

**E-books
Planting activity**

**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 E-books**. 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 using e-book saves money? 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 a planting activity**. 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 like gardening? Why / Why not?

Candidate A
(approx. 20 seconds)

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

*Retrieve **Part 2** booklet.*

PART 2 CANDIDATE BOOKLET**2A****E-books**

Talk about an e-book that you have read.

You should say:

- **what the title was**
- **who suggested you to read it**
- **if you prefer using e-books to printed books (why / why not?)**
- **How e-books make students life easier?**

PART 2 CANDIDATE BOOKLET**2B****Planting activity**

Talk about a planting activity that you have joined.

You should say:

- **what you planted**
- **where the activity was held**
- **the benefits of planting activity to teenagers**
- **how planting trees can save the environment**

**Plan After SPM
Best Area in Your 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 your plan after SPM**. 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), why continuing your studies is important?

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 the best area in your 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*), **What is your dream bedroom?**

Candidate A
(*approx. 20 seconds*)

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

PART 2 CANDIDATE BOOKLET**2A****Plan after SPM**

Talk about your plan after SPM.

You should say:

- **what you want to do**
- **why you want to do it**
- **if you plan to do it on your own or with friends (why?)**
- **if teenagers should work after SPM (why / why not?)**

PART 2 CANDIDATE BOOKLET**2B****Best area in your house**

Talk about the best area in your house.

You should say:

- **what it is**
- **what you usually do there**
- **how you would improve the area**
- **if it is important to keep your house clean?**
(why / why not?)

**Taking photographs
Neighbours**

**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 taking photographs**. 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 your favourite photograph and 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 neighbours**. 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*), how well do you know your neighbours?

Candidate A

(*approx. 20 seconds*)

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

PART 2 CANDIDATE BOOKLET**2A****Taking photographs**

Talk about taking photographs.

You should say:

- **type of photographs you like to take**
- **the best photograph you have taken**
- **what you do with the photograph**
- **if you prefer taking photographs or videos (why / why not?)**

PART 2 CANDIDATE BOOKLET**2B****Neighbours**

Talk about your neighbours.

You should say:

- **who your neighbours are**
- **how often you meet your neighbours**
- **if you like your neighbours (why / why not?)**
- **the importance of having good neighbours**

**A School Clean-up
A Famous Influencer**

**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 a school clean-up**. 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), how do you keep your school clean?

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 a famous influencer**. 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), which famous personality do you admire and why?

Candidate A

(approx. 20 seconds)

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

PART 2 CANDIDATE BOOKLET**2A****School Clean-up**

Talk about a school clean-up that you joined.

You should say:

- **when it was held**
- **who organised it**
- **what you did**
- **if school clean-up should be made compulsory for pupils
(why / why not?)**

PART 2 CANDIDATE BOOKLET**2B****A famous influencer**

Talk about a famous influencer whom you would like to meet.

You should say:

- **who the person is**
- **what he/she is famous for**
- **what you would feel if you met him/her**
- **if you think influencers are good role models (why / why not?)**

**Excessive Use of Mobile Phones
A Hobby**

**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 excessive use of mobile phones**. 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), should mobile phones be allowed in school? 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 hobby**.
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), should you have more than one hobby? Why/why not?

Candidate A

(approx. 20 seconds)

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

Retrieve Part 2 booklet.

Excessive Use of Mobile Phones

Talk about excessive use of mobile phones.

You should say:

- **how the issue affects teenagers**
- **ways to overcome the issue**
- **why teenagers spend too much time on mobile phones**
- **if you think parents should play a role in reducing screen time (why / why not?)**

PART 2 CANDIDATE BOOKLET**2B****A hobby****Talk about a hobby.****You should say:**

- **what your hobby is**
- **how often you spend time on the hobby**
- **who do you share your hobby with**
- **if you think your hobby is useful for you (why / why not?)**

**A Foreign Language
A Volunteering Programme**

**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 a foreign language that you would like to learn.**

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 your favourite foreign language and 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 a volunteering programme.**

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), are you interested in joining any volunteering programmes?
Why / why not?*

Candidate A

(approx. 20 seconds)

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

PART 2 CANDIDATE BOOKLET**2A****A Foreign Language**

Talk about a foreign language that you would like to learn.

You should say:

- **what it is**
- **why you want to learn it**
- **how you can learn it**
- **if you think knowing more than one language is useful (why / why not?)**

A Volunteering Programme

Talk about a volunteering programme that you have participated.

You should say:

- **what the programme was**
- **when the programme was held**
- **why you participated in the programme**
- **if you think participating in volunteering programmes increase one's self-confidence (why / why not?)**