



**KEMENTERIAN PENDIDIKAN MALAYSIA**  
Pejabat Pendidikan Daerah Penampang



**SET 4**

**MODUL SPM 2021**  
TASK FORCE BAHASA INGGERIS  
DAERAH PENAMPANG

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**SET 4: PAPER 1 (1119/1)**

**Reading and Use of English [40 marks]**

[Time: 1 hour 30 minutes]

**PART 1: Reading - Short Texts [8 marks]**

You **must** answer this question.

**Questions 1 to 8**

*Read the text carefully in each question. Choose the **best** answer. For each question, mark the correct answer **A**, **B** or **C** on your answer sheet.*

The rise in influenza A (H1N1) cases has again raised concern among the public. I realized that I needed to get vaccination. However, when I read in the newspapers about the process, I became worried that it would be a big hassle. On the contrary, it was a painless process. I checked out the list of participating clinics, choose one, walked in and registered to get the vaccination. The nurses there were very helpful, answered all my queries and I got vaccinated. It was as simple as that.

Manminder Jaj, Kuala Lumpur

- 1** In the letter above, Manminder Jaj expresses his
- A** relief that vaccination was hassle-free.
  - B** gratitude to the newspapers for reporting the case.
  - C** satisfaction that there were many walk-in vaccination centres.

Straining to hear each day, even when using powerful hearing aids? Cochlear implants work differently. Rather than amplifying sounds, they use technologically advanced electronic parts to help provide access to the sounds you have been missing. This might be a viable option if your hearing aids are not doing what they had been doing for you.

- 2** We can assume that a cochlear implant
- A** is for people who cannot hear clear sounds.
  - B** is the next option for people using hearing aids.
  - C** is an electronic medical device that makes sound louder.

Door handles and supermarket trolley cart hands are full of germs. These germs spread easily from one person to another, exposing people to illnesses such as the flu. Is there any way to destroy these germs at the handles themselves? After much experimentation, two teenagers, Sun Ming Wong, 17, and King Pong Li, aged 18, developed a bacteria-killing door handle using titanium oxide. It is said that their solution can destroy 99.8% of all bacteria and viruses. The entire device costs around US\$13.

**3** Which of the following is true?

- A.** The door handle kills germs.
- B.** The door handle improves security.
- C.** The door handle replaces the need for medication.

The use of energy-saving lighting is increasing as more people are becoming aware of its benefits. If you use one energy-saving bulb for four hours a day, you could save up to RM24.00 in a year in electricity costs. Multiply that by the number of light bulbs in your house and you will save more. If every household in the country replaces three 60W incandescent light bulbs with 12W compact fluorescent bulb, this will lead to almost RM500 million in savings nationally per year.

**4** Which of the following is true?

- A.** using only one light bulbs for four hours a day.
- B.** replacing incandescent light bulbs with energy-saving ones.
- C.** Increasing awareness of the benefits of lighting in the country.

To boost your battery more quickly, turn on the airplane mode. This pauses your phone's background noise, such as random notifications and GPS roaming, which tends to drain the battery. The extra juice won't be much, but when you're in a hurry, every little bit helps.

**5** Which word in the advice given means 'stops'?

- A.** tends
- B.** boost
- C.** pauses

MyFlight is a smart, straightforward, flight tracking app that has the best coverage of airlines and airports. This app will help you get updated about flight status – even if you don't have internet coverage – and helps you manage your time at the airport, breaking down each flight into four stages; check in, boarding, take-off and landing time. Just download MyFlight for free in your iOS and Android devices.

6 Which of these statements about the app is **true**?

- A. It only has coverage of airports.
- B. You do not have to pay for this app.
- C. It only helps you when boarding a plane.

Did you know that long, hot showers can use five to ten gallons every unneeded minute? Try installing water-saving shower heads and low-flow faucet aerators. "Low-flow" means it uses less than 2.5 gallons per minute.

7 We can cut down on water usage by

- A. Installing high-flow faucet aerators.
- B. Installing water-saving shower heads.
- C. Taking away aerators from household faucets.

**GET ENOUGH SLEEP**  
You will feel more refreshed!

8 The message in the sign suggests that if we get enough sleep, we will feel

- A. peaceful.
- B. energetic.
- C. rejuvenated.

**PART 2: Cloze Text [10 marks]**

**Questions 9 to 18**

Read the text below and choose the **best** word for each space. For each question, mark the correct letter **A, B, C or D** on your answer sheet.

**Can Technology Replace the Educator?**

With the advent of technology, one can learn what the heart wants as and (0) when he likes, all at the click of a button. In recent years, the shift from print to digital (9) \_\_\_\_\_ how we learn. This transformation increases learning opportunities. Digital learning allows students to (10) \_\_\_\_\_ their own learning. They are more interactive and students have the option to pace their own learning. It (11) \_\_\_\_\_ them to learn.

The educator acts as a facilitator to guide their students to study (12) \_\_\_\_\_ with a digital learning tool if they wish to do so. They learn to explore, make decisions, solve problems (13) \_\_\_\_\_ memorizing facts from textbooks. Digital learning (14) \_\_\_\_\_ creativity and lets children feel a sense of accomplishment that encourages further learning.

Technology serves as a tool for the educators. As a matter of (15) \_\_\_\_\_, it frees up the teacher's time so that the teacher can give individual attention to students who need the one-to-one interaction. Classroom time can be used for carrying out discussions, engaging (16) \_\_\_\_\_ activities with teams and completing class projects. Such interactions are vital (17) \_\_\_\_\_ their emotional and mental development. Thus, digital learning can (18) \_\_\_\_\_ substitute the conventional method of learning but serves to complement it.

Sourced from: <http://www.panworldeducation.com/2017/03/23/benefits-of-digital-learning-over-traditional-education-methods/>

- |     |                |                |                 |              |
|-----|----------------|----------------|-----------------|--------------|
| 0.  | A how          | B what         | C when          | D why        |
| 9.  | A has impacted | B have trained | C has recreated | D had remade |
| 10. | A change       | B customize    | C adjust        | D shape      |
| 11. | A permits      | B influences   | C empowers      | D allows     |
| 12. | A before       | B prior        | C advance       | D ahead      |
| 13. | A instead of   | B more than    | C in addition   | D even so    |
| 14. | A causes       | B inspires     | C energizes     | D infects    |
| 15. | A truth        | B concern      | C fact          | D decision   |
| 16. | A in           | B on           | C with          | D by         |
| 17. | A for          | B at           | C over          | D on         |
| 18. | A always       | B surely       | C definitely    | D never      |



### **PART 3: Reading – Longer Text [8 marks]**

#### **Questions 19 to 26**

*You are going to read an extract from a novel. For Questions 19 to 26, choose the correct answer (A, B, C or D).*

An oil spill is the release of a liquid petroleum hydrocarbon into the sea or coastal waters. It can be due to releases of crude oil from tankers, offshore platforms, drilling rigs as well as spills of refined petroleum products (such as gasoline, diesel) and their by-products, heavier fuels used by large ships such as bunker fuel, or the spill of any oily refuse or waste oil. Oil waste dumping and spills wreak havoc on the surrounding wildlife and habitat. They threaten the extinction of several plant and sea animal species. Gas and oil pipelines have polluted many creeks and rivers, swamping prime pastures and cropland.

More often it is the consumers of oil, not the ships that transport it, who are responsible for most of what finds its way into the ocean. For example, oil runoff from cars and trucks is increasing in coastal areas where the population is growing and roads and parking lots are expanding to accommodate it. Rivers are being polluted by oil in waste water or the improper disposal of petroleum products. For instance, land runoff and recreational boating account for nearly three-quarters of the 25 million gallons of petroleum released into the sea annually through the consumption of petroleum. Other sources of oil from human activities include military and commercial jets that occasionally dump excess fuel into the ocean and ships that release oil from their engines while at port or sea.

Oil spills have already proven to have a great impact on ecosystems. They are generally much more damaging at sea than on land since they can spread for hundreds of nautical miles in a thin oil slick which can cover beaches with a thin coating of oil. This can kill sea birds, mammals, shellfish and other organisms it coats. The effects of oil on marine life are caused by either the physical nature of the oil including physical contamination and smothering or by its chemical components such as the toxic effects and accumulation leading to tainting.

The animals and plants most at risk are those that come into contact with a contaminated sea surface such as marine animals and reptiles, birds that feed by diving or forming flocks on the sea and marine life on shorelines. In coastal areas, some marine mammals and reptiles, such as turtles, may be particularly vulnerable to adverse effects from oil contamination because of their need to surface to breathe and to leave the water to breed. Adult fish living in or near the shore and in shallow water nursery grounds maybe at greater risk to exposure from dispersed or dissolved oil.

Oil spills also have a serious economic impact on coastal activities and on those who exploit the resources of the sea. In most cases, such damage is temporary and is caused primarily by the physical properties of oil creating nuisance and hazardous conditions. Industries that rely on a clean supply of seawater for their normal operations are bound to be adversely affected by oil spills. If substantial quantities of floating or sub-surface oil are drawn through intakes, contamination of the condenser tubes may result, requiring a reduction in output or total shut down for cleaning to be carried out. Damage can include pollution of water resources and contamination of the soil. This causes damage to vegetation, livestock and therefore, to the health of the human body itself.

Clean-up and recovery from an oil spill is difficult and depends upon many factors, including the type of oil spill, the temperature of the water and the types of shorelines and beaches involved. Spills may take weeks, months or even years to clean up. Marine life may also be affected by clean-up operations or indirectly through physical damage to the habitats in which plants and animals live.

(Adapted from 'Oil in the Sea' <http://www.american.edu/TED/projects/tedcross/xoilpr>)

- 19** In paragraph 1, how does the writer define oil spills?
- A.** The extinction of marine life.
  - B.** The damage done to the ecosystem.
  - C.** The release of gasoline and diesel from large ships.
  - D.** The discharge of liquid petroleum hydrocarbon into the ocean.
- 20** In paragraph 2, the following activities by consumers of oil cause oil spills except
- A.** release of waste water into rivers.
  - B.** improper disposal of petroleum products.
  - C.** oil runoff from cars and trucks in coastal area.
  - D.** distribution of gas and oil through gas and oil pipelines.
- 21** In paragraph 3, how does the writer describe the impact of oil spills on the ecosystem?
- A.** It only kills marine life.
  - B.** It damages the habitat of sea birds and mammals.
  - C.** The physical nature of the oil causes more damage.
  - D.** It causes more damage to the sea as it covers the surface of the water.
- 22** In paragraph 4, marine mammals and reptiles are in danger because of their need to
- A.** breed in water.
  - B.** dive into the sea.
  - C.** surface to breathe.
  - D.** form flocks on the sea.
- 23** The following are effects of oil spill on coastal activities except
- A.** it can make humans sick.
  - B.** it can destroy crops and animals in farms.
  - C.** it can cause the closure of the company for damaged products.
  - D.** it can disable industries from getting clean seawater for their daily operations.

- 24** Why is it difficult to recover from an oil spill?
- A.** A vast area of the ocean is covered in oil.
  - B.** Ships transport bunker oil on a daily basis.
  - C.** Physical properties of oil creates nuisance and hazardous conditions.
  - D.** Fishes may be at greater risk due to exposure to dispersed or dissolved oil.
- 25** How does the writer feel about the clean-up and recovery from an oil spill in the last paragraph?
- A.** Oil spills takes weeks to happen.
  - B.** It needs law enforcement to reduce oil spills.
  - C.** It affects marine life and habitats in terms of physical damage.
  - D.** It depends on many factors such as the type of spill, water temperature and types of
- 26** What is the objective of the writer writing this article?
- A.** To remind us the aftermath of oil spills.
  - B.** To tell us the process of oil spill clean-up.
  - C.** To show the importance of oil spill cleaning.
  - D.** To not pollute the shores and beaches with oil spill.

**PART 4: Gapped Text [6 marks]**

**Questions 27 to 32**

*You are going to read an article about being a wise shopper.*

*Six sentences have been removed from the article. Choose from the sentences **A to H** the one which fits each gap (**27 to 32**).*

*There are two extra sentences which you do not need to use.*

**Resilience**

When Dan Harvey ran forward to take the jump from the tramp in the gymnastics room, he was thrown forward into the concrete pit. He felt a spark of pain in his neck and then he realized that he could not move.

Sensing that something was wrong, the teachers and students got him out of the pit. The doctor told the parents the bad news. **27** \_\_\_\_\_. His parents were so devastated. I went to see him as often as I could. I kept hoping that Dan will recover or at least be a sporty, active paraplegic. That happened in the movies but it didn't happen in Dan's life. Dan's first powered wheelchair was the bulky Invacare Storm. **28** \_\_\_\_\_. Finally, he settled on one that was smaller and easier to handle.

Dan's parents went to a lot of trouble to convert their house into a user-friendly one for Dan. They purchased an adjustable bed, built another bathroom and installed a lift in the house. **29** \_\_\_\_\_.

Dan went back to school and mercifully found that he was quite a talented student. **30** \_\_\_\_\_. In 2008, he became the first disabled Canadian owner of a van using a computer system.

That December I took a ride with him and it was an amazing experience. I laughed when the computer misheard the voice instructions and turned on the wipers or the lights randomly. **31** \_\_\_\_\_.

I tried to spend some quality time with Dan when I could. I too had my share of lessons from this experience. **32** \_\_\_\_\_. I learned to operate a lift and strap a wheelchair into a van.

I learned about resilience as Dan tried his best to deal with the many problems the disabled have to live with. I learned that it is all right to cry a little when life is not what we expected it to be.

- A** He didn't like it and soon tried another.
- B** He couldn't continue on the course.
- C** It was like science fiction of the future but it was very much here!
- D** I learned to sit quietly beside a person who needs my presence.
- E** I found that I was capable of running my own sports activities.
- F** They even bought a wheelchair-accessible van.
- G** He managed to complete a course in media and communications.
- H** They said that he will have to use a wheelchair for the rest of his life.

**Part 5: Matching and Information Transfer [8 marks]**

**Questions 33 to 40**

*We interviewed six passers-by on the road individuals about their views on whether children should have smartphones. Read the texts below and answer the questions that follow.*

**Should Children have Smartphones?**

**A- Mr Wong, 35 years old**

I think we should allow children to have smartphones. A smartphone can act as a medium of communication between children and parents. Most of the time, many parents are busy that they don't have enough time to talk to their children. With a smartphone, children can share every moment in their life with their parents through apps such as WhatsApp, WeChat or Messenger. Therefore, the barrier between parents and children can be reduced.

**B- Zi Yi, 28 years old**

I think we should allow children to have smartphones. Children can use smartphones to set reminders for urgent issues. For example, children can set reminders for the deadlines of their homework, the dates of the next upcoming tests and their friend's birthdays. In this way, children's life can be more organized with the help of smartphones.

**C- Izzul, 31 years old**

I think it is a good idea to allow children to have smartphones. Children's safety can be guaranteed if they own smartphones. Every smartphone will come with a pre-installed app called Google Maps. In this way, parents can know the locations of their children easily. All it takes is asking the children to send their parents their locations through WhatsApp or WeChat when emergency happens. As a result, the parents can find their children and give them help immediately.

**D- Phillip, 25 years old**

I think children should not have smartphones. Studies have found a considerable link between using smartphones and getting less sleep among teenagers. Teenagers who don't sleep enough may perform poorly in school and are at the higher risk of obesity. Besides, radiation is another health concern. Smartphones work through radio waves, which is a form of radiation. Although research still hasn't definitely linked smartphone's radiation to health problems, parents might want to protect their children from this potential danger.

**E- Jessica, 29 years old**

I do not think children should have smartphones. A smartphone gives children access to almost everything on the Internet, including graphic, disturbing or illegal content. Unless parents are always available to guide their children while surfing the Internet with their smartphones, I think children should not have smartphones until they are mature enough to handle the negative content.

**F- Peter, 25 years old**

I do not think children should have smartphones. Children are immature. If they are allowed to use smartphones, cyberbullying might happen. With so many young people active on social media, some may say or do hurtful things to others in order to win the approval of their peers. As a consequence, the victimized kids may feel rejected or ostracized when negative comments, pictures and videos about them go viral on the Internet.

**Questions 33 to 36.**

*Which paragraph (A – F) describes the following opinions?*

*Mark your answers on the separate answer sheet.*

	<b>Statements</b>	<b>Paragraph</b>
<b>33</b>	With smartphones, the safety of children can be guaranteed as parents can know their whereabouts easily.	_____
<b>34</b>	Children should not have smartphones as they are not mature enough to choose the appropriate content.	_____
<b>35</b>	Smartphones might cause some children to bully their peers on the Internet.	_____
<b>36</b>	Smartphones can improve communication between parents and children.	_____

**Questions 37 to 40**

*Complete the notes below using information from the text. Choose no more than one word from the passage for each answer.*

*Mark your answers on the separate answer sheet.*

**Should Children have Smartphones?**

- Teenagers can become more organized with smartphones as they can use their smartphones to set **(37)** \_\_\_\_\_ for the tasks that require their immediate attention.
- Parents should not allow their children to use smartphones if they are too busy to **(38)** \_\_\_\_\_ their children when surfing the Internet.
- When emergency happens, children can send their **(39)** \_\_\_\_\_ to their parents with smartphones so that their parents can find them and offer them help immediately.
- Lack of sleep and **(40)** \_\_\_\_\_ are two health concerns that many parents are worried about.

**SET 4: PAPER 2 (1119/2)**

**Writing [60 marks]**  
[Time: 1 hour 30 minutes]







**PART 3: Extended Writing**

**[20 marks]**

Write an answer to **one** of the questions **3 – 5** in this part. Write your answer in **200-250 words** in an appropriate style on this question paper. Put the question number on the space at the top of the answer space.

**Question 3**

Your teacher has asked you to write a story for the school magazine. The story must have this title:

**My unforgettable innovation invention experience**

Your story should include:

- a recount of the experience
- what lessons you have learnt from the experience

Write your **story**.

**Question 4**

You recently read this notice on the board at the School English Corner Section.

**Reviews required!**

Have you read any books about digital or web-based games recently? Send us your book review. Tell us what the book is mainly about and say what you enjoyed most about the book. Would you recommend the book to your friends? Why?

The best review will be published in the coming school magazine.

Write your **review**.





**SET 4: PAPER 3 (1119/3)**

**Speaking [24 marks]**

[Time: 13 minutes]

## 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**

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**

Where do you live/ come from?

Do you live in ...?

**B**

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 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 every day?

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/

Thank you

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. Most favourite gadget.  
2. Most favourite science fiction movie**

**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 most favourite gadget**.  
First, you have some time to think about what you are 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 this point.**

**Interlocutor** Thank you.  
(Candidate B), what is your most favourite gadget? 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 most favourite science fiction movie**. First, you have some time to think about what you are 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 this point.**

**Interlocutor** Thank you.  
(Candidate A), what is your most favourite science fiction movie? Why?

**Candidate A**  
⌚ approx.  
20 seconds  
.....

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



**Impacts of online games**

**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.

**In this science and technology era, it is important to be tactful to play online games because there are many impacts on teenagers.**

*Place Part 3 booklet, open at Task 3, in front of the candidates. Here are some impacts on online games 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 impacts of online games.**

**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 positive impacts of online games.**

**Candidates A&B** .....  
⌚ *1 minute*

**Interlocutor** Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*  
You've been talking about the impacts of online games, now let's hear your opinion on this. **Does online games bring better or bad influences to teenagers nowadays?**

*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.

**Most favourite gadget.**

**Talk about your most favourite gadget.**

**You should say:**

- **what it is**
- **when did you get it**
- **who gave it to you**
- **why do you like it**

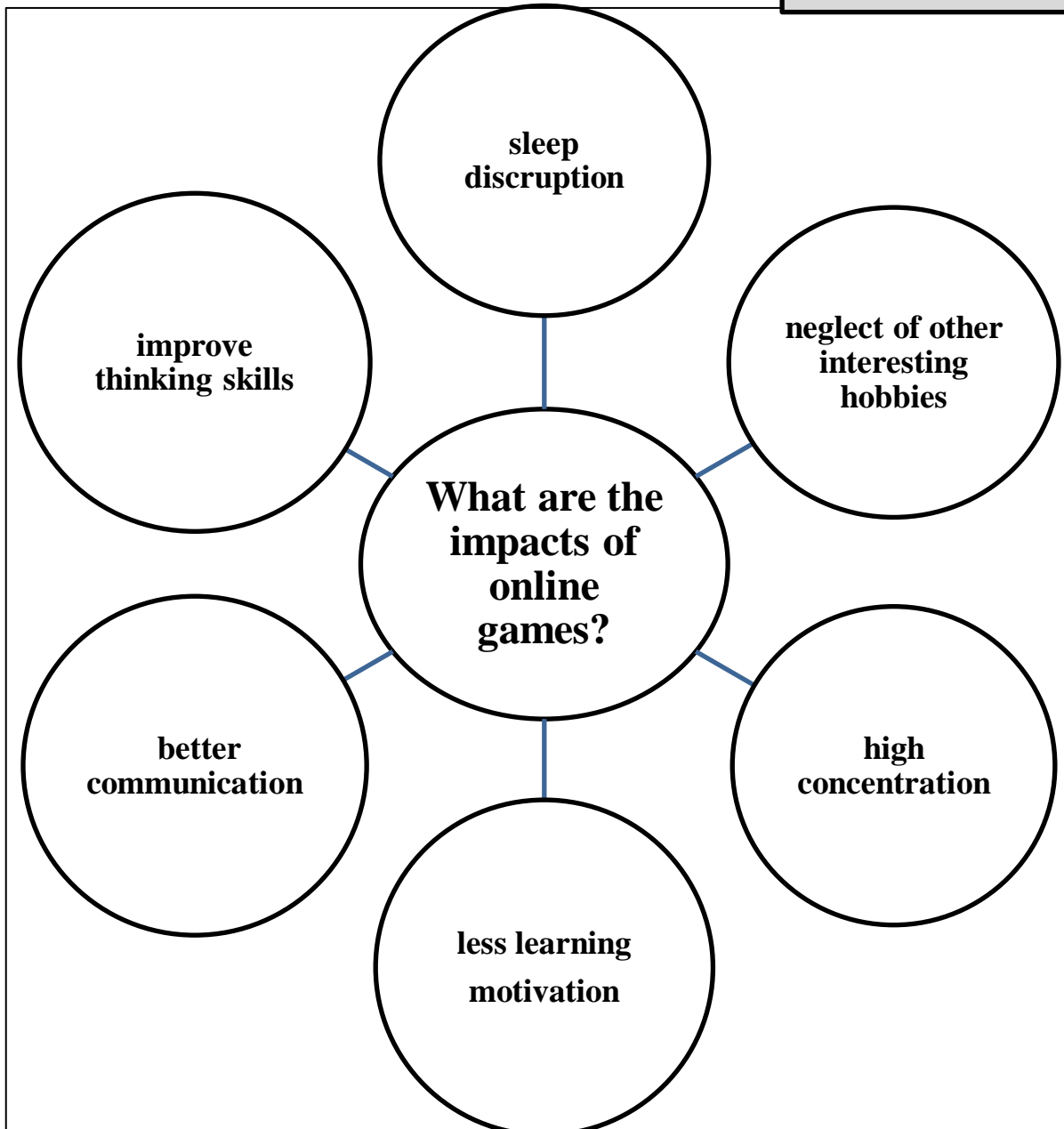
**Most favourite science fiction movie**

**Talk about you most favourite science fiction movie.**

**You should say:**

- **what the movie is**
- **what qualities the main character has**
- **why you chose the movie**
- **what is the lesson that you learnt from the movie**

**TASK 3**



**SET 4: PAPER 4 (1119/4)**

**Listening [30 marks]**

[Time: 40 minutes]

## Part 1 [7 marks]

### Questions 1 – 7

*You will hear people talking about gadgets and online games.. For questions 1 to 7, choose the correct answer (A, B or C).*

*You will hear each recording **twice**. Answer all questions.*

- 1 When did Apple introduce the iPhone 12 and iPhone 12 mini?  
A October 13, 2020  
B October 30, 2020  
C 2016
  
- 2 How many people played Minecraft monthly in 2020?  
A 126 people  
B 1260 people.  
C 126 million people
  
- 3 What is Mobile Legends?  
A Mobile Legends is a PC.  
B Mobile Legends is one of a sports game.  
C Mobile Legends is a multiplayer online battle arena (MOBA)
  
- 4 Who is the developer of Osu game?  
A Pete  
B Peppy  
C Peter.
  
- 5 What is the main stumbling block for players who wish to play this game?  
A creativity  
B hand phone  
C money
  
- 6 The main differences between android and IOS are...  
A their operating systems.  
B both expensive yet "sucks".  
C android phones are the best but IOS is excellent
  
- 7 Why do people prefer desktop to laptop?  
A because it is portable.  
B because it is cheaper than laptop  
C because of its wide variety of component options

## Part 2 [8 marks]

### Questions 8 to 15

You will hear Ken talking about his jet ski experience. For questions **8 to 15**, choose the correct answer (**A**, **B** or **C**).

You will hear the recording **twice**. Answer all questions.

- 8 What made Ken confident that he could ride the jet ski easily?  
A He had a guide to give him instructions.  
B He had been riding on his motorcycle for 2 years.  
C He thought that riding a jet ski would be the same as riding a motorcycle.
- 9 When doing a turn, a jet ski rider needs to do the following except  
A slow down.  
B lean his body.  
C increase speed.
- 10 When did Ken decide to give up?  
A When he noticed that the jet ski had no steering or brakes.  
B After trying to ride the jet ski near the beach for 10 minutes.  
C When he found out that the jet ski operates differently from a motorcycle.
- 11 Why was Ken shocked when he was sitting behind Herman?  
A He almost fell off the jet ski.  
B He thought that he would enjoy the ride.  
C He did not expect the high waves and strong winds.
- 12 Ken said that riding a jet ski was not fun because  
A he had broken his bones  
B there were sharks in the water  
C it was a dangerous bumpy ride
- 13 How did Ken feel when he saw Anuar enjoying his jet ski ride?  
A Useless  
B Envious  
C Amazed
- 14 What made Ken change his mind about jumping into the water?  
A His prayers.  
B The life-jacket.  
C Anuar's happy face.
- 15 Why was Ken fond of his life-jacket?  
A It saved his life.  
B It enabled him to swim.  
C It led him to the freshwater lake

**Part 3 [5 marks]**

**Questions 16 to 20**

*You will hear five short extracts in which students are talking about advantages of shopping online. For questions **16 to 20**, choose from the list (**A to G**) what each speaker says. Use the letters only once. There two extra letters which you do not need to use.*

*You will hear the recording **twice**. Answer all questions.*

- A** It can save time.
- B** Products are cheaper.
- C** You do not need to wait in a queue.
- D** Online stores are open at only certain times.
- E** You can save on transportation expenses.
- F** You can shop at any time you want.
- G** Physical stores provide more discounts.

Speaker 1		16
Speaker 2		17
Speaker 3		18
Speaker 4		19
Speaker 5		20



## Part 4 (10 marks)

### Questions 21 to 30

You will hear a blogger, Carol talking about achieving goals. For questions **21 to 30**, fill in the missing information in each numbered space.

Use **NO MORE THAN ONE WORD** for each space.

You will hear each recording **twice**. Answer all questions.

### Setting and Achieving Goals

When Carol first started blogging, it was \_\_\_\_\_ (21) about her homework and exam. Later, she wrote about dreams and goals as an \_\_\_\_\_ (22) to herself and others. Carol says that the most \_\_\_\_\_ (23) aspect about goal setting is knowing what we want in life and the biggest mistake is setting goal that does not really \_\_\_\_\_ (24) to us.

Most bloggers make a \_\_\_\_\_ (25) in their goal setting because they try to do everything at once. They waste a lot of time as they are not \_\_\_\_\_ (26) on their strategies and plans. Therefore, she advises new bloggers to ensure that they choose actions and strategies that give the \_\_\_\_\_ (27) that they want.

From her experience, it is useless to be active on social media channels that do not \_\_\_\_\_ (28) readers to her blogs. Carol believes that \_\_\_\_\_ (29) is part of life and the most important thing is to never give up but learn from our failures. She gets her \_\_\_\_\_ (30) from taking action and getting started with what she loves to do.

## ANSWER KEY FOR PAPER 1 (1119/1)

### PART 1: READING – SHORT TEXTS

1	A	5	C
2	B	6	A
3	A	7	B
4	B	8	C

### PART 2: CLOZE TEXT

9	A	14	B
10	B	15	C
11	C	16	A
12	D	17	A
13	A	18	D

### PART 3: READING – LONGER TEXTS

19	D	23	C
20	D	24	A
21	D	25	D
22	C	26	A

### PART 4: GAPPED TEXT

27	H	30	G
28	A	31	C
29	F	32	D

### PART 5: MATCHING AND INFORMATION TRANSFER

33	C	37	reminders
34	E	38	guide
35	F	39	locations
36	A	40	radiation

## ANSWER KEY FOR PAPER 4 (1119/4)

### PART 1

1	A	5	C
2	C	6	A
3	C	7	B
4	B		

### PART 2

8	C	12	C
9	A	13	B
10	B	14	C
11	B	15	B

### PART 3

16	A	19	B
17	E	20	C
18	F		

### PART 4

21	complaints	26	focused
22	inspiration	27	outcome
23	important	28	attract
24	matter	29	failure
25	mistake	30	motivation

## REFERENCES

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*'Oil in the Sea'* <http://www.american.edu/TED/projects/tedcross/xoilpr>)