

1. GARDENING
2. LICENSES

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. <i>Place Part 2 booklet, open at Task 2A, in front of Candidate A.</i> 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.
Candidates A ⌚ approx. 20 seconds	<i>Allow candidates 20 seconds to prepare.</i>
Interlocutor	All right? You may start now.
Candidate A ⌚ 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 B), do you like gardening? Why / Why not?
Candidate B ⌚ approx. 20 seconds	
Interlocutor	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> 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.
Candidate B ⌚ approx. 20 seconds	<i>Allow candidate 20 seconds to prepare.</i>
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), do you think teenagers should own a license? Why?
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

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

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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

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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

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Interlocutor

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

PART 3

