STUDENT PRACTICE WORKBOOK

SPM ENGLISH SPEAKING TEST

A4 PRINT EDITION | PARTS 1, 2 & 3

Speak clearly.
Develop your ideas.
Build a conversation.

With Cikgu Sanjay
Structured practice, accessible model answers and partner activities for Form 4 and Form 5 students.

Inside your module

- Test guide and useful phrases - pages 2-3
- Part 1: questions and model responses - pages 4-5
- Part 2: speaking plan and six topic cards - pages 6-12
- Part 3: strategies, three tasks and model interaction - pages 13-17
- Complete mock test - pages 18-19
- Progress checklist, practice plan and reference - page 20

Name: _____

Class: _____ Partner: _____

Original classroom practice material. This is not an official examination paper or a prediction of examination questions. Sample responses illustrate possible answers; students should use their own experiences.

01 / KNOW THE TEST

Your speaking test at a glance

The published Lembaga Peperiksaan sample uses two candidates, an interlocutor who leads the test, and a second examiner who listens. Follow the examiner's instructions throughout.

Part 1 | Interview | about 3-4 minutes
Answer personal and familiar-topic questions. Give a direct response; add a reason or relevant detail when useful.

Part 2 | Individual talk | about 3-4 minutes overall
Each candidate has about 20 seconds to prepare and speaks for about one minute. The other candidate answers a brief related question, for about 20 seconds. Then roles change.

Part 3 | Discussion
The sample provides about 20 seconds to prepare, two minutes to discuss options, one minute to decide, and a further question for both candidates (up to about two minutes). The sample labels this section 4-5 minutes; timings are approximate and examiner-controlled.

How to use this workbook

- Practise aloud before looking at each model answer.
- Use a timer and change partners regularly.
- Use planning space during lessons only; follow actual test rules on notes.
- Record one response, listen again and improve one specific feature.

Format reference: LP/KPM, Bahasa Inggeris (1119), format introduced from 2021, sample speaking items, printed pages 31-37. Source link and verification note: page 20.

02 / LANGUAGE TOOLKIT

Useful phrases that sound natural

Give an opinion

I think ... because ...
In my view, ...
For me, the main benefit is ...

Develop an idea

For example, ...
This means that ...
As a result, ...

Invite and respond

What do you think about ...?
You mentioned ... . I agree because ...
That is a good point. Another advantage is ...

Disagree politely

I see your point, but ...
That could work. However, ...
I would prefer ... because ...

Compare and decide

Both options are useful, but ... is more practical.
Shall we choose ...?
We have chosen ... because ...

Recover or clarify

Could you repeat the question, please?
What I mean is ...
Let me give an example.

Short drill
Choose three phrases. Use them in a one-minute conversation about school clubs. Phrases help communication; they do not replace ideas.

03 / PART 1 PRACTICE

Personal questions: build your answer

For familiar-topic questions, try Answer + Reason + Detail. Keep identification answers brief. Do not turn every question into a long speech.

You and your routine

- Where do you live?
- How do you usually get to school?
- What do you normally do after school?
- Which part of your day do you enjoy most?

School and learning

- Which subject do you enjoy most? Why?
- How do you prepare for a difficult test?
- Do you prefer studying alone or with friends?
- What would you improve about your school?

Free time and daily choices

- What do you enjoy doing at weekends?
- What kind of food do you like?
- How do you use your phone for learning?
- What do you do to stay healthy?

Partner activity
Ask four questions. Listen without interrupting. After each answer, ask one natural follow-up, such as "Why?" or "Can you give an example?"

My answer to one question:

04 / PART 1 MODELS

Short answers with enough detail

What do you normally do after school?

I usually have lunch and rest for a while. Then I do my homework before dinner because I find it easier to concentrate in the afternoon.

Which subject do you enjoy most?

I enjoy Science because I like finding out how things work. Last week, we did an experiment with simple circuits, and I found it interesting.

Do you prefer studying alone or with friends?

I prefer studying alone when I need to memorise facts because it is quieter. However, I study with friends when we need to discuss difficult questions.

How do you use your phone for learning?

I watch short explanation videos and check unfamiliar words in a dictionary app. I switch off notifications so I do not get distracted.

What do you enjoy doing at weekends?

I like playing badminton with my cousins. It keeps me active, and we usually have breakfast together afterwards.

Improve these answers

1. "I like music." Add a reason and one detail.
2. "I am go school by bus." Correct the verb.
3. "My favourite subject is English because good." Complete the reason.

Possible improvements: 1. I like music because it helps me relax; I listen to it after homework. 2. I go to school by bus. 3. My favourite subject is English because I enjoy reading stories.

05 / PART 2 STRATEGY

Plan four points. Speak for a minute.

Preparation | about 20 seconds
Read every bullet. Think of one relevant idea for each. Choose useful verbs and a specific example. Plan mentally; the writing space here is for classroom practice.

A flexible speaking route

- Introduce the topic in one sentence.
- Answer the first two prompts with clear details.
- Explain your experience or opinion with a reason.
- Address the wider question in the final prompt.

Manage your time

Aim to reach all four prompts within roughly a minute. Do not spend most of the time introducing yourself. Practise at your natural speaking speed; there is no official word count for your response.

Choose the right tense

Past experience: I visited ... / We travelled ... / I felt ...
Habit or opinion: I usually ... / I believe ...
Future plan: I would like to ... / I am going to ...

When your partner speaks
Listen carefully. You will answer a related question briefly. Give your own answer and a reason; you do not need to retell your partner's talk.

Classroom planning grid

Point 1: _____

Point 2: _____

Point 3: _____

Point 4: _____

06 / PART 2 TOPIC 1

A skill you learned

CLASSROOM CARD | Prepare: 20 seconds | Speak: about 1 minute

Talk about a skill you learned. You should say:

- what the skill is
- how you learned it
- why it is useful to you
- why teenagers should learn practical skills

Try first: four quick ideas

Model response - adapt it to your own experience
I would like to talk about cooking, which I started learning last year. My mother first taught me how to prepare fried rice. I watched her carefully, and then I tried making it myself at the weekend. At first, I added too much salt, but I improved with practice. This skill is useful because I can prepare a simple meal when my parents are busy. It also helps me spend less money on takeaway food. I think teenagers should learn practical skills because these skills make us more independent. We do not need to become experts immediately. Starting with a small task and practising regularly can make a big difference.

Question for your partner

What skill would you like to learn? Why?

Possible response: I would like to learn basic bicycle repair because I cycle regularly. It would help me deal with a puncture without always asking someone else for help.

After speaking: Did I cover all four points? Did I explain at least one reason? Did my verb tenses match my meaning?

06 / PART 2 TOPIC 2

A place you enjoyed visiting

CLASSROOM CARD | Prepare: 20 seconds | Speak: about 1 minute

Talk about a place you enjoyed visiting. You should say:

- where the place is
- when and with whom you visited it
- what you enjoyed doing there
- how visitors can behave responsibly

Try first: four quick ideas

Model response - adapt it to your own experience
A place I enjoyed visiting is Penang. I went there with my family during the school holidays last year. We stayed for two nights and explored George Town on foot. My favourite activity was looking for street art because each painting gave us something interesting to talk about. We also tried local food and visited a small museum. I enjoyed the trip because we spent time together without rushing from one place to another. Visitors should behave responsibly by using rubbish bins and respecting local residents. They should also ask permission before taking close-up photographs of people. These simple actions can make tourism more pleasant for both visitors and the local community.

Question for your partner

Do you prefer travelling with family or friends? Why?

Possible response: I prefer travelling with family because we rarely have a whole day together. A trip gives us time to talk and share new experiences.

After speaking: Did I cover all four points? Did I explain at least one reason? Did my verb tenses match my meaning?

06 / PART 2 TOPIC 3

A useful digital tool

CLASSROOM CARD | Prepare: 20 seconds | Speak: about 1 minute

Talk about a useful digital tool. You should say:

- what the tool is
- what you use it for
- how it has helped you
- how students can use technology responsibly

Try first: four quick ideas

Model response - adapt it to your own experience
A digital tool I find useful is the calendar app on my phone. I use it to record homework deadlines, tuition classes and school activities. Every Sunday, I check the coming week and add reminders for important tasks. Last month, it helped me finish a group project on time because I divided the work into smaller steps. I like this tool because it is simple and I already carry my phone with me. However, students should use technology responsibly. We should protect our personal information and avoid checking unrelated apps while studying. A tool is only helpful when it supports our work rather than distracts us. I still keep a small notebook as a backup.

Question for your partner

What do you do to avoid phone distractions?

Possible response: I put my phone on silent and keep it away from my desk. I check messages during a planned break instead of checking them constantly.

After speaking: Did I cover all four points? Did I explain at least one reason? Did my verb tenses match my meaning?

06 / PART 2 TOPIC 4

A healthy activity

CLASSROOM CARD | Prepare: 20 seconds | Speak: about 1 minute

Talk about a healthy activity. You should say:

- what the activity is
- when and where you do it
- why you enjoy it
- how schools can encourage healthy habits

Try first: four quick ideas

Model response - adapt it to your own experience
A healthy activity I enjoy is walking. I usually walk around the neighbourhood park with my sister on Saturday mornings. We walk for about half an hour and sometimes stop to watch the birds near the lake. I enjoy it because it helps me relax after a busy school week. It is also inexpensive, and I do not need special equipment apart from comfortable shoes. I think schools can encourage healthy habits by organising enjoyable activities that suit different abilities. For example, a walking club could welcome students who do not enjoy competitive sports. Schools could also teach students how to plan balanced meals. Small, realistic changes are easier to maintain than very strict routines.

Question for your partner

Would you rather exercise alone or with someone? Why?

Possible response: I would rather exercise with someone because we can encourage each other. Having a partner also makes it easier to keep a regular routine.

After speaking: Did I cover all four points? Did I explain at least one reason? Did my verb tenses match my meaning?

06 / PART 2 TOPIC 5

A purchase you saved for

CLASSROOM CARD | Prepare: 20 seconds | Speak: about 1 minute

Talk about a purchase you saved for. You should say:

- what you bought
- how you saved the money
- whether it was worth buying
- why young people should plan their spending

Try first: four quick ideas

Model response - adapt it to your own experience
I recently bought a new school bag after saving for three months. My old bag had a broken zip, so I needed a replacement. I saved part of my weekly pocket money and avoided buying snacks that I did not really need. Before buying the bag, I compared prices and checked whether it was comfortable to carry. I think it was worth buying because it is strong and has enough space for my books. Saving for it also made me appreciate it more. Young people should plan their spending so that they can separate needs from wants. A simple budget helps us avoid spending all our money at once and leaves something for unexpected expenses.

Question for your partner

How do you decide whether to buy something?

Possible response: I ask myself whether I need it and whether I can afford it. I also compare a few options before making a decision.

After speaking: Did I cover all four points? Did I explain at least one reason? Did my verb tenses match my meaning?

06 / PART 2 TOPIC 6

A school activity you remember

CLASSROOM CARD | Prepare: 20 seconds | Speak: about 1 minute

Talk about a school activity you remember. You should say:

- what the activity was
- what you did
- what made it memorable
- how school activities help students develop

Try first: four quick ideas

Model response - adapt it to your own experience
A school activity I remember well is a reading programme for younger pupils. Our English club organised it at a nearby primary school earlier this year. I worked with a friend to read a short story and prepare a simple word game. At first, I felt nervous because the children were very energetic. However, they became interested when we used different voices for the characters. The best moment was seeing a shy pupil volunteer to read a sentence aloud. This experience taught me to be patient and explain ideas clearly. School activities help students develop because they give us responsibilities outside the classroom. They also allow us to practise teamwork while doing something useful for other people.

Question for your partner

What activity would you like your school to organise?

Possible response: I would like a skills day where students can try cooking, first aid and simple repairs. It would be enjoyable and useful outside school.

After speaking: Did I cover all four points? Did I explain at least one reason? Did my verb tenses match my meaning?

07 / PART 3 STRATEGY

Discuss, compare and decide together

Part 3 is a conversation. Listen and respond to your partner's ideas while adding your own. Avoid taking turns to deliver separate memorised speeches.

During preparation

Read the main question and the six options. Think about why some options are useful and what practical limitations they have.

During the discussion

- Introduce one relevant option and explain it.
- Ask your partner for an opinion and respond to the answer.
- Compare options using cost, time, access or likely impact.
- Develop selected ideas; do not simply read all the labels.

During the decision stage

Choose together and justify the choice. If you disagree, explain your reasons and work towards a decision. The quality of your reasoning matters more than choosing a particular option.

During the further question

Both candidates should contribute. Give a view, explain why and use a realistic example. Respond to your partner when useful. This stage asks you to think beyond the original options.

Conversation repair
Partner is quiet: "What do you think about this option?"
Partner speaks for too long: "Can I add something here?"
You need to clarify: "Do you mean that ...?"

Mini-drill

Discuss this statement for one minute: "Every student should join a school club." Include one reason, one example and one polite response to your partner.

08 / PART 3 TASK 1

Make our school greener

PAIR WORK | Discuss: about 2 minutes | Decide: about 1 minute

Discussion question

How can students help make their school greener?

use refillable bottles	reduce food waste
reuse paper	walk or cycle safely
grow suitable plants	separate recyclables

Decision question

Which action would be the most practical starting point for your school?

Further question

Who should take greater responsibility for protecting the environment: individuals or organisations?

Discuss before reading these possible ideas

Decision: Refillable bottles are a practical start if safe drinking-water refills are available. The habit can be repeated daily, but buying a new bottle should not be necessary if students already have one.

Further question: Individuals can change daily habits, while organisations can improve systems such as waste collection. Both are needed; people cannot recycle effectively without suitable facilities.

Our choice and two supporting reasons:

08 / PART 3 TASK 2

Help teenagers manage stress

PAIR WORK | Discuss: about 2 minutes | Decide: about 1 minute

Discussion question

What can help teenagers manage everyday stress?

plan their time	get enough rest
be physically active	talk to someone trusted
take enjoyable breaks	set realistic goals

Decision question

Which option should a busy student try first?

Further question

How can schools balance academic expectations with student well-being?

Discuss before reading these possible ideas

Decision: Planning time could come first because it helps a student see what must be done. However, a student who feels overwhelmed may benefit from talking to someone trusted before making a plan.

Further question: Schools can spread major deadlines and offer support when students struggle. Students also need clear expectations and chances to take part in enjoyable activities.

Our choice and two supporting reasons:

08 / PART 3 TASK 3

Encourage reading

PAIR WORK | Discuss: about 2 minutes | Decide: about 1 minute

Discussion question

How can schools encourage teenagers to read more?

offer varied books	create comfortable spaces
hold book-sharing sessions	provide digital reading
give students choice	set regular reading time

Decision question

Which approach would best encourage reluctant readers?

Further question

Is digital reading as valuable as reading printed books?

Discuss before reading these possible ideas

Decision: Giving students a choice may help reluctant readers find something they enjoy. Short stories, comics and factual texts can all provide an accessible starting point.

Further question: Both can be valuable if readers engage with the text. Digital texts are convenient, while printed books may reduce distractions. The purpose and reading habits matter more than the format alone.

Our choice and two supporting reasons:

09 / PART 3 MODEL

A conversation that develops ideas

Based on Task 1: Make our school greener

A: I think using refillable bottles would help because students would buy fewer disposable ones. What do you think?

B: I agree, especially if the school has safe water-refill stations. However, reducing food waste is also important. Some students buy more than they can finish.

A: That is true. Smaller portions might help. Students could buy more only if they are still hungry.

B: Yes. Separating recyclables could work too, but we would need clear labels on the bins. Otherwise, the rubbish might get mixed together.

A: Exactly. Growing plants could improve the school environment, although someone would need to look after them during the holidays.

B: So refillable bottles and reducing food waste seem easier to maintain. Both are habits students can practise every day.

Model decision
A: Shall we choose refillable bottles as our starting point? Our school already has water-refill stations.
B: Yes. Students can use bottles they already own, so the cost could be low.
A: Then we have chosen refillable bottles because the facilities are available and the habit is easy to repeat.

Why this works

- Both candidates explain ideas and respond to each other.
- They consider practical conditions instead of repeating labels.
- They compare options before giving a reasoned decision.

This is an illustration of useful interaction, not a fixed-length script. Practise with a timer and develop ideas naturally; do not memorise it word for word.

10 / FULL MOCK TEST

Mock test: interview and individual talks

ORIGINAL PRACTICE SET | Work in a pair; a third person can act as interlocutor.

Part 1 | Ask both candidates in turn

- What is your name, and where do you live?
- What do you usually do before going to school?
- What do you enjoy doing with your friends?
- What is one thing you would like to learn this year? Why?

Part 2 | Candidate A: A helpful person
Talk about someone who helped you.
Say who the person is; what the person did; how you felt; and why helping others matters in a community.

Related question for Candidate B: When did you last help someone? What did you do?

Part 2 | Candidate B: An enjoyable day out
Talk about a day out you enjoyed.
Say where you went; who went with you; what made the day enjoyable; and how people can enjoy their free time without spending much money.

Related question for Candidate A: Where would you like to go for a day out? Why?

Interlocutor routine

Give each speaker about 20 seconds to prepare, then about one minute to speak. Ask the partner the related question and allow a brief answer of about 20 seconds. Change roles. Move to Part 3 on the next page.

Teacher notes on relevance, development and clarity:

11 / FULL MOCK TEST

Mock test: paired discussion

Part 3 | Discussion question

What can a school do to help new students feel welcome?

Six discussion options
1. Arrange a buddy system
2. Organise school tours
3. Hold club introduction sessions
4. Provide a simple student guide
5. Plan friendly class activities
6. Introduce trusted staff members

Decision question

Which option would be the most helpful during a new student's first week?

Further question

What can students learn from friendships with people from different backgrounds?

Interlocutor routine

Allow about 20 seconds to look at the task. Let the pair discuss for about two minutes. Then ask the decision question and allow about one minute. Finally ask the further question and invite both candidates to contribute, allowing up to about two minutes.

Possible ideas - read after attempting the test
A buddy system gives a new student someone to ask for help. A school tour is useful for finding classrooms, but ongoing support may be more helpful throughout the week. Friendships across backgrounds can teach respect and challenge assumptions. Other well-explained answers are equally acceptable.

One strength I noticed in my partner:

One thing we will improve in our next discussion:

12 / REVIEW AND NEXT STEPS

Track progress through practice

Student checklist | Tick after each practice

- [ ] I answered the question and addressed the prompts.
- [ ] I added reasons, details or relevant examples.
- [ ] My verb tenses and vocabulary communicated my meaning.
- [ ] My voice was clear and my pace was easy to follow.
- [ ] I listened, responded and invited my partner to contribute.
- [ ] I recovered calmly when I made a mistake.

This checklist is for learning and feedback. It is not an official marking rubric, band descriptor or score conversion.

A simple seven-day practice plan

Day 1: Answer six Part 1 questions aloud.
Day 2: Record Part 2 Topic 1; improve one answer.
Day 3: Try two more Part 2 topics with a partner.
Day 4: Practise discussion phrases using Task 1.
Day 5: Complete Tasks 2 and 3; swap partners.
Day 6: Attempt the full mock test without reading models.
Day 7: Repeat your hardest task and compare recordings.

Teacher feedback

Strength: _____

Next target: _____

Practice date: _____ Review date: _____

Format reference and material notes

Lembaga Peperiksaan, Kementerian Pendidikan Malaysia. Format Pentaksiran Bahasa Inggeris yang Dijajarkan kepada CEFR, SPM mulai tahun 2021, sample items 1119/3, printed pages 31-37. Official document consulted via a publicly accessible mirror. Format checked on 14 October 2026. Confirm any later administrative instructions with your school.

Read the published speaking sample (PDF)

All practice questions, examples, speaking frameworks and checklists in this workbook are original teaching materials. Suggested answers are flexible examples; personal answers may differ.