer to watch a hobbyhorsing race or a traditional one with real horses? Why is that your preference?

PROFICIENCY SPEAKING EXAMINATION

Task Two: Readings for Discussion

READING TWO: UNHAPPY LEAVE

Pang Dong Lai, a Chinese supermarket chain with over 7,000 employees, has implemented a progressive policy allowing workers to take up to 10 days of 'unhappy leave' each year. This initiative is part of a broader strategy to support employees' mental health, recognising that many in China are struggling with psychological well-being. Young workers, particularly those aged 18 to 25, show the highest levels of anxiety and depression in the workforce, according to findings from the Cheung Kong Graduate School of Business.

Yu Donglai, the CEO of *Pang Dong Lai*, emphasises the importance of mental well-being, stating that employees should feel free to take leave if they're unhappy, and managers cannot deny these requests. The policy has received positive feedback on social media, with some expressing interest in joining the company.

In contrast, recent reports highlight that U.S. workers reported significant unhappiness levels in mid-2023. *Pang Dong Lai*'s innovative leave policy stands out as a potential model for other businesses looking to enhance employee happiness and productivity. By prioritising mental health, the chain not only seeks to improve its workplace environment but may also inspire a shift in corporate culture towards greater empathy and support for employees' well-being. This approach could ultimately lead to a more engaged and satisfied workforce, aligning with a growing recognition of the importance of mental health in the workplace.

Points to consider:

- What do you think about the concept of 'unhappy leave'? How might it benefit employees?
- Can you think of any negative impact that 'unhappy leave' might have?
- Would you like to work in a place where they support this idea? Why? / Why not?
- What else could companies do or provide to support positive mental health for their employees?
- What factors do you believe contribute to the high levels of anxiety and depression reported in young adults in the workforce?

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Task Three: Topics

GROUP ONE: POSSESSIONS

GROUP TWO: TV SHOWS

GROUP THREE: EDUCATION