



Anglia Examinations

Preliminary Level

Speaking Test

Set 1 2016

Instructions for Examiners

LOCATION: a quiet place in the school.

DURATION: 6–11 minutes.

PARTICIPANTS: 2 students; examiner; usher.

MATERIALS: Pictures supplied; list of question words.

RECORDING: the examination is to be recorded onto an MP3 or other recording device. 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: 2 minutes *maximum*: Introductory warm-up.

The examiner welcomes and reassures the students. The examiner invites each of the students in turn to talk about him/herself.

Task 2: 3 minutes *maximum*: Telling a story.

The examiner shows the students a series of three narrative pictures and encourages students to tell the story using the past tense. The examiner asks each of the students in turn a series of questions in the past tense to act as prompts.

Task 3: 3 minutes *maximum*: Vocabulary (spot-the-difference).

Information gap task, to be done as a pair. The students are given one picture each of a spot-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. 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.

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

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'.

Suggestions for question prompts:

Task 1: The examiner should try prompts from different categories:

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)
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Task 2: *Encourage past simple:* Set the scene with one statement e.g. Last weekend Simon went on holiday in the mountains.

Picture One -

What sport did Simon want to do? (point to skis)

What did he wear? (point to Simon's hat and gloves)

Where did he stay? (point to hotel sign)

How did Simon feel? (point to him smiling)

What was the weather like?

Picture Two

Did Simon have a good time? (point to his face)

Was Simon a good skier?

What did the snowboarder do? (point to snowboarder going fast)

How did Simon feel?

What happened to Simon? (point to him falling over)

What was the weather like?

Why did Simon get lost? (point to sign covered in snow)

Who did Simon call?

What did Simon look at? (point to map)

Who came to rescue Simon?

How did Simon feel?

What did Simon try and do? (point to ski jump)

Was Simon good at ski jumping?

What happened to his money?

What did the other people do? (point to them laughing)

How did Simon feel?

Picture Three

What happened after that?

What did Simon drink in the café?

Where did he sit?

How did he feel?

What happened next?

Where did Simon go next?

What did he eat?

What did he think about?

How did he feel?

What did he listen to? (point to musicians)

What happened next?

Where did Simon go? (point to hotel sign)

What did he watch on TV?

How did he feel?

Task 3: Possible prompts.

Ask your partner, 'Where is the... in your picture?'

Or 'Have you got a/an... in your picture?'

Or 'What colour is the... in your picture?'

Or 'How many... are there in your picture?'

What...?

Where...?

How many...?

Why...?

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