

The format of SPM Speaking Test

The standard paired test takes **13 minutes** and consists of **three parts** which are designed to elicit a range of speaking skills from the candidates.

Part	Task Format		Candidate Output	
	Interaction Pattern	Input	Discourse Features	Functions
Part 1 Interview 3 - 4 minutes	Interlocutor interviews candidates	Interlocutor frame provides all questions for interlocutor	Responding to questions.	Giving factual information about self (bio data). Talking about present circumstances. Expressing opinions. Explaining and giving reasons. Talking about past experience.
Part 2 Individual long-turn task 3 - 4 minutes	An individual long-turn task (1 - 2 minutes) with a listening-candidate response question (20 - 30 seconds).	Examiner asks the candidate to speak for about 1 minute on a particular topic related to the candidate's own experience, based on written input in the form of general instructions and content-focused prompts. Then repeat for Candidate B with a different task/theme. Each candidate is also given a short response question on their partner's topic.	Sustaining a long turn. Managing discourse: <ul style="list-style-type: none"> • Coherence and clarity of message • Organisation of language and ideas • Accuracy and appropriate of linguistic resources 	Giving information of a non-personal kind. Talking about past/present/future experience. Explaining and giving reasons. Expressing and justifying opinions. Describing people, places and situations. Speculation (limited). Naming personal characteristics, objects and activities. Paraphrasing words and ideas, if necessary.
Part 3 Discussion task Further discussion task 4 - 5 minutes	Discussion task (mind-map)	Candidates are asked to speak on a topic for about two minutes with a central focus question and surrounding ideas to help them. They are then given a decision question to focus on and discuss for 1 minute. Next, candidates are given one further minute to answer the final joint question.	Turn-taking and responding appropriately. Negotiating. Initiating. Developing topics.	Explaining and giving reasons. Exchanging information and opinions (likes/dislikes, preferences, experiences, habits, etc). Expressing and justifying opinions. Negotiating and justifying opinions. Negotiating agreement. Making and responding to suggestions. Discussing alternatives.

MARKING SCHEME FOR PPC SPM 2025 BAHASA INGGERIS_PAPER 3 (1119/3)**Overall spoken performance scale (Interlocutor)**

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

Note: the assessor and interlocutor must check that examiner IDs and candidate IDs etc, are correct on their documentation before moving on.

Timing for test: Part 1 (3-4 minutes), Part 2 (3-4 minutes), Part 3 (4-5 minutes)

SPM ENGLISH - SPEAKING ASSESSMENT SCALES

Analytical scales (Assessor)

Bandscore	Grammar	Vocabulary	Communicative Competence
6	<p>Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur</p> <p>Has a good command of a wide range of grammatical structures.</p> <p>Can use a wide range of organizational patterns, cohesive devices and connectors.</p>	<p>Can use a wide range of appropriate vocabulary to give and exchange views on a wide range of abstract, complex and unfamiliar topics.</p> <p>Can convey specific differences in meaning through appropriate choice of vocabulary.</p>	<p>Can express him/herself spontaneously with little obvious searching for expressions.</p> <p>Can initiate, maintain, develop and close a conversation with ease.</p> <p>Can relate contributions skillfully and effectively to those of his/her partner.</p>
5	<p>Can communicate with a good degree of accuracy.</p> <p>Can show a good degree of control of a range of simple and some complex grammatical structures.</p> <p>Can use a range of cohesive devices.</p>	<p>Can use a wide range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.</p> <p>Can convey relevant meaning with good vocabulary choice.</p>	<p>Can express him/herself with little hesitation.</p> <p>Can initiate, maintain, develop and close a conversation with ease.</p> <p>Can relate contributions to his/her partner and negotiate towards an outcome.</p>
4	Performance shares features of Bandscore 3 and Bandscore 5 .		
3	<p>Can communicate with reasonable accuracy.</p> <p>Can show a good degree of control of simple grammatical structures and attempt some complex grammatical structures.</p> <p>Can form longer sentences and link them together using basic cohesive devices.</p>	<p>Can use a range of appropriate vocabulary to talk about everyday situations and familiar topics.</p> <p>Can convey relevant meaning but may have errors in vocabulary choice.</p>	<p>Can express him/herself clearly through there is some hesitation.</p> <p>Can initiate, maintain, develop and close a conversation with little difficulty.</p> <p>Can ask for clarification and further details in order to move a discussion forward.</p>
2	Performance shares features of Bandscore 1 and Bandscore 3 .		
1	<p>Can communicate what he/she is trying to say.</p> <p>Can show sufficient control of simple grammatical structures.</p> <p>Can use connectors to link simple sentences.</p>	<p>Can use sufficient vocabulary to talk about everyday situations and familiar topics.</p> <p>Can mostly convey meaning but may use inappropriate vocabulary or some repetition.</p>	<p>Can make him/herself understood but may have pauses and false starts.</p> <p>Can initiate, maintain and close a conversation with some difficulty.</p> <p>Can ask for clarification when necessary.</p>
0	Performance below Band 1 / Candidate does not produce sufficient language to be assessed / Candidate uses language(s) other than English.		

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**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?

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 time do you usually wake up?

What time do you get up?

What is your favourite thing to do at home?

What do you like to do at home?

What is the first thing you do when you arrive at school?

What do you do first at school?

What do you normally do during recess hour?

What do you do during your break 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. HEALTHY HABITS
2. MEALTIME

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 your healthy habits. First, you have some time to think about what you are going to say.</p>
Candidates A ⌚ approx. . 20 seconds	<i>Allow candidates 20 seconds to prepare.</i>
Interlocutor	All right? You may start now.
Candidate A ⌚ 1 minute	<p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. [the oblique '/' is included to make it as a choice.]</i></p> <p>What can you say about this point? Tell me about (e.g. Tell me about this point.)</p>
Interlocutor	<p>Thank you.</p> <p>(Candidate B), how do you keep yourself healthy?</p>
Candidate B ⌚ approx. . 20 seconds
Interlocutor	<p>Thank you. (Candidate A) Can I have the booklet, please? <i>Retrieve Part 2 booklet. 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 your favourite mealtime. First, you have some time to think about what you're going to say.</p>
Candidate B ⌚ approx. . 20 seconds	<i>Allow candidate 20 seconds to prepare.</i>
Interlocutor	All right? You may start now.
Candidate B ⌚ 1 minute	<p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. [the oblique '/' is included to make it as a choice.]</i></p> <p>What can you say about this point? Tell me about (e.g. Tell me about this point.)</p>
Interlocutor	<p>Thank you.</p> <p>(Candidate A), what is your favourite mealtime? Why?</p>
Candidates A ⌚ approx. . 20 seconds
Interlocutor	Thank you. (Candidate B) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i>

PART 2 : CANDIDATE BOOKLET**2A****HEALTHY HABITS**

Talk about your healthy habits.

You should say:

- **what is your healthy habit?**
- **why do you like it?**
- **when do you do it?**
- **do you think it is hard to keep a healthy habit? Why / Why not?**

PART 2 : CANDIDATE BOOKLET**2B****MEALTIME**

Talk about your favourite mealtime.

You should say:

- **what is your favourite mealtime?**
- **why do you like it?**
- **what do you usually eat at that time?**
- **do you think we should share our meals with others? Why / Why not?**

Online Payment

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.

There are many ways to make payment. Place part 3 booklet, open at Task 3, in front of the candidates. Here are some reasons why payment should be made online 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 **why teenagers should use online payment**.

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 **the best reason why teenagers should use online payment**.

Candidate A&B

⌚ 1 minute

.....

Interlocutor

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

You've been talking about reasons teenagers should use online payment, now let's hear your opinion on this. **To what extent do you agree that online payment can change the future of trading in Malaysia?**

Select any of the following prompts as appropriate:

What do you think?

Do you agree?

How about you?

Candidates A&B

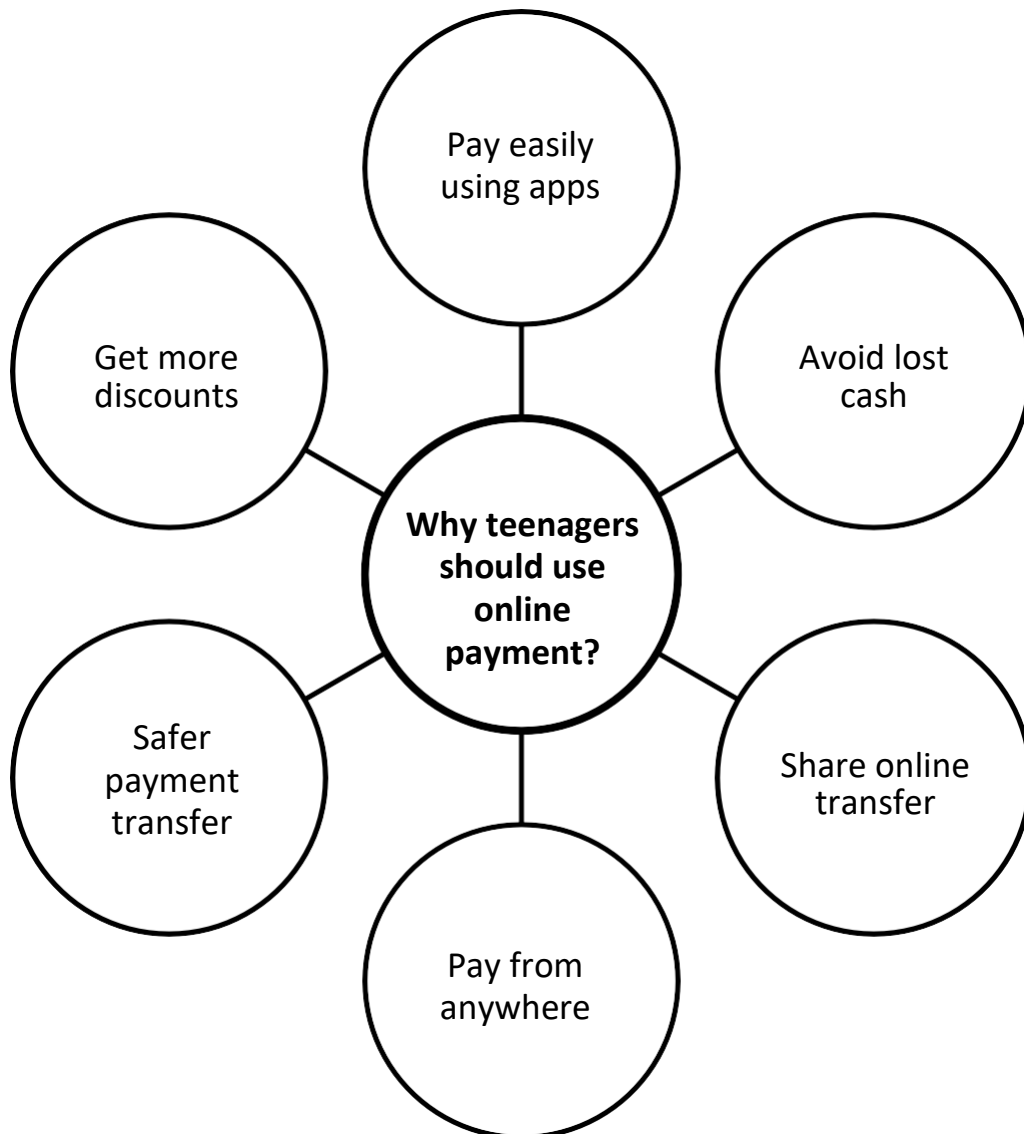
⌚ 2 minutes

.....

Interlocutor

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

PART 3



1. SMARTPHONE
2. MOBILE APPLICATION

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 how you use your smartphone. First, you have some time to think about what you are going to say.</p>
Candidates A ⌚ approx. 20 seconds	<i>Allow candidates 20 seconds to prepare.</i>
Interlocutor	All right? You may start now.
Candidate A ⌚ 1 minute	<p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. [the oblique '/' is included to make it as a choice.]</i></p> <p>What can you say about this point? Tell me about (e.g. Tell me about this point.)</p>
Interlocutor	<p>Thank you.</p> <p>(Candidate B), do you think using a smartphone is helpful in your studies? Why / Why not?</p>
Candidate B ⌚ approx. 20 seconds	<p>.....</p>
Interlocutor	<p>Thank you. (Candidate A) Can I have the booklet, please? <i>Retrieve Part 2 booklet. 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 a mobile application that you like. First, you have some time to think about what you're going to say.</p>
Candidate B ⌚ approx. 20 seconds	<i>Allow candidate 20 seconds to prepare.</i>
Interlocutor	All right? You may start now.
Candidate B ⌚ 1 minute	<p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. [the oblique '/' is included to make it as a choice.]</i></p> <p>What can you say about this point? Tell me about (e.g. Tell me about this point.)</p>
Interlocutor	<p>Thank you.</p> <p>(Candidate A), what is your favourite mobile application? Why?</p>
Candidates A ⌚ approx. 20 seconds	<p>.....</p>
Interlocutor	Thank you. (Candidate B) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i>

PART 2 : CANDIDATE BOOKLET	2A
SMARTPHONE	
<p>Talk about how you use your smartphone.</p> <p>You should say:</p> <ul style="list-style-type: none">• how long do you use your smartphone in a day?• what do you use it for?• is a smartphone important to you?• do you think smartphones are very useful? Why / Why not?	

PART 2 : CANDIDATE BOOKLET	2B
MOBILE APPLICATION	
<p>Talk about your favourite mobile application.</p> <p>You should say:</p> <ul style="list-style-type: none">• what is it?• why do you like it?• how it helps you in your daily life?• If you were given a chance, will you create a new mobile application? Why / Why not?	

Travelling

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.

People might get bored in a long journey. *Place part 3 booklet, open at Task 3, in front of the candidates. Here are some activities in a long journey.* 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 **what are some activities to do in a long journey.**

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 **the best activity to do in a long journey.**

Candidate A&B

⌚ 1 minute

.....

Interlocutor

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

You've been talking about some things to do in a long journey, now let's hear your opinion on this. **How far do you agree that travelling opens one's eyes to the world around them?**

Select any of the following prompts as appropriate:

What do you think?

Do you agree?

How about you?

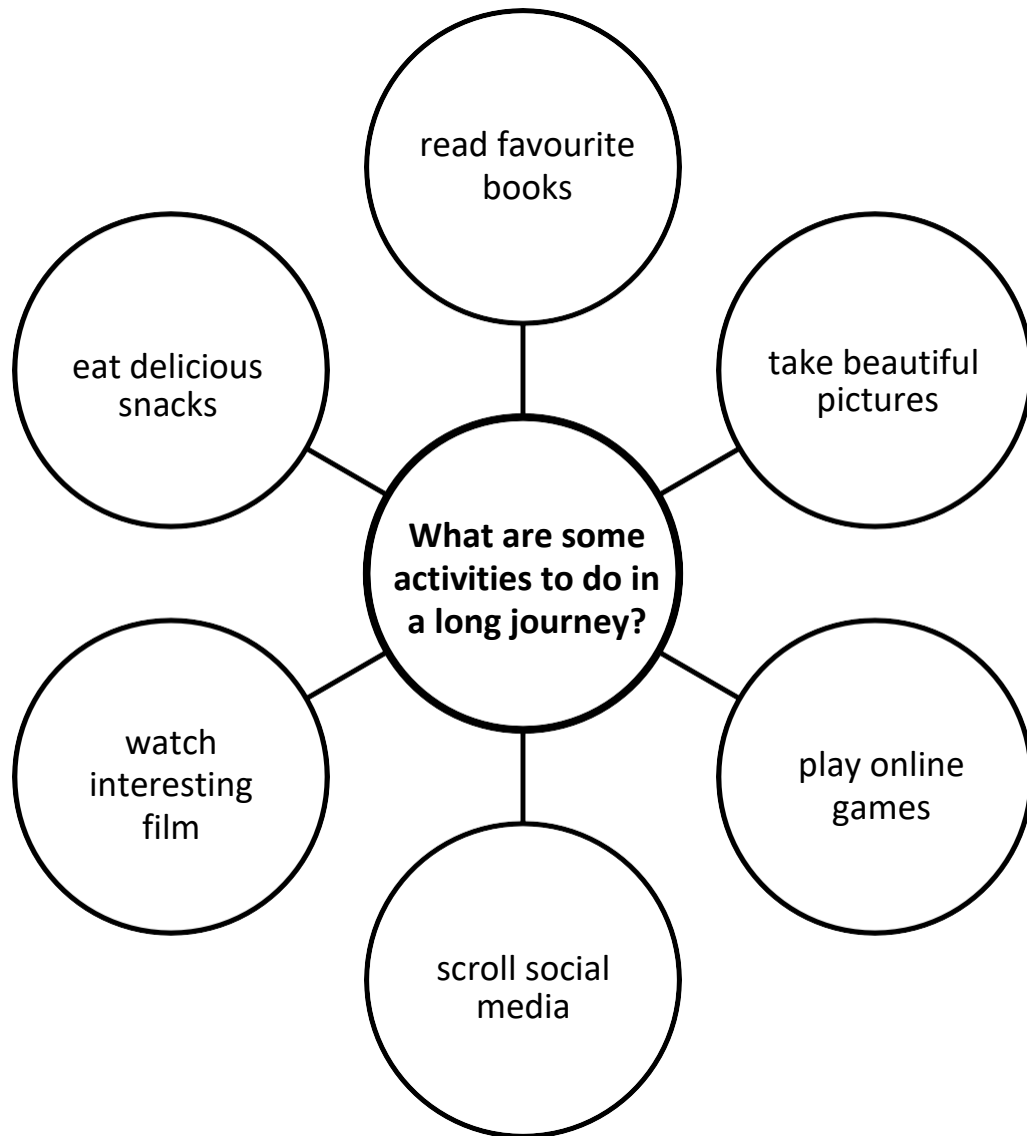
Candidates A&B

⌚ 2 minutes

.....

Interlocutor

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



1. ADVICE
2. CYBERSECURITY

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 best advice you ever received**. First, you have some time to think about what you are going to say.

Candidates A

⌚ approx.

20 seconds

Allow candidates 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), **who gave you the best advice? 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 staying safe online**.

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), **how do you stay safe online?**

Candidates A

⌚ approx.

20 seconds

.....

Interlocutor

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

PART 2 : CANDIDATE BOOKLET	2A
ADVICE	
<p>Talk about the best advice you ever received.</p> <p>You should say:</p> <ul style="list-style-type: none">• what was it?• who gave you the advice?• how it changes the way you think or act?• do you think good advice may help people make better choices in life? Why / Why not?	

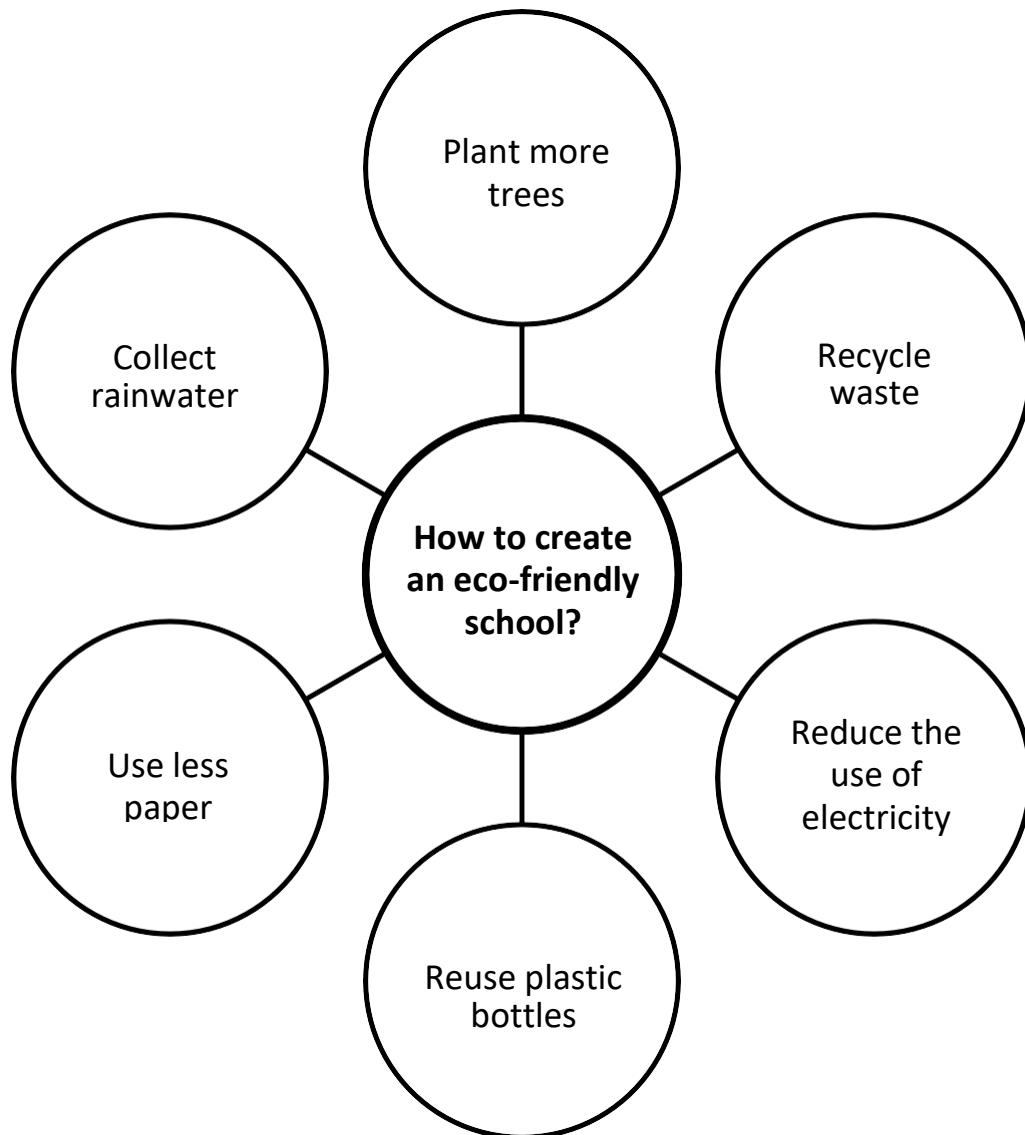
PART 2 : CANDIDATE BOOKLET	2B
CYBERSECURITY	
<p>Talk about staying safe online.</p> <p>You should say:</p> <ul style="list-style-type: none">• how to stay safe online?• why is it the best way?• why it is important to stay safe online?• do you think the Internet is safe for everybody? Why / Why not?	

Eco-Friendly School

Part 3
4 - 5 minutes

Interlocutor	<p>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.</p> <p>Saving the environment can start at school. <i>Place part 3 booklet, open at Task 3, in front of the candidates. Here are some ways on how to create an eco-friendly school and a question for you to discuss. First, you have some time to look at the task.</i></p>
Candidates A&B ⌚ approx. 20 seconds	<p><i>Allow candidates 20 seconds to prepare.</i></p>
Interlocutor	<p>Now, talk to each other about how to create an eco-friendly school.</p>
Candidates A&B ⌚ 2 minutes	<p>.....</p> <p><i>Back-up prompts to be used if necessary:</i></p> <p>What do you think [candidate name]? What about this [pointing to option]?</p>
Interlocutor	<p>Thank you. Now you have about a minute to decide together the best way to create an eco-friendly school.</p>
Candidate A&B ⌚ 1 minute	<p>.....</p>
Interlocutor	<p>Thank you. Can I have the booklet, please? <i>Retrieve Part 3 booklet.</i></p> <p>You've been talking about ways to create an eco-friendly school, now let's hear your opinion on this. How far do you agree that participation of Teachers and Parents Association (PTA) can help in building an environmentally friendly school?</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><i>Select any of the following prompts as appropriate:</i></p> <p>What do you think?</p> <p>Do you agree?</p> <p>How about you?</p> </div>
Candidates A&B ⌚ 2 minutes	<p>.....</p>
Interlocutor	<p>Thank you. [candidate A and candidate B]. That's the end of the Speaking test.</p>

PART 3



1. FUTURE SELF
2. CHILDHOOD MEMORY

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 where you see yourself in 10 years. First, you have some time to think about what you are going to say.</p>
Candidates A ⌚ approx. 20 seconds	<i>Allow candidates 20 seconds to prepare.</i>
Interlocutor	All right? You may start now.
Candidate A ⌚ 1 minute	<p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. [the oblique '/' is included to make it as a choice.]</i></p> <p>What can you say about this point? Tell me about (e.g. Tell me about this point.)</p>
Interlocutor	<p>Thank you.</p> <p>(Candidate B), what is your personal goal in life?</p>
Candidate B ⌚ approx. 20 seconds	<p>.....</p>
Interlocutor	<p>Thank you. (Candidate A) Can I have the booklet, please? <i>Retrieve Part 2 booklet. 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 a childhood memory. First, you have some time to think about what you're going to say.</p>
Candidate B ⌚ approx. 20 seconds	<i>Allow candidate 20 seconds to prepare.</i>
Interlocutor	All right? You may start now.
Candidate B ⌚ 1 minute	<p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. [the oblique '/' is included to make it as a choice.]</i></p> <p>What can you say about this point? Tell me about (e.g. Tell me about this point.)</p>
Interlocutor	<p>Thank you.</p> <p>(Candidate A), what is the happiest moment in your life? Why?</p>
Candidates A ⌚ approx. 20 seconds	<p>.....</p>
Interlocutor	Thank you. (Candidate B) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i>

PART 2 : CANDIDATE BOOKLET**2A****FUTURE SELF**

Talk about where you see yourself in 10 years.

You should say:

- **what are you doing?**
- **where do you live?**
- **how to make it a reality?**
- **do you think having a dream for the future makes people work harder? Why / Why not?**

PART 2 : CANDIDATE BOOKLET**2B****CHILDHOOD MEMORY**

Talk about a childhood memory.

You should say:

- **what is it?**
- **who else was in the memory?**
- **why do you remember it so well?**
- **do you think childhood memories affect how people behave as adults? Why / Why not?**

Budget

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 at a young age is good for the future. Place part 3 booklet, open at Task 3, in front of the candidates. Here are some benefits of having a budget for teenagers 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 **why teenagers need a budget**.

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 reason why teenagers need a budget**.

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 need a budget, now let's hear your opinion on this. **How far do you agree that financial education for teenagers can contribute to the country's economic growth?**

Select any of the following prompts as appropriate:

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

Candidates A&B

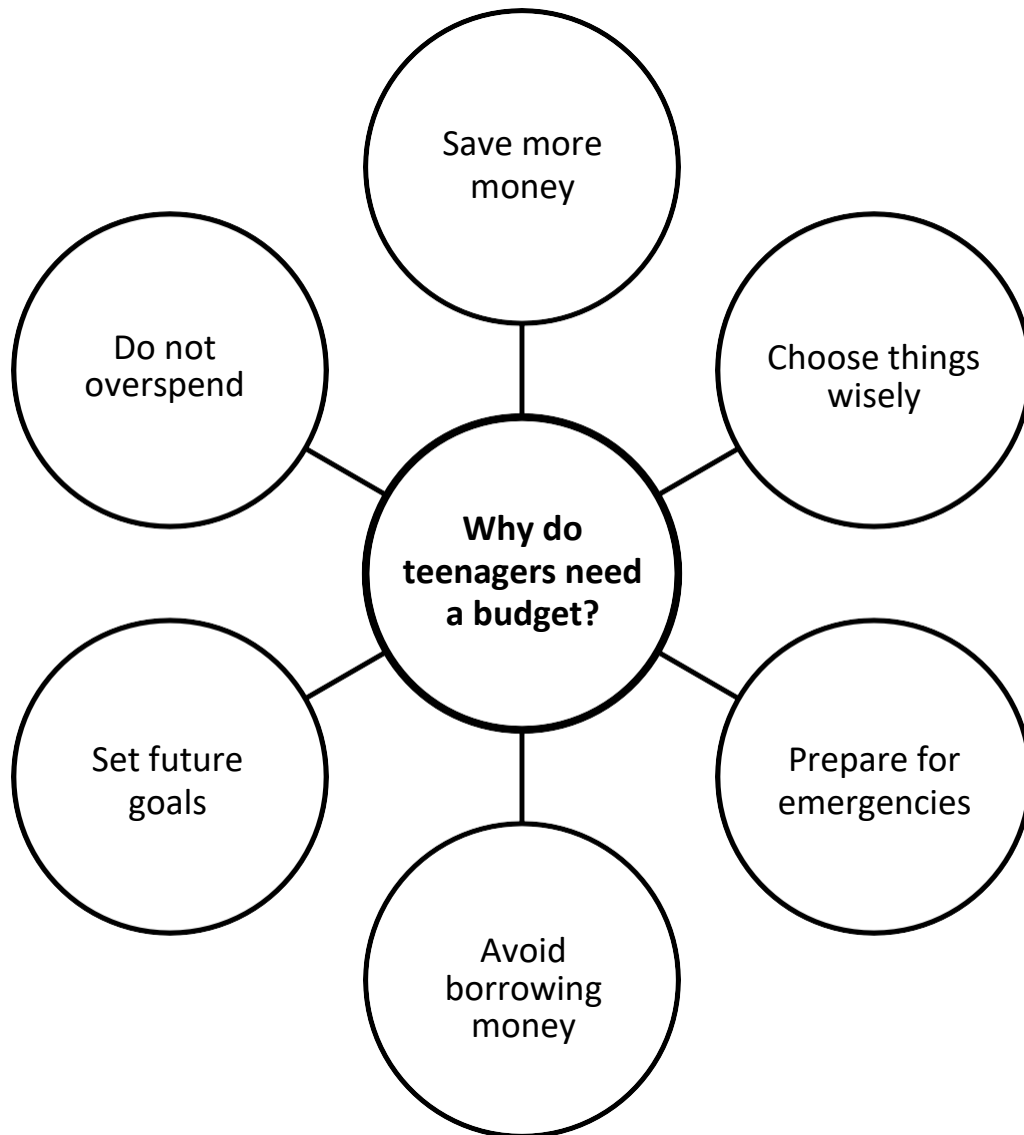
⌚ 2 minutes

.....

Interlocutor

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

PART 3



1. ELECTRICAL APPLIANCES
2. STREAMING SERVICES

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 an electrical appliance that you always use**. First, you have some time to think about what you are going to say.

Candidates A

⌚ approx.

20 seconds

Allow candidates 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), **which electrical appliance do you use the most? 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 streaming services**. 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 prefer streaming services or traditional TV stations? Why?**

Candidates A

⌚ approx.

20 seconds

.....

Interlocutor

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

PART 2 : CANDIDATE BOOKLET**2A****ELECTRICAL APPLIANCES**

Talk about an electrical appliance that you always use.

You should say:

- **what is it?**
- **what do you use it for?**
- **what will happen if it stops working?**
- **do you think new appliances will replace more jobs in the future? Why / Why not?**

PART 2 : CANDIDATE BOOKLET**2B****STREAMING SERVICES**

Talk about your favourite streaming service.

You should say:

- **what is it?**
- **why do you like it?**
- **what do you normally watch?**
- **do you think streaming services may replace traditional TV stations? Why / Why not?**

Peer Pressure

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.

Good friends are important for good mental health. *Place part 3 booklet, open at Task 3, in front of the candidates. Here are ways to avoid peer pressure* 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 **how to avoid peer pressure**.

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 avoid peer pressure**.

Candidate A&B

⌚ 1 minute

.....

Interlocutor

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

You've been talking about **how to avoid peer pressure**, now let's hear your opinion on this. **To what extent do teenagers' choices today impact the society they will live in tomorrow?**

Select any of the following prompts as appropriate:

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

Candidates A&B

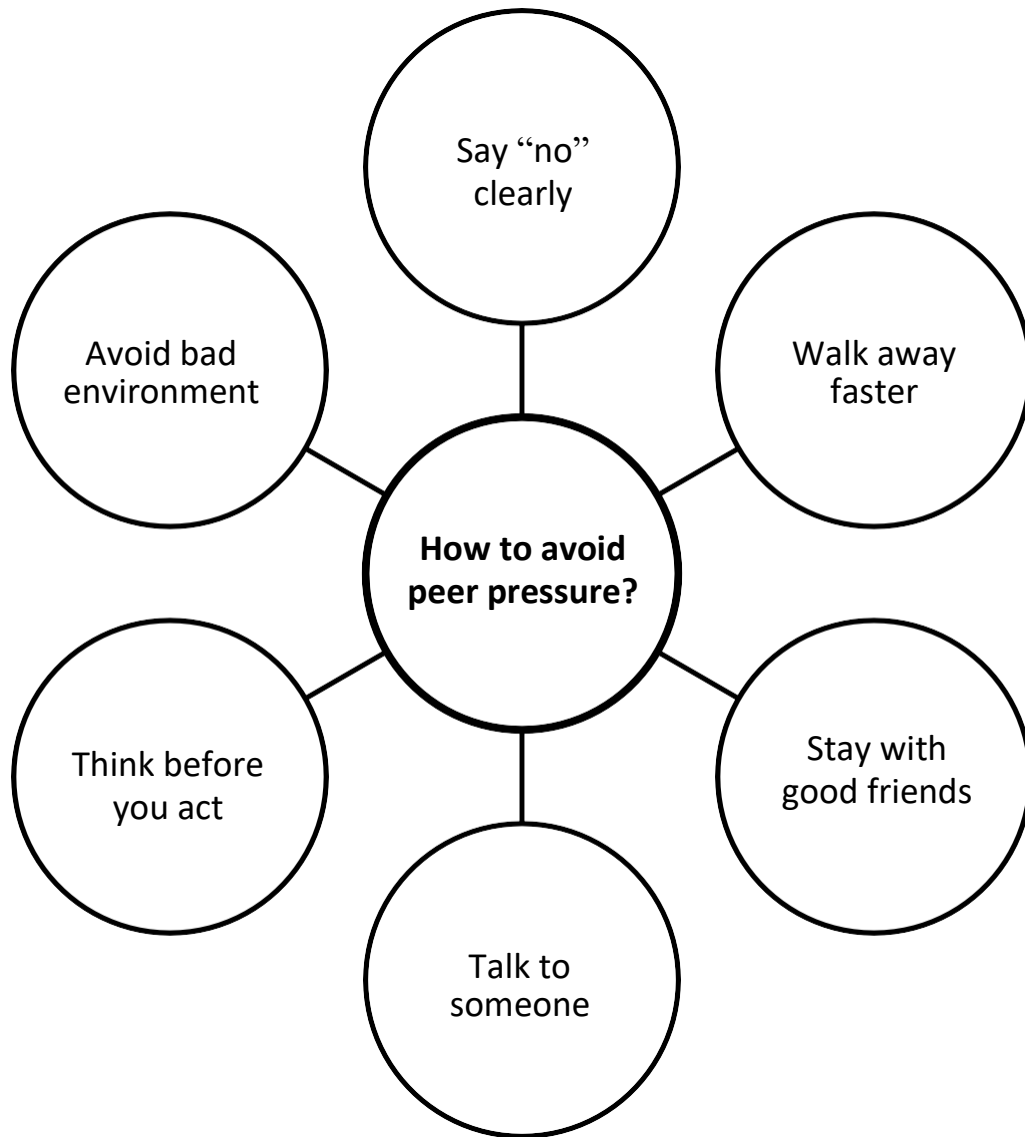
⌚ 2 minutes

.....

Interlocutor

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

PART 3



1. GARDENING
2. LICENSES

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 gardening in the cities. First, you have some time to think about what you are going to say.</p>
Candidates A ⌚ approx. 20 seconds	<i>Allow candidates 20 seconds to prepare.</i>
Interlocutor	All right? You may start now.
Candidate A ⌚ 1 minute	<p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. [the oblique '/' is included to make it as a choice.]</i></p> <p>What can you say about this point? Tell me about (e.g. Tell me about this point.)</p>
Interlocutor	<p>Thank you.</p> <p>(Candidate B), do you like gardening? Why / Why not?</p>
Candidate B ⌚ approx. 20 seconds	<p>.....</p>
Interlocutor	<p>Thank you. (Candidate A) Can I have the booklet, please? <i>Retrieve Part 2 booklet. 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 your opinion on teenagers having licenses. First, you have some time to think about what you're going to say.</p>
Candidate B ⌚ approx. 20 seconds	<i>Allow candidate 20 seconds to prepare.</i>
Interlocutor	All right? You may start now.
Candidate B ⌚ 1 minute	<p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. [the oblique '/' is included to make it as a choice.]</i></p> <p>What can you say about this point? Tell me about (e.g. Tell me about this point.)</p>
Interlocutor	<p>Thank you.</p> <p>Candidate A), do you think teenagers should own a license? Why?</p>
Candidates A ⌚ approx. 20 seconds	<p>.....</p>
Interlocutor	Thank you. (Candidate B) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i>

PART 2 : CANDIDATE BOOKLET

2A

GARDENING

Talk about gardening in the cities.

You should say:

- **what types of plants are suitable?**
- **where can you grow them?**
- **how to grow them?**
- **do you think it is already a culture in Malaysia to grow our own food? Why / Why not?**

PART 2 : CANDIDATE BOOKLET

2B

LICENSES

Talk about your opinion on teenagers having licenses.

You should say:

- **what is a suitable age for someone to own a license?**
- **why do you need a license?**
- **how to get a license?**
- **do you think having a license is important for teenagers? Why / Why not?**

E-waste

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.

E-waste is a problem in many developing countries. Place part 3 booklet, open at Task 3, in front of the candidates. Here are ways to manage e-waste 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 **how to manage e-waste**.

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 manage e-waste**.

Candidate A&B

⌚ 1 minute

.....

Interlocutor

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

You've been talking about **how to manage e-waste**, now let's hear your opinion on this. **To what extent can effective e-waste management reduce environmental and health problems 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.

PART 3

