

**SET  
3**

**MODUL PINTAS  
TINGKATAN LIMA**

**1119/3**

**SPEAKING TEST**

**BAHASA INGGERIS**  
Kertas 3

**INTERLOCUTOR  
AND  
ASSESSOR  
BOOKLET**

**Part 1**  
[24 marks]

[Time: 3 to 4 minutes]

**General Questions**

	<p><b>PHASE 1</b>  <b>Interlocutor:</b>          Good morning/afternoon.          I'm ...NAME OF INTERLOCUTOR... and this is my colleague ...NAME OF ASSESSOR...          She'll just listen to us.          First of all, we'd like to know something about you.</p>	
	<b>Main Questions</b>	<b>Back-up prompts</b>
<b>Candidate A</b>	What is your name?	Should I call you ...?
<b>Candidate B</b>	And, what is your name?	
	Thank you.	
<b>Candidate A</b>	Where do you live/come from?	Do you live in/near ...?
<b>Candidate B</b>	How do you come to school?	Do you come to school by...?
	Thank you.	

	<b>PHASE 2</b> <b>Interlocutor:</b> Now, I'm going to ask you about your daily routine.  <i>Select one or more questions from the list of candidates.</i> <i>Use candidates' names throughout.</i>	
	<b>Main Questions</b>	<b>Back-up prompts</b>
<b>Candidate A</b>	What you normally do after you wake up?	What is the first thing that you do every day?
<b>Candidate B</b>	What do you usually do after coming back from school?	What do you do when get back from school every day?
	Thank you.	
<b>Candidate A</b>	How do you spend your leisure time?	What do you do when you have free time?
<b>Candidate B</b>	What do you do on weekends?	What do you do on Friday/Saturday/Sunday?
	Thank you.	

**Note:**

Italic fonts are notes for interlocutor only (not meant to be read aloud) and they represent actions that the interlocutor needs to do.

## Part 2

[Time: 3 to 4 minutes]

1. Your favourite food
2. A subject you like

<b>Interlocutor</b>	<p>In this part of test, I'm going to give each of you a topic and I'd like you to talk about it on your own for about a minute. You also need to answer a question briefly about your partner's topic.</p> <p>(...MENTION CANDIDATE A'S NAME...), it's your turn first. Here's your task. <i>Place Part 2 booklet, open at Task 2A, in front of Candidate A.</i></p> <p>I'd like you to talk about <b>your favourite food</b>. First, you have some time to think about what you're going to say.</p>
<b>Candidate A</b> (approx. 20 seconds)	<p><i>Allow candidate 20 seconds to prepare.</i></p> <p>(TIPS FOR CANDIDATE: Use 5WS1H Method/use past tense)</p>
<b>Interlocutor</b>	All right? You may start now.
<b>Candidate A</b> (1 minute)	<p><i>Candidate A speaks.</i></p> <p><i>(Back-up prompts to be used if necessary. Use the prompts below. The oblique '/' is included to make it as a choice.)</i></p> <p>What can you tell us about this point? / Why you enjoy eating it? / Tell us about this point.</p>
<b>Interlocutor</b>	Thank you. (...MENTION CANDIDATE B'S NAME...), what is your favourite dessert? Where you usually get it? Why?
<b>Candidate B</b> (approx. 20 seconds)	<p><i>Candidate B speaks.</i></p> <p>(TIPS FOR CANDIDATE: Use 5WS1H Method/use past tense)</p>
<b>Interlocutor</b>	<p>Thank you. (...MENTION CANDIDATE A'S NAME...), can I have the booklet, please? <i>Retrieve Part 2 booklet. Place Part 2 booklet open, open at Task 2B, in front of Candidate B.</i></p> <p>(...MENTION CANDIDATE B'S NAME...), here's your task.</p> <p>I'd like you to talk about <b>a subject that you like</b>. First, you have some time to think about what you're going to say.</p>
<b>Candidate B</b> (approx. 20 seconds)	<p><i>Allow candidate 20 seconds to prepare.</i></p> <p>(TIPS FOR CANDIDATE: Use 5WS1H Method/use past tense)</p>
<b>Interlocutor</b>	All right? You may start now.
<b>Candidate B</b> (1 minute)	<p><i>Candidate B speaks.</i></p> <p><i>(Back-up prompts to be used if necessary. Use the prompts below. The oblique '/' is included to make it as a choice.)</i></p> <p>What can you tell us about this point? / Why you like this subject? / Tell us about this point.</p>

<b>Interlocutor</b>	Thank you. (...MENTION CANDIDATE A'S NAME...), who is your favourite teacher and why?
<b>Candidate A</b> (approx. 20 seconds)	<i>Candidate A speaks.</i> (TIPS FOR CANDIDATE: Use 5WS1H Method/use past tense)
<b>Interlocutor</b>	Thank you. (...MENTION CANDIDATE B'S NAME...), can I have the booklet, please? <i>Retrieve Part 2 booklet.</i>

Candidate booklet: 2A

### Your favourite food

Talk about your favourite food.

You should say:

- what it is
- where to buy it
- why you enjoy eating it
- if it is popular in Malaysia (why/why not?)

Candidate booklet: 2B

### A subject you like

Talk about a subject you like.

You should say:

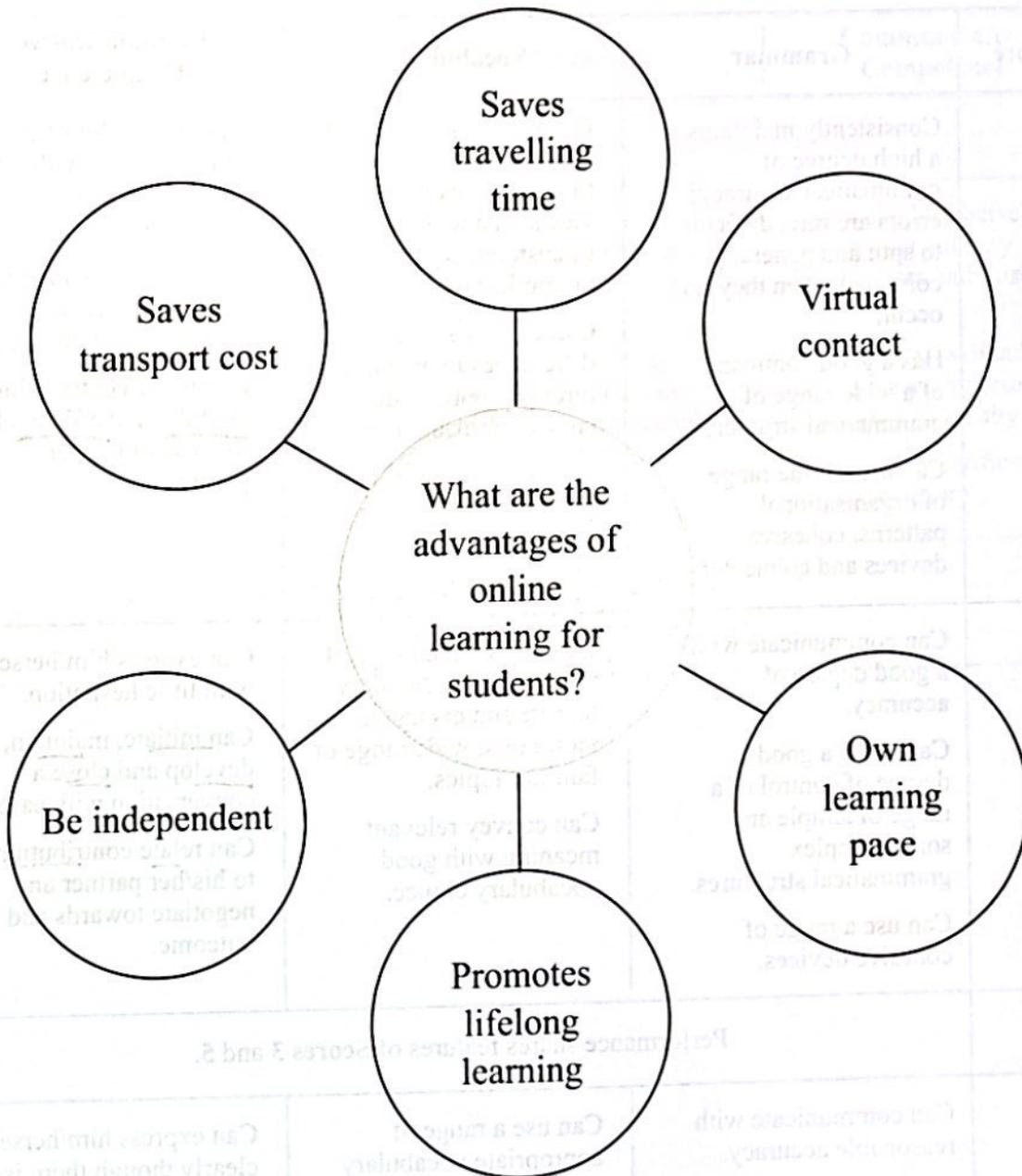
- what the subject is
- why you find it easy or difficult
- if you think this subject is important for your future (why/why not?)

## Part 3

[Time: 4 to 5 minutes]

## Online Learning

<b>Interlocutor</b>	<p>Now, I'd like to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something <b>with each other</b> for about two minutes. Then, in the second part, you will have another minute to make a decision together. All right? Let's begin with the discussion task.</p> <p><b>Online teaching and learning is a method of learning we all went through.</b></p> <p><i>Place Part 3 booklet, open at Task 3, in front of candidates.</i></p> <p><b>Here are the advantages of online learning for students</b> and a question for you to discuss. First, you have some time to look at the task.</p>
<b>Candidates A &amp; B</b> (approx. 20 seconds)	<p><i>Allow both candidates 20 seconds to prepare.</i></p> <p>(TIPS TO CANDIDATES: A. Decide Who Will Discuss Which Point(s) B. Use Present Tense &amp; Logical Connectors C. Use Structures Like "I Think/Believe" etc.)</p>
<b>Interlocutor</b>	<p>Now, talk to each other about <b>the benefits of online learning for students.</b></p>
<b>Candidates A &amp; B</b> (2 minutes)	<p><i>Candidates A &amp; B speak.</i></p> <p><i>Back-up prompts to be used if necessary:</i></p> <p>What do you think (...MENTION CANDIDATE'S NAME...)?</p> <p>What about this point [<i>pointing to option</i>]?</p>
<b>Interlocutor</b>	<p>Thank you. Now, you have a minute to <b>decide together which the main benefit of online learning for students.</b></p>
<b>Candidates A &amp; B</b> (1 minute)	<p><i>Candidates A &amp; B speak.</i></p>
<b>Interlocutor</b>	<p>Thank you. Can I have the booklet, please?</p> <p><i>Retrieve Part 3 booklet.</i></p> <p>You've been talking about benefits of online learning. Now, let's hear your opinion on this. <b>In what ways online learning help students in their future?</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Select any of the following prompts as appropriate:</i></p> <ul style="list-style-type: none"> <li>• <b>What do you think?</b></li> <li>• <b>Do you agree?</b></li> <li>• <b>How about you?</b></li> </ul> </div>
<b>Candidates A &amp; B</b> (2 minutes)	<p><i>Candidates A &amp; B speak.</i></p>
<b>Interlocutor</b>	<p>Thank you, (...MENTION BOTH CANDIDATES' NAME...). That's the end of the Speaking test.</p>



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### Speaking Assessment

Analytic Scales (used by the assessor)

Score	Grammar	Vocabulary	Communicative Competence
6	<p>Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.</p> <p>Has a good command of a wide range of grammatical structures.</p> <p>Can use a wide range of organisational patterns, cohesive devices and connectors.</p>	<p>Can use a wide range of appropriate vocabulary to give and exchange views on a wide range of abstract, complex and unfamiliar topics.</p> <p>Can convey specific differences in meaning through appropriate choice of vocabulary.</p>	<p>Can express him/herself spontaneously with little obvious searching for expressions.</p> <p>Can initiate, maintain, develop and close a conversation with ease.</p> <p>Can relate contributions <u>skilfully</u> and <u>effectively</u> to those of his/her partner.</p>
5	<p>Can communicate with a good degree of accuracy.</p> <p>Can show a good degree of control of a range of simple and some complex grammatical structures.</p> <p>Can use a range of cohesive devices.</p>	<p>Can use a wide range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.</p> <p>Can convey relevant meaning with good vocabulary choice.</p>	<p>Can express him/herself with little hesitation.</p> <p>Can <u>initiate</u>, <u>maintain</u>, <u>develop</u> and <u>close</u> a conversation with ease.</p> <p>Can <u>relate contributions</u> to his/her partner and negotiate towards and outcome.</p>
4	Performance shares features of Scores 3 and 5.		
3	<p>Can communicate with reasonable accuracy.</p> <p>Can show a good degree of control of simple grammatical structures and attempt some complex grammatical structures.</p> <p>Can form longer sentences and link them together using basic cohesive devices.</p>	<p>Can use a range of appropriate vocabulary to talk about everyday situation and familiar topics.</p> <p>Can convey relevant meaning but may have errors in vocabulary choice.</p>	<p>Can express him/herself clearly though there is some hesitation.</p> <p>Can <u>initiate</u>, <u>maintain</u>, <u>develop</u> and <u>close</u> a conversation with little difficulty.</p> <p>Can ask for clarification and further details in order to move a discussion forward.</p>

Score	Grammar	Vocabulary	Communicative Competence
2	Performance shares features of Scores 1 and 3.		
1	<p>Can communicate what he/she is trying to say.</p> <p>Can show sufficient control of simple grammatical structures.</p> <p>Can use connectors to link simple sentences.</p>	<p>Can use sufficient vocabulary to talk about everyday situation and familiar topics.</p> <p>Can mostly convey meaning but may use inappropriate vocabulary or some repetition.</p>	<p>Can make him/herself understood but may have pauses and false starts.</p> <p>Can initiate, maintain and close a conversation with some difficulty.</p> <p>Can ask for clarification when necessary.</p>
0	<p>Candidate does not produce sufficient language to be assessed.</p> <p>Candidate repeatedly uses language(s) other than English.</p>		

**Speaking Assessment**

Overall Spoken Performance Scale (used by the interlocutor)

Score	Overall Spoken Performance
6	<p>Can understand questions and instructions directed at him/her with ease.</p> <p>Can ask and respond to questions and suggestions, including those on abstract and complex topics. Can maintain and develop the interaction, compensating for gaps in their own vocabulary or grammar knowledge or of the other candidate.</p> <p>Can produce extended relevant stretches of language, with very little prompting or support.</p>
5	<p>Can understand questions and instructions directed at him/her with ease.</p> <p>Can maintain and develop the interaction by asking and responding to questions and suggestions on familiar matters using longer responses despite hesitation while searching for patterns and expressions.</p> <p>Requires very little prompting and support.</p>
4	Performance shares features of Scores 3 and 5.
3	<p>Can understand questions and instructions directed at him/her though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain the interaction by asking and responding to questions and suggestions on familiar matters in a simple and direct way.</p> <p>Requires some prompting and support.</p>
2	Performance shares features of Scores 1 and 3.
1	<p>Can understand questions and instructions directed at him/her slowly, directly and repeatedly.</p> <p>Can give basic information on familiar topics using short phrases.</p> <p>Requires prompting and support.</p>
0	<p>Candidate does not produce sufficient language to be assessed.</p> <p>Candidate repeatedly uses language(s) other than English.</p>

NO	CANDIDATE NAME	OVERALL PERFORMANCE (Max 6)						TOTAL MARKS (Max 6)
		0	1	2	3	4	5	
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6
	0 2 4 5 1 0	0	1	2	3	4	5	6

Interlocutor's Name : .....

Signature : .....