

Speak Like a Pro!



PERKASA SPM

#JOMBANGKIT



SPM English 1119/3

COMPILED BY
English Teachers of PerkasaSPM

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Special thanks to

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Common Speaking Topics in SPM 2021 & 2022



Part 2

- Neighbour (Kindness)
- Holiday/Trip
- Present you bought
- Favourite fruit
- Ideal school
- Sports
- Dream job
- An item you lost
- Studying smart
- Health campaign
- Helping your friend
- Saving money
- Night market
- Fashion sense
- Good leaders
- A teacher that inspired you

Part 3

- Benefits of home cooked food
- Importance of friendships
- How teenagers enjoy outdoor activities
- Criteria for a restaurant
- How to appreciate your teacher
- How to improve relationship with others
- Why do teenagers spend time on the internet



Focus on these!

- Dream job
- Good food / local dishes
- Expensive items
- Favorite app / gadget / drama / movie / song / cartoon / shop / social media / reality show
- Environmental problems
- Place you would like to visit
- Future career
- Online shopping and sales
- Part-time job
- Volunteering / charity work
- Viral content / attract customers
- Reducing pollution / environmental conservation
- Helping others
- Saving our wildlife / nature reserve
- Criteria for a career
- Teen problems
- Reading
- Staying healthy
- Spending and saving money
- K-pop / concerts / local acts





GETTING STARTED

OVERUSED PHRASES

Overused phrases:

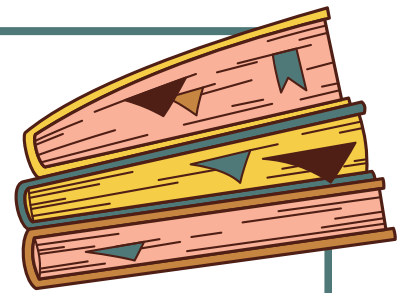
- I think ...
- And then ...
- It is because ...

Try saying:

- I feel that...
- I would say that...
- I believe that...

GENUINE RESPONSES

PUSH - PULL



Instead of saying:

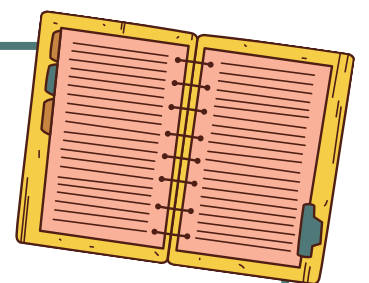
- I agree with you.
- I don't agree with you.



Try saying:

- You're right about that/ That's true / That's exactly how I feel
- I don't think so / I'm afraid I don't agree with you about that
- I see what you're saying but...
- That's a good point, but ...

COMMON ERRORS



- I'm agree [I am agree??] --> I agree
- That's mean [That is mean??] --> That MEANS
- Adding -s unnecessarily e.g. "I likes to watch Koreans dramas and listens to K-pops songs "
- Using "is it" as a question tag e.g. "You don't agree with this, is it?"
- Using "Last time " instead of " previously " or "before this "
- Repeating the same phrases over and over "For me...This is because...For example... "



BongkarSPM2023

English

Cikgu Farhan Nazihah binti Ahmad

Sekolah Sukan Bukit Jalil
Kompleks Sukan Negara



16/1/2024
(Tuesday)
8 - 10pm



Register Now!

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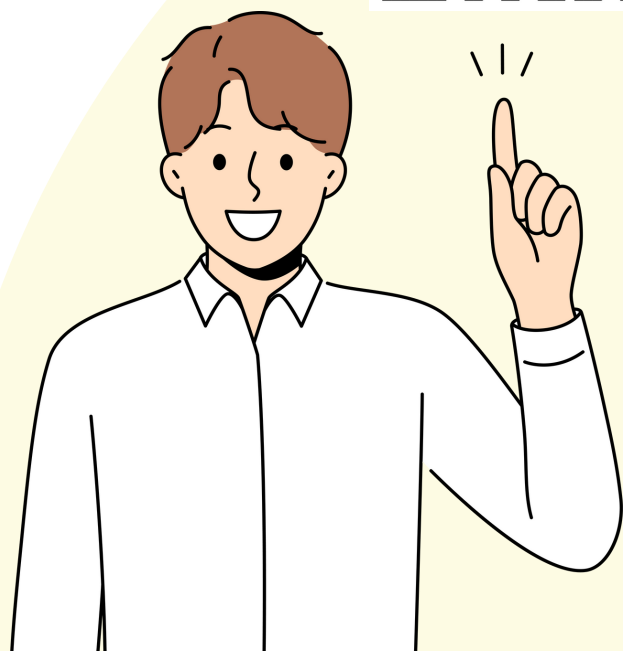
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SEE YOU THERE!

**ADDITIONAL
VIDEOS!**



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Question	Low Band	Mid Band	High Band
<p>PART 1: What do you normally do after you wake up?</p>	<ul style="list-style-type: none"> * Go toilet brush teeth. * After wake up, urm, I go toilet first. * I wash my face and take a shower. 	<ul style="list-style-type: none"> * I brush my teeth and then I go to pray. * I usually go to the toilet after I wake up. * After I wake up, I normally brush my teeth and get dressed before having breakfast. 	<ul style="list-style-type: none"> * The first thing I do after awaking is to go to the toilet loo and get dressed to face the day ahead. (USE BETTER QUALITY VOCABULARY) * I hit the snooze button and I only wake up properly maybe 10 minutes later. Only then do I drag myself to the toilet bathroom for a refreshing shower. (BE SPECIFIC WITH DETAILS – CONCRETE EXAMPLES)
<p>PART 1: What do you usually do after coming back from school?</p>	<ul style="list-style-type: none"> * Eat lunch. After that sleeping. * After come back from school I eat and then play with my phone. 	<ul style="list-style-type: none"> * Mom usually prepares lunch for me and I sometimes take a nap after that. * After coming back from school, I usually rest for a while before taking a shower. I like to feel fresh before having lunch. 	<ul style="list-style-type: none"> * As soon as I return, I like to wolf down my lunch as I seldom have anything during recess at school. (USE BETTER QUALITY VOCABULARY & EXPRESSIONS) * When I get home, I usually hit the showers first especially after a long and dreary day at school. I also find that I enjoy my lunch more when I am refreshed and in comfortable home clothes such as jeans and a t-shirt. (BE SPECIFIC WITH DETAILS – CONCRETE EXAMPLES)
<p>PART 2: I'd like you to talk about a family celebration you had recently.</p>	<ul style="list-style-type: none"> * I like celebrate with family. * Last time, my family celebration my birthday. 	<ul style="list-style-type: none"> * I enjoyed myself there because I love my family. * My sister and I usually celebrate on the same day because we are born in the same month so it is easier for our family to meet together to enjoy our party. 	<ul style="list-style-type: none"> * I thoroughly enjoyed myself there because family is precious and they mean everything to me. (USE BETTER QUALITY VOCABULARY) * My sister and I share the same birth month so my parents always celebrate our birthdays on the same day which is usually the first Sunday of June. (BE SPECIFIC WITH DETAILS – CONCRETE EXAMPLES)
<p>PART 2: I'd like you to talk about a person you admire.</p>	<ul style="list-style-type: none"> * I admire my mother because she is good. * Person I admire is father. He always help me. 	<ul style="list-style-type: none"> * There are many reasons why I admire my mother. The main reason is she is very loving and caring. * I admire him because he is very intelligent and knowledgeable. * I like the way he helps people and shows a good example to others. 	<ul style="list-style-type: none"> * Other than that, he is my idol because he advises me and shows me a totally different perspective on the matter. (USE COHESIVE DEVICES) * My admiration for him has a lot to do with his good character: he is kind, confident, responsible and able to show empathy towards others. (USE BETTER QUALITY VOCABULARY)

<p>PART 3: Why do people shop online?</p>	<ul style="list-style-type: none"> * People online to buy things. * Many people shopping online because now got smartphone. * Shop online is good because many people buy many things from there. 	<ul style="list-style-type: none"> * The first reason why people shop online is because it saves money and time. * By now, people are familiar with Shopee and Lazada and they are able to shop online with confidence. * These days people do not have to go anywhere to shop because online shopping is at the tip of our fingers and with a single click we can buy anything we want. * I agree. (SKILL: AGREE/DISAGREE) * I'm sorry I don't understand you. (SEEK CLARIFICATION) * What do you think? (ENQUIRE/ASK FOR OPINIONS) 	<ul style="list-style-type: none"> *These days, it is a breeze to buy things online because social media provides an excellent platform for e-commerce. (USE BETTER QUALITY VOCAB & EXPRESSIONS) *Sites like Lazada and Shopee make shopping online such an interactive and exciting experience that people keep coming back for more. (BE SPECIFIC WITH DETAILS – CONCRETE EXAMPLES) * I actually do agree with you on this matter because.. (comment on friend's point) (SHOW THAT YOU HAVE BEEN LISTENING TO YOUR FRIEND) * So what you're actually trying to say is that.. (SHOW TEAMWORK IN THE DISCUSSION) * What say you on this matter? (ASK QUESTIONS TO KEEP THE CONVERSATION FLOWING)
<p>PART 3: In what ways does advertising on social media influence people's buying behaviour?</p>	<ul style="list-style-type: none"> * Urm, I don't know. * Social media can buy things. *(Silence) 	<ul style="list-style-type: none"> * In my opinion, people post a lot of pictures on social media so maybe many people want to buy the popular things. * I believe that FB and Insta can influence people to buy certain products because it looks good. 	<ul style="list-style-type: none"> * Lastly, online shopping really helps follow the trend because the website is able to recommend items that are in season. (SHOW UNDERSTANDING OF THE QUESTION) *Social media does definitely influence people's buying behaviour because there are influencers on Instagram and TikTok that are paid to promote products so more people will want to buy them. (SHOW HIGH CRITICAL THINKING SKILL)

1: A family celebration

Talk about a family celebration you had recently.

You should say:

- ☐ what the event was
- ☐ what you did there
- ☐ if you enjoyed yourself (why / why not?)
- ☐ why family celebrations are important in Malaysia

2: A person you admire

Talk about a person you admire.

You should say:

- ☐ who this person is
- ☐ what this person looks like
- ☐ why you admire this person
- ☐ if you think it is important for people to have good role models (why / why not?)

Last month, our family had a birthday celebration for my sister. My brother and I are the ~~organizer~~ **organisers** for this birthday party. We both had organised a variety of interesting activities such as playing ~~a~~ musical chairs, puzzles, and many more. I really enjoyed **ed** myself during that event because it is one of ~~a~~ **the** good memories in my life. Family celebration is very important to strengthen family ties.

The person that I admire the most is James Hetfield. He is **the** main singer and rhythm guitarist of Metallica. He is **a** nice and very lovable person. Why **do** I admire him?? I admire him because he ~~got~~ **has** a very creative mind in writing ~~the~~ songs, not only that but he **is** also a great leader. He managed to keep his band together for over 41 years as of this year. I think it is important for people to have a good role model because it can inspired ~~ed~~ them to be what they want in the future.

~~The last few weeks were new year's~~, **A few weeks ago was New Year's Day**. My family and I celebrated New Year at home. It was simple yet **extravagant**. There were varieties of scrumptious foods served and we enjoyed the food as we were dining together at the dining hall. When the clock struck 12, there were loud sounds of fireworks from outside. We immediately went outside to watch the fireworks. I enjoyed this year's New Year celebration because it's a wonderful thing to happen to start the new year with.

Taking everything into consideration, celebrations are indeed important in Malaysia because celebrations are a symbol of unity for Malaysian citizens as Malaysia is ~~packed~~ **populated** various races. Thus, with celebrations, it creates a bond between the citizens in Malaysia.

The person I admire the most is my mother. My mother is a beautiful woman who loves to dress elegantly *especially in suits and designer dresses like Padini*. Other than that, my mother is also a hardworking woman. Since I was little, she always showed her confidence and kindness to the people around her. *I remember she gave sweets to the neighbours' kids when they couldn't stop crying.* Therefore, I think it is important for an individual to have a great role model to admire because it helps to motivate us into being a better version of ourselves. (BETTER QUALITY CONCRETE EXAMPLES)

FORMULA:	P +	E +	E
Question	1. Point	2. Elaboration	3. Example (Concrete)
<p>PART 1 OF PART 3: Why do people shop online?</p>	<p>First and foremost, 'better prices' is the main reason why I concur that more and more people are using online shopping these days.</p> <p>From my point of view, <i>time-saving</i> is inevitably the main purpose people shop online.</p> <p>It From my perspective, one of the main reasons why people nowadays love to shop online is because they can find their desired products at <i>better prices</i>.</p> <p>From my point of view, I personally think that people nowadays prefer to shop online is because it is <i>time-saving</i>.</p> <p>In my humble opinion, "no crowds" is the main reason why many people are using shopping online nowadays.</p>	<p>Personally speaking, we will get better prices because...</p> <p>With just one click on the "Buy" option, we have purchased the items which does not require a lot of manpower to do so.</p> <p>Personally speaking, we are able to get better prices by shopping online because there are a variety of online shopping websites or apps to shop from.</p> <p>As far as I am concerned, citizens especially youngsters prefer an easier way to shop.</p> <p>From my vantage point, we will get more comfortable in the absence of crowds.</p>	<p>To illustrate, if we go to Shopee and look for a Genshin Impact tshirt, there will be many vendors selling the shirts at different prices and it is up to the buyer to choose the best deal.</p> <p>Let me provide a clear image by giving an illustration of buying a stuffed teddy bear online; it is a thousand times more efficient than traditional shopping where we wait for long hours of queuing at the cashier to pay.</p> <p>For instance, we can find a beautiful dress at Lazada that comes with a variety of prices from different sellers and it is up to us to choose our desired one.</p> <p>To illustrate, Shopee and Lazada now is one are two of the most popular apps to shop online. By accessing to the app, we don't have to go to the local store and queueing to enter. Additionally, we just need to click and tap to order and just wait for the parcel to arrive.</p> <p>As an illustration, we often have to queue to make payments at the counter and face the crowd at the mall especially at Parkson during Hari Raya sales. So, we will not have to face all this if we make a purchase for our Raya clothes online.</p>

FORMULA:	P +	E +	E
Question	1. Point	2. Elaboration	3. Example (Concrete)
<p>PART 2 OF PART 3: In what ways does advertising on social media influence people's buying behaviour?</p>	<p>From my perspective, advertising on social media influences people's buying behaviour by creating <i>attention of the product</i> to the customers.</p>	<p>In lieu of this, social media such as Instagram is a great platform to promote a product because everyone uses Insta almost every day <i>so it is a great place to influence buyers.</i></p>	<p>Take for example, if we put ourselves in other people's shoes, we couldn't agree more that creative illustration of a Harry Potter book along with reasonable prices can attract those bookworms to buy it if they saw the advertisements in Insta or FB.</p>
	<p>As far as I'm concerned, I believe that advertisements online can influence people much easier.</p>	<p>In fact, this is due to the usage of metaphor <i>attractive advertising techniques</i> that are bombastically used to convince people to buy the product.</p>	<p>Other than that, social media uses an eye catching illustrations to attract the buyers to give an impression of the product such as when buying branded shoes like Nike or Asics, they may use famous people like Micheal Jordan to promote their products on Insta and TikTok.</p>

<p>1. Eating Out [describe your experience eating out] -how often you eat out -who you usually eat out with -if you enjoy eating out [why/why not?] -why some people prefer to eat out</p>	<p>2. An interesting holiday -where you went -what you did there -if you had enjoyed yourself [why/why not] -how one can plan a successful holiday</p>
<p>3. A sport you would like to try -what sport it is -where you would do it -if it would be easy or difficult -why you want to learn it</p>	<p>4. Favourite Band [Talk about your favourite band] -how you found out about them -what kind of music do they play -when you usually listen to their songs -why you like them so much</p>
<p>5. A movie that had a strong impact on you -what movie it was -when you watched the movie -how it influenced you -if you liked it and why</p>	<p>6. An interesting performance -where it was -what you did there -if you had enjoyed yourself [why/why not] -do you think people should watch live performance ?</p>
<p>7. A journey you enjoyed -where you went -how you travelled -why you went on that journey -why you remember that journey so well..</p>	<p>8. A memorable day -how the day started -how things went right/wrong -who was around you -why it was such a marvellous day</p>
<p>9. A famous person -who the person is -how you knew about this person -why you would like to meet the person -if being famous changes a person's way of living</p>	<p>10. A pet [talk about a pet that you or someone you know had] -what kind of pet it was -what kind of care it needed -what you liked or disliked about the pet -if it is a popular type of pet [why/why not]</p>
<p>11. A festival [Talk about a festival you had celebrated recently] -what festival it was -how you celebrated it -if you enjoyed yourself [why/why not] -why celebrating festivals is important in Malaysia</p>	<p>12. A memorable holiday [Talk about a memorable holiday you had at a local destination] -where you went for that holiday -what you did then -why the holiday was so memorable -if you think it is good for people to go on holiday at a local destination [why/why not]</p>
<p>13. Debit Cards -what a debit card is for -why it is better than cash -if you would like to have one in the future [why/why not?] -why people in Malaysia should use them wisely</p>	<p>14. A New Invention -what is the invention you like to make -why do you want to make it -what are /is the purpose of the invention -how it can help you -why people need modern invention at home</p>

<p>15. Best Birthday Present</p> <ul style="list-style-type: none"> -what the present was -why it was special -who gave you the present -what happened to it 	<p>16. A family celebration</p> <ul style="list-style-type: none"> -what the event was -what you did there -if you enjoyed yourself [why/why not] -why family celebrations are important
<p>17. A person you admire</p> <ul style="list-style-type: none"> -who the person is -what the person looks like -why you admire this person -if you think it is important for people to have good role models [why/why not?] 	<p>18. A best friend</p> <ul style="list-style-type: none"> -what your best friend looks like -how you met -what you have in common -what activities you do together
<p>19. An indoor game I like</p> <ul style="list-style-type: none"> -what this game is -how this game is played -why do you enjoy this game If you think it is important for people to play indoor games [why / why not?] 	<p>20. An outdoor game I like</p> <ul style="list-style-type: none"> -what this game is -how this game is played -why do you enjoy this game If you think it is important for people to play outdoor games [why / why not]
<p>21. My favourite local food</p> <ul style="list-style-type: none"> -what is the food -where do you get the food -why do you like this food -If you think it is alright to love western food more than the local food 	<p>22. My favourite international artist</p> <ul style="list-style-type: none"> -who is the artist -why do you like him/her -what does your artist do -If you think it is important for people to have artist as a role model
<p>23. A useful gadget</p> <ul style="list-style-type: none"> -what this gadget is -what its functions are -why you think it is useful -if you think everyone needs to have one too [why/why not?] 	<p>24. A colourful event</p> <ul style="list-style-type: none"> -what the event was -what you did there -if you have enjoyed yourself [why/why not] -how one can plan a successful event
<p>25. A place you can go and learn</p> <ul style="list-style-type: none"> -where the place is -how you know about the place -what kind of people go there -why people like to go there 	<p>26. A useful advice</p> <ul style="list-style-type: none"> Talk about a useful advice you received recently -when this happened -what the advice was -how you felt about the advice
<p>27. A time of the day that you like</p> <ul style="list-style-type: none"> -what time of the day it is -what you are doing at that time -who you are with -why you like it 	<p>28. Public Transport in Malaysia</p> <ul style="list-style-type: none"> -what are the public transports available -when do you use public transport -why you use public transport -should people be encouraged to use public transport ? [why/why not?]

PART 3
DISCUSSION (PAIRS)

A	Hello, _____	✓ Greet your friend
B	Hi, _____	✓ Greet your friend
A	Let's talk about _____ . * Use the question from the bubble map	✓ State the topic ✓ Give some background context
B	I think _____ is a good idea because _____ Do you agree (with me)?	✓ Give opinion ✓ Give reason ✓ Ask if your friend agrees
A	I agree. / I don't really agree. Well, I think _____ is a better idea because _____ Do you think so, too?	✓ Agree/Disagree ✓ Give opinion ✓ Give reason ✓ Ask if your friend agrees
B	I think you are right. / I'm afraid I don't agree. Well, I think _____ is a better idea because _____ Would you agree with that?	✓ Agree/Disagree ✓ Give opinion ✓ Give reason ✓ Ask if your friend agrees
A	Yes, I totally agree with you. / I don't think that is a very good idea. It would be better if you _____ because _____ How do you think?	✓ Agree/Disagree ✓ Give opinion ✓ Give reason ✓ Ask if your friend agrees
B	I think both of us agree that _____ is the best idea because _____ Do you agree?	✓ Conclude with a choice ✓ Conclude the reason
A	Yes, I agree with you. _____ is the best choice.	✓ Agree with the choice

PART 3
DISCUSSION (PAIRS)

	Steps	Useful Expressions	
1	Greet your partner	Hi! / Hello, (name of partner)! Good morning, (name of partner)!	
2	State the topics / Open discussions	Let's talk / discuss about (topic). Let's begin / start by looking at (topic). Let's move on to (topic). Today, we are going to talk about (topic). How do you think about (topic)? Shall we start with this (topic)? To begin with, shall we talk about (topic) now?	
3	Give opinion + reasons	My opinion is ... If I were him, I would ... For me, I think that ... To be honest, I'd ... About (topic), I think ... We should (also) ... Perhaps we should ... then we ... It is great if we can ... It is a good idea that we ... I really think it's best to ... because ... I think ... is a good idea because ... I think it would be better to ... because ...	
4	Ask if your partner agrees	How about you? What / How do you think about ... ? What is your opinion about ... ? So, what do you do to... ? Do you think it is important to ... ? Would you agree that ... ? Do you agree (with me)? Do you think so, too?	
5	Agree/Disagree	AGREE	I agree. Yes, I totally/quite agree with you. I think you're quite/absolutely right. Yes, I think ... would be a good idea because ... Actually, I think you are right ... Yes, that's a good point, I hadn't thought of that.
		DISAGREE	Actually, I don't really agree. I'm afraid I don't agree. I don't think that is a very good idea because ... Well, I don't think you should ... Are you sure about that? Do you really think that ... ? I'm sure ... is better because ...
6	Conclusion / Decision related to topic (Choose from the options that have been discussed)	So, we agree that ... Right, let's make a decision ... I think we will choose ... Do we think that the best one is ... In the end we think ... because ... So, to sum up, the best choice is ... So, do we agree that ... is the best option?	

SIJIL PELAJARAN MALAYSIA (SINCE 2021)
BAHASA INGGERIS (1119)
KERTAS 3 (1119/3) – SPEAKING TEST
FORM 4 MODULES – SET 1

PART 2

A Means of Communication <i>[Full Blast! Plus 4, Module 1a]</i>	A Social Networking Site <i>[Full Blast! Plus 4, Module 1a]</i>
<p>Talk about a way you usually communicate with your friends.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the means of communication is • why you prefer it • if you can live without it for a day (why / why not) • why we need to always keep in touch 	<p>Talk about a social networking site you prefer.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the social networking site is • what you use the social networking site for • if it is suitable for all ages (why / why not) • why social networking sites should be used carefully

PART 3

[Full Blast! Plus 4, Module 1a & 4b]



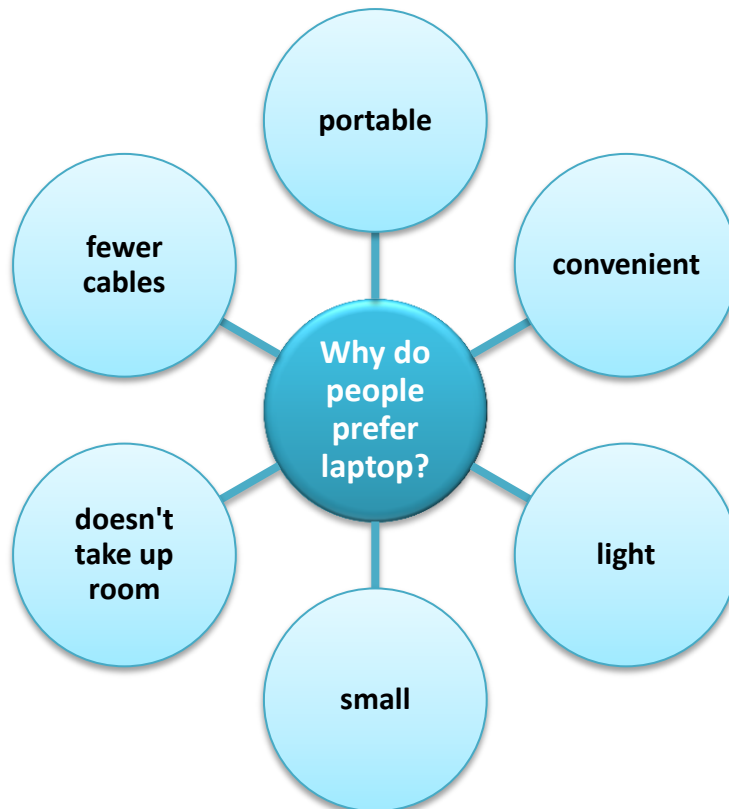
SIJIL PELAJARAN MALAYSIA (SINCE 2021)
BAHASA INGGERIS (1119)
KERTAS 3 (1119/3) – SPEAKING TEST
FORM 4 MODULES – SET 2

PART 2

A Leisure Activity <i>[Full Blast! Plus 4, Module 1a]</i>	A Music Genre <i>[Full Blast! Plus 4, Module 1a & 4b]</i>
Talk about a leisure activity you love/do. You should say: <ul style="list-style-type: none"> • what the leisure activity is • what you do • if it is popular with people your age • why leisure activities are important 	Talk about a music genre you like. You should say: <ul style="list-style-type: none"> • what the music genre is • why you like it • which singer performs the best in this music genre (why) • why music is important in our lives

PART 3

[Full Blast! Plus 4, Module 1b]



SIJIL PELAJARAN MALAYSIA (SINCE 2021)
BAHASA INGGERIS (1119)
KERTAS 3 (1119/3) – SPEAKING TEST
FORM 4 MODULES – SET 3

PART 2

An Extreme Activity <i>[Full Blast! Plus 4, Module 2a]</i>	A Charity Activity <i>[Full Blast! Plus 4, Module 2a]</i>
Talk about an extreme activity you would like to try. You should say: <ul style="list-style-type: none">• what the extreme activity is• what you do• if it is dangerous/exciting/scary (why /why not)• why we should take risks sometimes	Talk about a charity activity you would like to organise. You should say: <ul style="list-style-type: none">• what the charity activity is• what programmes you have• who this charity activity is for (why)• why it is important to encourage young people to raise money for charities

PART 3

[Full Blast! Plus 4, Module 1b]



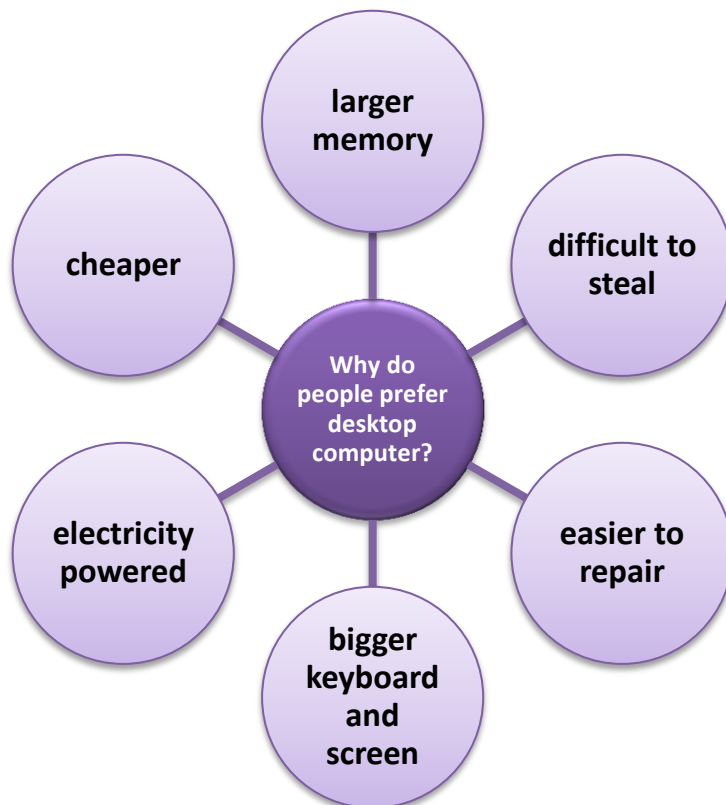
SIJIL PELAJARAN MALAYSIA (SINCE 2021)
BAHASA INGGERIS (1119)
KERTAS 3 (1119/3) – SPEAKING TEST
FORM 4 MODULES – SET 4

PART 2

A Film <i>[Full Blast! Plus 4, Module 2a]</i>	A Profession <i>[Full Blast! Plus 4, Module 2a & 3b]</i>
Talk about a film you like. You should say: <ul style="list-style-type: none">• what the film is• what the film is about• how this film make you feel (why)• why making good films is important	Talk about a profession you would like to take up. You should say: <ul style="list-style-type: none">• what the profession is• what you do in this profession• if this profession is important for the society• what characteristics you need for this profession / how you can achieve your dream profession

PART 3

[Full Blast! Plus 4, Module 1b]



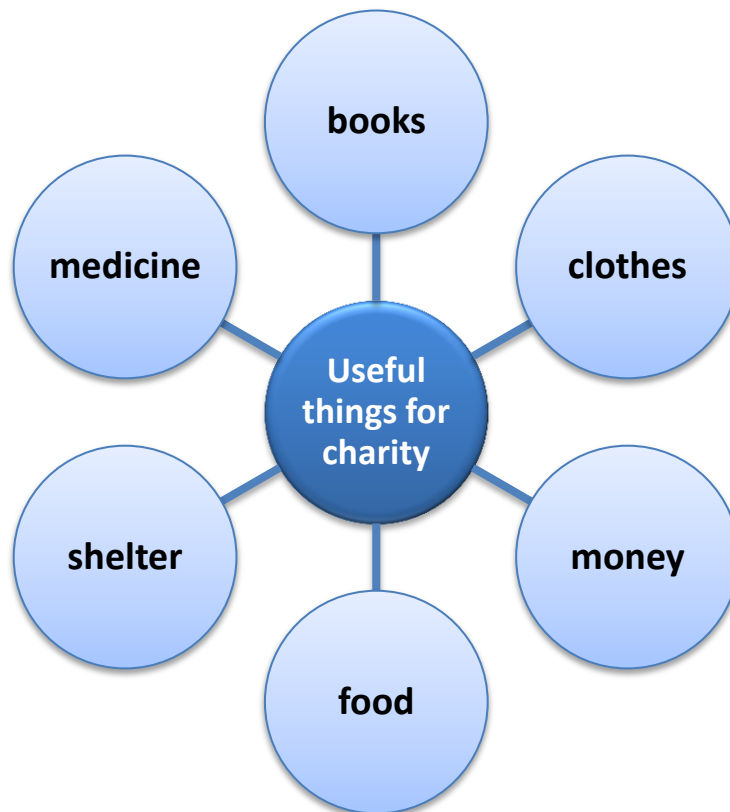
SIJIL PELAJARAN MALAYSIA (SINCE 2021)
BAHASA INGGERIS (1119)
KERTAS 3 (1119/3) – SPEAKING TEST
FORM 4 MODULES – SET 5

PART 2

A Person You Admire <i>[Full Blast! Plus 4, Module 2a]</i>	A Common Crime in Your City <i>[Full Blast! Plus 4, Module 2b]</i>
Talk about a person you admire. You should say: <ul style="list-style-type: none">• who this person is• what this person looks like• why you admire this person• if you think it is important for people to have good role models (why / why not)	Talk about the most common crime in your city. You should say: <ul style="list-style-type: none">• what the crime is• who the common victims are• why such crime happens• if it is a good idea for the public to try to stop a criminal (why / why not)

PART 3

[Full Blast! Plus 4, Module 2a]



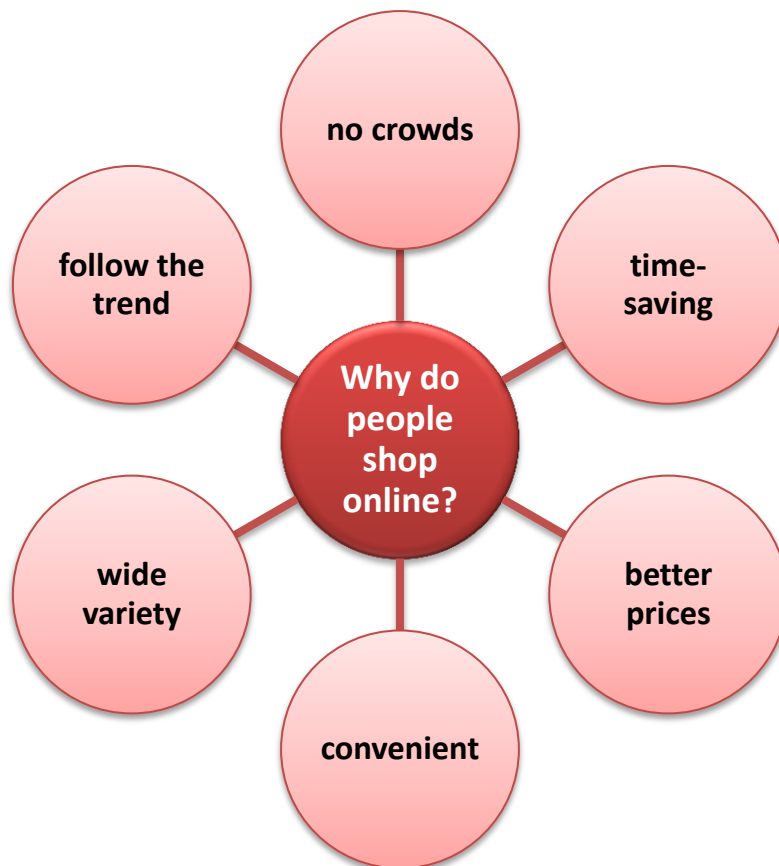
SIJIL PELAJARAN MALAYSIA (SINCE 2021)
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KERTAS 3 (1119/3) – SPEAKING TEST
FORM 4 MODULES – SET 6

PART 2

An Accident <i>[Full Blast! Plus 4, Module 2b]</i>	A Place to Shop <i>[Full Blast! Plus 4, Module 3a]</i>
Talk about an accident you had read / heard / witnessed / encountered before. You should say: <ul style="list-style-type: none">• what the accident was• what the cause of the accident was• how you felt about it• if accidents can be prevented (why / why not)	Talk about your place to shop. You should say: <ul style="list-style-type: none">• what the place is• what you buy• why you choose to shop there• if it is important to choose the right place to shop (why / why not)

PART 3

[Full Blast! Plus 4, Module 3a]



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FORM 4 MODULES – SET 7

PART 2

An Unforgettable Shopping Experience <i>[Full Blast! Plus 4, Module 3a]</i>	My Ideal Job <i>[Full Blast! Plus 4, Module 3b]</i>
<p>Talk about an unforgettable shopping experience you had.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the unforgettable shopping experience is • what you do • if it you enjoyed yourself (why/why not?) • why choosing the right place to shop is important 	<p>Talk about your ideal job.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the ideal job is • what you do • why you choose this job • if we should be choosy in deciding the job available for us (why / why not)

PART 3

[Full Blast! Plus 4, Module 3a]



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FORM 4 MODULES – SET 8

PART 2

<p>A Part-time Job <i>[Full Blast! Plus 4, Module 3b]</i></p> <p>Talk about a part-time job you would like to try.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the part-time job is • what you do • why you choose it • if working experience is important (why / why not) 	<p>A Careless Mistake <i>[Full Blast! Plus 4, Module 4b]</i></p> <p>Talk about a careless mistake you ever made.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the mistake is • what happened • if it changes your life • why making mistakes is important in life
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PART 3

[Full Blast! Plus 4, Module 3b]



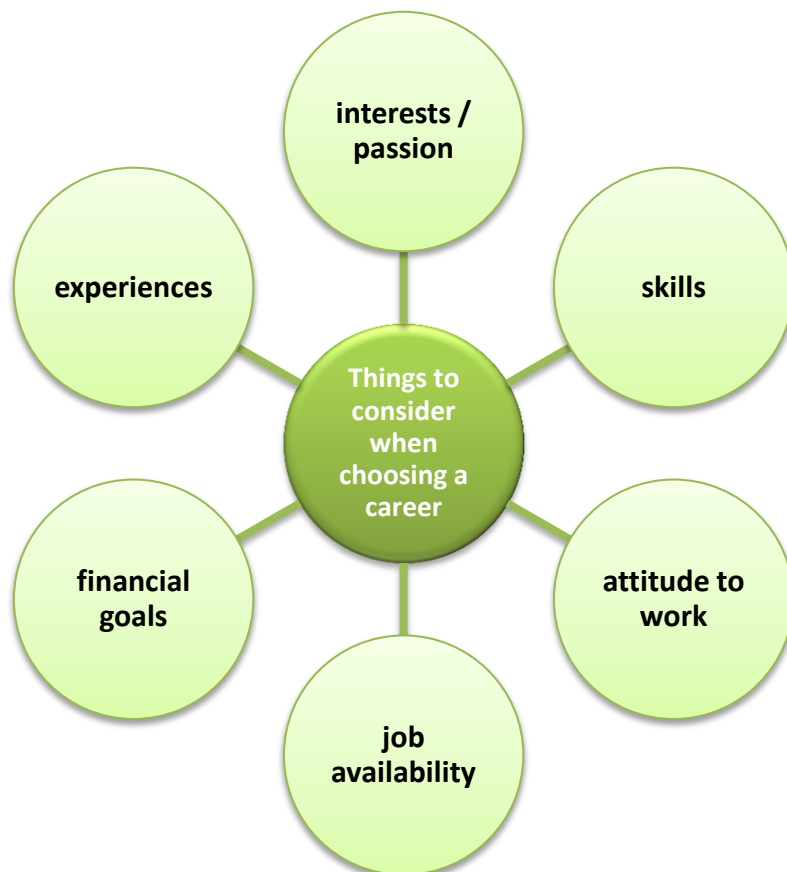
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FORM 4 MODULES – SET 9

PART 2

An Unused Item <i>[Full Blast! Plus 4, Module 3a]</i>	An Overspending <i>[Full Blast! Plus 4, Module 3b]</i>
<p>Talk about an item you bought but unused.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the item is/was • why you bought it • what you do/did with it • if impulsive purchase brings more harm than good (why / why not) 	<p>Talk about a time when you overspent money.</p> <p>You should say:</p> <ul style="list-style-type: none"> • when the time was • what happened • how you felt about it • if overspending should be avoided (why / why not)

PART 3

[Full Blast! Plus 4, Module 3b]



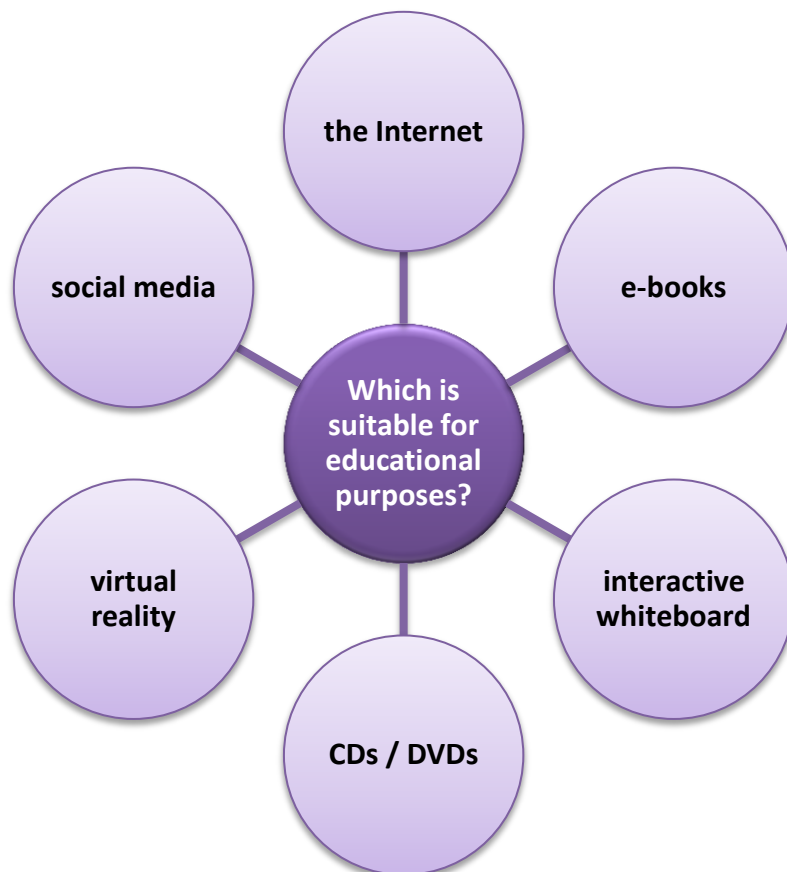
SIJIL PELAJARAN MALAYSIA (SINCE 2021)
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KERTAS 3 (1119/3) – SPEAKING TEST
FORM 4 MODULES – SET 10

PART 2

A Change in Life <i>[Full Blast! Plus 4, Module 4a]</i>	A Challenge as a Teen <i>[Full Blast! Plus 4, Module 4a]</i>
Talk about a change you experience being a teen. You should say: <ul style="list-style-type: none">• what the change is• how you adapt to the change• what you have gained/lost from the change• if it is important to experience changes in our lives (why / why not)	Talk about the biggest challenge you experience as a teen. You should say: <ul style="list-style-type: none">• what the challenge is• how it affects you• what you have done to face the challenge• if challenges are important in our lives (why / why not)

PART 3

[Full Blast! Plus 4, Module 4a]



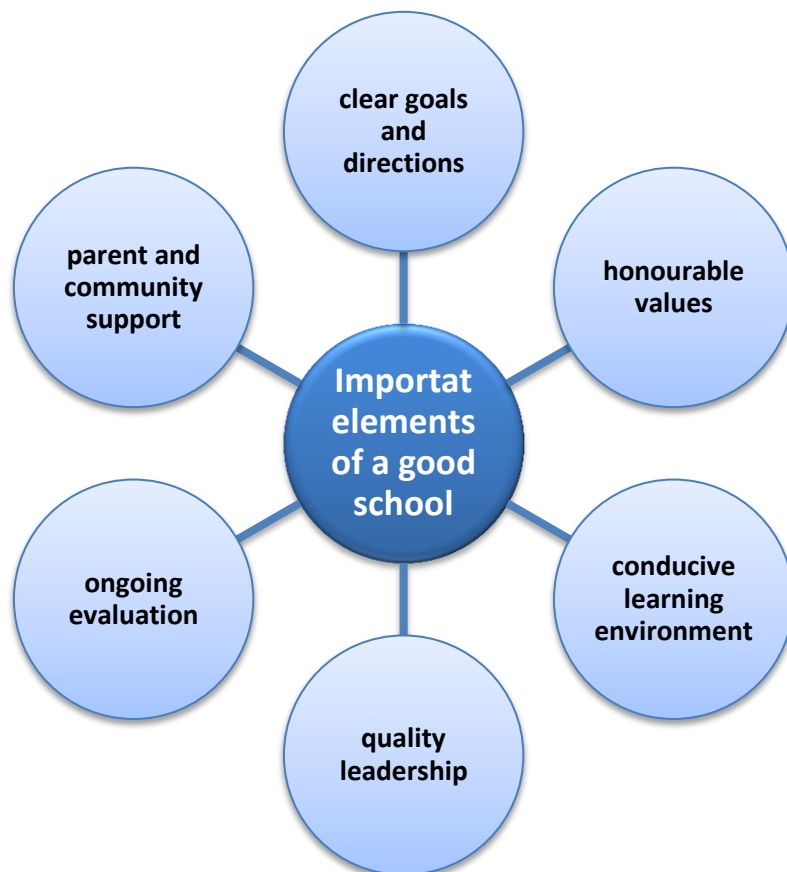
SIJIL PELAJARAN MALAYSIA (SINCE 2021)
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FORM 4 MODULES – SET 11

PART 2

<p>A Family Celebration <i>[Full Blast! Plus 4, Module 4b]</i></p>	<p>A Missing Item <i>[Full Blast! Plus 4, Module 4a]</i></p>
<p>Talk about a family celebration you had recently.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the celebration was • what you did there • if you enjoyed yourself (why / why not) • why family celebrations are important in Malaysia 	<p>Talk about a time when you lost someone's belonging.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what belonging it was • how it happened • what you did to solve the problem • if trusting someone with our belongings is easy (why / why not)

PART 3

[Full Blast! Plus 4, Module 4a]



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PART 2

A Person You Admire	A Free Time Activity
<p>Talk about a person you admire.</p> <p>You should say:</p> <ul style="list-style-type: none">• who this person is• what this person looks like• why you admire this person• if you think it is important for people to have good role models (why / why not)	<p>Talk about your favourite free time activity.</p> <p>You should say:</p> <ul style="list-style-type: none">• what the free time activity is• who you do it with (why / why not)• if you enjoyed it (why / why not)• why it is important for people to have free time

PART 3



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KERTAS 3 (1119/3) – SPEAKING TEST
FORM 5 ENGLISH DOWNLOAD UNIT 1 (Set 2)

PART 2

A Free Time Activity	A Family Celebration
<p>Talk about your favourite free time activity.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the free time activity is • who you do it with (why / why not) • if you enjoyed it (why / why not) • why it is important for people to have free time 	<p>Talk about a family celebration you had recently.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the event was • what you did there • if you enjoyed yourself (why / why not) • why family celebrations are important in Malaysia

PART 3

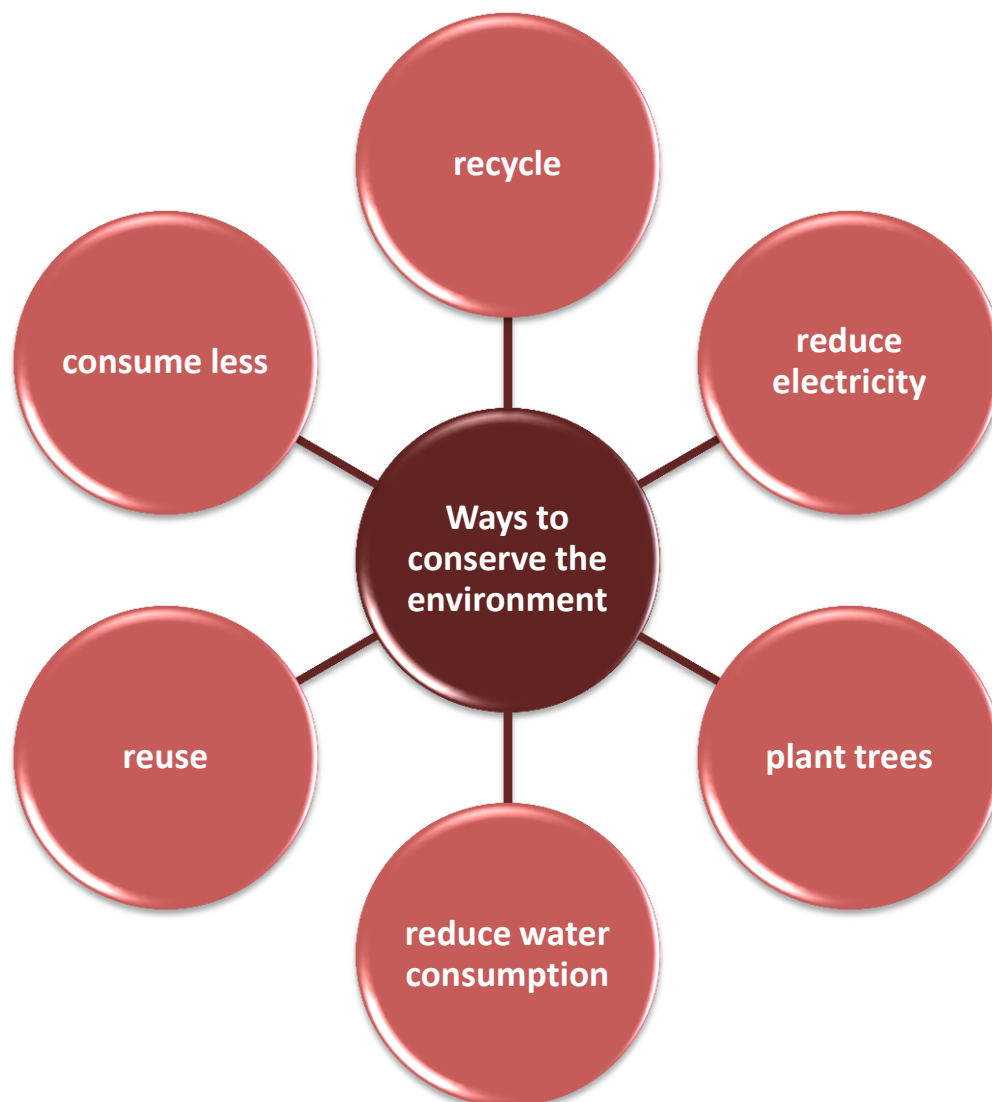


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KERTAS 3 (1119/3) – SPEAKING TEST
FORM 5 ENGLISH DOWNLOAD UNIT 1 (Set 3)

PART 2

A Family Celebration	A Person You Admire
Talk about a family celebration you had recently. You should say: <ul style="list-style-type: none">• what the event was• what you did there• if you enjoyed yourself (why / why not)• why family celebrations are important in Malaysia	Talk about a person you admire. You should say: <ul style="list-style-type: none">• who this person is• what this person looks like• why you admire this person• if you think it is important for people to have good role models (why / why not)

PART 3



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KERTAS 3 (1119/3) – SPEAKING TEST
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PART 2

A Book	A Film
Talk about your favourite book. You should say: <ul style="list-style-type: none">• what the book is• what it is about• if you would read it again (why / why not)• why reading books is important	Talk about your favourite film. You should say: <ul style="list-style-type: none">• what the film is• what it is about• how it could be improved• if films bring more harm than good (why)

PART 3



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KERTAS 3 (1119/3) – SPEAKING TEST
FORM 5 ENGLISH DOWNLOAD UNIT 2 (Set 2)

PART 2

A Film	A Book
Talk about your favourite film. You should say: <ul style="list-style-type: none">• what the film is• what it is about• how it could be improved• if films bring more harm than good (why)	Talk about your favourite book. You should say: <ul style="list-style-type: none">• what the book is• what it is about• if you would read it again (why / why not)• why reading books is important

PART 3

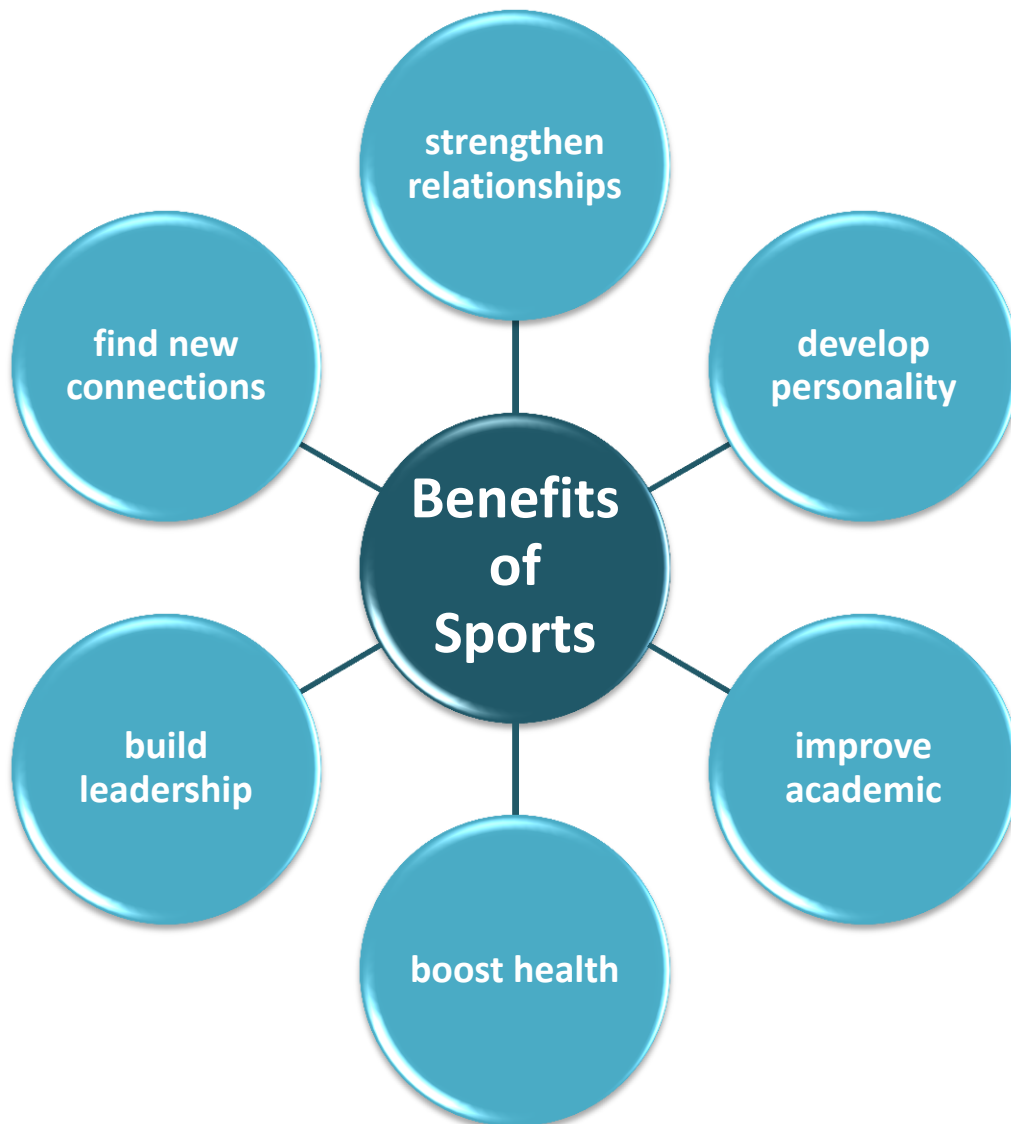


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KERTAS 3 (1119/3) – SPEAKING TEST
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PART 2

A Dream Career	A Sport
<p>Talk about your dream career.</p> <p>You should say:</p> <ul style="list-style-type: none">• what the career is• what do you do• why you want this career• if young people should be choosy in the careers that are available to them (why / why not)	<p>Talk about your favourite sport.</p> <p>You should say:</p> <ul style="list-style-type: none">• what the sport is• why it is your favourite• if you would do sport as a career (why / why not)• why sports should be made compulsory in learning institutions

PART 3



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PART 2

A Sport	A Dream Career
<p>Talk about your favourite sport.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the sport is • why it is your favourite • if you would do sport as a career (why / why not) • why sports should be made compulsory in learning institutions 	<p>Talk about your dream career.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the career is • what do you do • why you want this career • if young people should be choosy in the careers that are available to them (why / why not)

PART 3



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PART 2

A Dream Birthday Present	An Unfavourable Birthday Present
<p>Talk about your dream birthday present.</p> <p>You should say:</p> <ul style="list-style-type: none">• what the birthday present is• why you want the present• if it is possible to own it (why / why not)• why birthday presents are necessary / unnecessary	<p>Talk about a birthday present you did not favour.</p> <p>You should say:</p> <ul style="list-style-type: none">• what the birthday present is• why you did not favour it• what you did to the present• if birthday presents really make people happy (why / why not)

PART 3

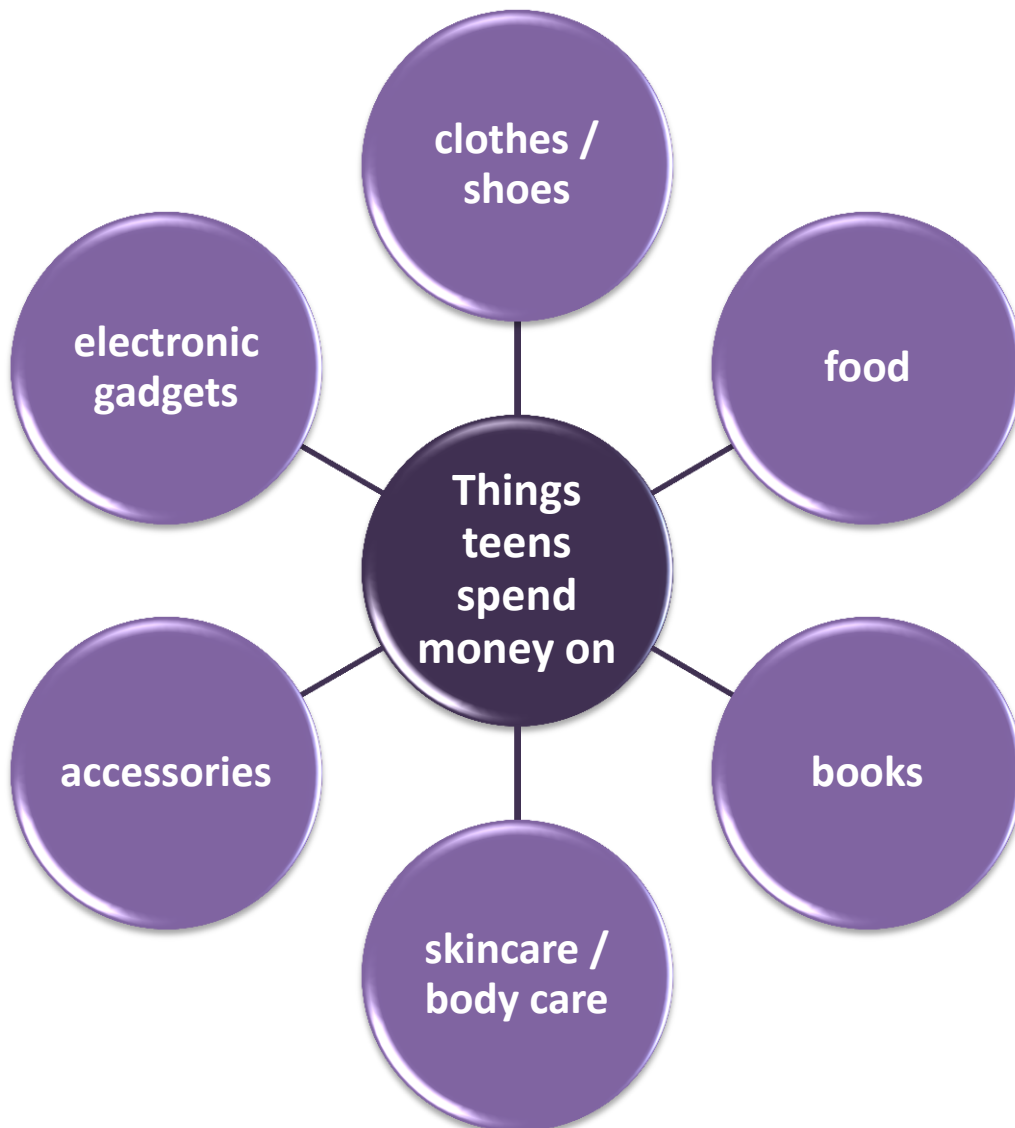


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KERTAS 3 (1119/3) – SPEAKING TEST
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PART 2

An Unfavourable Birthday Present	A Form of Relaxation
<p>Talk about a birthday present you did not favour. You should say:</p> <ul style="list-style-type: none"> • what the birthday present is • why you did not favour it • what you did to the present • if birthday presents really make people happy (why / why not) 	<p>Talk about a form of relaxation you prefer. You should say:</p> <ul style="list-style-type: none"> • what the form of relaxation is • what you do • why you prefer this form of relaxation • if everyone should have time for relaxation (why / why not)

PART 3



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KERTAS 3 (1119/3) – SPEAKING TEST
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PART 2

A Form of Relaxation	A Dream Birthday Present
Talk about a form of relaxation you prefer. You should say: <ul style="list-style-type: none">• what the form of relaxation is• what you do• why you prefer this form of relaxation• if everyone should have time for relaxation (why / why not)	Talk about your dream birthday present. You should say: <ul style="list-style-type: none">• what the birthday present is• why you want the present• if it is possible to own it (why / why not)• why birthday presents are necessary / unnecessary

PART 3



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PART 2

A School Environmental Programme	The Most Serious Environmental Issue
<p>Talk about an environmental programme at your school.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the programme is • what the school community do • what you have learnt from the programme • if environmental awareness should be included in the formal education at learning institutions (why / why not) 	<p>Talk about the most serious environmental issue in your city.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the environmental issue is • how it has affected city dwellers • if effective actions have been taken to curb the issue • what you can do to improve the environmental condition

PART 3



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PART 2

The Most Serious Environmental Issue	An Environment to Visit
<p>Talk about the most serious environmental issue in your city. You should say:</p> <ul style="list-style-type: none"> • what the environmental issue is • how it has affected city dwellers • if effective actions have been taken to curb the issue • what you can do to improve the environmental condition 	<p>Talk about an environment you prefer to visit. You should say:</p> <ul style="list-style-type: none"> • what the environment is • how this environment make you feel • if you would move to live in that environment (why / why not) • why our living environment is crucial

PART 3



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PART 2

An Environment to Visit	A School Environmental Programme
<p>Talk about an environment you prefer to visit.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the environment is • how this environment make you feel • if you would move to live in that environment (why / why not) • why our living environment is crucial 	<p>Talk about an environmental programme at your school.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the programme is • what the school community do • what you have learnt from the programme • if environmental awareness should be included in the formal education at learning institutions (why / why not)

PART 3



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PART 2

A Misconduct at School	The Home Safety Precaution
<p>Talk about a misconduct you witnessed at your school.</p> <p>You should say:</p> <ul style="list-style-type: none">• what the misconduct was• what your reaction was• if disciplinary action was taken (do you agree with it?)• why abiding to school rules is important	<p>Talk about a safety precaution taken to prevent burglary at home.</p> <p>You should say:</p> <ul style="list-style-type: none">• what the safety precaution is• why it was taken• if it is effective (why / why not)• what communities can do to help reduce burglary in neighbourhood

PART 3



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FORM 5 ENGLISH DOWNLOAD UNIT 6 (Set 2)

PART 2

The Home Safety Precaution	A Common Crime in the City
<p>Talk about a safety precaution taken to prevent burglary at home.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the safety precaution is • why it was taken • if it is effective (why / why not) • what communities can do to help reduce burglary in neighbourhood 	<p>Talk about the most common crime in your city.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the crime is • how it affects the city dwellers • if the police have taken actions to reduce the crime (how) • who play the roles in reducing crimes

PART 3



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PART 2

A Common Crime in the City	A Misconduct at School
Talk about the most common crime in your city. You should say: <ul style="list-style-type: none">• what the crime is• how it affects the city dwellers• if the police have taken actions to reduce the crime (how)• who play the roles in reducing crimes	Talk about a misconduct you witnessed at your school. You should say: <ul style="list-style-type: none">• what the misconduct was• what your reaction was• if disciplinary action was taken (do you agree with it?)• why abiding to school rules is important

PART 3



**School Canteen
A Family Holiday**

**PART 2
3-4 minutes**

Interlocutor In this part of the 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.

*(Candidate A), it's your turn first. Here's your task.
Place **Part 2** booklet, open at **Task 2A**, in front of Candidate A.*

I'd like you to **talk about your school canteen**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidate 20 seconds to prepare.*

Interlocutor All right, you may start now.

Candidate A
(1 minute) *Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].*
What can you say about this point? / Tell me about ... (e.g., Tell me about this point.)

Interlocutor Thank you.
(Candidate B), what is the best food sold at your canteen? Why?

Candidate B
(approx. 20 seconds)

Interlocutor Thank you. *(Candidate A), can I have the booklet, please?*
*Retrieve **Part 2** booklet.*
*Place **Part 2** booklet, open **Task 2B**, in front of Candidate B.*

Now, *(Candidate B)*, here's your task. I'd like you to talk about **your last family holiday**. First, you have some time to think about what you're going to say.

Candidate B *Allow candidate 20 seconds to prepare.*

Interlocutor All right, you may start now.

Candidate B
(1 minute) *Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].*
What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor: Thank you.
(Candidate A), where did you go for your family holidays? Did you enjoy yourself? Why?

Candidate A
(approx. 20 seconds)

Interlocutor Thank you. *(Candidate B), can I have the booklet, please?*
*Retrieve **Part 2** booklet.*

School Canteen

Talk about your school canteen.

You should say:

- **What do you normally buy?**
- **How much do you spend?**
- **What are the advantages of buying at the school canteen?**
- **Should students be given a chance to decide on the menu?**
(Why? /Why not?)

A family holiday

Talk about your last family holiday.

You should say:

- **Where you went?**
- **What activities you did?**
- **Did you enjoy yourself? (why/why not?)**
- **How going on a holiday help strengthen family relationships?**

PART 3
4-5 minutes

SET 1

GREEN ENVIRONMENT IS VERY IMPORTANT

Interlocutor: Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Having a green environment is very important. *Place part 3 booklet open at Task 3, in front of the candidates.* **Here are some ways to create green environment in the classroom** and a question for you to discuss. First, you have some time to look at the task.

Candidate A&B: *Allow candidates 20 seconds to prepare.*
(approx. 20 seconds)

Interlocutor: Now, talk to each other about **ways to create a green environment in the classroom.**

Candidate A&B:
(2 minutes)

Back-up prompts to be used if necessary:

What do you think (candidate name)? What about this (pointing to option)?

Interlocutor: Thank you. Now you have about a minute **to decide together which is the best way to create a green environment in the classroom.**

Candidate A&B:
(1 minute)

Interlocutor: Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about **ways to create a green environment**, now let's hear your opinion on this. **How does green living stop global warming?**

Select any of the following prompts as appropriate:

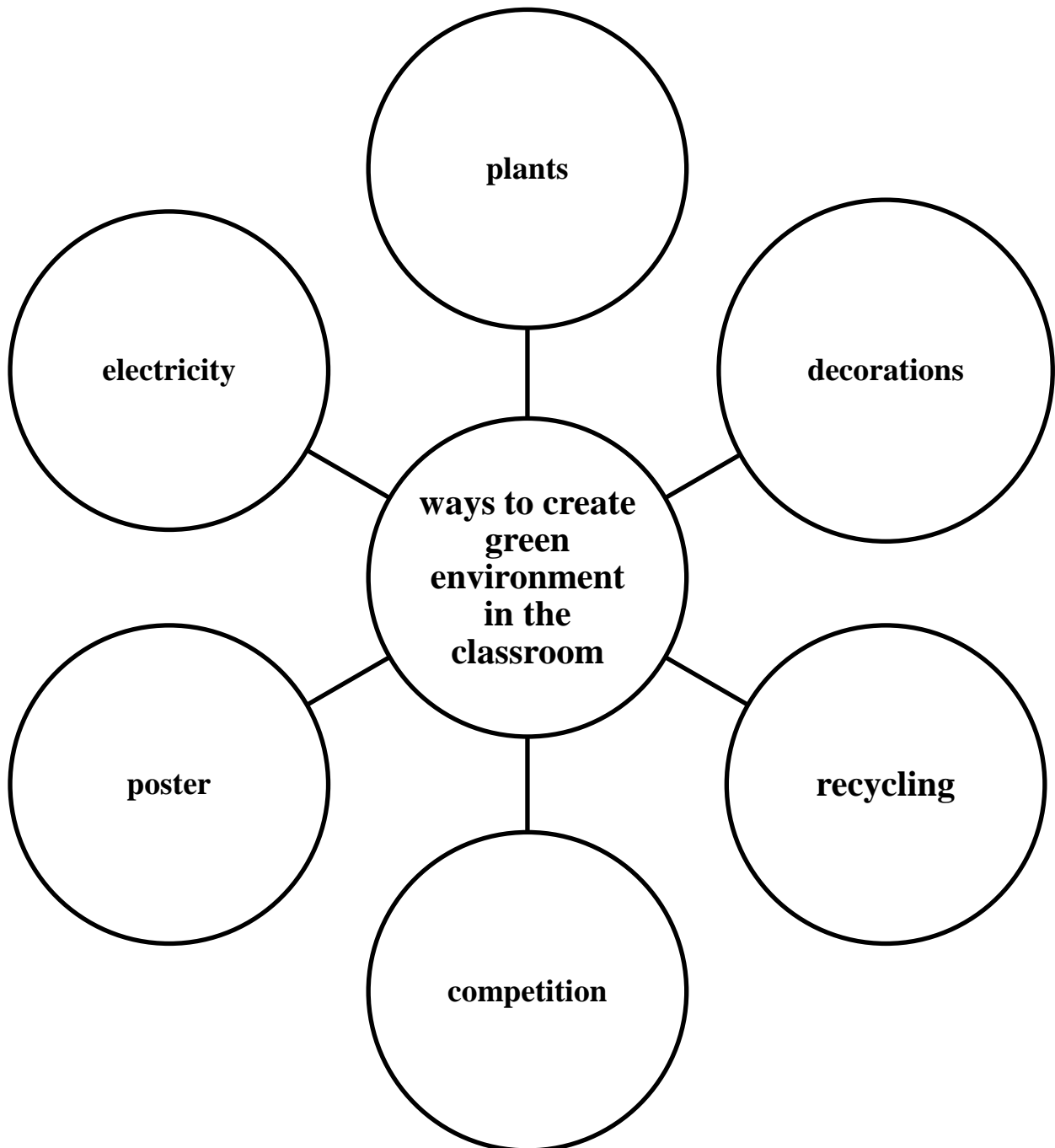
- **What do you think?**
- **Do you agree?**
- **How about you?**

Candidate A&B:
(2 minutes)

Interlocutor: Thank you, (candidate A and candidate B) That's the end of the Speaking Test.

PART 3 – TASK 3

SET 1



**Spending habits
Teacher's Day**

**PART 2
3-4 minutes**

Interlocutor In this part of the 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.

*(Candidate A), it's your turn first. Here's your task.
Place **Part 2** booklet, open at **Task 2A**, in front of Candidate A.*

I'd like you to **talk about spending habits**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidate 20 seconds to prepare.*

Interlocutor All right, you may start now.

Candidate A
*(1 minute) Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].
What can you say about this point? / Tell me about ... (e.g., Tell me about this point.)*

Interlocutor Thank you.
(Candidate B), do you believe in saving money regularly? Why? / Why not?

Candidate B
(approx. 20 seconds)

Interlocutor Thank you. *(Candidate A), can I have the booklet, please?
Retrieve **Part 2** booklet.
Place **Part 2** booklet, open **Task 2B**, in front of Candidate B.*

Now, *(Candidate B)*, here's your task. I'd like you to **talk about your Teacher's day**. First, you have some time to think about what you're going to say.

Candidate B *Allow candidate 20 seconds to prepare.*

Interlocutor All right, you may start now.

Candidate B
*(1 minute) Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].
What can you say about this point? Tell me about ... (e.g. Tell me about this point.)*

Interlocutor: Thank you.
(Candidate A), do you buy gifts for Teacher's Day? Why? / Why not?

Candidate A
(approx. 20 seconds)

Interlocutor Thank you. *(Candidate B), can I have the booklet, please?
Retrieve **Part 2** booklet.*

Spending habits

Talk about spending habits.

You should say:

- **how much do you spend in a week**
- **what do you normally buy**
- **if you prepare a weekly budget (Why? / Why not?)**
- **if students should start a saving account from young (Why? /Why not?)**

PART 2 CANDIDATE BOOKLET**2B****Teacher's Day**

Talk about your Teacher's Day.

You should say:

- **when and where was it**
- **what were the activities**
- **if you enjoyed yourself (Why? / Why not?)**
- **if it is important to appreciate your teachers (Why? / Why not?)**

SET 2

Maintaining Personal Hygiene

PART 3
4-5 minutes

Interlocutor: Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Teenagers should be aware of their personal hygiene. *Place part 3 booklet open at Task 3, in front of the candidates.* **Here are some things you should consider to maintain your personal hygiene** and a question for you to discuss. First, you have some time to look at the task.

Candidate A&B: *Allow candidates 20 seconds to prepare.*
(approx. 20 seconds)

Interlocutor: Now, talk to each other about **your personal hygiene.**

Candidate A&B:
(2 minutes)

Back-up prompts to be used if necessary:
What do you think (candidate name)? What about this (pointing to option)?

Interlocutor: Thank you. Now you have about a minute **to decide together which is the most important aspect you should consider to maintain your personal hygiene.**

Candidate A&B:
(1 minute)

Interlocutor: Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*
You've been talking about your personal hygiene, now let's hear your opinion on this. **Do you think being hygienic is vital to maintain social relationship.**

Select any of the following prompts as appropriate:

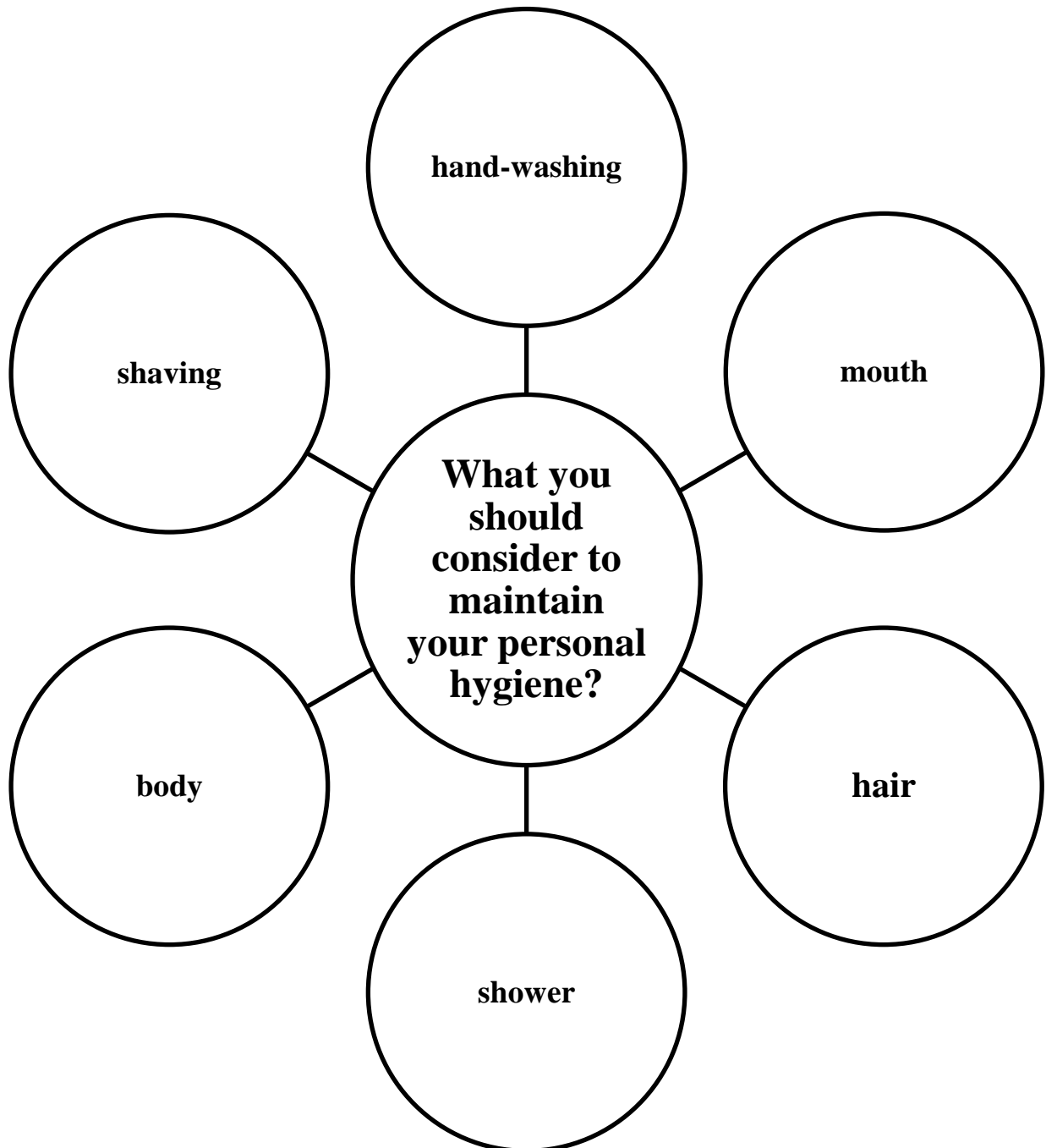
- **What do you think?**
- **Do you agree?**
- **How about you?**

Candidate A&B:
(2 minutes)

Interlocutor: Thank you, (candidate A and candidate B) That's the end of the Speaking Test.

PART 3 – TASK 3

SET 2



Volunteer work
Ideal career

PART 2
3-4 minutes

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.

*Place **Part 2** booklet, open at **Task 2A**, in front of Candidate A.*

I'd like you to **talk about volunteer work**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidate 20 seconds to prepare.*

Interlocutor All right, you may start now.

Candidate A
(1 minute) Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].
What can you say about this point? / Tell me about ... (e.g., Tell me about this point.)

Interlocutor Thank you.
(Candidate B), have you ever volunteered before? Why? / Why not?

Candidate B
(approx. 20 seconds)

Interlocutor Thank you. *(Candidate A), can I have the booklet, please?*
*Retrieve **Part 2** booklet.*
*Place **Part 2** booklet, open **Task 2B**, in front of Candidate B.*

Now, *(Candidate B)*, here's your task. I'd like you to **talk about ideal career**. First, you have some time to think about what you're going to say.

Candidate B *Allow candidate 20 seconds to prepare.*

Interlocutor All right, you may start now.

Candidate B
(1 minute) Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].
What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor: Thank you.
(Candidate A), what is your ambition? Why?

Candidate A
(approx. 20 seconds)

Interlocutor Thank you. *(Candidate B), can I have the booklet, please?*
*Retrieve **Part 2** booklet.*

Volunteer work

Talk about a volunteer work that you have helped.

You should say:

- **what was it**
- **when was it**
- **benefits of doing volunteer work**
- **do you think teenagers should participate in voluntary work? (Why? /Why not?)**

PART 2 CANDIDATE BOOKLET**2B****Ideal career****Talk about your ideal career****You should say:**

- **what is your ambition?**
- **why do you choose this career?**
- **what do you need to do to achieve it?**
- **should parents decide on your career? (Why? / Why not?)**

SET 3

Spending time with family members

PART 3
4-5 minutes

Interlocutor: Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Spending time with my family members is important for teenagers. *Place part 3 booklet open at Task 3, in front of the candidates.* **Here are some ways to spend quality time with your family** and a question for you to discuss. First, you have some time to look at the task.

Candidate A&B: *Allow candidates 20 seconds to prepare.*
(approx. 20 seconds)

Interlocutor: Now, talk to each other about **the ways to spend time with family.**

Candidate A&B:
(2 minutes)

Back-up prompts to be used if necessary:

What do you think (candidate name)? What about this *(pointing to option)?*

Interlocutor: Thank you. Now you have about a minute **to decide together which is the best way to spend time with family.**

Candidate A&B:
(1 minute)

Interlocutor: Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*
You've been talking about the ways to spend time with family, now let's hear your opinion on this. **How to encourage digital devices usage during family gathering to encourage more interaction?**

Select any of the following prompts as appropriate:

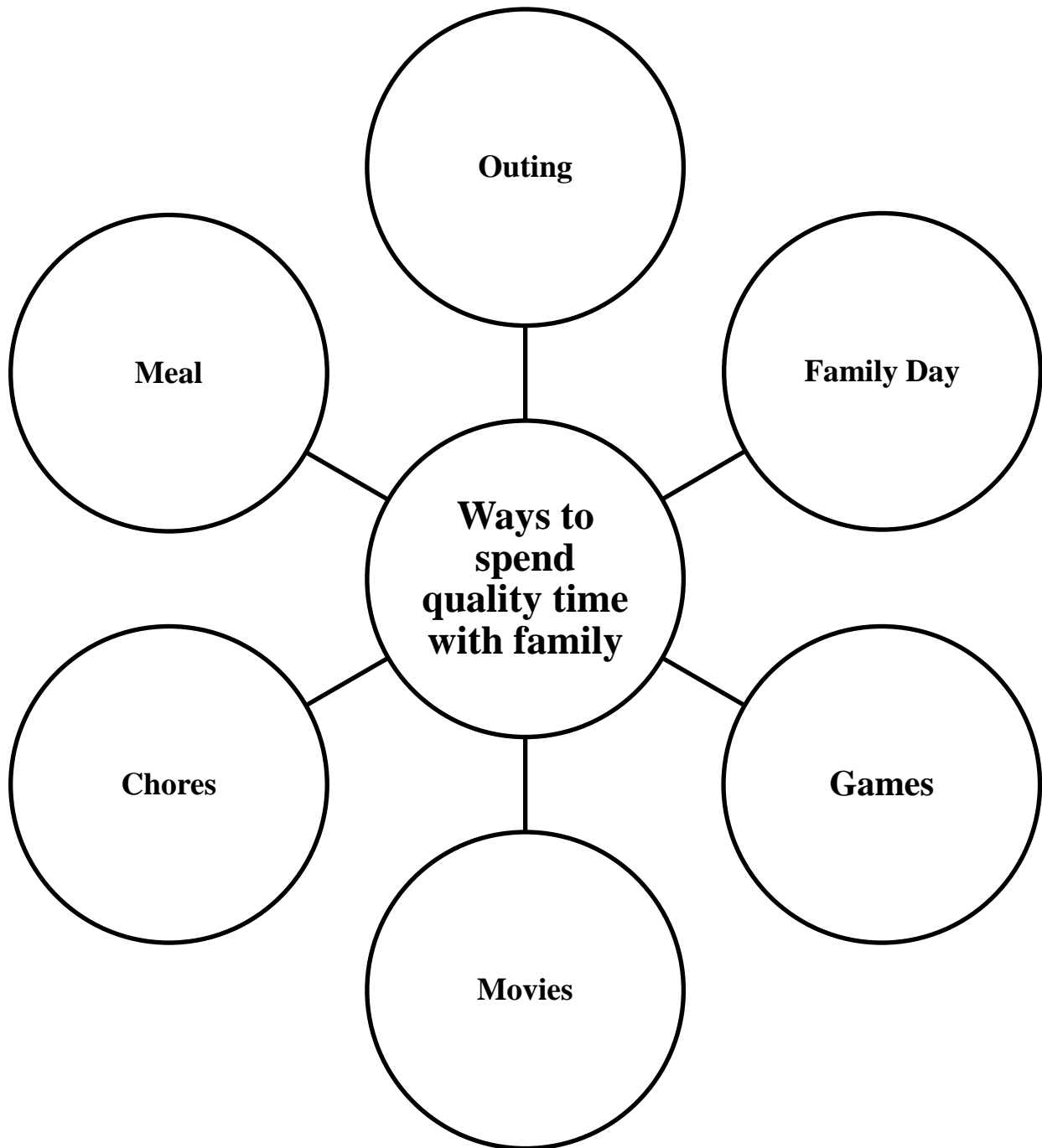
- **What do you think?**
- **Do you agree?**
- **How about you?**

Candidate A&B:
(2 minutes)

Interlocutor: Thank you, (candidate A and candidate B) That's the end of the Speaking Test.

SET 3

PART 3 – TASK 3



Helping a friend in need
Dream house

PART 2
3-4 minutes

Interlocutor In this part of the 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.

*(Candidate A), it's your turn first. Here's your task.
Place **Part 2** booklet, open at **Task 2A**, in front of Candidate A.*

I'd like you to **talk about helping a friend in need**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidate 20 seconds to prepare.*

Interlocutor All right, you may start now.

Candidate A
*(1 minute) Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].
What can you say about this point? / Tell me about ... (e.g., Tell me about this point.)*

Interlocutor Thank you.
(Candidate B), have you help someone before? When? Why?

Candidate B
(approx. 20 seconds)

Interlocutor Thank you. *(Candidate A), can I have the booklet, please?
Retrieve **Part 2** booklet.
Place **Part 2** booklet, open **Task 2B**, in front of Candidate B.*

Now, *(Candidate B)*, here's your task. I'd like you to **talk about your dream house**. First, you have some time to think about what you're going to say.

Candidate B *Allow candidate 20 seconds to prepare.*

Interlocutor All right, you may start now.

Candidate B
*(1 minute) Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].
What can you say about this point? Tell me about ... (e.g. Tell me about this point.)*

Interlocutor: Thank you.
(Candidate A), do you save electricity? How?

Candidate A
(approx. 20 seconds)

Interlocutor Thank you. *(Candidate B), do you prefer to live in a big or small house?
Why? / Why not?
Retrieve **Part 2** booklet.*

Helping a friend in need

Talk about how you helped a friend in need:

You should say:

- **who is him/her**
- **what did you do**
- **how did you feel after helping**
how helping others can improve yourself.

Dream House

Talk about your dream house.

You should say:

- **what type of house is it**
- **where is the location**
- **if you prefer living in the city or village (why/why not)**
- **is it better to rent or buy a house (why/why not)**

SET 4

Ways to Improve Academic Performance

PART 3
4-5 minutes

Interlocutor: Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

It is important to excel in academic. Place part 3 booklet open at Task 3, in front of the candidates. **Here are some ways for students to improve their academic performance** and a question for you to discuss. First, you have some time to look at the task.

Candidate A&B: Allow candidates 20 seconds to prepare.
(approx. 20 seconds)

Interlocutor: Now, talk to each other about **the ways to improve academic performance.**

Candidate A&B:
(2 minutes)

Back-up prompts to be used if necessary:

What do you think (candidate name)? What about this (pointing to option)?

Interlocutor: Thank you. Now you have about a minute **to decide together which is the effective ways to improve academic performance.**

Candidate A&B:
(1 minute)

Interlocutor: Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about the ways to improve academic performance, now let's hear your opinion on this. **Do you think excellent academic result guarantees success in life?**

Select any of the following prompts as appropriate:

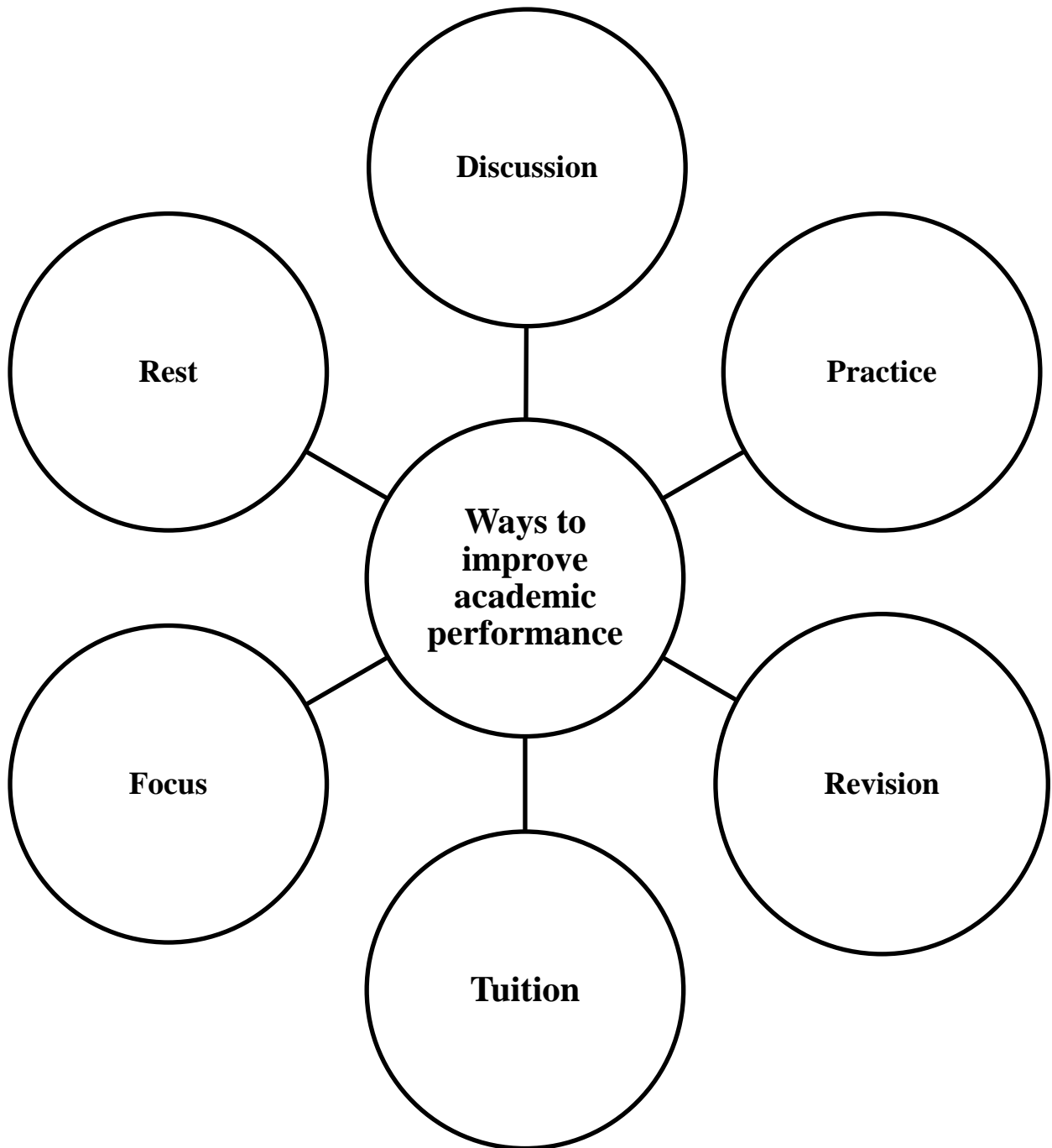
- **What do you think?**
- **Do you agree?**
- **How about you?**

Candidate A&B:
(2 minutes)

Interlocutor: Thank you, (candidate A and candidate B) That's the end of the Speaking Test.

SET 4

PART 3 – TASK 3



**Healthy Eating
Regular Exercise**

**PART 2
3-4 minutes**

Interlocutor In this part of the 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.

(*Candidate A*), it's your turn first. Here's your task.

Place **Part 2** booklet, open at **Task 2A**, in front of *Candidate A*.

I'd like you to **talk about healthy eating**. First, you have some time to think about what you're going to say.

Candidate A Allow candidate 20 seconds to prepare.

Interlocutor All right, you may start now.

Candidate A
(1 minute) *Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].*
What can you say about this point? / Tell me about ... (e.g., Tell me about this point.)

Interlocutor Thank you.
(*Candidate B*), **do you practice healthy eating? Why? / Why not?**

Candidate B
(approx. 20 seconds)

Interlocutor Thank you. (*Candidate A*), can I have the booklet, please?
Retrieve **Part 2** booklet.
Place **Part 2** booklet, open **Task 2B**, in front of *Candidate B*.

Now, (*Candidate B*), here's your task. I'd like you to **talk about regular exercise**. First, you have some time to think about what you're going to say.

Candidate B Allow candidate 20 seconds to prepare.

Interlocutor All right, you may start now.

Candidate B
(1 minute) *Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].*
What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor: Thank you.
(*Candidate A*), **do you exercise regularly/ Why? / Why not?**

Candidate A
(approx. 20 seconds)

Interlocutor Thank you. (*Candidate B*), can I have the booklet, please?
Retrieve **Part 2** booklet.

Healthy Eating

Talk about healthy eating:

You should say:

- **who cooks at home**
- **what kind of food you enjoy**
- **what makes a meal healthy**
- **why it is important to eat healthy meals**

PART 2 CANDIDATE BOOKLET**2B****Regular Exercise**

Talk about regular exercise.

You should say:

- **what type of exercise you always do**
- **where you do the exercise**
- **do you prefer exercising outdoor or indoor (Why)**
- **why is it important for teenagers to exercise regularly**

SET 5

Protecting Endangered Animals

PART 3
4-5 minutes

Interlocutor: Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

it is important to save endangered animals from extinction. *Place part 3 booklet open at Task 3, in front of the candidates. Here are some reasons as to why it is important to save endangered animals* and a question for you to discuss. First, you have some time to look at the task.

Candidate A&B: *Allow candidates 20 seconds to prepare. (approx. 20 seconds)*

Interlocutor: Now, talk to each other about **the reasons as to why it is important to save endangered animals in the world.**

Candidate A&B:
(2 minutes)

Back-up prompts to be used if necessary:

What do you think (candidate name)? What about this *(pointing to option)?*

Interlocutor: Thank you. Now you have about a minute **to decide together which is the best reason for saving endangered animals.**

Candidate A&B:
(1 minute)

Interlocutor: Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about **the reasons as to why it is important to save endangered animals in the world**, now let's hear your opinion on this. **Why does biodiversity matter to us?**

Select any of the following prompts as appropriate:

- **What do you think?**
- **Do you agree?**
- **How about you?**

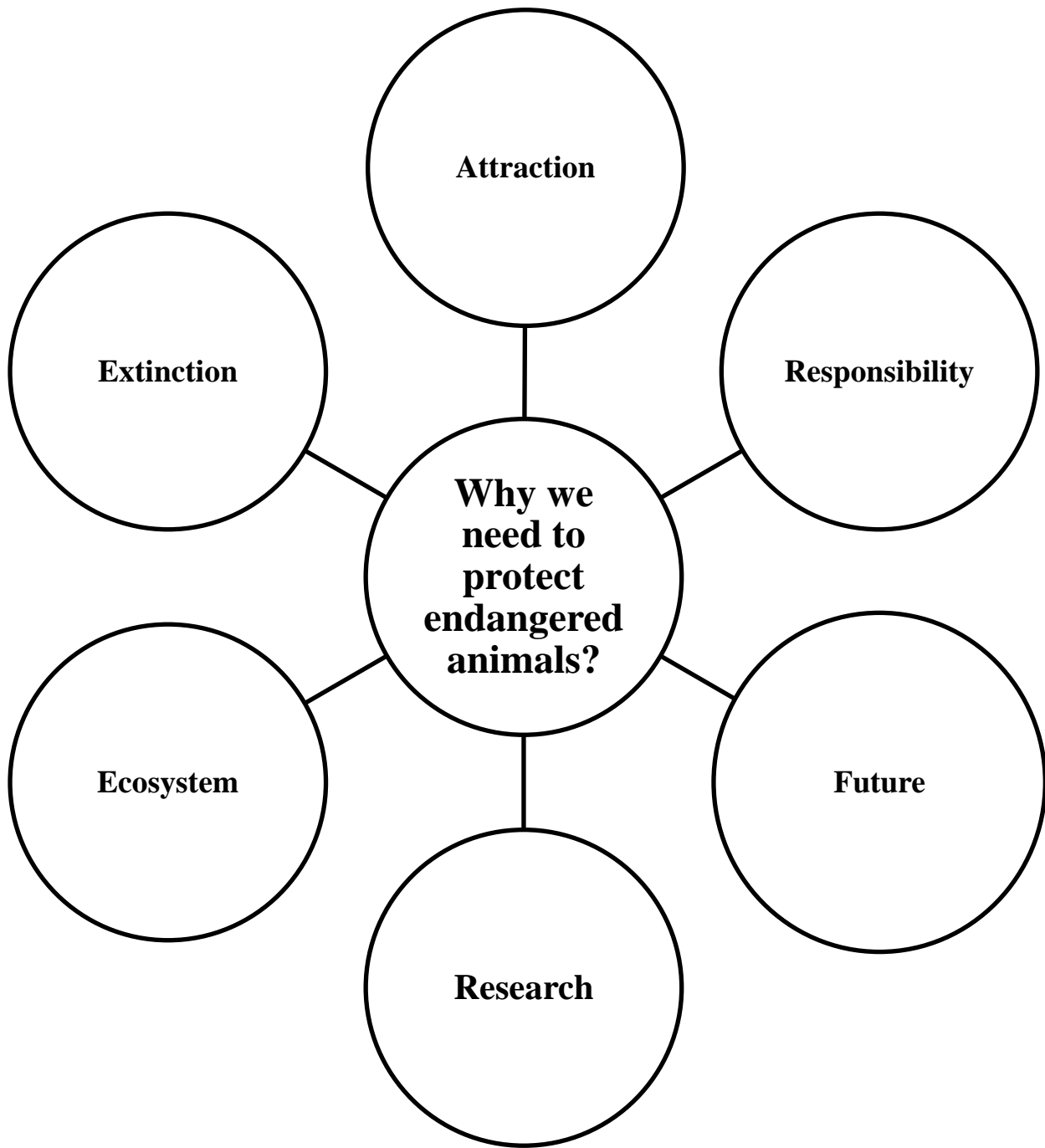
Candidate A&B:

(2 minutes)

Interlocutor: Thank you, (candidate A and candidate B) That's the end of the Speaking Test.

SET 5

PART 3 – TASK 3



**Close Circuit Television (CCTV)
Animal that You Like**

**PART 2
3-4 minutes**

Interlocutor In this part of the 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.

*(Candidate A), it's your turn first. Here's your task.
Place **Part 2** booklet, open at **Task 2A**, in front of Candidate A.*

I'd like you to **talk about the importance of Close Circuit Television (CCTV)**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidate 20 seconds to prepare.*

Interlocutor All right, you may start now.

Candidate A
*(1 minute) Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].
What can you say about this point? / Tell me about ... (e.g., Tell me about this point.)*

Interlocutor Thank you.
(Candidate B), do you think having CCTV protect you from criminals? Why? / Why not?

Candidate B
(approx. 20 seconds)

Interlocutor Thank you. *(Candidate A), can I have the booklet, please?
Retrieve **Part 2** booklet.
Place **Part 2** booklet, open **Task 2B**, in front of Candidate B.*

Now, *(Candidate B), here's your task. I'd like you to **talk about an animal that you like**. First, you have some time to think about what you're going to say.*

Candidate B *Allow candidate 20 seconds to prepare.*

Interlocutor All right, you may start now.

Candidate B
*(1 minute) Back-up prompts to be used if necessary. Use the prompts below [the oblique '/' is included to make it as a choice].
What can you say about this point? Tell me about ... (e.g. Tell me about this point.)*

Interlocutor: Thank you.
(Candidate A), what animal do you like? Why?

Candidate A
(approx. 20 seconds)

Interlocutor Thank you. *(Candidate B), can I have the booklet, please?
Retrieve **Part 2** booklet.*

Close Circuit Television (CCTV).**Talk about the importance of CCTV:****You should say:**

- **who uses CCTV**
- **where do people usually install CCTV**
- **why do people install CCTV**
- **if CCTV should be installed at every house (why / why not)**

PART 2 CANDIDATE BOOKLET

2B

Animal that You Like

Talk about an animal that you like:

You should say:

- **what animal is it**
- **what does the animal eat**
- **why do you like this animal**
- **why is protecting animals is important for our earth**

SET 6

Why is it important to save money since young?

PART 3
4-5 minutes

Interlocutor: Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Saving money since young is advantageous for us. Place part 3 booklet open at Task 3, in front of the candidates. **Here are some reasons as to why it is important to save money** and a question for you to discuss. First, you have some time to look at the task.

Candidate A&B: Allow candidates 20 seconds to prepare.
(approx. 20 seconds)

Interlocutor: Now, talk to each other about **the reasons as to why it is important to save money.**

Candidate A&B:
(2 minutes)

Back-up prompts to be used if necessary:

What do you think (candidate name)? What about this (pointing to option)?

Interlocutor: Thank you. Now you have about a minute **to decide together which is the best reason for saving money.**

Candidate A&B:
(1 minute)

Interlocutor: Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*
You have been talking about **the reasons as to why it is important to save money**, now let's hear your opinion on this. **how can we instil financial awareness among teenagers?**

Select any of the following prompts as appropriate:

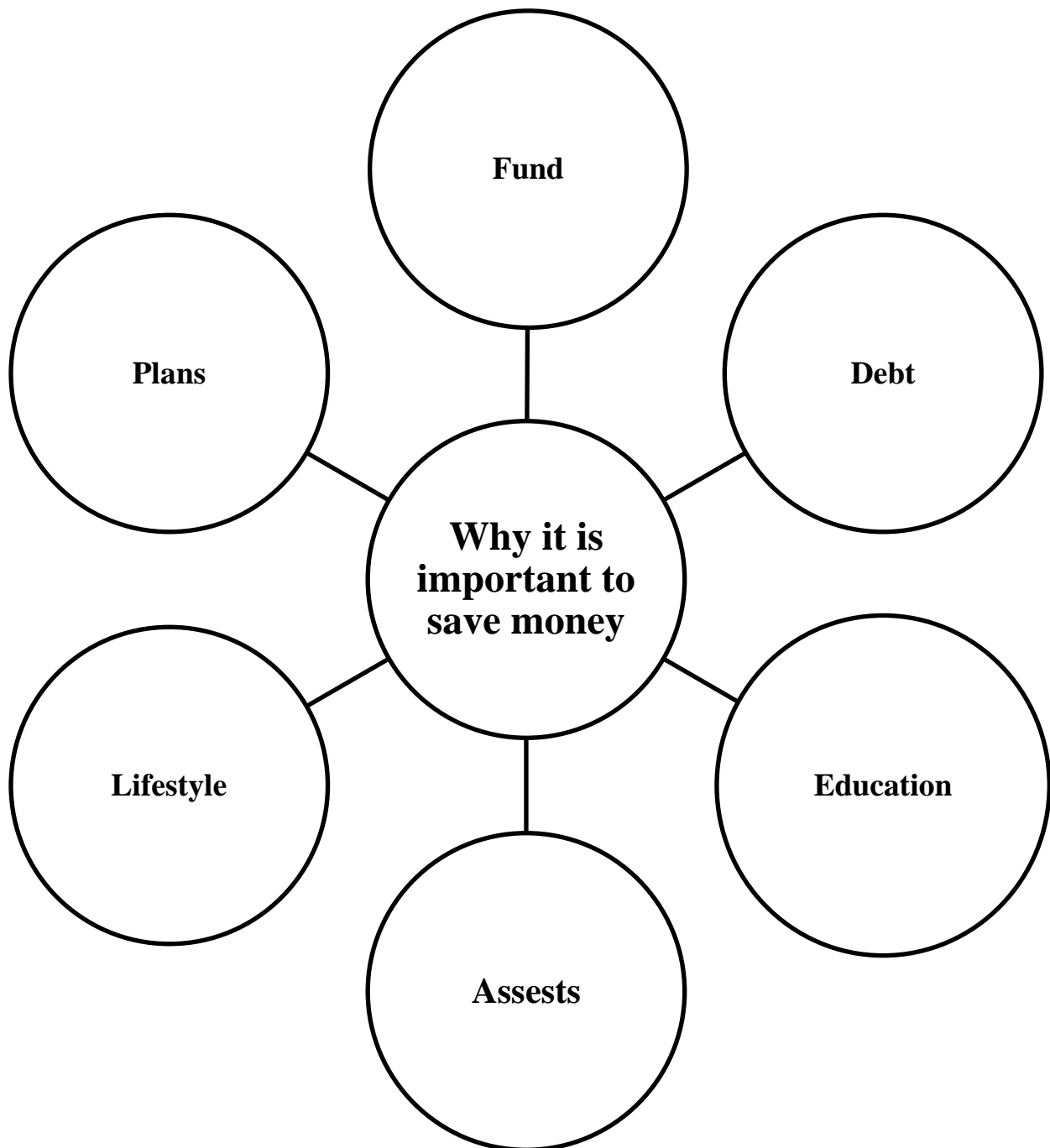
- **What do you think?**
- **Do you agree?**
- **How about you?**

Candidate A&B:
(2 minutes)

Interlocutor: Thank you, (candidate A and candidate B) That's the end of the Speaking Test.

PART 3 – TASK 3

SET 6



Phase 1

Interlocutor

Good morning / afternoon.

I'm and this is my colleague She'll just listen to us. First of all, we'd like to know something about you.

Main questions

Back-up prompts

Candidate
A

What's your name?

Should I call you ...?

Thank you.

Candidate
B

And, what's your name?

Thank you.

Candidate
A

How much do you get as pocket money?

Do you get pocket money? How much?

Candidate
B

What's your favourite breakfast in your school canteen?
Thank you.

What do you usually buy at your school canteen?

Phase 2

Interlocutor

Now I'm going to ask you about **your school life**

Select one or more questions from the list to ask the candidates. Use candidates' names throughout.

Main questions

Back-up prompts

What clubs or societies do you join in school?

Are you a member of any club or society in school?

What do you like about your school?

Do you like going to school? Why?

What games do you like the most?

What games do you play in school?

Did you join any school trips recently?

Do you go on school trips?

Thank you!

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

1. Savings account
2. A time you laughed.

PART 2
3-4 Minutes

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.

Place Part 2 booklet, open at Task 2A, in front of Candidate A.

I'd like you to **talk about saving accounts..** First, you have some time to think about what you're going to say.

Candidate A Allow candidates 20 seconds to prepare.

⌚ approx. 20 seconds

Interlocutor All right? You may start now.

Candidate A

⌚ 1 minute

Back-up prompts to be used if necessary. Use the prompts below. [the oblique "/" is included to make it as a choice.]

What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate B), **Do you have a savings account? Why? Why not?**

Candidate B

⌚ approx. 20 seconds

Interlocutor Thank you. (Candidate A) Can I have the booklet, please? Retrieve Part 2 booklet. Place Part 2 booklet, open at Task 2B, in front of Candidate B.

Now, (Candidate B), here's your task. I'd like you to **talk about a moment that made you laugh..** First, you have some time to think about what you're going to say.

Candidate B Allow candidates 20 seconds to prepare.

⌚ approx. 20 seconds

Interlocutor All right? You may start now.

Candidate B

⌚ 1 minute

Back-up prompts to be used if necessary. Use the prompts below. [the oblique "/" is included to make it as a choice.]

What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate A), **When was the last time you laugh? Who /What made you laugh?**

Candidate B

⌚ approx. 20 seconds

Interlocutor Thank you. (Candidate B) Can I have the booklet, please? Retrieve Part 2 booklet.

CANDIDATE A

2A

Saving accounts

Talk about saving accounts.

You should say:

- what a saving account is for.
- Why it is important to have one.
- If it is beneficial for you to have one (why/why not)
- why teenagers should open a saving account

CANDIDATE B

2B

A time you laughed

Talk about a moment that made you laugh a lot.

You should say:

- When and where it was
- Who you were with
- A description of situation
- Explain why you thought it was funny

Aspects that have been changed by the technology.

Part 3
4 - 5 minutes

Interlocutor Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something with each other 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.
Technology has developed tremendously nowadays. *Place Part 3 booklet, open at Task 3, in front of the candidates.* **Here are the aspects that have been changed by technology** and a question for you to discuss. First, you have some time to look at the task.

Candidates A&B *Allow candidates 20 seconds to prepare.*
⌚ *approx.*
20 seconds

Interlocutor Now, talk to each other about the aspects that have been changed by the technology.

Candidates A&B
⌚ *2 minutes* *Back-up prompts to be used if necessary.*
What do you think [candidate name]? What about this [pointing to option]?

Interlocutor Thank you. Now you have about a minute to **decide together which aspect that has greatly been changed by the technology.**

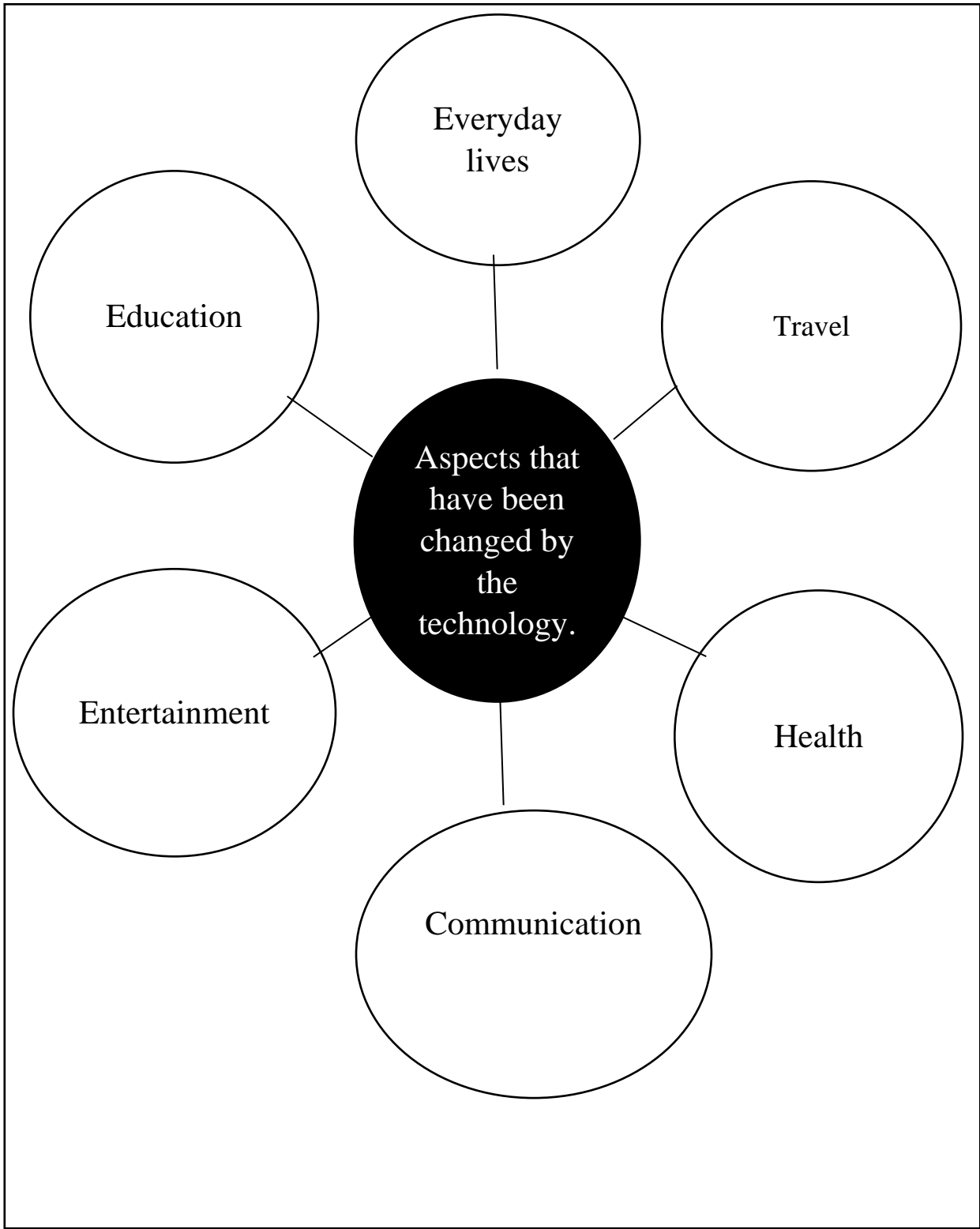
Candidates A&B
⌚ *1 minute*

Interlocutor Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*
You've been talking about the aspects that have been changed by technology. Now let's hear your opinion on this. **The development of technology has greatly reduced human interaction.**

Select any of the following prompts as appropriate:
What do you think?
Do you agree?
How about you?

Candidates A&B
⌚ *2 minutes*

Interlocutor Thank you, [candidate A and candidate B]. That's the end of the Speaking test.



*Phase 1***Interlocutor**

Good morning / afternoon.

I'm and this is my colleague She'll just listen to us.
First of all, we'd like to know something about you.

Main questions**Back-up prompts**

Candidate A What's your name?
Thank you.

Should I call you ...?

Candidate B And, what's your name?
Thank you.

Candidate A Where do you study?

Do you study at.....?

Candidate B How do you come to school?

Do you come to school by ...?

Thank you.

*Phase 2***Interlocutor**

Now I'm going to ask you about **your daily routine**.

Select one or more questions from the list to ask the candidates.

Use candidates' names throughout.

Main questions**Back-up prompts**

How do you like to spend your free time?

What do you do in your free time?

What do you do after having your breakfast?

Do you do any activity after breakfast?

What do you usually do at weekdays?

What do you do everyday?

Do you like spending your free time alone with your friends.

Do you do activities alone or with your friend

Thank you.

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

1. Future career

2. E-wallet

PART 1

3-4 Minutes

Interlocutor In this part of the 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.
(Candidate A), it's your turn first. Here's your task.
Place Part 2 booklet, open at Task 2A, in front of Candidate A.
I'd like you to **talk about your future career**. First, you have some time to think about what you're going to say.

Candidate A Allow candidates 20 seconds to prepare.

⌚ approx.

20 seconds

Interlocutor All right? You may start now.

Candidate A

⌚ 1 minute

Back-up prompts to be used if necessary. Use the prompts below. [the oblique "/" is included to make it as a choice.]

What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate B), *What would you like to be in the future? Why?*

Candidate B

⌚ approx.

20 seconds

Interlocutor Thank you. (Candidate A) Can I have the booklet, please? Retrieve Part 2 booklet.

Place Part 2 booklet, open at Task 2B, in front of Candidate B.

Now, (Candidate B), here's your task. I'd like you to **talk about e-wallet**. First, you have some time to think about what you're going to say.

Candidate B Allow candidates 20 seconds to prepare.

⌚ approx.

20 seconds

Interlocutor All right? You may start now.

Candidate B

⌚ 1 minute

Back-up prompts to be used if necessary. Use the prompts below. [the oblique "/" is included to make it as a choice.]

What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate A), *Do you think e-wallet is better than cash?*

Candidate B

⌚ approx.

20 seconds

Interlocutor Thank you. (Candidate B) Can I have the booklet, please? Retrieve Part 2 booklet.

CANDIDATE A

2A

Future career

Talk about a career that you would like to have in the future.

You should say:

- What your career is
- Why you choose that career.
- What skills that you need for the career.
- What will you contribute to our country with that career.

E-wallet

Talk about e-wallet

You should say:

- What is an e-wallet?
- Example of e-wallet.
- Do you like to have one? (why/why not)
- Why should people use them wisely.

Interlocutor Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something with each other 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.

It is getting more convenient to travel around using public transport in the city. *Place Part 3 booklet, open at Task 3, in front of the candidates.* **Here are some reasons why people are using public transport** and a question for you to discuss. First, you have some time to look at the task.

Candidates A&B *Allow candidates 20 seconds to prepare.*

🕒 *approx.*

20 seconds

Interlocutor Now, talk to each other about why people are using public transport.

Candidates A&B

🕒 *2 minutes* *Back-up prompts to be used if necessary.*

What do you think [candidate name]? What about this [pointing to option]?

Interlocutor Thank you. Now you have about a minute to **decide together which is the most popular reason why people are using public transport.**

Candidates A&B

🕒 *1 minute*

Interlocutor Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about why people are using public transport. Now let's hear your opinion on this. **Using public transport is better than using one owns vehicle.**

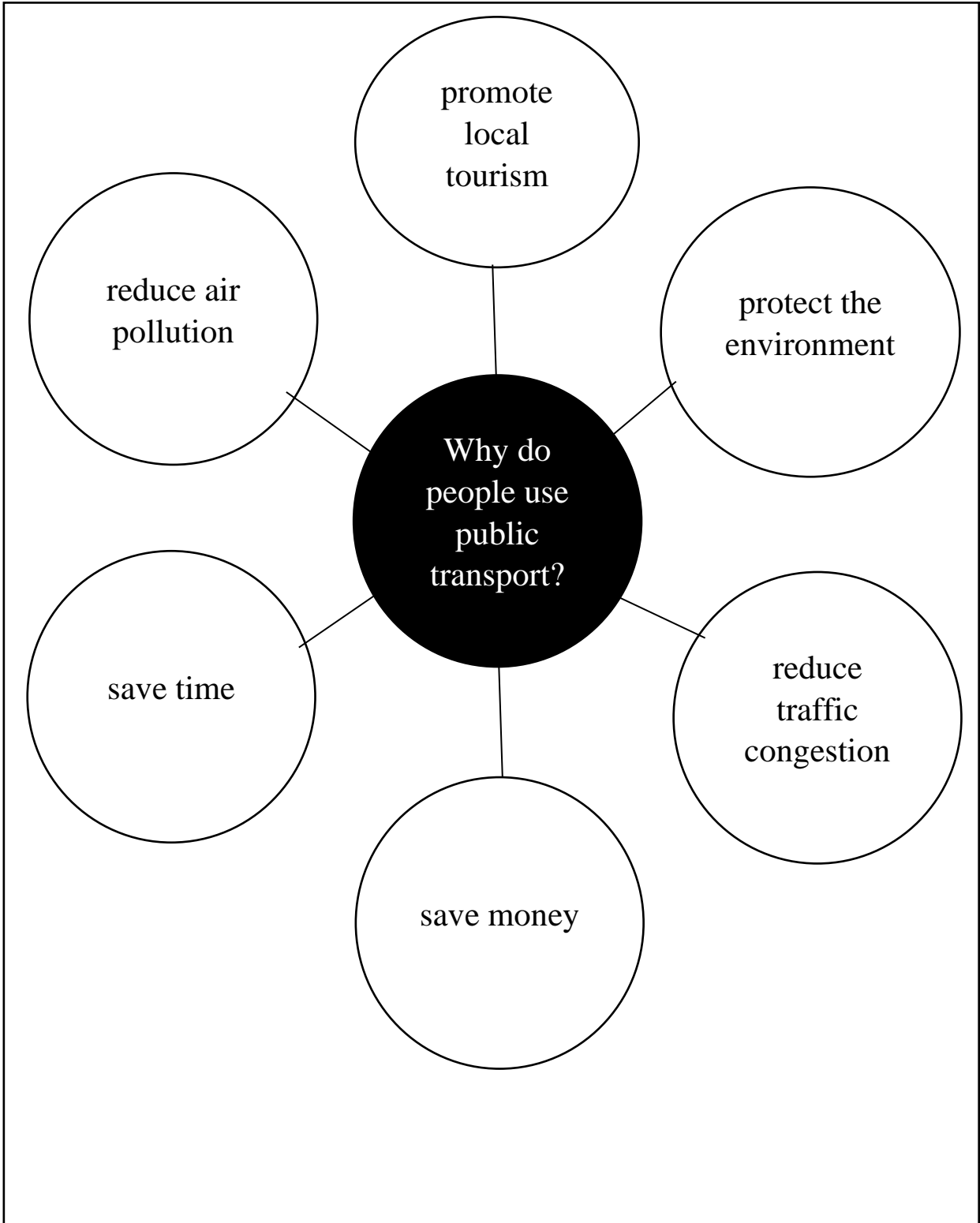
Select any of the following prompts as appropriate:

**What do you think?
Do you agree?
How about you?**

Candidates A&B

🕒 *2 minutes*

Interlocutor Thank you, **[candidate A and candidate B]**. That's the end of the Speaking test.



Phase 1

Interlocutor

Good morning / afternoon.

I'm and this is my colleague She'll just listen to us.
First of all, we'd like to know something about you.

Main questions

Back-up prompts

Candidate A What's your name?
Thank you.

Should I call you ...?

Candidate B And, what's your name?
Thank you.

Candidate A Where do you study?

Do you study at.....?

Candidate B How do you come to school?

Do you come to school by ...?

Thank you.

Phase 2

Interlocutor

Now I'm going to ask you about **your daily routine**.

Select one or more questions from the list to ask the candidates.

Use candidates' names throughout.

Main questions

Back-up prompts

At what time do you usually wake up
in the morning?

Do you wake up at?

What do you do after having your
breakfast?

Do you do any activity after
breakfast?

What do you usually do at weekdays?

What do you do everyday?

How do you spend your leisure time
with your family?

What do you do with your family
when you have free time?

Thank you.

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

1. A time you waited.
2. Shopping experience

PART 1

3-4 Minutes

Interlocutor In this part of the 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.
(Candidate A), it's your turn first. Here's your task.
 Place Part 2 booklet, open at Task 2A, in front of Candidate A.
 I'd like you to **talk about a time you waited**. First, you have some time to think about what you're going to say.

Candidate A Allow candidates 20 seconds to prepare.

⌚ approx.
20 seconds

Interlocutor All right? You may start now.

Candidate A

⌚ 1 minute *Back-up prompts to be used if necessary. Use the prompts below. [the oblique "/" is included to make it as a choice.]*

What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate B), **What are the occasions that people usually need to wait?**

Candidate B

⌚ approx.
20 seconds

Interlocutor Thank you. *(Candidate A)* Can I have the booklet, please? Retrieve Part 2 booklet.

Place Part 2 booklet, open at Task 2B, in front of Candidate B.

Now, *(Candidate B)*, here's your task. I'd like you to **talk about shopping experience**. First, you have some time to think about what you're going to say.

Candidate B Allow candidates 20 seconds to prepare.

⌚ approx.
20 seconds

Interlocutor All right? You may start now.

Candidate B

⌚ 1 minute *Back-up prompts to be used if necessary. Use the prompts below. [the oblique "/" is included to make it as a choice.]*

What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate A), **Where do you go shopping? What did you buy?**

Candidate B

⌚ approx.
20 seconds

Interlocutor Thank you. *(Candidate B)* Can I have the booklet, please? Retrieve Part 2 booklet.

CANDIDATE A

2A

A time you waited

Talk about a time you have to wait for someone or something.

You should say:

- What the occasion was that you need to wait.
- Why you needed to wait for the person or thing.
- How long you waited.
- How you felt about waiting

Shopping Experience

Talk about your shopping experience.

You should say:

- where do you normally shop
- what items you normally buy
- if you enjoyed it? (why/why not?)
- why shopping is a popular activity

Crime in neighborhood

Part 3
4 - 5 minutes

Interlocutor Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something with each other 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.

Crime has become one the concerns of the people. *Place Part 3 booklet, open at Task 3, in front of the candidates.* **Here are the ways to prevent crime in your neighbourhood** and a question for you to discuss. First, you have some time to look at the task.

Candidates A&B *Allow candidates 20 seconds to prepare.*

⌚ *approx.*
20 seconds

Interlocutor Now, talk to each other about the ways to prevent crime in your neighbourhood.

Candidates A&B

⌚ *2 minutes* *Back-up prompts to be used if necessary.*

What do you think [candidate name]? What about this [pointing to option]?

Interlocutor Thank you. Now you have about a minute to **decide together which is the best way to prevent crime in your neighbourhood.**

Candidates A&B

⌚ *1 minute*

Interlocutor Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about the ways to prevent crime in your neighbourhood. Now let's hear your opinion on this. **Social background influences crime rates.**

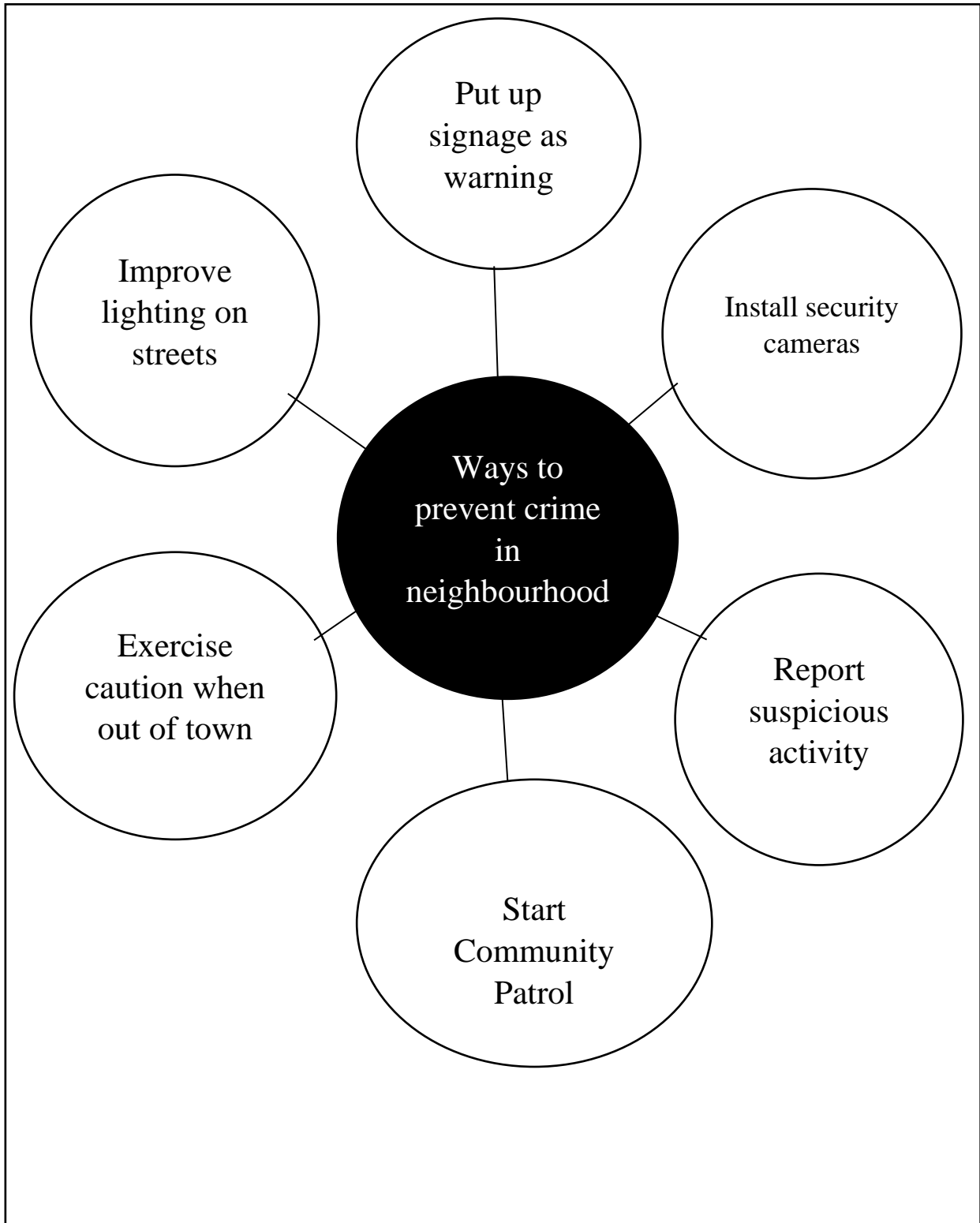
Select any of the following prompts as appropriate:

What do you think?
Do you agree?
How about you?

Candidates A&B

⌚ *2 minutes*

Interlocutor Thank you, [candidate A and candidate B]. That's the end of the Speaking test.



*Phase 1***Interlocutor**

Good morning / afternoon.

I'm and this is my colleague She'll just listen to us.

First of all, we'd like to know something about you.

Main questions**Back-up prompts**

Candidate A What's your name?

Should I call you ...?

Thank you.

Candidate B And, what's your name?

Thank you.

Candidate A Where do you study?

Do you study at.....?

Candidate B How do you come to school?

Do you come to school by ...?

Thank you.

*Phase 2***Interlocutor**

Now I'm going to ask you about **your daily routine**.

Select one or more questions from the list to ask the candidates.

Use candidates' names throughout.

Main questions**Back-up prompts**

Who is your best friend?

What is your best friend's name?

How long have you known him/her?

How many years have you been friends with him/her?

What do both of you usually do together?

What do you both have in common?

Do you spend a lot of time together?

Do you spend time at the weekend together?

Thank you.

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

1. Sales and promotions
2. Favourite reality show.

PART 1
3-4 Minutes

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.

Place Part 2 booklet, open at Task 2A, in front of Candidate A.

I'd like you to **talk about sales and promotions**. First, you have some time to think about what you're going to say.

Candidate A Allow candidates 20 seconds to prepare.

⌚ approx. 20
seconds

Interlocutor All right? You may start now.

Candidate A

⌚ 1 minute

Back-up prompts to be used if necessary. Use the prompts below. [the oblique "/" is included to make it as a choice.]

What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate B), **Do you like to buy things during sales and promotions? Why?**

Candidate B

⌚ approx.
20 seconds

Interlocutor Thank you. (Candidate A) Can I have the booklet, please? Retrieve Part 2 booklet. Place Part 2 booklet, open at Task 2B, in front of Candidate B.

Now, (Candidate B), here's your task. I'd like you to **talk about your favourite reality show**. First, you have some time to think about what you're going to say.

Candidate B Allow candidates 20 seconds to prepare.

⌚ approx. 20
seconds

Interlocutor All right? You may start now.

Candidate B

⌚ 1 minute

Back-up prompts to be used if necessary. Use the prompts below. [the oblique "/" is included to make it as a choice.]

What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate A), **Do you like watching reality show? Why?**

Candidate B

⌚ approx.
20 seconds

Interlocutor Thank you. (Candidate B) Can I have the booklet, please? Retrieve Part 2 booklet.

Sales and promotions

Talk about items that you bought during sales and promotions.

You should say:

- What was the item(s)
- How much it cost you.
- Does it worth your money?
- How do you feel about shopping during sales and promotions.

Favourite reality show

Talk about your favourite reality show.

You should say:

- What is the name of the show.
- Who is your favourite star/character. (why)
- When do you watch it.
- What values that you have learned?

Healthy Lifestyle

Interlocutor Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something with each other 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.

Having a healthy lifestyle has become a new trend nowadays. *Place Part 3 booklet, open at Task 3, in front of the candidates.* **Here are some ways to live a healthy lifestyle** and a question for you to discuss. First, you have some time to look at the task.


Candidates A&B *Allow candidates 20 seconds to prepare.*

 *approx.*

20 seconds

Interlocutor Now, talk to each other about the ways to live a healthy lifestyle.


Candidates A&B

 *2 minutes* *Back-up prompts to be used if necessary.*

What do you think [candidate name]? What about this [pointing to option]?

Interlocutor Thank you. Now you have about a minute to **decide together which is the most important way to live a healthy lifestyle.**

Candidates A&B

 *1 minute*


Interlocutor Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about ways to live a healthy lifestyle. Now let's hear your opinion on this. **Eating habits will affect health, hence having strict diet is important to maintain good health.**

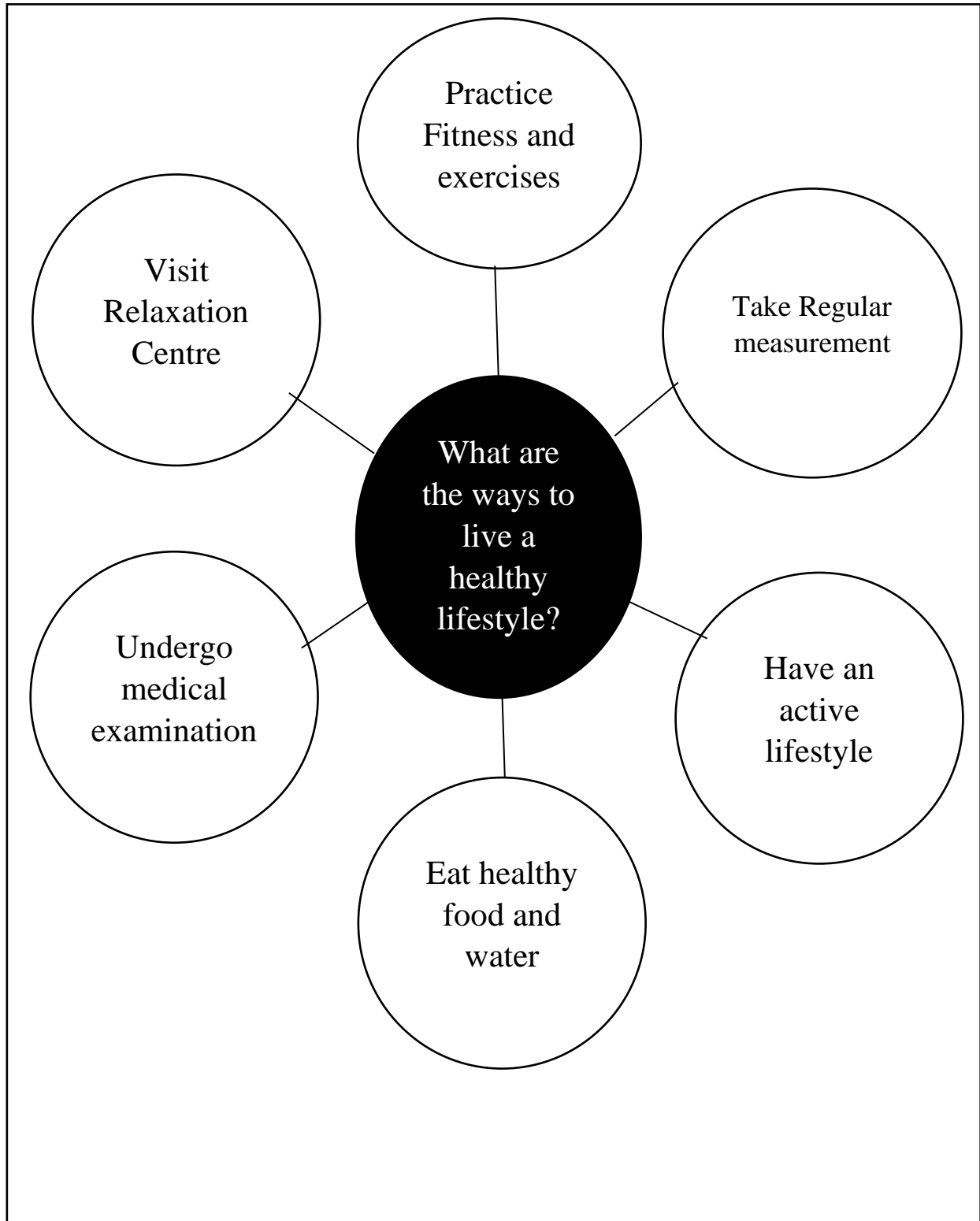
Select any of the following prompts as appropriate:

- What do you think?**
- Do you agree?**
- How about you?**

Candidates A&B

 *2 minutes*

Interlocutor Thank you, **[candidate A and candidate B]**. That's the end of the Speaking test.



Phase 1

Interlocutor

Good morning / afternoon.

I'm and this is my colleague She'll just listen to us.
First of all, we'd like to know something about you.

Main questions

Back-up prompts

Candidate A What's your name?
Thank you.

Should I call you ...?

Candidate B And, what's your name?
Thank you.

Candidate A Where do you study?

Do you study at.....?

Candidate B How do you come to school?

Do you come to school by ...?

Thank you.

Phase 2

Interlocutor

Now I'm going to ask you about **your daily routine**.

Select one or more questions from the list to ask the candidates.

Use candidates' names throughout.

Main questions

Back-up prompts

What animals can be a good pet?

What animals make suitable pet?

What kind of pets do you dislike?

Do you do any activity after
breakfast?

What do you usually do at weekdays?

What do you do everyday?

How do you spend your leisure time
with your family?

What do you do with your family
when you have free time?

Thank you.

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

- 1. Part time job
- 2. My favourite song

PART 1
3-4 Minutes

Interlocutor In this part of the 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.
(Candidate A), it's your turn first. Here's your task.
Place Part 2 booklet, open at Task 2A, in front of Candidate A.
I'd like you to **talk about part time job** First, you have some time to think about what you're going to say.

Candidate A *Allow candidates 20 seconds to prepare.*
⌚ approx.
20 seconds

Interlocutor All right? You may start now.

Candidate A
⌚ 1 minute *Back-up prompts to be used if necessary. Use the prompts below. [the oblique "/" is included to make it as a choice.]*
What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.
(Candidate B), *What kind of part-time job you are interested to try? Why?*

Candidate B
⌚ approx.
20 seconds

Interlocutor Thank you. (Candidate A) Can I have the booklet, please? *Retrieve Part 2 booklet.*
Place Part 2 booklet, open at Task 2B, in front of Candidate B.
Now, (Candidate B), here's your task. I'd like you to **talk about my favourite song.** First, you have some time to think about what you're going to say.

Candidate B *Allow candidates 20 seconds to prepare.*
⌚ approx.
20 seconds

Interlocutor All right? You may start now.

Candidate B
⌚ 1 minute *Back-up prompts to be used if necessary. Use the prompts below. [the oblique "/" is included to make it as a choice.]*
What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.
(Candidate A), *Do you like listening to music? Why?*

Candidate B
⌚ approx.
20 seconds

Interlocutor Thank you. (Candidate B) Can I have the booklet, please? *Retrieve Part 2 booklet.*

A Part time job

Talk about a part-time job you would like to try.

You should say

- what the job is
- where you want to work
- why you choose the part-time job
- if having part-time job suitable for students (Why / why not)

CANDIDATE B

2B

My Favourite song

Talk about your favourite song

You should say:

- What is the title of the song.
- What is the song about.
- Why you like the song.
- What do you learn from it.

Interlocutor Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something with each other 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.

Many animals are considered endangered and need our help. *Place Part 3 booklet, open at Task 3, in front of the candidates.* **Here are some useful ways we can save our wildlife** and a question for you to discuss. First, you have some time to look at the task.

Candidates A&B *Allow candidates 20 seconds to prepare.*

⌚ *approx.*

20 seconds

Interlocutor Now, talk to each other about the useful ways to save our wildlife.

Candidates A&B

⌚ *2 minutes* *Back-up prompts to be used if necessary.*

What do you think [candidate name]? What about this [pointing to option]?

Interlocutor Thank you. Now you have about a minute to **decide together which is the most effective way to save the wildlife.**

Candidates A&B

⌚ *1 minute*

Interlocutor Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about the useful ways to save our wildlife. Now let's hear your opinion on this. **Replantation helps in the healing of the forest.**

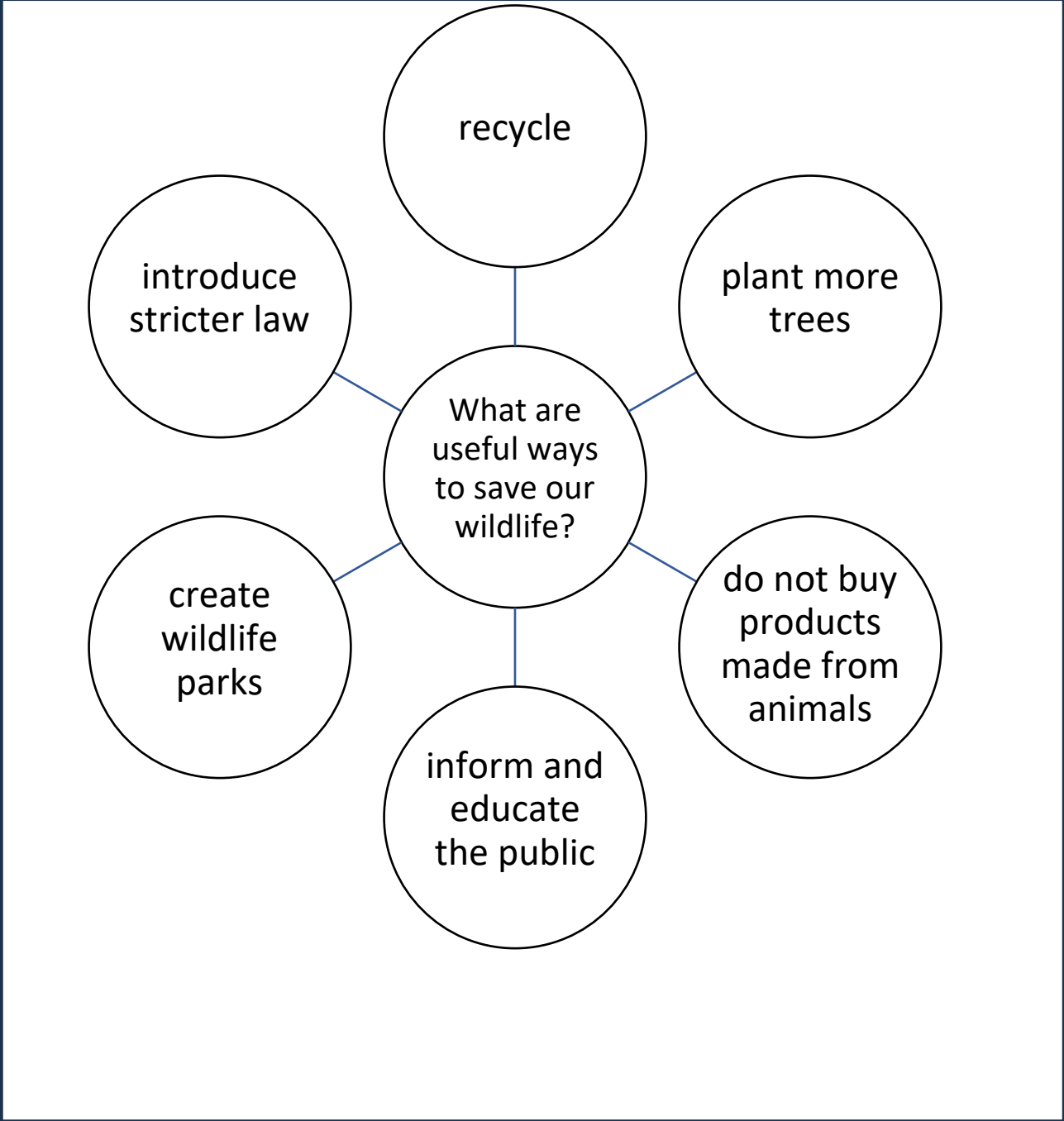
Select any of the following prompts as appropriate:

- What do you think?**
- Do you agree?**
- How about you?**

Candidates A&B

⌚ *2 minutes*

Interlocutor Thank you, **[candidate A and candidate B]**. That's the end of the Speaking test.



General questions

Part 1

3 - 4 minutes

Phase 1

Interlocutor

Good morning / afternoon

I'm (*Interlocutor's Name*) and this is my colleague (*Assessor's Name*).
She'll/ He'll just listen to us. First of all, we'd like to know something about you.

Main questions

Back-up prompts

Candidate A Now, what's your name?
Thank you.

Should I call you...?

Candidate B And, what's your name?
Thank you.

Candidate A Where are you from?

Where do you live?

Candidate B How do you come to school?

Do you come to school by...?

Thank you.

Phase 2

Interlocutor

Now, I'm going to ask you about your **daily routines**.

Select two questions from the list to ask the candidates.

Use candidate's names throughout.

Main questions

Back-up prompts

What is your favourite subject?

Do you have a favourite subject?

Who is your favourite teacher?

Do you like your English teacher?

How often do you watch movie?

Do you like watching movie?

How much is your pocket money?

Do you bring pocket money to school?

Thank you.

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

A scary experience
Going camping

Part 2
3 - 4 minutes

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.
*Place **Part 2** booklet, open at **Task 1A**, in front of Candidate A.*

I'd like you to **talk about a scary experience**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidate 20 seconds to prepare.*

⌚ approx.

20 seconds

Interlocutor All right? You may start now.

Candidate A *Back-up prompts to be used if necessary. Use the prompts below. [the oblique 'I' is included to make it as a choice.]*

⌚ 1 minute

What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate B), **do you believe in ghost? Why?**

Candidate B

⌚ approx.

20 seconds

Interlocutor Thank you. (Candidate A) Can I have the booklet, please? Retrieve *Part 2* booklet.
*Place **Part 2** booklet, open at **Task 1B**, in front of Candidate B.*

Now, (Candidate B), here's your task. I'd like you to **talk about your experience going camping**.

First, you have some time to think about what you're going to say.

Candidate B *Allow candidate 20 seconds to prepare.*

⌚ approx.

20 seconds

Interlocutor All right? You may start now.

Candidate B *Back-up prompts to be used if necessary. Use the prompts below. [the oblique 'I' is included to make it as a choice.]*

⌚ 1 minute

What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate A), **do you like going camping? Why?**

Candidate A

⌚ approx.

20 seconds

Interlocutor Thank you. (Candidate B) Can I have the booklet, please? Retrieve *Part 2* booklet.

A scary experience

Talk about your scary experience.

You should say

- what happened
- where you were at that time
- who you were with
- is it important to be calm when facing a scary moment. (why/why not?)

Going camping

Talk about your experience going camping.

You should say

- where you went
- when you went there
- activities you did
- the benefits of joining outdoor activities

Screen time limit

Part 3
4 - 5 minutes

Interlocutor Now I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Teenagers should limit their screen time. Place *Part 3* booklet, open at *Task 3*, in front of the candidates.

Here are some reasons why teenagers should limit their screen time and a question for you to discuss. First, you have some time to look at the task.

Candidates A&B Allow candidates 20 seconds to prepare.
⌚ approx. 20 seconds

Interlocutor Now, talk to each other about **the reasons why teenagers should limit their screen time.**

Candidates A&B
⌚ approx. 2 minutes
back-up prompts to be used if necessary:
What do you think [candidate name]? **What about this** [*pointing to option*]?

Interlocutor Thank you. Now you have about a minute **to decide which is the best reason why teenagers should limit their screen time.**

Candidates A&B
⌚ 1 minute

Interlocutor Thank you. Can I have the booklet, please? Retrieve *Part 3* booklet.

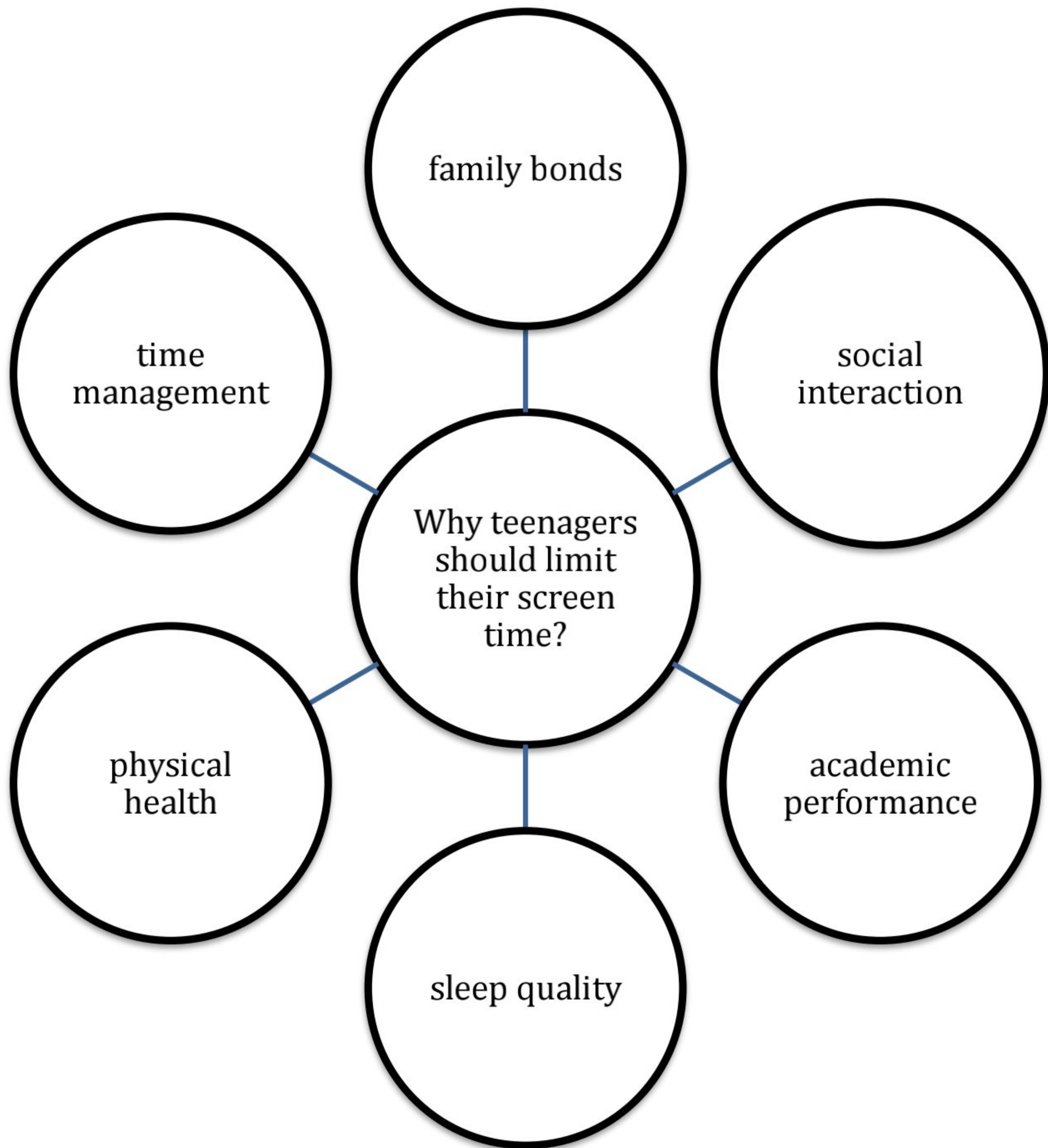
You've been talking about the reasons why teenagers should limit their screen time, now let's hear your opinion on this.
How effective is parental control in reducing addiction to gadgets among teenagers?

- Select any of the following prompts as appropriate:
1. **What do you think?**
 2. **Do you agree?**
 3. **How about you?**

Candidates A&B
⌚ 2 minutes

Interlocutor Thank you, [candidate A and candidate B]. That's the end of the Speaking test.

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A scary experience

Talk about your scary experience.

You should say

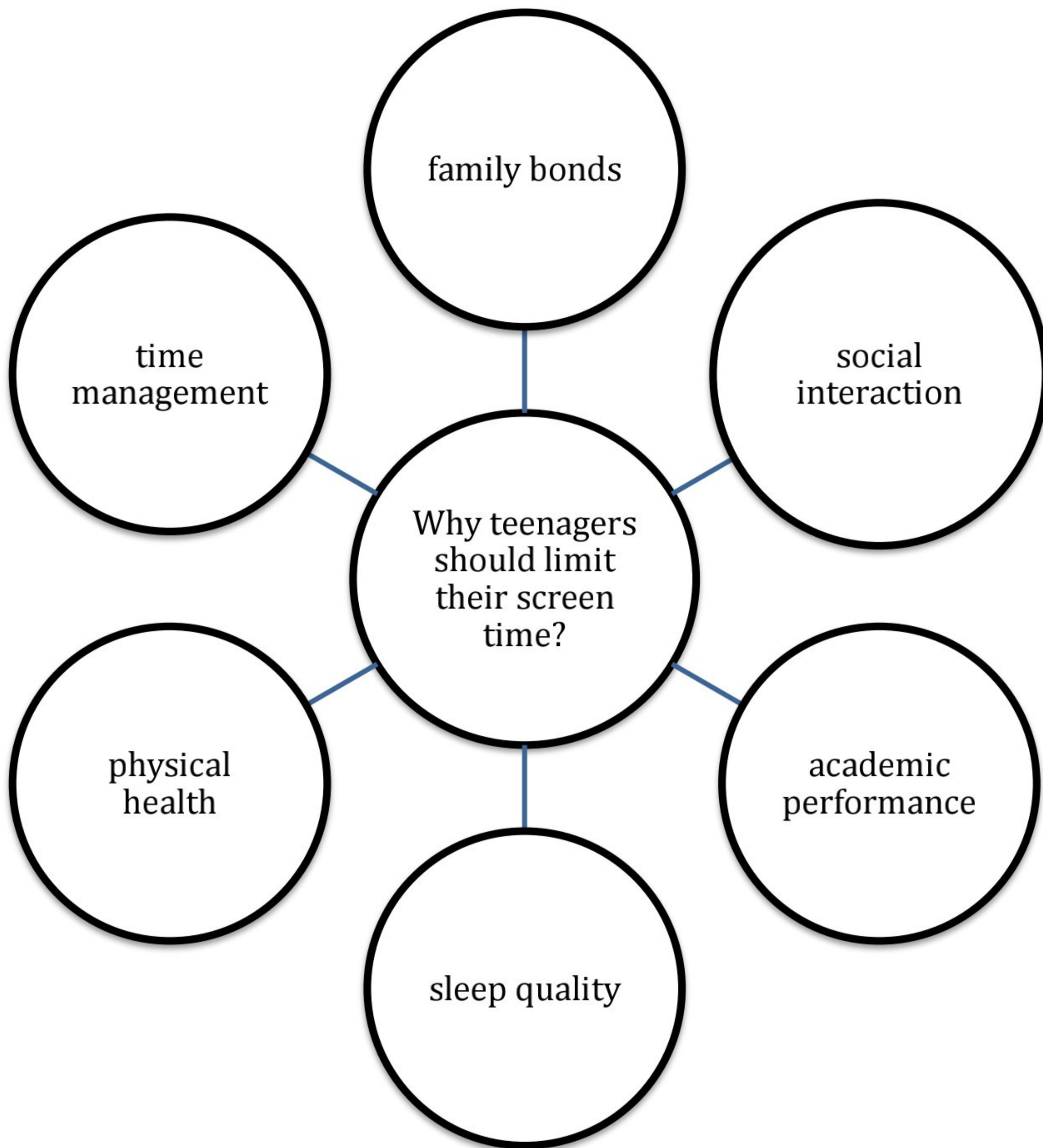
- what happened
- where you were at that time
- who you were with
- is it important to be calm when facing a scary moment.
(why/why not?)

Going Camping

Talk about your experience going camping.

You should say

- where you went
- when you went there
- activities you did
- the benefits of joining outdoor activities



General questions

Part 1

3 - 4 minutes

*Phase 1***Interlocutor**

Good morning / afternoon

I'm (*Interlocutor's Name*) and this is my colleague (*Assessor's Name*). She'll/
He'll just listen to us. First of all, we'd like to know something about you.**Main questions****Back-up prompts**

Candidate Now, what's your name?

Should I call you...?

A Thank you.

Candidate And, what's your name?

B Thank you.

Candidate Where do you live / come from?

Do you live in...?

A

Candidate How do you come to school?

Do you come to school by...?

B

Thank you.

*Phase 2***Interlocutor**Now, I'm going to ask about **your daily activities**.*Select **two** questions from the list to ask the candidates.**Use candidate's names throughout.***Main questions****Back-up prompts**

Tell us what you like about your classmates.

Do you like your classmates?

What do you usually do during the weekend?

Do you watch TV on weekends?

How do you spend your free time?

What do you do when you have free
time?

How often do you eat out?

Do you eat at restaurants often?

Thank you.

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

Managing money
Canteen day at school

Part 2
3 - 4 minutes

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.
Place Part 2 booklet, open at Task 2A, in front of Candidate A.

I'd like you to **talk about managing your money**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidate 20 seconds to prepare.*

⌚ approx.
20 seconds

Interlocutor All right? You may start now.

Candidate A *Back-up prompts to be used if necessary. Use the prompts below. [the oblique 'I' is included to make it as a choice.]*

⌚ 1 minute

What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate B), **do you save money? Why?**

Candidate B

⌚ approx.
20 seconds

Interlocutor Thank you. (Candidate A) Can I have the booklet, please? *Retrieve Part 2 booklet. Place Part 2 booklet, open at Task 2B, in front of Candidate B.*

Now, (Candidate B), here's your task. I'd like you to **talk about canteen day at your school**.

First, you have some time to think about what you're going to say.

Candidate B *Allow candidate 20 seconds to prepare.*

⌚ approx.
20 seconds

Interlocutor All right? You may start now.

Candidate B *Back-up prompts to be used if necessary. Use the prompts below. [the oblique 'I' is included to make it as a choice.]*

⌚ 1 minute

What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate A), **do you enjoy canteen day at your school? Why?**

Candidate A

⌚ approx.
20 seconds

Interlocutor Thank you. (Candidate B) Can I have the booklet, please? *Retrieve Part 2 booklet.*

Managing money

Talk about how you manage your money.

You should say:

- where you get your money from
- what you do to manage your money
- the reasons to save money
- why saving money is a good habit

Canteen day at school

Talk about canteen day at your school.

You should say

- when the event was
- what you did on that day
- whether you enjoyed yourself [why/ why not?]
- the importance of joining this activity

Expressing your love

Part 3
4 - 5 minutes

Interlocutor

Now I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

One way to maintain relationships is to show that you love them. *Place Part 3 booklet, open at Task 3, in front of the candidates. Here are some ideas to express your love* and a question for you to discuss. First, you have some time to look at the task.

Candidates A&B

⌚ approx. 20 seconds

Allow candidates 20 seconds to prepare.

Interlocutor

Now, talk to each other about **the ways to express your love.**

Candidates A&B

⌚ approx. 2 minutes

.....

back-up prompts to be used if necessary:

What do you think [candidate name]? **What about this** [pointing to option]?

Interlocutor

Thank you. Now you have about a minute **to decide which is the best way to express your love.**

Candidates A&B

⌚ 1 minute

.....

Interlocutor

Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about the ways to express your love, now let's hear your opinion on this.

How far do you agree love can ensure one's happiness?

Select any of the following prompts as appropriate:

- **What do you think?**
- **Do you agree?**
- **How about you?**

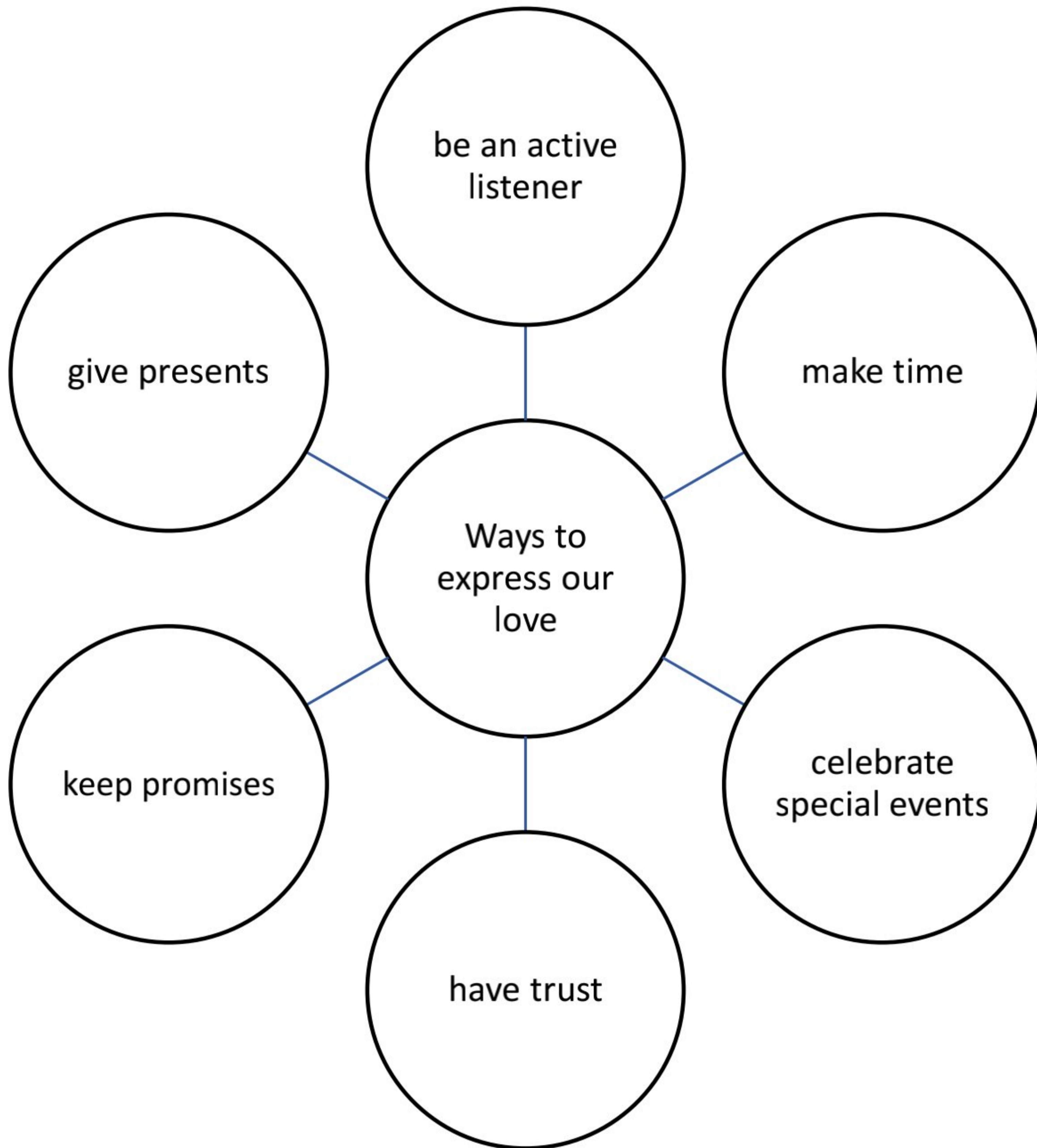
Candidates A&B

⌚ 2 minutes

.....

Interlocutor

Thank you, [candidate A and candidate B]. That's the end of the Speaking test.



Managing money

Talk about how you manage your money.

You should say:

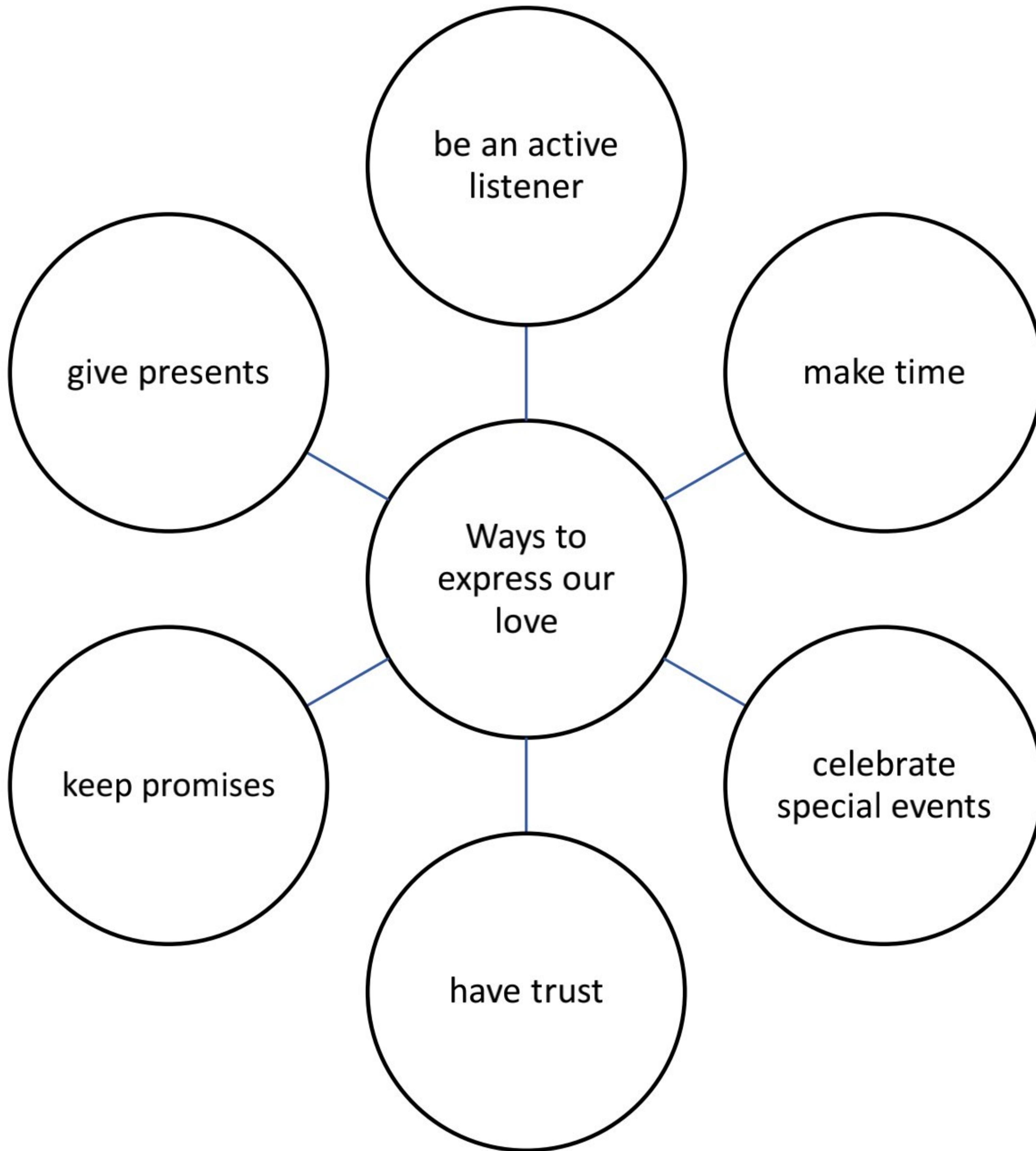
- where you get your money from
- what you do to manage your money
- the reasons to save money
- why saving money is a good habit

Canteen day at school

Talk about canteen day at your school.

You should say

- when the event was
- what you did on that day
- whether you enjoyed yourself [why/ why not?]
- the importance of joining this activity



General questions

Part 1

3 - 4 minutes

*Phase 1***Interlocutor**

Good morning / afternoon

I'm (*Interlocutor's Name*) and this is my colleague (*Assessor's Name*). She'll/ He'll just listen to us. First of all, we'd like to know something about you.**Main questions****Back-up prompts**

Candidate Now, what's your name?

Should I call you...?

A Thank you.

Candidate And, what's your name?

B Thank you.

Candidate Where do you live / come from?

Do you live in...?

A

Candidate How do you come to school?

Do you come to school by...?

B

Thank you.

*Phase 2***Interlocutor**Now, I'm going to ask about **your daily activities**.*Select two questions from the list to ask the candidates.**Use candidate's names throughout.***Main questions****Back-up prompts**

Who is your favourite teacher?

Do you have a favourite teacher?

What is your favourite subject?

Do you have a favourite subject?

Do you have a best friend?

Do you have a friend you are close with?

How do you spend time with your friend?

Do you and your friends have any similar interests?

Thank you.

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

An environmental problem
An injury

Part 2
3 - 4 minutes

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.
Place Part 2 booklet, open at Task 3A, in front of Candidate A.

I'd like you to **talk about an environmental problem that you know**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidate 20 seconds to prepare.*
⌚ approx.
20 seconds

Interlocutor All right? You may start now.

Candidate A *Back-up prompts to be used if necessary. Use the prompts below. [the oblique 'I' is included to make it as a choice.]*
⌚ 1 minute

What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate B), **do you think pollution is a serious problem? Why?**

Candidate B
⌚ approx.
20 seconds

Interlocutor Thank you. (Candidate A) Can I have the booklet, please? *Retrieve Part 2 booklet. Place Part 2 booklet, open at Task 3B, in front of Candidate B.*

Now, (Candidate B), here's your task. I'd like you to **talk about your experience getting injured**.

First, you have some time to think about what you're going to say.

Candidate B *Allow candidate 20 seconds to prepare.*
⌚ approx.
20 seconds

Interlocutor All right? You may start now.

Candidate B *Back-up prompts to be used if necessary. Use the prompts below. [the oblique 'I' is included to make it as a choice.]*
⌚ 1 minute

What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate A), **what injury have you experienced? Why?**

Candidate A
⌚ approx.
20 seconds

Interlocutor Thank you. (Candidate B) Can I have the booklet, please? *Retrieve Part 2 booklet.*

An environmental problem

Talk about an environmental problem that you know.

You should say

- what the problem is
- where it happens
- what the effects are
- whether it is important to take care of our environment (why/why not?)

An injury

Talk about your experience getting injured

You should say

- what it was
- when it happened
- how you handled it
- why it is important to keep ourselves safe

Festivals in Malaysia

Part 3
4 - 5 minutes

Interlocutor Now I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

We celebrate many festivals in Malaysia. Place **Part 3** booklet, open at **Task 3**, in front of the candidates.

Here are some benefits of celebrating festivals in Malaysia and a question for you to discuss. First, you have some time to look at the task.

Candidates A&B
⌚ approx. 20 seconds
Allow candidates 20 seconds to prepare.

Interlocutor Now, talk to each other about **benefits of celebrating festivals in Malaysia.**

Candidates A&B
⌚ approx. 2 minutes
.....
back-up prompts to be used if necessary:
What do you think [candidate name]? **What about this** [pointing to option]?

Interlocutor Thank you. Now you have about a minute **to decide which is the best benefit of celebrating festivals in Malaysia.**

Candidates A&B
⌚ 1 minute
.....

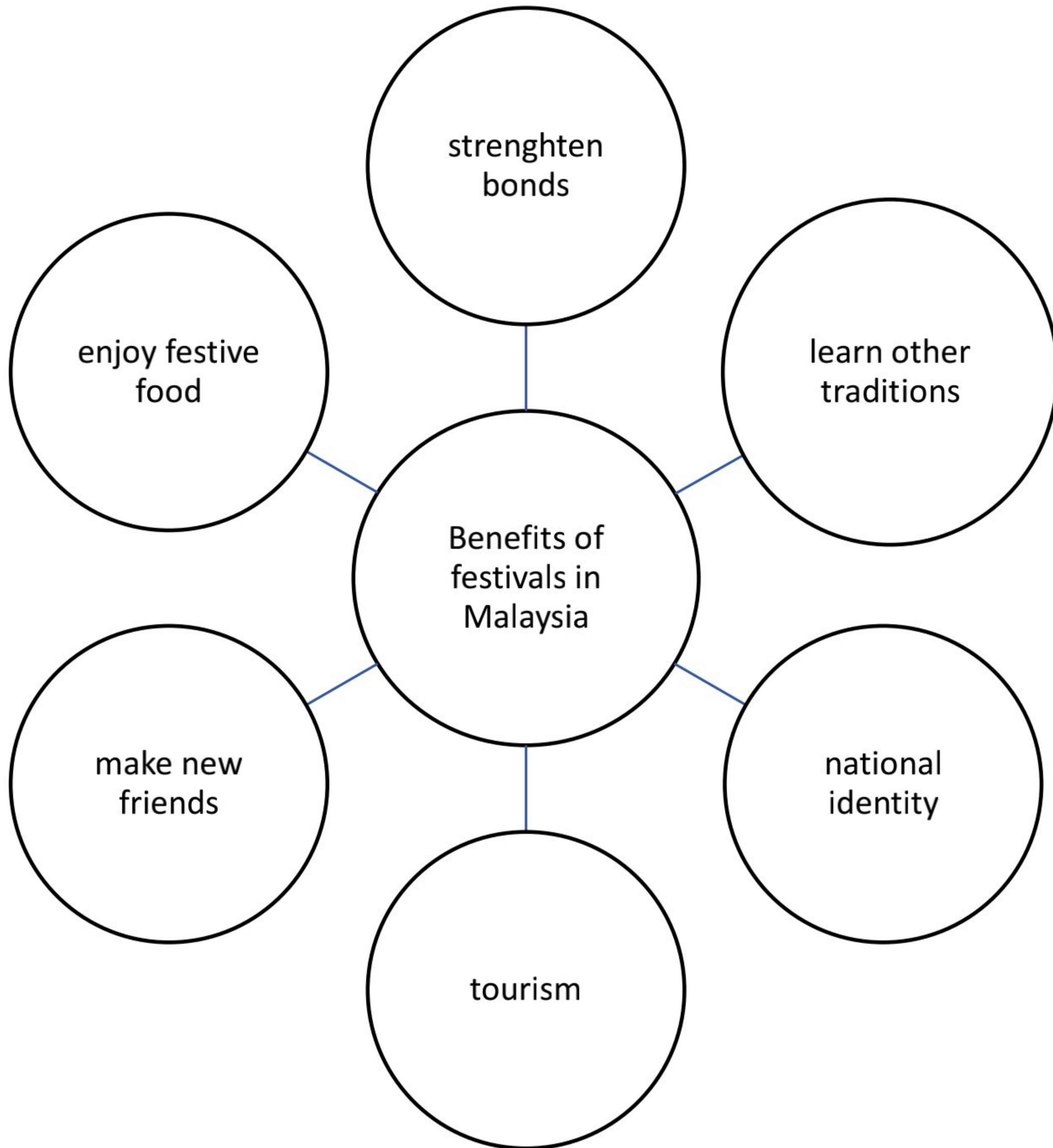
Interlocutor Thank you. Can I have the booklet, please? Retrieve **Part 3** booklet.

You've been talking about the benefits of festivals in Malaysia, now let's hear your opinion on this.
To what extent can festivals promote unity in Malaysia?

- Select any of the following prompts as appropriate:*
- **What do you think?**
 - **Do you agree?**
 - **How about you?**

Candidates A&B
⌚ 2 minutes
.....

Interlocutor Thank you, [candidate A and candidate B]. That's the end of the Speaking test.



An environmental problem

Talk about an environmental problem that you know.

You should say

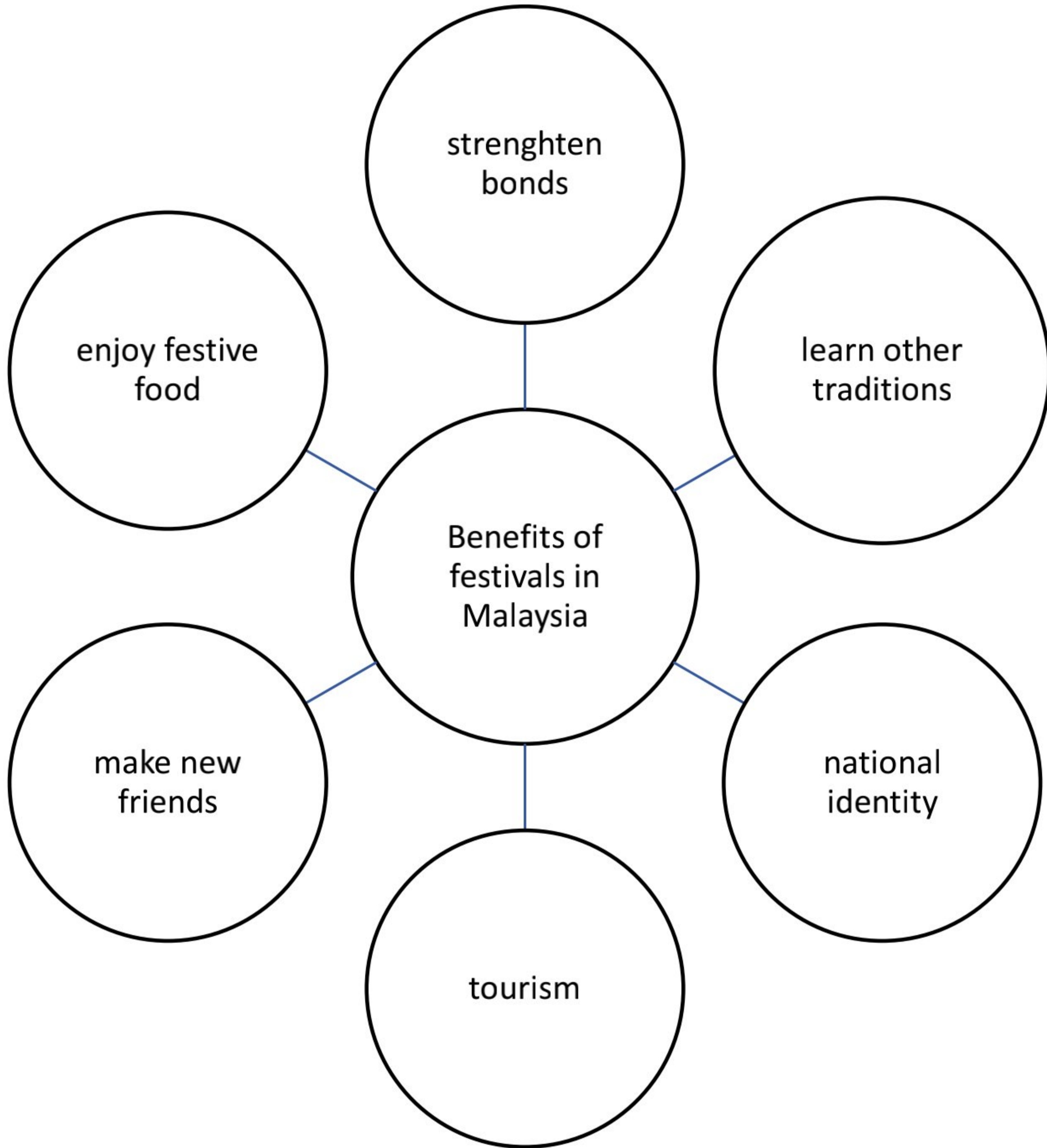
- what the problem is
- where it happens
- what the effects are
- whether it is important to take care of our environment (why/why not?)

An injury

Talk about your experience getting injured

You should say

- what it was
- when it happened
- how you handled it
- why it is important to keep ourselves safe



General questions

Part 1

3 - 4 minutes

*Phase 1***Interlocutor**

Good morning / afternoon

I'm (*Interlocutor's Name*) and this is my colleague (*Assessor's Name*). She'll/ He'll just listen to us. First of all, we'd like to know something about you.**Main questions****Back-up prompts**

Candidate What's your name?

Should I call you...?

A Thank you.

Candidate And, what's your name?

B Thank you.

Candidate Where do you live / come from?

Do you live in...?

A

Candidate How do you come to school?

Do you come to school by...?

B

Thank you.

*Phase 2***Interlocutor**Now, I'm going to ask about **your daily routines**.*Select two questions from the list to ask the candidates.**Use candidate's names throughout.***Main questions****Back-up prompts**

What do you normally do on weekend?

What activities you do on weekend?

What do you usually do before going to bed?

Do you brush your teeth before you sleep?

How often do you do the house chores?

Do you clean the house?

How often do you go to the library?

Do you go to the library?

Thank you.

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

**A wish you want to fulfil
A place you would like to visit**

**Part 2
3 - 4 minutes**

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.
Place Part 2 booklet, open at Task 4A, in front of Candidate A.

I'd like you to **talk about a wish you want to fulfil**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidate 20 seconds to prepare.*
⌚ approx.
20 seconds

Interlocutor All right? You may start now.
.....

Candidate A *Back-up prompts to be used if necessary. Use the prompts below. [the oblique 'I' is included to make it as a choice.]*
⌚ 1 minute

What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor Thank you.
(Candidate B), **what do you want to achieve in your life? (Why?)**

Candidate B
⌚ approx.
20 seconds

Interlocutor Thank you. (Candidate A) Can I have the booklet, please? *Retrieve Part 2 booklet.*
Place Part 2 booklet, open at Task 4B, in front of Candidate B.

Now, (Candidate B), here's your task. I'd like you to **talk about a place you would like to visit**.

First, you have some time to think about what you're going to say.

Candidate B *Allow candidate 20 seconds to prepare.*
⌚ approx.
20 seconds

Interlocutor All right? You may start now.
.....

Candidate B *Back-up prompts to be used if necessary. Use the prompts below. [the oblique 'I' is included to make it as a choice.]*
⌚ 1 minute

What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor Thank you.
(Candidate A), **where do you want to go on holidays? (Why?)**

Candidate A
⌚ approx.
20 seconds

Interlocutor Thank you. (Candidate B) Can I have the booklet, please? *Retrieve Part 2 booklet.*

SET 4: PART 2 ASSESSOR BOOKLET

4A

A wish

Talk about a wish you want to fulfil.

You should say

- what the wish is
- reasons for the wish
- how you make the wish come true
- having wishes in life is important (why/why not?)

SET 4: PART 2 ASSESSOR BOOKLET

4B

A place you would like to visit

Talk about a place you would like to visit.

You should say

- where the place is
- who do you want to go with
- activities you can do there
- whether it is necessary to travel overseas

Cyber Safety

Part 3
4 - 5 minutes

Interlocutor

Now I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

It is important to know and be alert when going online. Place Part 3 booklet, open at Task 3, in front of the candidates.

Here are some ways to stay safe online and a question for you to discuss. First, you have some time to look at the task.

Candidates A&B

Allow candidates 20 seconds to prepare.

⌚ approx. 20 seconds

Interlocutor

Now, talk to each other about **the ways to stay safe online**.

Candidates A&B

.....

⌚ approx. 2 minutes

back-up prompts to be used if necessary:

What do you think [candidate name]? What about this [pointing to option]?

Interlocutor

Thank you. Now you have about a minute **to decide which is the best way to stay safe online**.

Candidates A&B

.....

⌚ 1 minute

Interlocutor

Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about the best way to stay safe online. Now let's hear your opinion on this.

Do you think it is important for school students to have digital literacy ? Why / Why not?

Select any of the following prompts as appropriate:

- **What do you think?**
- **Do you agree?**
- **How about you?**

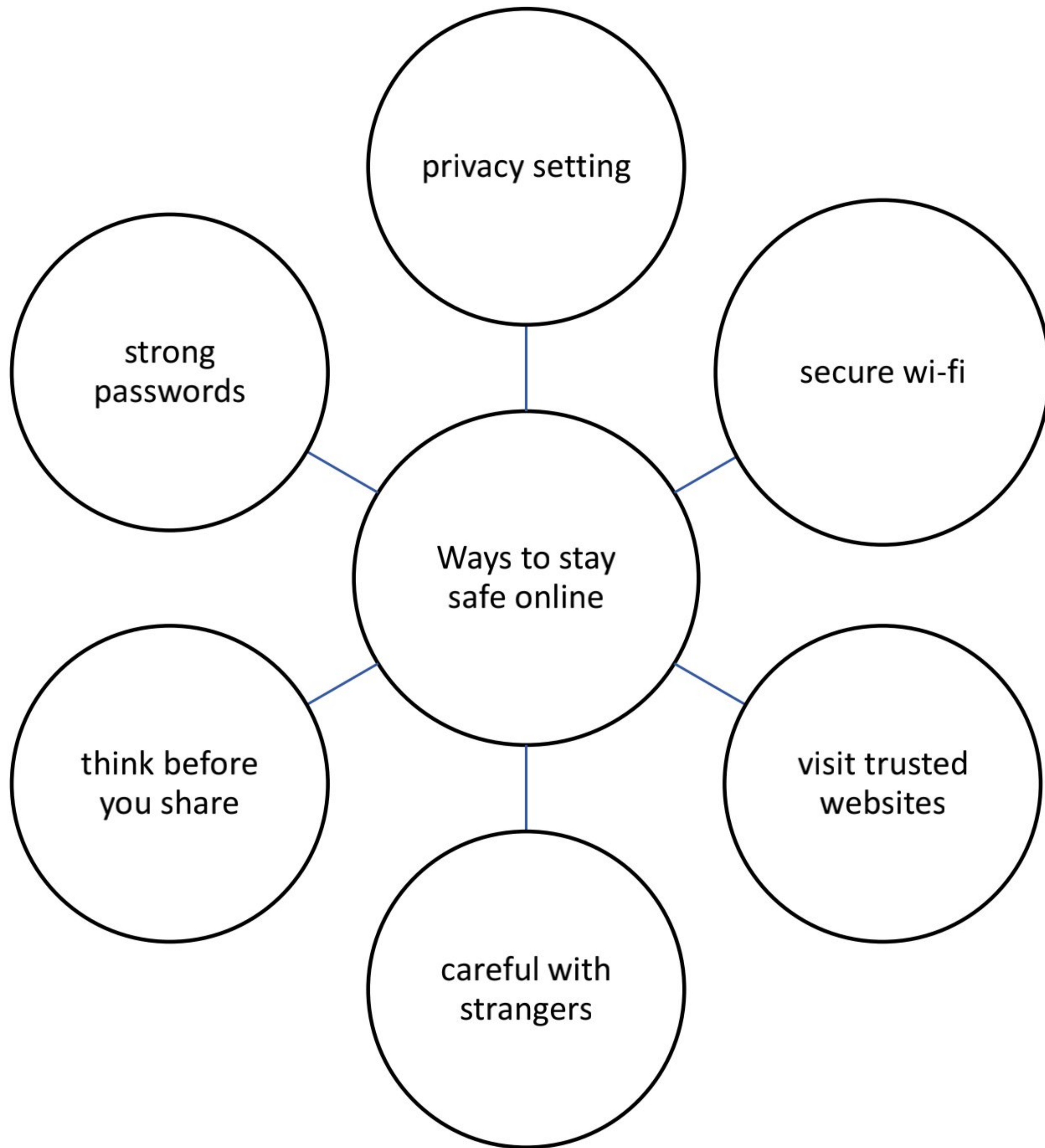
Candidates A&B

.....

⌚ 2 minutes

Interlocutor

Thank you, **[candidate A and candidate B]**. That's the end of the Speaking test.



A wish

Talk about a wish you want to fulfil.

You should say

- what the wish is
- reasons for the wish
- how you make the wish come true
- having wishes in life is important (why/why not?)

SET 4: PART 2 CANDIDATE BOOKLET

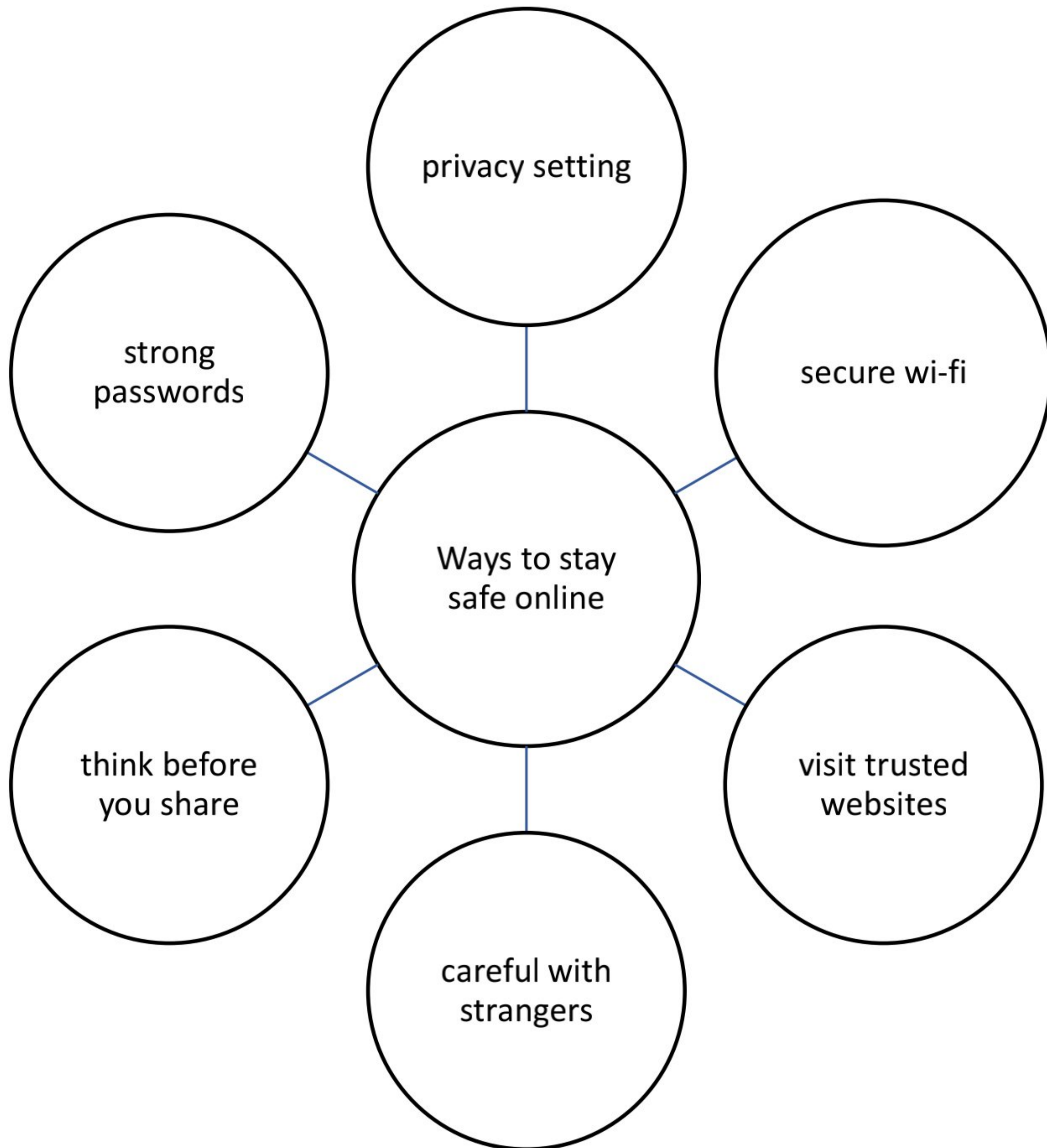
4B

A place to visit

Talk about a place you would like to visit.

You should say

- where the place is
- who do you want to go with
- activities you can do there
- whether it is necessary to travel overseas



General questions

Part 1
3 - 4 minutes*Phase 1***Interlocutor**

Good morning / afternoon

I'm (*Interlocutor's Name*) and this is my colleague (*Assessor's Name*). She'll/
He'll just listen to us. First of all, we'd like to know something about you.**Main questions****Back-up prompts**

Candidate Now, what's your name?

Should I call you...?

A Thank you.

Candidate And, what's your name?

B Thank you.

Candidate Where do you live / come from?

Do you live in...?

A

Candidate How do you come to school?

Do you come to school by...?

B

Thank you.

*Phase 2***Interlocutor**Now, I'm going to ask about **your daily activities**.*Select two questions from the list to ask the candidates.**Use candidate's names throughout.***Main questions****Back-up prompts**

Where do you go to relax?

Do you like relaxing at home?

Do you normally spend your free time with
friends or alone?

Do you go out with your friends?

How often do you eat chocolate/ sweets?

Do you prefer chocolates or sweets?

How do you get to school every morning?

How do you come to school?

Thank you.

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

Expensive item
Spending money

Part 2
3 - 4 minutes

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.

Place **Part 2** booklet, open at **Task 5A**, in front of Candidate A.

I'd like you to **talk about the most expensive item you have bought**. First, you have some time to think about what you're going to say.

Candidate A Allow candidate 20 seconds to prepare.

⌚ approx.

20 seconds

Interlocutor All right? You may start now.

Candidate A Back-up prompts to be used if necessary. Use the prompts below. [the oblique 'I' is included to make it as a choice.]

⌚ 1 minute

What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate B), **what is the most expensive item you own? Do you like it?**

Candidate B

⌚ approx.

20 seconds

Interlocutor Thank you. (Candidate A) Can I have the booklet, please? Retrieve **Part 2** booklet. Place **Part 2** booklet, open at **Task 5B**, in front of Candidate B.

Now, (Candidate B), here's your task. I'd like you to **talk about how you spend your money**. First, you have some time to think about what you're going to say.

Candidate B Allow candidate 20 seconds to prepare.

⌚ approx.

20 seconds

Interlocutor All right? You may start now.

Candidate B Back-up prompts to be used if necessary. Use the prompts below. [the oblique 'I' is included to make it as a choice.]

⌚ 1 minute

What can you say about this point? Tell me about ... (e.g. Tell me about this point.)

Interlocutor Thank you.

(Candidate A), **what do you like to buy? Why?**

Candidate A

⌚ approx.

20 seconds

Interlocutor Thank you. (Candidate B) Can I have the booklet, please? Retrieve **Part 2** booklet.

An expensive item

Talk about the most expensive item you have bought.

You should say

- what the item is
- where you bought it
- how you benefit from the item
- whether spending money on expensive item is a good choice

Spending money

Talk about how you spend your money on

You should say

- how much you spend in a week
- where do you spend your money
- what items you like to buy
- whether comparing prices before buying is good

Travel and culture

Part 3
4 - 5 minutes

Interlocutor Now I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Travelling provides teenagers the firsthand of culture differences. Place **Part 3** booklet, open at **Task 3**, in front of the candidates.

Here are some ways teenagers can improve cultural awareness and a question for you to discuss. First, you have some time to look at the task.

Candidates A&B

⌚ approx. 20 seconds

Allow candidates 20 seconds to prepare.

Interlocutor

Now, talk to each other about **the ways to improve cultural awareness.**

Candidates A&B

⌚ approx. 2 minutes

.....

back-up prompts to be used if necessary:

What do you think [candidate name]? What about this [pointing to option]?

Interlocutor

Thank you. Now you have about a minute **to decide which is the best way to improve cultural awareness among teenagers.**

Candidates A&B

⌚ 1 minute

.....

Interlocutor

Thank you. Can I have the booklet, please? Retrieve **Part 3** booklet.

You've been talking about the best way to improve cultural awareness among teenagers, now let's hear your opinion on this.

Cultural awareness subject should be taught in school. How far do you agree?

Select any of the following prompts as appropriate:

- **What do you think?**
- **Do you agree?**
- **How about you?**

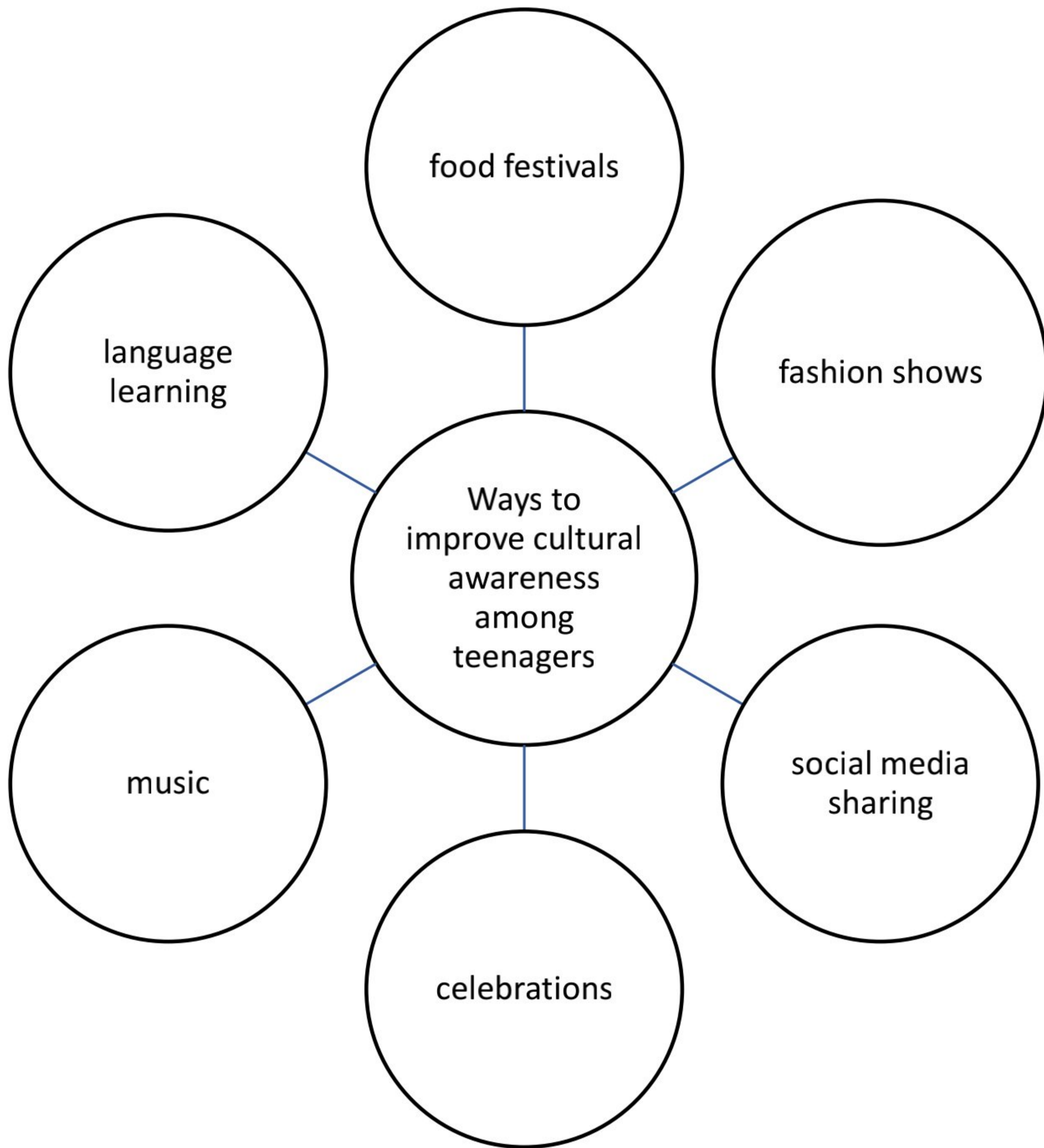
Candidates A&B

⌚ 2 minutes

.....

Interlocutor

Thank you, **[candidate A and candidate B]**. That's the end of the Speaking test.



An expensive item

Talk about the most expensive item you have bought.

You should say

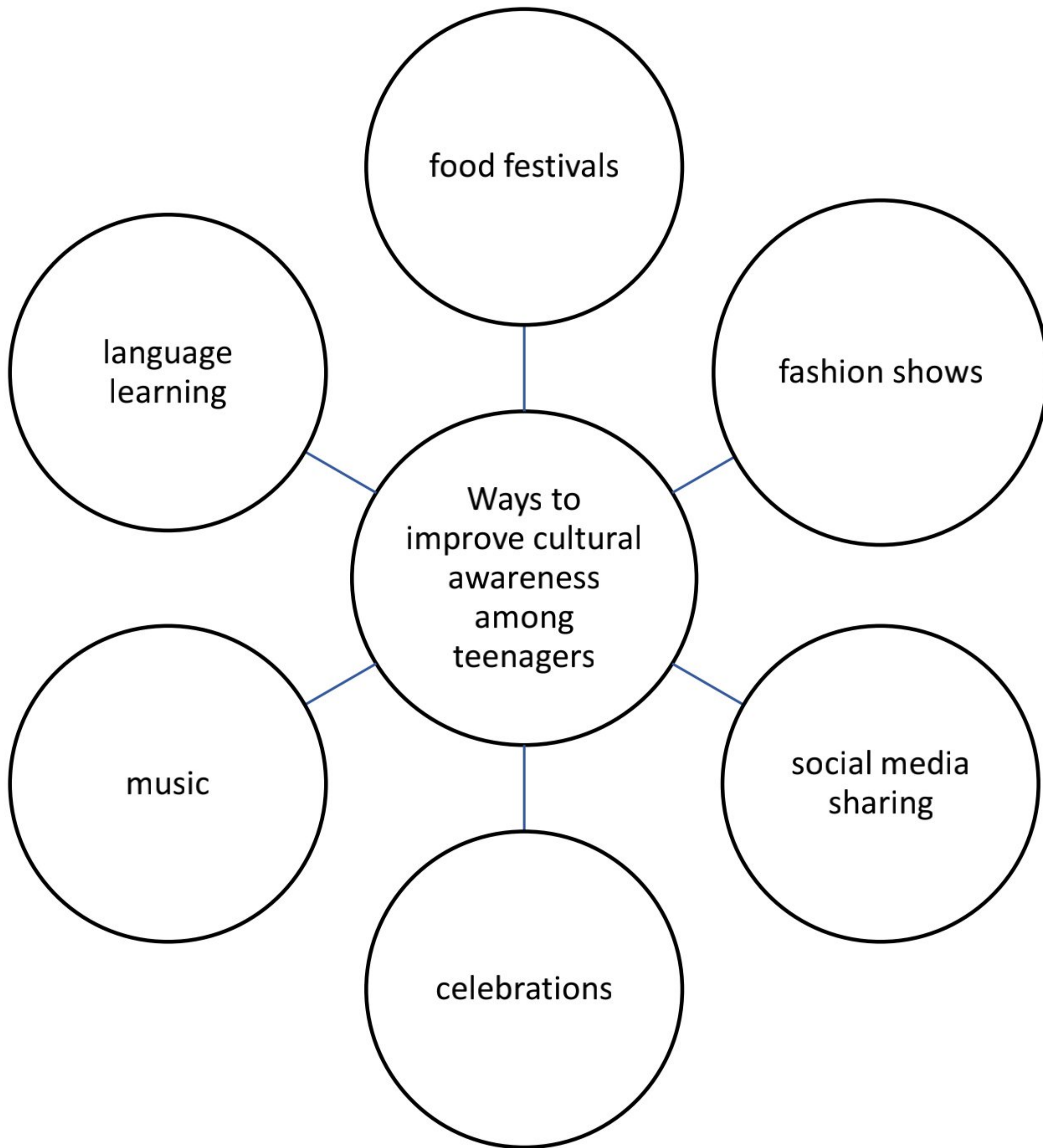
- what the item is
- where you bought it
- how you benefit from the item
- whether spending money on expensive item is a good choice

Spending money

Talk about how you spend your money on

You should say

- how much you spend in a week
- where do you spend your money
- what items you like to buy
- whether comparing prices before buying is good



*Phase 1***Interlocutor**

Good morning / afternoon.

I'm and this is my colleague. She'll just listen to us. First of all, we'd like to know something about you.

Main questions**Back-up prompts**

Candidate A What's your name?

Should I call you ... ?

Candidate B And, what's your name?

Candidate A Where do you live / come from?

Do you live in ... ?

Candidate B How do you come to school?
Thank you.

Do you come to school by...?

*Phase 2***Interlocutor**

Now I'm going to ask you about **your family**.

Select one or more questions from the list to ask the candidates.

Use candidates' names throughout.

Main questions**Back-up prompts**

Have you got a big family?

How many members are there in your family?

How many siblings do you have?

How many brothers and sisters do you have?

How often does your family spend time together?

How many times a week does your family do activities together?

What do you and your family like to do together?

What activities do you and your family enjoy doing together?

Thank you.

Note :

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

1. Favourite team sport
2. A dream job

Part 2: 3 - 4 minutes

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.
Place Part 2 booklet, open at Task 2A, in front of Candidate A.

I'd like you to talk about **your favourite team sport**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidates 20 seconds to prepare.*
(approx. 20 seconds)

Interlocutor All right? You may start now.

Candidate A
(1 minute) *Back-up prompts to be used if necessary. Use the prompts below. [The oblique '/' is included to make it as a choice.]*
What can you say about this point? Tell me about.... (e.g. Tell me about this point.)

Interlocutor Thank you.
(Candidate B), **what is your favourite team sport? Why do you like it?**

Candidate B
(approx. 20 seconds)

Interlocutor Thank you. (Candidate A) Can I have the booklet, please?
Retrieve Part 2 booklet. Place Part 2 booklet, open at Task 2B, in front of Candidate B.

Now, (Candidate B), here's your task. I'd like you to talk about **your dream job**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidates 20 seconds to prepare.*
(approx. 20 seconds)

Interlocutor	All right? You may start now.
Candidate B (1 minute)	..... <i>Back-up prompts to be used if necessary. Use the prompts below. [The oblique '/' is included to make it as a choice.]</i> What can you say about this point? Tell me about.... (e.g. Tell me about this point.)
Interlocutor	Thank you. (Candidate A), what is your dream job? Why?
Candidate A (approx. 20 seconds)	.....
Interlocutor	Thank you. (Candidate B) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i>

Crime

Part 3: 4 - 5 minutes

Interlocutor Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Teenage crime is everywhere these days. There are always some factors that contribute to juvenile crime, leading them to dangerous situations. Place Part 3 booklet, open at Task 3, in front of the candidates. Here are some **reasons why teenagers commit crime** and a question for you to discuss. First, you have some time to look at the task.

Candidate A&B Allow candidates 20 seconds to prepare.
(approx. 20 seconds)

Interlocutor Now, talk to each other about **the reasons why teenagers commit crime.**

Candidate A&B
(2 minutes) *Back-up prompts to be used if necessary:*
What do you think [candidate name]? What about this [pointing to option]?

Interlocutor Thank you. Now, you have about a minute **to decide together which is the main reason why teenagers commit crime.**

Candidate A&B
(1 minute)

Interlocutor Thank you. Can I have the booklet, please?
Retrieve Part 3 booklet.

You've been talking about why do teenagers commit crime. **What can parents and communities do to help reduce crime among teenagers?**

- Select any of the following prompts as appropriate :
- **What do you think?**
 - **Do you agree?**
 - **How about you?**

Candidates A&B (2 minutes)	.....
Interlocutor	Thank you, (Candidate A and Candidate B). That's the end of the Speaking test.

Favourite team sport

Talk about your favourite team sport.

You should say:

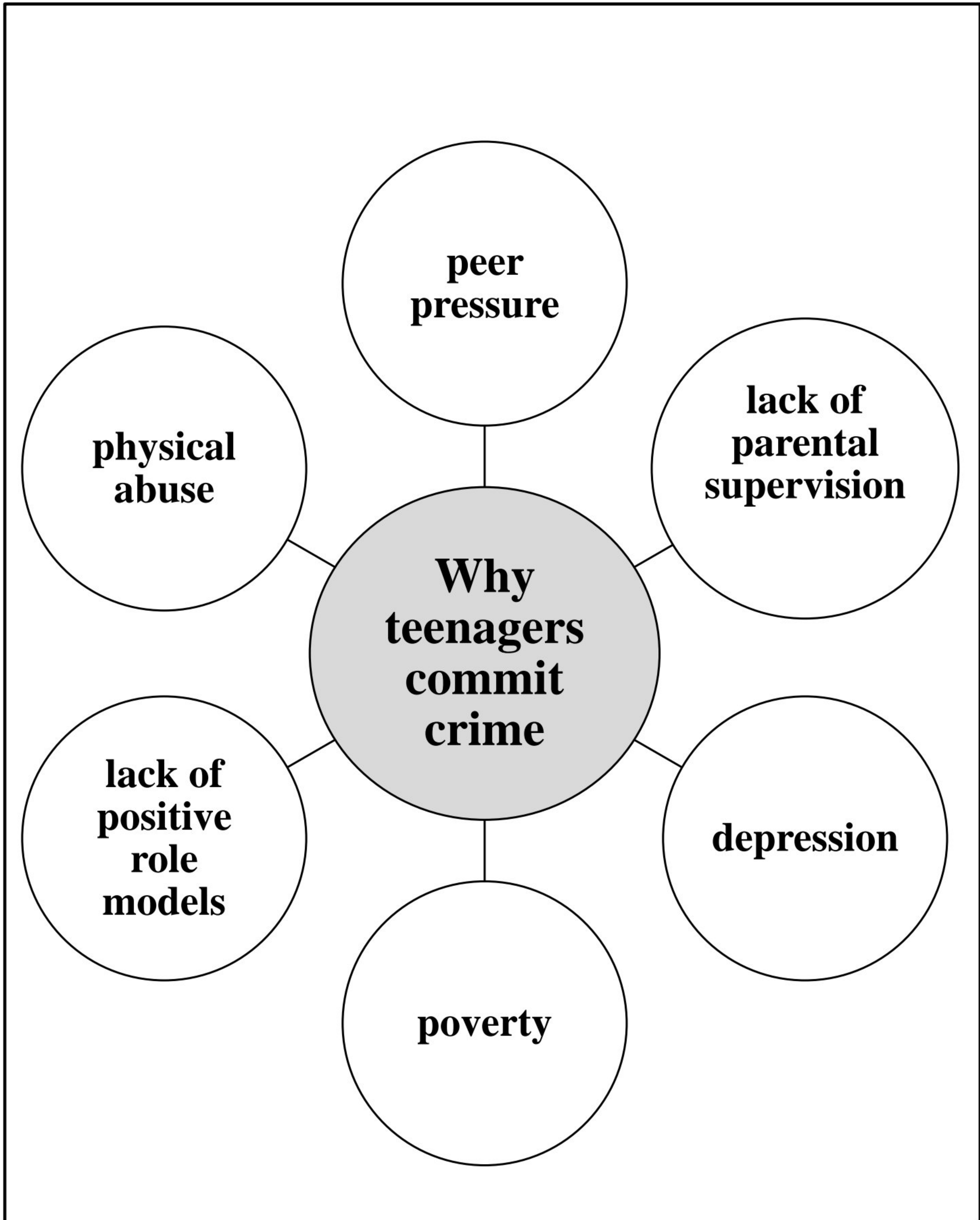
- what team sport you like
- why it is your favourite
- whether you prefer to watch or play the sport
- if you would choose sport as a career (why / why not)

A dream job

Talk about your dream job.

You should say:

- what your dream job is
- why you want this job
- what you will do to achieve it
- if teenagers should be selective in choosing a job in the future (why / why not)



*Phase 1***Interlocutor**

Good morning / afternoon.

I'm and this is my colleague. She'll just listen to us. First of all, we'd like to know something about you.

Main questions**Back-up prompts**

Candidate A What's your name?
Thank you.

Should I call you ... ?

Candidate B And, what's your name?
Thank you

Candidate A Where do you live / come from?
Thank you.

Do you live in ... ?

*Phase 2***Interlocutor**

Now I'm going to ask you about **your family**.

Select one or more questions from the list to ask the candidates.

Use candidates' names throughout.

Main questions**Back-up prompts**

How big is your family?

How many members are there in your family?

How many siblings do you have?

How many brothers and sisters do you have?

How often does your family spend time together?

How many times a week does your family do activities together?

What do you and your family like to do together?

What activities do you and your family enjoy doing together?

Thank you.

Note :

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

- 1. Favourite subject
- 2. A language that you would like to learn

Part 2: 3 - 4 minutes

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.
Place Part 2 booklet, open at Task 2A, in front of Candidate A.

I'd like you to talk about **your favourite subject in school**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidates 20 seconds to prepare.*
 (approx. 20 seconds)

Interlocutor All right? You may start now.

Candidate A
 (1 minute) *Back-up prompts to be used if necessary. Use the prompts below. [The oblique '/' is included to make it as a choice.]*
What can you say about this point? Tell me about.... (e.g. Tell me about this point.)

Interlocutor Thank you.
 (Candidate B), **what is your favourite subject? Why?**

Candidate B
 (approx. 20 seconds)

Interlocutor Thank you. (Candidate A) Can I have the booklet, please?
Retrieve Part 2 booklet. Place Part 2 booklet, open at Task 2B, in front of Candidate B.

Now, (Candidate B), here's your task. I'd like you to talk about **a language that you would like to learn**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidates 20 seconds to prepare.*
 (approx. 20 seconds)

Interlocutor	All right? You may start now.
Candidate B (1 minute)	..... <i>Back-up prompts to be used if necessary. Use the prompts below. [The oblique '/' is included to make it as a choice.]</i> What can you say about this point? Tell me about.... (e.g. Tell me about this point.)
Interlocutor	Thank you. (Candidate A), what is a good language to learn? Why?
Candidate A (approx. 20 seconds)	.....
Interlocutor	Thank you. (Candidate B) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i>

Outdoor activities

Part: 4 - 5 minutes

Interlocutor Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Nowadays, teenagers are busy with their schoolwork and they have no time to do outdoor activities. Place Part 3 booklet, open at Task 3, in front of the candidates. Here are some **reasons why teenagers should do outdoor activities** and a question for you to discuss. First, you have some time to look at the task.

Candidate A&B *Allow candidates 20 seconds to prepare.*
(approx. 20 seconds)

Interlocutor Now, talk to each other about **the reasons why teenagers should do outdoor activities.**

Candidate A&B
(2 minutes) *Back-up prompts to be used if necessary:*
What do you think [candidate name]? What about this [pointing to option]?

Interlocutor Thank you. Now, you have about a minute **to decide together the main reason why teenagers should do outdoor activities.**

Candidate A&B
(1 minute)

Interlocutor Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about why teenagers should do outdoor activities, now let's hear your opinion on this. **How can outdoor activities help to mould teenagers' personality?**

- Select any of the following prompts as appropriate:*
- **What do you think?**
 - **Do you agree?**
 - **How about you?**

Candidates A&B (2 minutes)	.....
Interlocutor	Thank you, [Candidate A and Candidate B]. That's the end of the Speaking test.

Favourite subject in school

Talk about your favourite subject.

You should say:

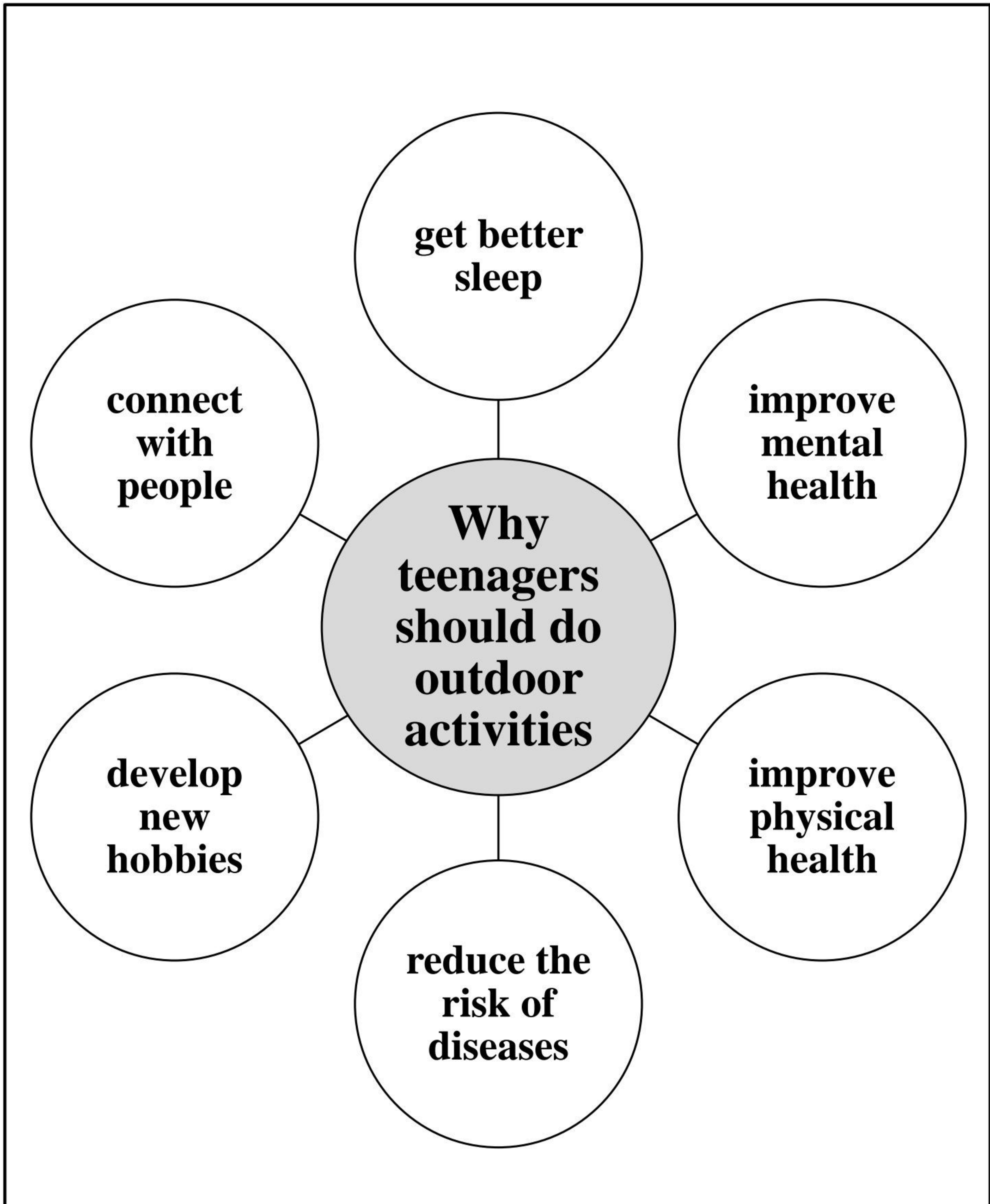
- what the subject is
- why you enjoy learning it
- how important the subject is
- how you can master the subject

A language you would like to learn

Talk about a language that you would like to learn.

You should say:

- what the language is
- where it is spoken
- why you are interested to learn it
- the importance of learning a new/foreign language



*Phase 1***Interlocutor**

Good morning / afternoon.

I'm and this is my colleague She'll just listen to us. First of all, we'd like to know something about you.

Main questions**Back-up prompts**

Candidate A	What's your name? Thank you.	Should I call you ... ?
Candidate B	And, what's your name? Thank you.	
Candidate A	Where do you live / come from?	Do you live in ... ?
Candidate B	How do you come to school? Thank you.	Do you come to school by ... ?

*Phase 2***Interlocutor**

Now I'm going to ask you about your daily routine.

Select one or more questions from the list to ask the candidates.

Use candidates' names throughout.

Main questions**Back-up prompts**

What do you normally do after you wake up?	What is the first thing you do every day?
What do you usually do after coming back from school?	What do you do when you get home from school everyday?
How do you spend your leisure time?	What do you do when you have free time?
What do you do on weekends?	What do you do on Friday /Saturday/ Sunday?
Thank you.	

Note :

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

1. Good Food
2. Good Habit

Part 2: 3 - 4 minutes

Interlocutor

In this part of the 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.
(Candidate A), it's your turn first. Here's your task.
Place Part 2 booklet, open at Task 2A, in front of Candidate A.

I'd like you to talk about **good food you enjoy**. First, you have some time to think about what you're going to say.

Candidate A
*(approx.
20 seconds)*

Allow candidate 20 seconds to prepare.

Interlocutor

All right? You may start now.

Candidate A
(1 minute)

.....
Back-up prompts to be used if necessary. Use the prompts below. [The oblique '/' is included to make it as a choice.]
What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor

Thank you.
(Candidate B), **what is your favourite food? Why do you enjoy the food?**

Candidate B
*(approx.
20 seconds)*

.....

Interlocutor

Thank you. (Candidate A) Can I have the booklet, please?
Retrieve Part 2 booklet.
Place Part 2 booklet, open at Task 2B, in front of Candidate B.

Now, (Candidate B), here's your task. I'd like you to talk about **a good habit you practise**.
First, you have some time to think about what you're going to say.

Candidate B
(*approx.*
20 seconds)

Allow candidate 20 seconds to prepare.

Interlocutor

All right? You may start now.

Candidate B
(*1 minute*)

.....
Back-up prompts to be used if necessary. Use the prompts below. [The oblique ‘/’ is included to make it as a choice.]

What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor

Thank you.
(Candidate A), **do you practise any good habit? What is it? Why?**

Candidate A
(*approx.*
20 seconds)

.....

Interlocutor

Thank you. (Candidate B) Can I have the booklet, please?
Retrieve Part 2 booklet.

Self love

Part 3: 4 - 5 minutes

Interlocutor Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Self-love is to be happy with your own life. *Place Part 3 booklet, open at Task 3, in front of the candidates.* Here are some **ways on how to love ourselves** and a question for you to discuss. First, you have some time to look at the task.

Candidate A & B *Allow candidates 20 seconds to prepare.*
(approx. 20 seconds)

Interlocutor Now, talk to each other about **the reasons why we need to love ourselves.**

Candidate A&B
(2 minutes) *Back-up prompts to be used if necessary:*
What do you think [candidate name]? What about this [pointing to option]?

Interlocutor Thank you. Now you have about a minute **to decide together the best way to love ourselves.**

Candidate A& B
(1 minute)

Interlocutor Thank you. Can I have the booklet, please?
Retrieve Part 3 booklet.

You've been talking about why people need to have self-love, now let's hear your opinion on this. **In what ways lack of self-care can affect oneself?**

- Select any of the following prompts as appropriate:*
- **What do you think?**
 - **Do you agree?**
 - **How about you?**

Candidate A&B

(2 minutes)

Interlocutor

Thank you, [Candidate A and Candidate B]. That's the end of the Speaking test.

Good food

Talk about good food you enjoy.

You should say:

- what food makes you happy
- why you enjoy the food
- what special dish you wish to try. Why?
- what benefits students gain by eating good food

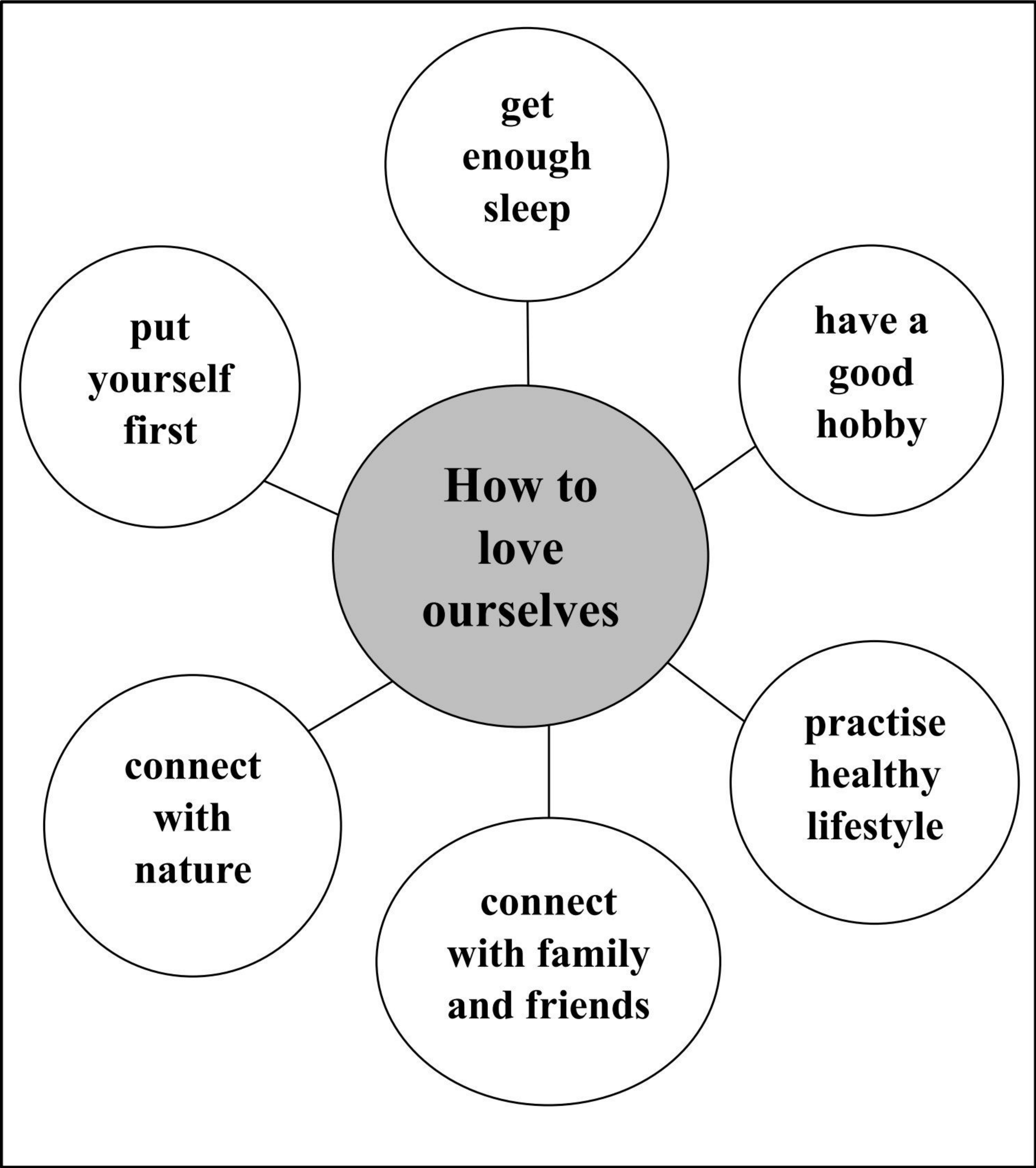
Good habit

Talk about a good habit you practise.

You should say:

- what the good habit is
- how you feel doing it
- why you practise it
- why it is important for students to have good habits

TASK 3



General questions

Part 1: 3 - 4 minutes

*Phase 1***Interlocutor**

Good morning / afternoon.

I'm and this is my colleague She'll just listen to us. First of all, we'd like to know something about you.

Main questions

Candidate A What's your name?
Thank you.

Back-up prompts

Should I call you ... ?

Candidate B And, what's your name?
Thank you.

Candidate A Where do you live / come from?

Do you live in ... ?

Candidate B How do you come to school?
Thank you.

Do you come to school by ... ?

*Phase 2***Interlocutor**

Now I'm going to ask you about your daily routine.

*Select one or more questions from the list to ask the candidates.**Use candidates' names throughout.***Main questions**

What is your favourite subject?

What is your favourite song?

What is your favourite dish?

What colour do you like?

Thank you.

Back-up prompts

Which subject do you like?

What song do you like to listen to?

What kind of food do you like?

What is your favourite colour?

Note :

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

1. Favourite shop
2. Expensive item

Part 2: 3 - 4 minutes

Interlocutor	<p>In this part of the 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>(Candidate A), 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 a shop you like to go to. First, you have some time to think about what you're going to say.</p>
Candidate A <i>(approx. 20 seconds)</i>	<p><i>Allow candidate 20 seconds to prepare.</i></p>
Interlocutor	<p>All right? You may start now.</p>
Candidate A <i>(1 minute)</i>	<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 say about this point? Tell me about (e.g. Tell me about this point.)</p>
Interlocutor	<p>Thank you. (Candidate B), what is your favourite shop? Why?</p>
Candidate B <i>(approx. 20 seconds)</i>	<p>.....</p>
Interlocutor	<p>Thank you. (Candidate A) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i> <i>Place Part 2 booklet, open at Task 2B, in front of Candidate B.</i></p> <p>Now, (Candidate B), here's your task. I'd like you to talk about the most expensive item you own. First, you have some time to think about what you're going to say.</p>
Candidate B <i>(approx. 20 seconds)</i>	<p><i>Allow candidate 20 seconds to prepare.</i></p>

Interlocutor	All right? You may start now.
Candidate B <i>(1 minute)</i>	..... <i>Back-up prompts to be used if necessary. Use the prompts below. [The oblique ‘/’ is included to make it as a choice.]</i> What can you say about this point? Tell me about (e.g. Tell me about this point.)
Interlocutor	Thank you. (Candidate A), what is your most expensive item? Why?
Candidate A <i>(approx. 20 seconds)</i>	.....
Interlocutor	Thank you. (Candidate B) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i>

Shopping Therapy

Part 3: 4 - 5 minutes

Interlocutor

Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Shopping is a form of mind therapy. Place Part 3 booklet, open at Task 3, in front of the candidates. Here are some **reasons why shopping works as retail therapy to us and a question for you to discuss.** First, you have some time to look at the task.

Candidate A&B
(approx.
20 seconds)

Allow candidates 20 seconds to prepare.

Interlocutor

Now, talk to each other about **the reasons why shopping works as retail therapy.**

Candidate A&B
(2 minutes)

.....
Back-up prompts to be used if necessary:
What do you think [candidate name]? What about this [pointing to option]?

Interlocutor

Thank you. Now you have about a minute to decide together which is **the most popular reason why shopping works as retail therapy.**

Candidate A&B
(1 minute)

.....

Interlocutor

Thank you. Can I have the booklet, please?
Retrieve Part 3 booklet.
You've been talking about shopping as a retail therapy, now let's hear your opinion on this. **How can teenagers control themselves from becoming shopaholics?**

- Select any of the following prompts as appropriate:*
- **What do you think?**
 - **Do you agree?**
 - **How about you?**

Candidate A&B
(2 minutes)

Interlocutor Thank you, [Candidate A and Candidate B]. That's the end of the Speaking test.

Favourite shop

Describe a shop you like to go to:

- where the shop is
- what things it sells
- how often you go there
- why you like shopping there

Expensive item

Describe a product you own:

- what the product is
- where you bought it
- what makes the item special
- why you like the item



General questions

Part 1: 3 - 4 minutes

*Phase 1***Interlocutor**

Good morning / afternoon.

I'm and this is my colleague She'll just listen to us. First of all, we'd like to know something about you.

Main questions

Candidate A What's your name?
Thank you.

Back-up prompts

Should I call you ... ?

Candidate B And, what's your name?
Thank you

Candidate A Where do you live / come from?

Do you live in ... ?

Candidate B How do you come to school?
Thank you.

Do you come to school by ... ?

*Phase 2***Interlocutor**

Now I'm going to ask you about your daily routine.

*Select one or more questions from the list to ask the candidates.**Use candidates' names throughout.***Main questions**

What do you normally do after you wake up?

What do you usually do after coming back from school?

How do you spend your leisure time?

What do you do on weekends?

Thank you.

Back-up prompts

What is the first thing you do every day?

What do you do when you get home from school everyday?

What do you do when you have free time?

What do you do on Friday/Saturday /Sunday?

Note :

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

1. Favourite application
2. Best gadget

Part 2: 3 - 4 minutes

Interlocutor In this part of the 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.

(Candidate A), it's your turn first. Here's your task.
Place Part 2 booklet, open at Task 2A, in front of Candidate A.

I'd like you to talk about **your favourite application**. First, you have some time to think about what you're going to say.

Candidate A *Allow candidate 20 seconds to prepare.*
(approx. 20 seconds)

Interlocutor All right? You may start now.

Candidate A
(1 minute) *Back-up prompts to be used if necessary. Use the prompts below. [The oblique '/' is included to make it as a choice.]*
What can you say about this point? Tell me about (e.g. Tell me about this point.)

Interlocutor Thank you.
(Candidate B), **what application do you often use? Why?**

Candidate B
(approx. 20 seconds)

Interlocutor Thank you. (Candidate A) Can I have the booklet, please?
Retrieve Part 2 booklet.
Place Part 2 booklet, open at Task 2B, in front of Candidate B.

Now, (Candidate B), here's your task. I'd like you to talk about **the gadget you like best**.
First, you have some time to think about what you're going to say.

Candidate B *Allow candidate 20 seconds to prepare.*
(approx. 20 seconds)

Interlocutor	All right? You may start now.
Candidate B <i>(1 minute)</i>	..... <i>Back-up prompts to be used if necessary. Use the prompts below. [The oblique ‘/’ is included to make it as a choice.]</i> What can you say about this point? Tell me about (e.g. Tell me about this point.)
Interlocutor	Thank you. (Candidate A), what gadget do you prefer? Why?
Candidate A <i>(approx. 20 seconds)</i>	.....
Interlocutor	Thank you. (Candidate B) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i>

Viral Content

Part 3: 4 - 5 minutes

Interlocutor Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** 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.

Content creators are gaining popularity nowadays because of their viral contents. Place Part 3 booklet, open at Task 3, in front of the candidates. Here are some **ways to make a content go viral** and a question for you to discuss. First, you have some time to look at the task.

Candidate A&B *Allow candidates 20 seconds to prepare.*
(approx. 20 seconds)

Interlocutor Now, talk to each other about **how to make a content go viral.**

Candidate A&B
(2 minutes) *Back-up prompts to be used if necessary:*
What do you think [candidate name]? What about this [pointing to option]?

Interlocutor Thank you. Now you have about a minute **to decide together the best way to make a content go viral.**

Candidate A&B
(1 minute)

Interlocutor Thank you. Can I have the booklet, please?
Retrieve Part 3 booklet.

You've been talking about how a content goes viral, now let's hear your opinion on this. **In what ways do social media contents influence teenagers?**

- Select any of the following prompts as appropriate:*
- **What do you think?**
 - **Do you agree?**
 - **How about you?**

Candidate A&B
(2 minutes)

Interlocutor Thank you, [Candidate A and Candidate B]. That's the end of the Speaking test.

Favourite application

Describe your favourite application.

You should say:

- what it is
- how you would describe it
- how often you use it
- why it is so important to you

PART 2: CANDIDATE BOOKLET

2B

Best gadget

Describe the gadget you like the most.

You should say:

- what gadget you use on a daily basis
- what you use it for
- how much time you spend on it
- how it makes your life better

TASK 3

