



KEMENTERIAN PENDIDIKAN  
PEJABAT PENDIDIKAN DAERAH JASIN



# Modul Pentaksiran **INTERVENSI** **MASYHUR**

**PENAJA**

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**SPM**  
**2024**

**BAHASA INGGERIS**

# PENTAKSIRAN INTERVENSI MASYHUR

Edisi 1 : 2021

Edisi 2 : 2022

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Tidak dibenarkan mengeluarkan mana-mana bahagian rencana, ilustrasi dan isi kandungan bahan ini dalam apa jua bentuk dan dengan apa cara pun sama ada secara elektronik, fotokopi, mekanik, rakaman atau cara lain sebelum mendapat izin bertulis daripada penerbit. Tanggungjawab hak cipta tidak ada kena mengena dengan maklumat yang terkandung di dalam bahan ini.

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## *Mutiara Kata Bingkisan Hati*

### **PEGAWAI PENDIDIKAN DAERAH JASIN**

Assalamualaikum WBT dan Salam Sejahtera.  
Salam Malaysia Madani.  
Pendidikan Berkualiti, Insan Terdidik, Negara Sejahtera.  
# ppdjasinBITARA



Alhamdulillah, bersyukur ke hadrat Allah SWT kerana dengan izin dan rahmatNya telah berjaya menerbitkan Pentaksiran Intervensi Masyhur.

Ribuan terima kasih dan setinggi-tinggi penghargaan saya titipkan kepada Dr. Hayati binti Jaafar, Pakar Kanak-Kanak, Hospital Pantai Ayer Keroh Melaka kerana menabur budi dan bekerjasama dengan Pejabat Pendidikan Daerah Jasin. Dr Hayati memperuntukkan dana dengan menaja Program Pentaksiran Intervensi Masyhur.

Beliau telah menaja penerbitan Pentaksiran Intervensi Masyhur bagi 15 subjek teras dan elektif edisi ke 4. Pentaksiran ini banyak membantu calon-calon Sijil Pelajaran Malaysia khususnya untuk melaksanakan aktiviti pengayaan dan pengukuhan sebelum menduduki peperiksaan. Penggunaan pentaksiran ini menyumbang kepada peningkatan Gred Purata Daerah saban tahun. Justeru itu, saya mengucapkan terima kasih dan tahniah kepada semua pihak terutama barisan penulis yang telah bertungkus lumus menghasilkan pentaksiran lengkap ini. Mudah-mudahan bahan pentaksiran ini akan terus dijadikan rujukan dan refleksi terhadap inisiatif guru untuk melonjakkan kualiti pendidikan di daerah Jasin

Melalui penerbitan Pentaksiran Intervensi Masyhur ini juga dapat dijadikan bahan untuk mengukuhkan lagi persediaan calon Sijil Pelajaran Malaysia dalam menghadapi peperiksaan. Pentaksiran ini merupakan dokumen yang komprehensif, dinamik dan realistik bagi memantapkan intelektual murid ke arah kecemerlangan yang mampan dan memberi impak tinggi dalam kemenjadian murid dan kecemerlangan sekolah.

Oleh itu, kejayaan dalam menghasilkan Pentaksiran Intervensi Masyhur ini diiringi dengan niat dan azam yang tinggi, dapat menggalas amanah dan tanggungjawab dalam membentuk modal insan cemerlang di dunia dan di akhirat. Sementelahan, diharapkan usaha murni ini dapat diteruskan agar melahirkan generasi masyarakat yang gemilang sesuai dengan agenda pendidikan negara.

Sekian, terima kasih.  
*Menjana Pendidikan Ke Aras Kecemerlangan Global*

**MOHD YUSOF BIN SAID B.C.M**  
**PEGAWAI PENDIDIKAN DAERAH JASIN**

## *Mengungkap Tinta Inspirasi Ilmu*

### **TIMBALAN SEKTOR PEMBELAJARAN**

Assalamualaikum wbt wrt dan Salam Sejahtera  
Salam Malaysia Madani  
Pendidikan Berkualiti, Insan Terdidik Negara Sejahtera.  
#ppdjasinBITARA



Alhamdulillah, dengan penuh rasa syukur ke hadrat Allah Taala, Modul Pentaksiran Intervensi Masyhur telah berjaya diterbitkan dengan jayanya. Kejayaan ini adalah hasil limpah rahmat dan inayah-Nya yang tiada terhingga.

Saya ingin merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada Dr. Hayati binti Jaafar, Pakar kanak-Kanak, Hospital Pantai Ayer Keroh Melaka kerana menabur budi dan memberikan kerjasama erat dengan Pejabat Pendidikan Daerah Jasin. Penerbitan modul Pentaksiran Intervensi Masyhur ini tidak mungkin direalisasikan tanpa sokongan dan komitmen jitu daripada pihak penaja yang terlibat.

Modul ini dirancang dengan tujuan yang jelas: untuk memperkasa para pendidik dalam melaksanakan penilaian yang berfokus dan berkualiti, serta mempamerkan pelbagai teknik dan alat pentaksiran yang boleh digunakan. Diharapkan bahan ini menjadi sumber rujukan yang berkesan dalam usaha meningkatkan mutu pendidikan dan pentaksiran di kalangan pendidik dan murid.

Pentaksiran Intervensi Masyhur bukan sekadar sebuah modul, tetapi merupakan alat penting dalam proses pengukuhan pembelajaran. Penggunaannya yang meluas merangkumi pelbagai mata pelajaran menjadikannya satu keperluan yang kritikal dalam dunia pendidikan. Keistimewaan modul ini terletak pada keseragaman dalam pentaksiran, di mana penulis merujuk kepada analisis data *Continuous Quality Improvement* (CQI@Jasin) sebagai petunjuk prestasi. Keseragaman ini memastikan keadilan dan ketelusan dalam proses pembelajaran, di mana murid dinilai berdasarkan standard yang sama.

Ribuan terima kasih juga diucapkan kepada semua pihak yang terlibat secara langsung mahupun tidak langsung dalam menjayakan penerbitan ini. Kepada panel penulis yang mencurahkan masa dan tenaga mereka untuk menghasilkan kandungan yang berkualiti, serta jawatankuasa kerja yang tidak mengenal lelah dalam memberikan sokongan logistik dan moral, jasa kalian amatlah dihargai.

Akhir kata, semoga Pentaksiran Intervensi Masyhur ini mampu menjadi alat yang efektif dalam meningkatkan kualiti pendidikan melalui pentaksiran yang berstruktur dan komprehensif, serta menyumbang kepada peningkatan prestasi kejayaan calon SPM.

Sekian, terima kasih.  
*Mengakselerasi Pendidikan Madani*

**DR. HAJI MOHD ALFOZII BIN NASIR**  
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**NOOR ZAILATIL AKMA BT. MOHD ZAIN**  
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**SITI NUR ADNIN BT. SALLEH**  
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SMK Nyalas



**YONG SIEW KERN**  
SMK Seri Bemban



**WAN NOOR AAINAA IZYANI BT. WAN IBRAHIM**  
SM Arab JAIM Assyakirin



## FOCUSED DRILL - SET 1

### **Level of Difficulty: Easy**

*This set consists of practices on Reading (Part 5), Writing (Part 1), Speaking (Part 2) and Listening (Part 3)*

## READING (PART 5)

### PRACTICE 1

The following texts are taken from a brochure about six stores. Read the text and answer the questions that follow.

#### **A. Leafy fresh**

We only sell fresh organic and hydroponic vegetables and fruit here. They are absolutely chemical-free. Imported vegetables and fruits are sold at reasonable prices. You can get as many types of vegetables and fruits that only grow during certain seasons all year round at your friendly market!

#### **B. BERRY CAKE AND PASTRY SHOP**

We sell milk as well as different kinds of bread, cookies, pastries and cakes. Only organic wheat, rye and barley are used as the ingredients. We also stock fresh goat and cow milk as well as cheese made from these ingredients. Vegetarian cake is available upon request-completely egg-free and sugar-free. Orders accepted with one week prior to notice.

#### **C. 6-11 CONVENIENCE STORE**

We are open from 6 am to 11 pm daily, selling freshly brewed coffee and tea, breakfast snacks, newspapers, magazines, bread, soft drinks and snacks. Prices are reasonable and you can also have your breakfast at our outlet which is equipped with a television and radio for your convenience. Grab your healthy breakfast at 6-11 while catching up with the latest news.

#### **D. DIVA BOUTIQUE**

We sell only branded clothes including jeans, evening gowns, wedding outfits and suits. Our materials are all natural and the prices are reasonable. You can also custom-make desired outfits and provide your own designs and specifications. We are open only on weekdays from 9-5 pm.

#### **E. DRINKS GALORE**

We serve all kinds of drinks such as soft drinks, sodas and non-alcoholic drinks. There is also a range of health drinks such as liquid chlorophyll, barley, vegetable and fruit juices. We have both imported and local varieties. No additives or preservatives are used as ingredients. Only natural organic drinks are sold. We are open from Tuesday to Sunday.

### Questions 1-4

Which paragraph (A-E) describes the following, which store is suitable for each of them?

Write your answers on the space provided.

Statements	Paragraph
1. Miss Anjali is always in a rush and does not have time to prepare breakfast.	_____
2. Puan Suria became a health conscious person since was diagnosed with diabetes.	_____
3. Rafidah is really up-to-date with fashion and loves denim.	_____
4. Mrs. Hong loves vegetables but she is allergic to chemicals.	_____

### Questions 5- 8

Complete the notes below using information from the text. Choose **no more than one word** from the text for each answer. Write your answers on the space provided.

5. Breads made from \_\_\_\_\_ ingredients are healthy to be consumed.
6. If you want to buy \_\_\_\_\_ vegetables, go to the store that sells organic and hydroponic vegetables and fruits.
7. A good store always sells their goods at \_\_\_\_\_ price.
8. We must avoid eating too much processed food as they contain too much \_\_\_\_\_ and additives.

## PRACTICE 2

We interviewed six teenagers about the occupations that they want to choose when they grow up. Read the texts and answer the questions that follow.

### Sought-after Occupations Among Teenagers

**A – Aliyah, 17 years old**

I want to be a doctor when I grow up. To me, health is above everything else in the world. The satisfaction of saving lives and restoring patients' health goes far beyond the feeling of other achievements. Despite the long and gruelling hours of work in the field of medicine, I know my life will be happier when I can put a big smile on the patient's and the family members' faces.

**B – Nelson, 15 years old**

I want to be a teacher when I grow up. As a teacher, I can make a difference in the lives of many students. I want to make students work harder than they think they could. I can make a C+ feel like a congressional medal of honour for some students but an A- feel like a slap in the face for other students. Nonetheless, in addition to teaching content, a teacher has to prepare and update students' performance indicators on a regular basis. The excessive paperwork might make it difficult for teachers to have a work-life balance.

**C – Henrianus, 16 years old**

I want to be an entrepreneur when I grow up. I want a lifestyle that is not bound to nine to five. For me, the prospect of working an average job is not as rewarding and aspiring as a successful entrepreneur. Although building a successful business takes a lot of time and risks, I am willing to bite the bullet. As the old adage goes, entrepreneurship is living a few years of your life like most people won't so that you can spend the rest of your life like most people can't. I believe entrepreneurship will allow me to achieve financial success and freedom one day in future.

**D – Avinash, 14 years old**

I want to be an electrical engineer when I grow up. I have always been fascinated by electrical systems and machinery since small. Good electrical engineers need a variety of skills to excel in their roles. For example, electrical engineers need to have problem-solving skills so that they can solve complex problems while troubleshooting failed products. Besides that, they must be decisive as they need to make firm and informed decisions about their products.

**E – Ker Yee, 17 years old**

I want to be a lawyer when I grow up. Being a lawyer, I will have the chance to use my legal skills to help people, animals and the environment. Lawyers can also enjoy flexibility in their job. For example, lawyers can set their own fees, choose their working hours and select clients they want to work with. However, this profession has zero tolerance for mistakes as a mistake might cost a client's millions of dollars or freedom.

**F – Nur Fazleen, 15 years old**

I want to be a musician when I grow up. I prefer a job that is relaxing and entertaining at the same time, so being a musician is just the perfect job for me. Studies show that playing a musical instrument on a regular basis helps lower stress. Apparently, music also can lower the heart rate and blood pressure, too.

### Questions 1 to 4

Which paragraph (A – F) describes the following personalities?

Write your answers on the space provided.

Statements	Paragraph
1. I dare to take chances. I am willing to work hard to make my dream of becoming rich a reality.	_____
2. I want to impact people's lives. Helping people to go beyond what they thought possible is something I am passionate about.	_____
3. I am thorough in what I do. I'm a perfectionist.	_____
4. I enjoy figuring out solutions to challenging problems. Once I work out how to do it, it can be quite difficult to change my mind.	_____

### Questions 5 to 8

Complete the notes below using information from the text. Choose **no more than one word** from the passage for each answer. Write your answers on the space provided.

- There are various benefits to being a musician, but perhaps the biggest is that it may be able to bring down your stress levels because it is said that regularly playing a musical instrument is (5) \_\_\_\_\_.
- In order to (6) \_\_\_\_\_ in your career as an electrical engineer, you need the proper knowledge and skills so that problems you face can be solved faster and more effectively.
- Teaching can be a very rewarding career as it allows you to affect the future of a student. However, the amount of (7) \_\_\_\_\_ that teachers have to deal with causes a lot of stress.
- A doctor's job is often portrayed as glamorous and financially rewarding. However, what a lot of people do not see is that a doctor's life can be (8) \_\_\_\_\_ because of the demanding conditions at work.

### PRACTICE 3

Below are six questions to ask before buying gemstones. Read the texts below and answer the questions that follow.

**A. Is calibrating your computer important?**

Yes, as no two people recognize colour in the same way, and you could say the same about computer monitors! A colour corrected monitor will at least ensure that you are seeing the same colours as those in the photograph of the gemstone. Check the brightness and contrast as well as the gamma range.

**B. What are the Four Cs of this diamond?**

The obvious place to start with any diamond is the Four Cs, also known as cut, clarity, colour and carat weight. The salesperson should be able to offer information in all four categories and, crucially, explain why this matters. Just telling you a diamond solitaire is an F colour isn't helpful without context, explanation and possibly comparison to other stones.

**C. Where does this coloured gemstone originate from?**

Some retailers and designer brands will be able to tell you exactly where a gemstone has originated from. A consumer, expects a retailer to have had conversations about gemstone origin with their suppliers and to pass that information on to you unlike diamonds, gemstones doesn't have a fixed Kimberley Process-type scheme in place and there are a number of 'stages' from mine-to-market, including sorting, cutting, polishing and finishing. A gemstone may have journeyed to many parts of the world before ending up in a finished jewellery piece.

**D. What factors make this coloured gemstone a good choice for me?**

Buying a piece of fine gemstone jewellery should be enjoyable and it is important that the piece you choose reflects your personality and tastes. A salesperson should be able to discuss the particulars of a gemstone, such as its colour, clarity, any visible inclusions, as well as broader factors like whether it is a particular birthstone. Choosing the 'ideal' gemstone is more subjective than choosing a diamond, so be prepared to follow your instincts.

**E. Does the website offer a 30-day inspection period?**

What if the gemstone that you purchased does not meet your expectations? It can be difficult to get an idea of actual size when you are looking at an enlarged photograph on a screen. A wide window on returns gives you adequate time to send something back if need be.

**F. How should I care for my gemstone or diamond jewellery piece?**

Make sure to find out what cleaning techniques are suitable for your gems before leaving the store. Some gem materials are heat sensitive, some like pearls and amber can react badly to commercial cleaners, and others are damaged by ultrasonic cleaning. Ask the right questions and get accurate information before taking a chance.

Adapted from:

<https://gem-a.com/gem-hub/gem-knowledge/buying-guide-gemstone-jewellery>

### Questions 1 to 4

Which paragraph (A - F) describes the following experiences of community service?  
Write your answers on the space provided.

Statements	Paragraph
1. Gems react differently to cleaning	_____
2. Gems should reflect one's personality	_____
3. Enlarged photographs on a screen cannot determine its size.	_____
4. A crucial information on deciding on a gem	_____

### Questions 5 to 8

Complete the notes below using information from the text. Choose **no more than one word** from the passage for each answer. Write your answers on the space provided.

#### What We need to Know About purchasing gems

- A colour corrected monitor will ensure that you are seeing the same (5) \_\_\_\_\_ as in the photograph.
- The consumer expects a retailer to know the (6) \_\_\_\_\_ origin.
- There are a number of 'stages' from mine-to-market, including sorting, cutting, polishing and (7) \_\_\_\_\_.
- Choosing the 'ideal' gemstone is more subjective so be prepared to follow your (8) \_\_\_\_\_.

## PRACTICE 4

We interviewed six pupils about some ideas as gifts. Read the following information on each idea and answer the questions that follow.

### **A- Saliza, 15 years old**

I love jewellery so I think bangles, earrings and bracelets are good choices for girls or women. Teenagers can choose costume jewellery made from silver, beads, or even gold-plated items. They can be available at affordable prices if compared to gold pieces. However, gold items can be given to someone close to you like your mother. Although expensive, they can also be an investment!

### **B- Adam, 14 years old**

For me, books can be the best gift for young children, teens, and adults. They can provide knowledge, learning experience, pleasure, and relaxation. Those who love reading will treasure the gift which will always be a reminder of the person giving it.

### **C- Delaila, 17 years old**

Gift vouchers can be useful. I prefer them because people can make use of the gifts to purchase things of their own choices within a particular store or outlet depending on the value of the vouchers. I can also decide the amount that I want to buy as gifts.

### **D - Maria, 17 years old**

I prefer gifts that I can make, just for some personal touch. I would buy chocolates, plants or flowers and arrange them into bouquets or boxes. Sometimes, I bake cakes or biscuits. I also do handicrafts like photo frames, patch work or artificial flowers.

### **E- Kim Hock, 16 years old**

I think gadgets are good ideas for young people who want to keep up with the latest technology. They include telephones, speakers, wireless earbuds, power banks, laptops, or GoPro cameras, just to name a few. The more expensive gifts are usually reserved for loved ones and family members.

### **F- Ranjit, 16 years old**

I like to give items which can be personalised. Names can be engraved on pens, bags and pictures can be printed on T-shirts, among other things. The service for engraving or printing can be easily available nowadays at reasonable cost. I can also create designs of my own!

### Questions 1-4

Which paragraph (A-F) describes some information on the gifts? Write your answers on the space provided.

#### Statements

#### Paragraph

1. "I love to give presents which I can make myself."

\_\_\_\_\_

2. "Let's buy Mom something special for this mementos occasion."

\_\_\_\_\_

3. "Your brother will love to have this gift to replace his old outdated one."

\_\_\_\_\_

4. "The newly-weds can redeem them to buy something that they still do not have yet."

\_\_\_\_\_

### Questions 5-8

Complete the notes below using information from the text. Choose **no more than one word** from the text for each answer. Write your answers on the space provided.

#### Presents and gifts for special events

Birthdays, anniversaries, Christmas, and special events usually come with celebrations. Wealthy people can afford expensive gadgets or gold jewellery which can be good for future (5) \_\_\_\_\_. However, (6) \_\_\_\_\_ things can be made as souvenirs for occasions like family days, or reunions. Whatever gifts that have been received, even a novel or a simple short storybook many will (7) \_\_\_\_\_ them for some time unless the gifts are (8) \_\_\_\_\_ which should be consumed or they become spoilt if they are left on shelves.

## PRACTICE 5

There are several ways to spot fake news. Read the texts below and answer the questions that follow.

### How to spot fake news?

How to spot fake news? Every time you're online, you are bombarded by pictures, articles, links and videos trying to tell their story. Unfortunately, not all of these stories are true. Experts in media studies and online psychology have been examining the fake news phenomenon. Read these tips, and don't get fooled!

#### **A - Check the source**

Look at the website where the story comes from. Does it look real? Is the text well written? Are there a variety of other stories, or is it just one story? Fake news websites often use addresses that sound like authentic newspapers but don't have many real stories about different topics. If you need more clarification, click on the 'About' page and look for a clear description of the organization.

#### **B - Watch out for fake photos**

Many fake news stories use edited images taken from an unrelated site. Sometimes, if you look closely at an image, you can see if it has been changed. Or use a tool like Google Reverse Image search. It will show if the same image has been used in other contexts.

#### **C - Check the availability of the story**

See if the story you are reading is on other news sites you know and trust. If you find it on many other sites, it isn't fake (although there are some exceptions), as many big news organizations try to check their sources before publishing a story.

#### **D – Check whether it “sounds right”**

Use your common sense! Bear in mind that fake news is designed to "feed" your biases, hopes or fears. For example, it's unlikely that your favourite designer brand will give away a million free dresses to people who visit its stores. Equally, just because your colleague believes that two married co-workers are having an affair, doesn't mean it's true.

#### **E – Examine the evidence**

A credible news story will include plenty of facts – quotes from experts, survey data and official statistics. It can also be based on detailed, consistent and corroborated eye-witness accounts from people on the scene. If these are missing, question it!

#### **F – Develop a critical mindset**

One of the main reasons fake news is such a big issue is that it is often believable, so it's easy to get caught out. Much fake news is also written to create “shock value” to cause reactions such as fear or anger. Ask yourself, “Why has this story been written? Is it to persuade me of a certain viewpoint? Is it selling me a particular product? Or is it trying to get me to click through to another website? Am I being triggered?”

### Questions 1-4

Which paragraph (A - F) describes the following statement?

Statements	Paragraph
1. Some images on fake news are real images but come from a different website.	_____
2. Many fake news stories are written to trigger reactions.	_____
3. The news is real if it is also covered on other websites.	_____
4. Without evidence, the reliability of the news is questioned.	_____

### Questions 5-8

You are concerned about your sister's posts on social media lately, so you decided to give her an advice and share some information on fake news. Complete the email below using the information from the text. Choose **no more than one word** from the text for each answer.

<b>To</b>	daisy@hotmail.com
<b>Subject</b>	Fake News
<p>Dear sis,</p> <p>Hi, how's life? Lately, your posts sound quite emotional. I know it's hard to cope with this pandemic, but be careful of what you read. I don't want you to become the victim of fake news. Well, if you're not sure of the (37) _____, click on the 'About' page for the details. Some fake news could reach you as the engine keeps track of your history and learn about your preference. So, they will try to (38) _____ you the content accordingly. Therefore, you must be (39) _____ as you read the news and ask some questions to yourself before deciding to believe it. The key point here is to use your (40) _____ sense! I hope that'd be helpful. Can't wait to see you. Stay safe!</p> <p>Love, <i>Fatihah</i></p>	

## PRACTICE 6

We interviewed six teenagers about their experiences at the National Service Camp. Read the following information on each idea and answer the questions that follow.

### The National Service Camp

**A- Aziz, 19 years old**

During the training, I was involved in activities that encouraged me and the others to work together. I learnt that team spirit was very important in tackling a big project like building a bridge for a village or carrying out community service. Each member in a team must cooperate with one another in order to succeed.

**B- Cindy, 18 years old**

I was involved in challenging activities such as shooting, abseiling, mountain climbing and jungle trekking. These difficult activities instilled a spirit of determination in me. I'm now ever ready to take on difficult tasks with confidence. I have learnt that there are no problems but opportunities to work things out. I'm more optimistic now in challenges

**C- James, 17 years old**

I had the opportunities to carry out community project like gotong-royong and visit old folks and an Orang Asli camp. Such activities enabled us to appreciate the value of cooperation, determination, love and caring. They helped develop good characters in us trainees.

**D- Devan, 18 years old**

During the three months of training, we learnt about leadership skills. We were exposed to the concept and principles of leadership along with learning effective leadership strategies or how to convert leadership resources into productive assets. The motivational speakers introduced to us modules that trained us to be leaders.

**E- Lily, 17 years old**

In the camp, I learnt to mix freely with trainees of all races. Students of various ethnic groups and racial backgrounds gathered in the camp and had activities together. Indirectly, it helped to promote racial integration. This will be good for nation building. I believe a country that is united will be a strong country.

**F- Halim, 17 years old**

I think the National Service promotes patriotism well. The activities included talks on history and how our nation achieved independence. Trainees learnt about the sacrifice of our forefathers before Malaysia achieved independence. At the end of the training, I feel proud to be a Malaysian. As a Malaysian, we should always support our country like buying national products.

### Questions 1-4

Which paragraph (A to F) describes the following events and activities mentioned by the various people?

Statements	Paragraph
1. I believe that the National Service is a very good avenue to promote loyalty to the country	_____
2. We treat each other fairly and have activities together.	_____
3. I gained an insight into the qualities of a leader through the motivational talks.	_____
4. I am more prepared to take on challenges.	_____

### Questions 5-8

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

#### What do teenagers learn from the National Service Camp

- The community projects that we carried out helped promote a (5) \_\_\_\_\_ society.
- The activities carried out at the camp enabled the trainees to learn about the importance of team (6) \_\_\_\_\_.
- Challenging activities at the camp encouraged the trainees to develop the quality of (7) \_\_\_\_\_ to tackle a challenge.
- At the National Service camp, the trainees mixed freely and this helped promote racial (8) \_\_\_\_\_.

## WRITING (PART 1)

### PRACTICE 1

You received an email from your former classmate Kamaludin, who wanted to write an essay about your idol.

Hi,  
How's life? I'm now busy collecting details about idols. May I know who is your idol? What are your idol's good qualities and how does this person influence you?  
Reply soon. Bye.

Now write an email to your former classmate in about 80 words.

To	kamaludin@gmail.com
Subject	My Idol

Dear Kamaludin,

It's good to hear from you again. How are you? I hope you are doing fine.

In my opinion, my idol is none other than \_\_\_\_\_.

There are a few good qualities that my idol has. The first quality is \_\_\_\_\_. He \_\_\_\_\_.

Another quality that my idol has is \_\_\_\_\_. This is because \_\_\_\_\_.

\_\_\_\_\_ has been a huge influence on me. He's shown me how important it is to \_\_\_\_\_.

I hope this helps. I got to go now. Bye for now.

Your friend,  
*Azam*

## PRACTICE 2

You received an email from your friend, Claire who has just transferred into your school.

Hi,  
Any plan for the upcoming weekend? Let's go for an outing with our classmates. Where shall we go and what can we do there? What should we bring?  
Can't wait for your reply.  
Bye.

Now write an email to your friend, Claire in about 80 words.

To	claire@gmail.com
Subject	Outing

Dear Claire,

It's good to hear from you again. I'm excited to hear about the outing with our classmates.

In my opinion, I think we shall go to \_\_\_\_\_.

This is because \_\_\_\_\_.

There are a few activities that we can do there such as \_\_\_\_\_

---

. I think it must be fun! As for the things needed for the outing, I think we should \_\_\_\_\_

---

I hope this helps. I got to go now. Bye for now.

Your friend,  
*Amanda*

### **PRACTICE 3**

You received an email from your friend, Syamita who wants your advice on sleeping problem.

Hi,  
I have trouble sleeping lately and it makes me feel tired all the time. What should I do before I go to sleep? When is the best time to go to bed and how long should I sleep? Do share what do you think.  
Can't wait for your reply.  
Bye.

Now write an email to your friend, Syamita in about 80 words.

### **PRACTICE 4**

You received an email from your cousin, Johan who wants your opinions on something.

Hi,  
It's my mother's birthday. Could you help me to surprise her? Where should I do the birthday party? What is the reason to do it there? What suitable present I should buy her? Do share your opinions.  
Can't wait for your reply.  
Bye.

Now write an email to your cousin, Johan in about 80 words.

### **PRACTICE 5**

You received an email from your sister, Luna who wants your opinions on buying a new smartphone.

Hi,  
My smartphone is damaged. Do I have to buy a new one? Where should I buy it? What is a good brand? What are the reasons I should buy the new smartphone? Do share your opinions.  
Can't wait for your reply.  
Bye.

Now write an email to your sister, Luna in about 80 words.

## SPEAKING (PART 2)

### PRACTICE 1

**Topic 1: A favourite restaurant**  
**Topic 2: A shopping mall**

**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 favourite restaurant**. First, you have some time to think about what you're going to say.

**Candidate A** *Allow candidate 20 seconds to prepare.*

*Approx  
20 seconds*

**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 "I" is included to make it as a choice]

**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.

(Candidate B), do you like eating at a restaurant? Why?

**Candidate B** *Allow candidate 20 seconds to prepare.*

*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 **a shopping mall that you enjoy visiting**. First, you have some time to think about what you're going to say.

**Candidate B** *Allow candidate 20 seconds to prepare.*

*Approx  
20 seconds*

**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 "I" is included to make it as a choice]

**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.

(Candidate A), do you like shopping? Why?

**Candidate B** *Allow candidate 20 seconds to prepare.*

*Approx  
20 seconds*

**Interlocutor** Thank you. (Candidate B), can I have the booklet, please? Retrieve part 3

### **YOUR FAVOURITE RESTAURANT**

Talk about your favourite eating outlet

You should say:

- where is it located?
- what dishes does it offer?
- what dishes you would usually order?
- how is the restaurant like?

### **A SHOPPING MALL YOU ENJOY VISITING**

Talk about a shopping mall you enjoy visiting.

You should say:

- the activities you do there.
- what kind of shops are there?
- the unique features of the shopping mall.
- whom do you go with?

**PRACTICE 2**

**Topic 1: A memorable gift**  
**Topic 2: A favourite song**

**Part 2**  
**3 - 4 minutes**

**Interlocutor** In this part of the test, I'm going to give each of you a topic and I'd like you to talk about it on your own for about a minute. You also need to answer a question briefly about your partner's topic.  
Candidate A, it's your turn first. Here's your task.  
Place Part 2 booklet, open at Task 2A in front of Candidate A.  
I'd like you to talk about **a memorable gift that you had received**. First, you have some time to think about what you're going to say.

**Candidate A** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**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 "I" is included to make it as a choice]  
**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.  
(Candidate B), what gift would you like to receive? Why?

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*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 song**. First, you have some time to think about what you're going to say.

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**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 "I" is included to make it as a choice]  
**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.  
(Candidate A), do you like singing? Why?

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**Interlocutor** Thank you. (Candidate B), can I have the booklet, please? Retrieve part 3

### A MEMORABLE GIFT

Talk about a memorable gift that you had received.

You should say:

- what is the gift?
- who gave it to you?
- why it is memorable to you?
- In what ways do you show that you love your loved ones?

### MY FAVOURITE SONG

Talk about a song you love the most.

You should say:

- what is the title of the song?
- who the singer /songwriter is?
- why you like the song?
- why listening to music is important?

**PRACTICE 3**

**Topic 1: A favourite video**  
**Topic 2: A gadget**

**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 favourite video on YouTube**. First, you have some time to think about what you're going to say.

**Candidate A** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**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 "I" is included to make it as a choice]  
**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.  
(Candidate B), do you like watching video? Why?

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*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 **a gadget you wish for**. First, you have some time to think about what you're going to say.

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**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 "I" is included to make it as a choice]  
**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.  
(Candidate A), what is your favorite gadget? Why?

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**Interlocutor** Thank you. (Candidate B), can I have the booklet, please? Retrieve part 3

### FAVOURITE VIDEO ON YOUTUBE

Talk about your favourite video on YouTube.

You should say:

- what your favourite video is?
- why it is your favourite?
- how can the video be improved?
- whether you would make a YouTube video (why/why not)?

### A GADGET YOU WISH FOR

Talk about a gadget you would like to have.

You should say:

- what it is?
- how much it costs?
- reasons why you would like to have it
- If you would buy it for others(why/ why not)?

**PRACTICE 4**

**Topic 1: A sport**  
**Topic 2: Online shopping**

**Part 2**  
**3 - 4 minutes**

**Interlocutor** In this part of the test, I'm going to give each of you a topic and I'd like you to talk about it on your own for about a minute. You also need to answer a question briefly about your partner's topic.  
Candidate A, it's your turn first. Here's your task.  
Place Part 2 booklet, open at Task 2A in front of Candidate A.  
I'd like you to talk about **a sport that you know**. First, you have some time to think about what you're going to say.

**Candidate A** *Allow candidate 20 seconds to prepare.*  
Approx  
20 seconds

**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 "I" is included to make it as a choice]  
**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.  
(Candidate B), do you like sports? Why?

**Candidate B** *Allow candidate 20 seconds to prepare.*  
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 **an item you bought online**. First, you have some time to think about what you're going to say.

**Candidate B** *Allow candidate 20 seconds to prepare.*  
Approx  
20 seconds

**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 "I" is included to make it as a choice]  
**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.  
(Candidate A), do you like online shopping? Why?

**Candidate B** *Allow candidate 20 seconds to prepare.*  
Approx  
20 seconds

**Interlocutor** Thank you. (Candidate B), can I have the booklet, please? Retrieve part 3

**PRACTICE 4**

**CANDIDATE BOOKLET**

**2A**

**A SPORT**

Talk about a sport that you know.

You should say:

- the name of the sport.
- how you found out about it?
- who do you play/ watch it with?
- if you would play it professionally (why/why not)?

**2B**

**ONLINE SHOPPING**

Talk about an item you bought online.

You should say:

- what the item was?
- which platform did you use to buy the item?
- why did you prefer to buy it online?
- the cons of online shopping.

## LISTENING (PART 3)

### PRACTICE 1

#### Questions 1 to 5

You will hear five different people talking about farm. For questions 1 to 5, choose from the list (A – F) which statement applies to each person. Use the letters only once. There is one extra letter which you do not need to use.

- A Sally is running after the sheep
- B John is wearing a green T-shirt
- C Jill is sitting with her friend
- D Paul and his friend eating banana under the tree
- E Fred is wearing blue trousers
- F John is feeding grass to the lamb

<b>SPEAKER 1</b>	<b>1.</b>
<b>SPEAKER 2</b>	<b>2.</b>
<b>SPEAKER 3</b>	<b>3.</b>
<b>SPEAKER 4</b>	<b>4.</b>
<b>SPEAKER 5</b>	<b>5.</b>

### PRACTICE 2

#### Questions 1 to 5

You will hear five different people talking about different actions. For questions 1 to 5, choose from the list (A – F) which statement applies to each person. Use the letters only once. There is one extra letter which you do not need to use.

- A Mary loves to dance and listen to music.
- B Anna is standing by the door.
- C Jane is playing with a bus.
- D Paul is standing at the board and wearing black trousers.
- E The two boys are drawing and Tom is drawing a car.
- F Mary loves music and listening to CD.

<b>SPEAKER 1</b>	<b>1.</b>
<b>SPEAKER 2</b>	<b>2.</b>
<b>SPEAKER 3</b>	<b>3.</b>
<b>SPEAKER 4</b>	<b>4.</b>
<b>SPEAKER 5</b>	<b>5.</b>

### PRACTICE 3

#### Questions 1-5

You will hear five different people talking about jobs. For questions 1 to 5, choose from the list (A – G) which statement applies to each person. Use the letters only once. There is one extra letter which you do not need to use.

- A to work outdoors
- B to have more responsibilities
- C to work fewer hours each week
- D to have longer holidays
- E to earn more money
- F to move to a new location
- G to improve career prospects

<b>SPEAKER 1</b>	<b>1.</b>
<b>SPEAKER 2</b>	<b>2.</b>
<b>SPEAKER 3</b>	<b>3.</b>
<b>SPEAKER 4</b>	<b>4.</b>
<b>SPEAKER 5</b>	<b>5.</b>

### PRACTICE 4

#### Questions 1-5

You will hear five different people talking about leaders. For questions 1 to 5, choose from the list (A – G) which statement applies to each person. Use the letters only once. There is one extra letter which you do not need to use.

- A good boss should do
- B allow staff to take decisions.
- C encourage staff to work in teams.
- D listen to complaints from staff.
- E give information on individual progress.
- F have good qualifications.
- G set an example of hard work.

<b>SPEAKER 1</b>	<b>1.</b>
<b>SPEAKER 2</b>	<b>2.</b>
<b>SPEAKER 3</b>	<b>3.</b>
<b>SPEAKER 4</b>	<b>4.</b>
<b>SPEAKER 5</b>	<b>5.</b>

## ANSWERS (READING PART 5)

### PRACTICE 1

1	C	5	organic
2	E	6	chemical-free
3	D	7	reasonable
4	A	8	preservatives

### PRACTICE 2

1	C	5	relaxing
2	B	6	excel
3	E	7	paperwork
4	D	8	gruelling

### PRACTICE 3

1	F	5	colours
2	D	6	gemstone
3	A	7	finishing
4	B	8	instinct

### PRACTICE 4

1	D	5	investment
2	A	6	personalised
3	E	7	treasure
4	C	8	chocolates

### PRACTICE 5

1	B	5	website
2	F	6	give
3	C	7	detailed
4	E	8	common

### PRACTICE 6

1	F	5	caring
2	A	6	spirit
3	D	7	confidence
4	B	8	integration

## ANSWERS (LISTENING PART 3)

PRACTICE 1		PRACTICE 2		PRACTICE 3		PRACTICE 4	
1	E	1	F	1	D	1	E
2	D	2	E	2	H	2	A
3	B	3	C	3	E	3	D
4	C	4	D	4	A	4	B
5	A	5	B	5	G	5	F

## FOCUSED DRILL - SET 2

### Level of Difficulty: Moderate

This set consists of practices on Reading (Part 2 and Part 3), Writing (Part 2), Speaking (Part 2) and Listening (Part 2).

## READING (PART 2)

### PRACTICE 1

Read the passage carefully and choose the **best** answer **A, B, C** or **D** to fill in each blank.

#### TECHNOLOGY AND US

Technology is a (0) \_\_\_\_\_ evolving field that has had an immense impact on our lives. From simple everyday devices like smartphones and laptop, to (1) \_\_\_\_\_ medical equipment and artificial intelligence algorithms, technology has become an integral part of modern society.

(2) \_\_\_\_\_ recent years, advances in technology have allowed us to access information more quickly (3) \_\_\_\_\_ ever before. With the invention of the internet, people can now access a vast array of knowledge from all over the world. This has (4) \_\_\_\_\_ us to stay up to date with current events and keep in touch with family and friends around the globe. The internet also allows us to shop online and purchase products from any corner of the world, (5) \_\_\_\_\_ our lives even more convenient.

(6) \_\_\_\_\_, technology has revolutionized many sectors, such as healthcare, transportation, communication, and more. New medical treatments have been developed thanks to breakthroughs in technology that have helped save countless lives. (7) \_\_\_\_\_ cars are now becoming commonplace on roads across the planet, while telecommunication devices allow us to speak with anyone at any time (8) \_\_\_\_\_ having to be physically present.

In conclusion, it is clear that technology has had a substantial impact (9) \_\_\_\_\_ our lives. It has opened the door for easier access to knowledge, improved the quality of healthcare, and enabled us to communicate with anyone (10) \_\_\_\_\_ of geographical distance. Technology will continue to shape our world in the years to come.

*Adapted from [www.games4esl.com](http://www.games4esl.com)*

- |    |  |               |                |                |
|----|--|---------------|----------------|----------------|
| 0  | <input checked="" type="radio"/> A rapidly | B abruptly    | C hastily      | D furiously    |
| 1  | A complex                                  | B normal      | C common       | D complicated  |
| 2  | A For                                      | B By          | C On           | D In           |
| 3  | A then                                     | B than        | C from         | D for          |
| 4  | A enable                                   | B enabled     | C enables      | D enabling     |
| 5  | A doing                                    | B having      | C making       | D showing      |
| 6  | A In spite of                              | B Despite     | C Thus         | D Moreover     |
| 7  | A Self-driving                             | B Self-riding | C Self-service | D Self-fueling |
| 8  | A with                                     | B within      | C without      | D for          |
| 9  | A by                                       | B at          | C in           | D on           |
| 10 | A hence                                    | B regardless  | C however      | D nonetheless  |

## PRACTICE 2

Read the passage carefully and choose the **best** answer **A, B, C** or **D** to fill in each blank.

### The Immune System

The immune system protects your body from outside invaders. These (0) **include** germs such as bacteria, viruses and fungi and toxins (chemicals made by microbes). The immune system is (1) \_\_\_\_\_ of different organs, cells and protein that work together.

There are two main parts of the immune system in a body human. You are born with the innate immune system while the adaptive system is (2) \_\_\_\_\_ when your body is exposed to microbes or chemicals released by microbes. Innate immunity is the body's first natural defence (3) \_\_\_\_\_ any intruder. Its main goal is to prevent any intruder from (4) \_\_\_\_\_ the body. The adaptive immunity system is more (5) \_\_\_\_\_, as it can differentiate between different types of pathogens.

The jobs of the immune system are to fight these pathogens and get them out of the body. What's so incredible about the immune system is that it (6) \_\_\_\_\_ how to fight the infection, so if the pathogen comes back for round two, the body can (7) \_\_\_\_\_ it off straight away! Some diseases, (8) \_\_\_\_\_, such as measles, can be severe if they occur, which is why experts recommend vaccination. If a person has the measles vaccine, he is (9) \_\_\_\_\_ to get the disease. If an unvaccinated person has measles once, it is also rare to get it again. In both cases, the body stores a measles antibody.

Immunity responds to a variety of environmental hazards in a coordinated manner. From the moment of conception, (10) \_\_\_\_\_ the mother's immune system begins to safeguard the developing infant, until old age, it is crucial to good health.

- |    |  |              |               |               |
|----|--|--------------|---------------|---------------|
| 0  | <input checked="" type="radio"/> A include | B includes   | C included    | D including   |
| 1  | A made out                                 | B made up    | C made in     | D made of     |
| 2  | A made                                     | B created    | C increased   | D developed   |
| 3  | A over                                     | B against    | C around      | D between     |
| 4  | A trespassing                              | B invading   | C changing    | D entering    |
| 5  | A powerful                                 | B effective  | C efficient   | D productive  |
| 6  | A remembering                              | B remembered | C remembers   | D remember    |
| 7  | A beat                                     | B take       | C bash        | D hit         |
| 8  | A thus                                     | B however    | C in addition | D furthermore |
| 9  | A unlikely                                 | B probably   | C definitely  | D undoubtedly |
| 10 | A what                                     | B when       | C which       | D where       |

*Retrieved from SBP 2022 Trial Paper*

### PRACTICE 3

Read the passage carefully and choose the **best** answer **A, B, C** or **D** to fill in each blank.

#### FOMO: Fear of Missing Out!

Everyone is aware of how crucial it (0) **is** for students to get a (1) \_\_\_\_\_ night's sleep each night. If you don't get enough sleep, it's impossible to perform (2) \_\_\_\_\_ your best and meet all your obligations. You already know, I'm sure, that you ought to go to bed at a respectable hour. For as long as I can remember, the (3) \_\_\_\_\_ among specialists is that eight hours is the ideal amount of sleep, and (4) \_\_\_\_\_ has been accepted as common sense. But I was younger once, and I am aware that the majority of you sleep far less than that, (5) \_\_\_\_\_ may have an impact on your academic performance in specific situations.

Recently, I (6) \_\_\_\_\_ onto an intriguing article in a teacher's magazine. They conducted research on 848 students in Wales. The results revealed that teens are dealing with a new issue, which is (7) \_\_\_\_\_. Even if they go to bed and wake up at the proper times, an increasing number of people are waking up in the middle of the night due to a new phenomenon called FOMO, or the fear of missing out!

The report claims that schoolchildren are suffering as a result of the rising (8) \_\_\_\_\_ of waking up in the middle of the night to check social media. Teenagers are waking up at all hours (9) \_\_\_\_\_ the night to go online and participate because they are afraid, they won't get a response or the chance to participate in a chat. And all of this while they ought to be fast (10) \_\_\_\_\_.

- |    |                                       |              |               |                |
|----|---------------------------------------|--------------|---------------|----------------|
| 0. | <input checked="" type="radio"/> A is | B are        | C was         | D were         |
| 1  | A acceptable                          | B adequate   | C decent      | D satisfactory |
| 2  | A in                                  | B at         | C on          | D of           |
| 3  | A acceptance                          | B agreement  | C consensus   | D unison       |
| 4  | A those                               | B that       | C these       | D this         |
| 5  | A which                               | B where      | C who         | D whom         |
| 6  | A came                                | B come       | C comes       | D coming       |
| 7  | A disturbing                          | B concerning | C distressing | D alarming     |
| 8  | A habit                               | B tendency   | C impulse     | D trend        |
| 9  | A of                                  | B at         | C in          | D on           |
| 10 | A asleep                              | B sleep      | C sleeping    | D sleeps       |

## PRACTICE 4

Read the passage carefully and choose the **best** answer **A, B, C** or **D** to fill in each blank.

Do you eat to live (0) \_\_\_\_\_ live to eat? Well, only you know the answer to this question. However, why not make eating a pleasurable activity that will (1) \_\_\_\_\_ good health? With a few simple adjustments, what you consume daily can contribute (2) \_\_\_\_\_ your overall well-being.

Healthy food (3) \_\_\_\_\_ not taste like dry cardboard! Keep your meals simple. Just be sure that there are (4) \_\_\_\_\_ whole grains, lean protein, vegetables and only a little salt. All (5) \_\_\_\_\_ will provide your body with the necessary nutrition. Avoid eating junk food, which usually (6) \_\_\_\_\_ a lot of carbohydrate, fat, sugar or salt.

Eat at regular intervals, allowing about four hours (7) \_\_\_\_\_ meals or snacks. This helps regulate your digestive system, blood sugar levels and appetite, leading (8) \_\_\_\_\_ a healthier you. Chew (9) \_\_\_\_\_ and enjoy every mouthful. Relish the flavors. This will make you eat less and feel full longer. Eat when hungry and stop when you are (10) \_\_\_\_\_, but not uncomfortably full. It is important to control your food intake.

If you follow these simple rules, you are on the way to living a long and healthy life.

- |    |                                       |                |            |             |
|----|---------------------------------------|----------------|------------|-------------|
| 0  | <input checked="" type="radio"/> A or | B and          | C but      | D so        |
| 1  | A ensuring                            | B ensure       | C ensures  | D ensured   |
| 2  | A in                                  | B for          | C on       | D to        |
| 3  | A need                                | B needs        | C needed   | D needing   |
| 4  | A little                              | B some         | C lots of  | D much      |
| 5  | A this                                | B that         | C these    | D those     |
| 6  | A digests                             | B consists     | C contains | D maintains |
| 7  | A within                              | B during       | C around   | D between   |
| 8  | A with                                | B on           | C to       | D for       |
| 9  | A consistently                        | B effortlessly | C slowly   | D gently    |
| 10 | A satisfied                           | B fulfilled    | C assured  | D pleased   |

## PRACTICE 5

Read the passage carefully and choose the **best** answer **A, B, C** or **D** to fill in each blank.

### EMOTIONAL INTELLIGENCE IN THE FAMILY

There is nothing like family. The people we (0)\_\_\_\_\_ are related to by blood and marriage are expected to be our closest (1)\_\_\_\_\_, our greatest sources of love and support. Too often, however, our interactions with family are (2)\_\_\_\_\_ with misunderstanding and resentment, bickering and badgering. Those we should know and be known by best, (3)\_\_\_\_\_ feeling like adversaries or strangers.

Family is where our first and strongest emotional memories are made. That's where they keep (4)\_\_\_\_\_. Therefore, emotional intelligence (EQ) succeeds where other efforts at family harmony fail. Active awareness and empathy - the ability to be aware, accepting and permanently attuned to us and others - tells us how to (5)\_\_\_\_\_ to one's another needs. EQ is incredibly powerful in the family because it puts you in control of your relationships with your close and (6)\_\_\_\_\_ family. When you know how you feel, you cannot be manipulated by other's emotions; nor can you blame family conflict (7)\_\_\_\_\_ everyone else. Most of the solutions for improving family relationships are therefore centered on communicating your feelings to those you care (8)\_\_\_\_\_ .

Without this emotional intimacy, family contact becomes a (9)\_\_\_\_\_, because no one is comfortable spending that much time with a stranger. If you want your family members to know and accept each other lovingly, you must begin with your own emotional honesty and openness. When you do, some familiar measurable advice is transformed to highly (10)\_\_\_\_\_ methods for bringing your family ever closer.

- |    |  |              |              |                |
|----|--|--------------|--------------|----------------|
| 0  | <input checked="" type="radio"/> A are | B were       | C is         | D were         |
| 1  | A allies                               | B associates | C colleagues | D accomplices  |
| 2  | A fill                                 | B fills      | C filled     | D filling      |
| 3  | A eye up                               | B end up     | C ease up    | D even up      |
| 4  | A appear                               | B appears    | C appeared   | D appearing    |
| 5  | A respond                              | B response   | C responds   | D responses    |
| 6  | A extend                               | B extends    | C extended   | D extending    |
| 7  | A at                                   | B to         | C of         | D on           |
| 8  | A of                                   | B for        | C about      | D after        |
| 9  | A trouble                              | B burden     | C blessing   | D tranquility  |
| 10 | A forceful                             | B effective  | C impressive | D insufficient |

## PRACTICE 6

Read the passage carefully and choose the **best** answer **A, B, C** or **D** to fill in each blank.

### PIRANHAS

Scientists in the UK have announced that the piranha fish's reputation **(0)** **as** a fearsome **(1)** \_\_\_\_\_ may well not be deserved. The fish, which is found in the Amazon in Brazil, have been portrayed as deadly carnivores that work in shoals to overwhelm their prey and strip it of its flesh in seconds.

However, **(2)** \_\_\_\_\_ from St Andrews University say that piranhas are omnivores that mainly eat fish, plants and insects. They form big groups not to hunt but to defend **(3)** \_\_\_\_\_ against other predators, according to the team.

"Previously it was thought piranhas shoaled as it **(4)** \_\_\_\_\_ them to form a cooperative hunting group," said Professor Anne Magurran. "However, we have found that it is primarily a defensive **(5)** \_\_\_\_\_."

Piranhas can be attacked by animals **(6)** \_\_\_\_\_ dolphins, caimans and large fish, so forming a shoal is a good way of **(7)** \_\_\_\_\_ being killed. Piranhas of reproductive age stay in the middle of the group for **(8)** \_\_\_\_\_ and the size of the shoal differs according to the level of **(9)** \_\_\_\_\_. When the water level is high, the fish form small groups as there is space to escape, but when the water level drops, they form large groups as protection against **(10)** \_\_\_\_\_.

- |    |                                       |              |             |              |
|----|---------------------------------------|--------------|-------------|--------------|
| 0  | <input checked="" type="radio"/> A as | B as if      | C as though | D since      |
| 1  | A kill                                | B killer     | C murderer  | D murder     |
| 2  | A expert                              | B expertise  | C experts   | D expectant  |
| 3  | A them                                | B themselves | C it        | D itself     |
| 4  | A able                                | B ables      | C enable    | D enabled    |
| 5  | A behave                              | B behaviour  | C way       | D mode       |
| 6  | A such                                | B as         | C like      | D as such    |
| 7  | A prevent                             | B preventing | C avoid     | D avoiding   |
| 8  | A protection                          | B protecting | C protect   | D protective |
| 9  | A risk                                | B fate       | C destiny   | D chance     |
| 10 | A predator                            | B predators  | C predatory | D predate    |

## READING (PART 3)

### PRACTICE 1

*You are going to read an article about the life in space. For questions 1 to 8, read the article carefully and choose the correct answer A, B, C or D.*

Each day, we all have routines we don't even think about: for instance, raising our heads from the pillow each morning or planting our feet on the ground before taking the first few steps of the day. These experiences of living and moving in the physical world are shared by everyone. But there are a handful of people out of the 7.6 billion whose daily experience sets them apart. They float 400-km above our heads in the International Space Station.

Instead of a bed, astronauts dock themselves in a sleep station. They begin their day when the lights are turned on by mission control at 6 a.m. The journey to the bathroom might take twice as long as they carefully propel themselves, floating, across corridors. Small details like brushing your teeth make obvious the peculiarities of living in zero-gravity. The toothpaste and toothbrush can be left to float in the air and the water sticks to the bristles of the brush, but where do they spit once done? The answer is they don't - everything is swallowed to prevent liquid waste from simply floating off.

After breakfast, the crew makes their way down to mission control to run through the day's schedule before completing routine maintenance and safety checks. One day it might be disinfecting surfaces or moving some supplies. While another day could involve repairing an essential piece of equipment like an air filter. Almost every task on the space station is carefully scripted with step by step instructions but even so, things can still go off-track - quite literally. In particular, junior astronauts tend to spend their first few days aboard the space station losing tools. So, everything they use needs to be constantly secured using velcro, clips, magnets, duct tapes or elastic bungees.

Floating around the space station might sound fun but it also poses a long-term risk to the health of the crew. The lack of gravity living in orbit makes their bones more brittle. Moving is so effortless that they also begin to lose muscle strength. To slow this process down, each crew member is required to exercise for two hours a day. They can choose to use the treadmill, weights with vacuum tubes, or an exercise bike without a seat, since you can't sit without gravity! When it comes to nutrition, astronauts select from an array of dehydrated meals that come in pouches to which hot water is added to some. Sauces like ketchup and chilli are available but salt and pepper have been transformed into liquids, otherwise the station would be full of floating granules.

The main purpose of the International Space Station is to act as a scientific research laboratory, and the experiments the astronauts set up and record cover a wide range of disciplines. There have been experiments looking at the effects of zero-gravity on different types of materials, living cells and even small explosions. The station is also a good place from which to study the Earth by taking different measurements and images over time.

Sometimes, astronauts venture outside the space station for maintenance work to the external body of the station. Done in pairs, these extra-vehicular activities or 'spacewalks' can be among an astronaut's most memorable moments in space. It is also one of the riskiest and is planned in minute detail for up to a month in advance.

But once they have finished all scheduled tasks for the day, the astronauts are free to spend any remaining time in the evenings however they wish. They call and email their families from their sleep station, read or watch movies. In this regard, Chris Hadfield became one of the most famous astronauts for many years after playing guitar and even making a music video.

Probably the most popular pastime among the crew is just watching the Earth spinning beneath the station the cupola. Astronauts continue to share these moments with us through their many incredible photographs of cities, forests and weather systems. These are uploaded to the cubicle before they drift off to sleep. floating 400-km above their friends and family.

*Adapted from Great views, Sleeps six, BBC*

- 1 What is the purpose of paragraph 1?
  - A. To highlight the typical routines of people living on Earth
  - B. To establish the prestige and exclusivity of becoming an astronaut
  - C. To introduce the astronauts living in the International Space Station
  - D. To contrast the living experience of those on Earth and astronauts in space
  
- 2 In paragraph 2, what does the phrase 'make obvious the peculiarities' refer to?
  - A. The inconvenience of using the bathroom in the space station
  - B. The effect of zero-gravity on daily activities in the space station
  - C. Astronauts' odd habit of brushing their teeth in the space station
  - D. Waking up as early as 6 a.m. when mission control turns the lights on
  
- 3 In paragraph 3, why is every maintenance task on the space station carefully scripted?
  - A. Step by step instructions are readily available.
  - B. The different tasks carried out each day are important.
  - C. The schedule created by mission control is very thorough.
  - D. This helps junior astronauts stop losing their tools due to zero-gravity.
  
- 4 In paragraph 4, what option is provided to astronauts to overcome the health detriments of living in zero-gravity?
  - A. Exercising for one hour each day
  - B. Using the exercise bike without a seat
  - C. Getting the right nutrition to avoid brittle bones
  - D. Moving around the space station with more effort

- 5 In what way do meals aboard the space station differ from meals on Earth?
- A. Odd hours for mealtimes
  - B. The lack of variety in the meals
  - C. The particular condition of all condiments
  - D. The addition of hot water to some food items
- 6 What evidence supports the wide variety of experiments aboard the space station?
- A. They are set up and run by the astronauts themselves.
  - B. They focus on the effects of zero-gravity on several subjects.
  - C. They make use of the space station as a scientific research laboratory.
  - D. The measurements and observations can be carried out over a period of time.
- 7 Based on the text, how do astronauts view 'spacewalks'?
- A. The highlight of their lives
  - B. Routine maintenance work
  - C. A chance to build rapport with a partner
  - D. Life-threatening if not executed correctly.
- 8 How do astronauts maintain their relationships with people living on Earth?
- A. By calling and emailing home in the evening.
  - B. By entertaining people on Earth through songs
  - C. By enjoying the breathtaking view of Earth from space
  - D. By sharing online all the pictures they have taken in space.

## PRACTICE 2

You are going to read an article about the green and innovative city of Curitiba in Brazil. For **questions 1 to 8**, read the article carefully and choose the correct answer **A, B, C** or **D**.

In today's world, environmental protection and sustainability are very important issues. Cities and councils all around the world are working hard to improve the current situation and sustainability will be an important in all town and city development in the future. One city which has always prioritised the environment is the Brazilian city of Curitiba. It is located in the south of the country and is one of the most innovative cities in the world. It is known as the ecological capital of Brazil because of its environmental friendliness. It is such a successful example of sustainable development that it is visited by delegates from all over the world. The people in Curitiba are very proud of their city. They believe in a greener lifestyle but most importantly, they practise it. Sustainable development is seen in all aspects of city life.

Over 70 percent of all waste is recycled and residents have planted 1.6 million trees throughout the city. Curitiba has the highest rate of paper and glass recycling of anywhere in Brazil. Paper recycling in Curitiba saves about 1000 trees each year. Like many other cities in the world, Curitiba also faces many socio-economic problems but because it is such a unique and forward thinking city, *the residents came up with revolutionary idea* to help poor families and reduce waste at the same time. Each family collects their rubbish which is then weighed and "sold" back to the city council in exchange for fruit and meat. This provides healthy food to those who cannot afford it and also encourages recycling and helps keep the city and tidy. Rubbish which cannot be recycled is burnt to generate electricity.

The city's public transportation system is also one of the greenest in the world. The bus service is inexpensive and efficient and saves millions of car trips each year as the buses can get you anywhere in the city. There are over 70 kilometres of bus-only routes through the city. There are four lanes on the roads, for two cars and lorries and two for buses only. As a result, buses can travel freely within the city without getting stuck in traffic jams. And because of this, millions of people take the buses daily instead of driving their cars. Special bus lines are also available for students, the disabled, and tourists. The best part is that the network's 1200 buses operate on biodiesel, which is a type of fuel generated from plants such soy. Curitiba is one of Brazil's least polluting cities thanks to low car traffic and traditional fuel consumption. Curitiba is one of the first cities in the world to have completely car-free zones in the city centre. Also, their bus stops have been carefully designed so that they are level with the bus. They are tube shaped and have ramps to provide easy access for everyone.

Curitiba has grown dramatically over the years. There were 300,000 people living there in 1950; today, the population is 1.8 million. However, even from the beginning the needs of the city had to be balanced with the needs of the environment. Fortunately, this has had great economic benefits for the city. Income per capita is 60% higher than the national average. The architect who led the city's development in the 1960s was so well-liked that later he became the city's mayor. Flooding has been a big challenge for the city throughout its development. The city has had to find ways to protect itself from flooding which has affected the city centre for many years. Curitiba wanted to find a solution that was

environmental friendly. They came up with a solution that involved digging a number of lake in the city's parks that could hold flood water. In addition to that, no buildings were allowed to be constructed in areas which had a risk of flooding. One of the most beautiful building in the city is the university. It was built using eucalyptus poles and therefore is known as the free university for the environment. You can study a wide range of subjects there although many different environmental courses are available, including bio - architecture.

- 1 In paragraph 1, why is Curitiba known as the ecological capital of Brazil?
  - A. It has a lot of greeneries.
  - B. It is a very modern and new city.
  - C. It is visited by many foreigners interested in the environment.
  - D. People there do a lot to protect and conserve the environment.
  
- 2 In paragraph 2, what does the author mean by "*came out with a revolutionary idea*"?
  - A. Their idea was original and different.
  - B. Their idea made a lot of people angry.
  - C. Their idea caused a lot of political change.
  - D. Their idea made a lot money for the city.
  
- 3 Which of the following does not happen in Curitiba?
  - A. Residents are given food as a reward for recycling their rubbish.
  - B. Residents help keep the city clean and tidy.
  - C. Recycled waste is used to produce electricity.
  - D. Families separate their household waste.
  
- 4 In paragraph 3, many in Curitiba do not drive their own cars because...
  - A. Fuel is very expensive.
  - B. There are too many traffic jams.
  - C. Many roads in the city are four buses only.
  - D. The public transportation system is efficient.
  
- 5 Why is Curitiba less polluted than other cities?
  - A. People do not use cars much.
  - B. There are only 1200 buses in the city.
  - C. The buses can travel freely within the city.
  - D. The buses use fuel which does not cause pollution.
  
- 6 In paragraph 4, what does "this" refer to?
  - A. The huge population of the city.
  - B. The population growth since 1950
  - C. The average income for each person in the city.
  - D. The balance between the needs of the city and the needs of environment.

- 7 The city solves the problem of flooding by
- A. Doing nothing - nature solved the problem itself.
  - B. Making sure there are many lakes.
  - C. Creating more parks around the city.
  - D. Constructing lesser buildings.
- 8 What is unique about the city's university?
- A. It is a very attractive building.
  - B. It was build using sustainable materials.
  - C. You can only study environmental courses there.
  - D. It is the only university where you can study bio-architecture.

*Retrieved from Johor 2021 Trial paper*

### **PRACTICE 3**

*You are going to read an extract from an article. For **questions 1 to 8**, read the article carefully and choose the correct answer **A, B, C or D**.*

One of the most significant inventions in human history is money. It makes trading easier for those who don't know or trust one another. You can enter a store and take out a candy bar if you have enough money. You don't need to know the store owner or have their trust. All they have to do is count your cash.

Prior to money, most transactions relied on debt and credit. Assume you possessed an extra pair of shoes and belonged to an ancient tribe. You may give Joshua, your tribemate, your extra shoes if he needed them. At that point, Joshua would owe you money. He'd have one to give you. Later, in the dead of winter, your family might be starving. Joshua may share some of his food with you, and you may not be successful in your hunting endeavours.

For a very long period, the system of credit and debt served humanity well. Our minds are good at recalling who owes what and what favours to whom. This system's drawback is that it depends on trust. I must be aware of the individual I am lending money to. I have to have faith that they will pay me back. We are unable to trade otherwise. Joshua, our tribe mate, is simple to trust. We are familiar with him. We are aware of his background. But those from the tribe on the other side of the ocean? Do we think they are trustworthy? Most likely not. Not enough, at least, to let them take credit for our shoes. We don't even know them, after all.

It is impossible for a society to flourish without money. It's challenging to maintain ties with more than 150 or 200 people. Systems of exchange based on reputation collapse in larger groupings. The need for money deepens.

Imagine yourself living in a Roman army camp during the first century AD as a soldier. Thousands of men and women live with you in your home. Many of them are members of the armed forces. Some become nurses or doctors. Some are employed as merchants, farmers, or cooks. Let's say that you needed a blacksmith to repair your armour. You are not familiar with the blacksmith. Even if he or she makes it through the next battle, you might not. The blacksmith does not trust you to repay your debts. But your trust is not needed by the blacksmith. Coins made of gold and silver are used to pay you. You can trade coins with total strangers for whatever goods or services you like.

Once again, the foundation of the current financial system is credit and debt. On the other hand, banks and lenders may now keep an eye on everyone's reputation. They employ identities granted by the government and computers. They know what our credit histories are. They know what our purchasing habits are. They use technology to assess our creditworthiness. Although they don't truly know us, they do know us well enough to acknowledge us. What a world!

1. Which main point about money is the author trying to make in this text?
  - A. Money unfairly flows to the richest people in the world.
  - B. Money allows people who don't know or trust each other to trade.
  - C. Money is the root of all evil.
  - D. Money can purchase many things, but it cannot buy happiness.
  
2. According to the text, how did people mainly transact before the invention of money?
  - A. They used the barter system and traded physical goods.
  - B. They used seashells and beads as currency.
  - C. They lent and borrowed from each other.
  - D. Everything was free and everyone shared freely.
  
3. Why would the author lend to Joshua but not the tribe across the sea?
  - A. Joshua is the wealthiest person in town.
  - B. Joshua is a person who is known and trusted.
  - C. Joshua is a feared Roman soldier.
  - D. Joshua is the fastest person in the tribe.
  
4. What is the author's main purpose in writing the **THIRD** paragraph?
  - A. He is trying to convince us to forgo modern life and to live in tribes.
  - B. He is informing readers of the history of credit and debt systems.
  - C. He is explaining why tribal life is unproductive and wasteful.
  - D. He is describing the weaknesses of the credit and debt system.
  
5. Why did Roman army camps need to use money to facilitate trade?
  - A. Most people did not know each other.
  - B. Most people did not trust each other.
  - C. People often died in battle.
  - D. All of these reasons.
  
6. Which technologies enable modern societies to use credit systems?
  - A. Computers and government identification
  - B. Airplanes and phone networks
  - C. Radio waves and license plates
  - D. Steam power and waterways
  
7. Which is **true** based on information from the text?
  - A. Roman army camps were much smaller than ancient tribes.
  - B. Roman army camps were about the same size as ancient tribes.
  - C. Roman army camps were much larger than ancient tribes.
  - D. Nobody knows the actual size of Roman army camps.
  
8. Which event happened **last** in history?
  - A. Thousands of people lived in Roman Army camps.
  - B. Credit and debt systems became widespread again due to technology.
  - C. Money was invented.
  - D. Ancient tribes used mainly credit and debt systems for exchange.

## PRACTICE 4

*You are going to read an article. For questions 1 to 8, read the article carefully and choose the correct answer A, B, C or D.*

I rushed off the train, excited about finally getting a chance to reconnect with old friends in Kedah. I couldn't contain my smile as I hurried towards the exit. Every second wasted was a second away from my friends. I prayed that the taxi I called would arrive soon, that every car in front of us would move faster, that every stoplight would be green. I just wanted to be there already!

My three friends meant so much to me. The four of us attended the same secondary school in Kedah. Surprisingly, the demanding, stressful year of Form Three became my favourite school year because of them. One of them was a school debater while the other two were an athlete and a football player respectively. They were the ones who took time from their packed schedules to help me improve in the subjects I struggled with. They were the ones who reassured me when I was worried. During that one year, we became closer than friends I had known for years.

Daniel was a hardworking Mathematics genius who was always on top of his studies. He was also a talented writer. I remember how once, with surgical precision, he helped me cut down my six- page English essay to three pages, shortening it, making it much precise. Megat was everyone's personal therapist: there was evidently no one he would not help out in a pinch. He was the person you would call whether you were being chased by a dog or just needed someone to rant to. Finally, there was Aidan, the one I could always rely on to reply to texts almost instantly in our group chat. Aidan was a strong speaker, as well as funny and engaging. I admired how his speeches and rebuttals could be firm and critical, while he remained logical and calm.

We became close network of support in every way. From playing an escape game as a team of four to sharing our favourite books, we all contributed to the group and learned from one another. Over time, we rubbed off on each other so much that our catchphrases, the ways we talked and even the way we texted became similar.

We decided to meet up at the mall across from our old school. When I saw the place again, the nostalgic memories flooded my head. There was a bakery where I used to buy the next day's breakfast, the restaurant where so many birthdays we celebrated and the iconic juice stand with incredible mango smoothies. It's true, you will never know the value of a moment until it becomes a memory.

As I walked into Sunshine Mart, I remembered buying packed nasi lemak with fried chicken, biscuits and chewy candies. The same cashier was still working there, the one who always smiled and talked to me. But when our eyes met, his no longer lit up. His lips no longer lifted into a smile. I was nothing more than a stranger to him. His memory of me had faded away. I felt my stomach tighten, worried this was an indication of more disappointment to come. I took a deep breath and tried to get rid of this awful feeling. It didn't matter, as long as I could see my friends.

The entrance bell rang, and I glimpsed a familiar haircut over the top of the aisle. Megat! He's here! I felt hopeful and excited. A memory. But something else was buried deep inside me too, something that made me nervous and worried, trapped inside a bottle that began to unscrew its lid. I greeted him with a smile. He replied, "Hey." Silence.

It will pick up, I told myself. I was never much good at starting conversations anyway. While we were awkwardly chatting, Daniel came in. He took me by surprise. In one's memories, the people you leave behind never change. In my mind, he was still the one we would tease playfully about his height. Now, I marvelled at his figure. He was taller and thinner.

We tried to catch up, talking about all the things that had happened to us since our lives separated. Megat had finally adjusted to his college life. Daniel was accepted into a prestigious foundation programme and I was truly happy for him. In an instant, it felt like we were back to the time when we all studied like crazy together, sharing our stress over homework and examinations, but soon, the answers became a little shorter and the silence between each question became a little longer. Before we knew it, we were struggling to make conversation.

My head began to spin. Texting made everything much easier. There were no awkward silences, no anxious glances. No need to come up with a topic simply just to talk. Had I become a stereotypical teen who could only communicate on his phone? All these thoughts filled my head in a simple second of silence.

- 1 In paragraph 1, why did the writer rush off the train?
  - A He wanted to get a taxi quickly.
  - B He was late to see his school friends.
  - C He could not wait to see his old school.
  - D He would have a reunion with his friends.
  
- 2 In paragraph 2, how did the writer become close to his friends?
  - A They shared their school problems and helped each other.
  - B They supported him when he struggled with studies.
  - C They helped him with all of his homework.
  - D They went to the same school together.
  
- 3 In paragraph 3, what did the writer say about his friends?
  - A Megat was a good listener.
  - B Aidan spent his time writing speeches.
  - C Daniel loved to solve mathematics problems.
  - D All of his friends had identical characteristics.
  
- 4 In paragraph 5, why did the writer use the phrase **flooded my head**?
  - A He used to hang out at the mall after school with his friends.
  - B He recalled pleasant moments he had at the mall.
  - C He planned to do many activities once he met his friends.
  - D He thought that memories should be cherished.

- 5 The writer concluded that the cashier
- A could not be bothered by him as he was busy.
  - B was not as friendly as he used to be.
  - C pretended not to know him.
  - D had forgotten him.
- 6 How did the writer feel about talking with each other in person?
- A He became shy and timid.
  - B He was insecure.
  - C He felt uneasy.
  - D He regretted meeting them.
- 7 Why did the conversation lose its sparks?
- A They had lost interest in each other.
  - B They did not know how to respond to some questions.
  - C They were not willing to share their recent life experiences.
  - D They were not used to communicating with each other in person.
- 8 What can we learn from the writer's experience?
- A We should build relationships through face-to-face communication.
  - B We should know that socialising with friends in person is important.
  - C We should know that social media can ruin friendships.
  - D We should keep and maintain old friendships.

## PRACTICE 5

You are going to read an article. For **questions 1 to 8**, read the article carefully and choose the correct answer **A, B, C or D**.

Right now, somewhere in the world, Tom Turcich is walking. He started his hike in April 2015 and is still going. His intention is to walk across every continent in the world.

Tom made the decision to travel the world after one of his close friends died at the age of 17. The tragedy encouraged Tom to make the most of his own life. He spent the next few years completing college and working to save money, and in 2015, he finally quitted his job, packed a few belongings and set off on foot from his home in New Jersey, USA.

He took a route south through the USA and Central America and down the west coast of South America. After that, he travelled to Antarctica and Europe aboard a ship, and he is currently walking across North Africa. From there, he'll hike east through Asia and Australia. Then he plans to fly to the west coast of the USA and cross that on foot, back towards his final destination, New Jersey.

Tom isn't walking alone. He picked up a dog called Savannah from an animal shelter in Texas. At first, he thought it would be useful to have a dog protecting him, but the two soon became perfect travel companions. He thought he would have trouble crossing borders with the dog, but he acquired a certificate proving that it was free of disease and since then the process has been surprisingly simple.

Tom usually walks about 38 kilometers a day, burning 5000 calories daily. He has encountered a number of difficulties on the way, such as walking across the mountains and volcanoes of Guatemala. They were so steep that he could only manage about 10 miles a day. He carries just a tent, a sleeping bag and a few basic supplies, all which he pushes in a baby stroller, as he found that it requires less effort than carrying a backpack.

When he first started out, his legs ached at the end of the day. But he is now used to the exercise, although he makes sure to spend time at the end of the day stretching his legs. He had worn out several pairs of hiking boots already, each pair lasting about 800 kilometers. Tom has an arrangement with a friend in the States who mails him new pairs of sneakers whenever he needs them.

He has had some great experiences along the way and is always surprised by the generosity and hospitality of strangers, who frequently welcome him into their homes. However, few of them believe him when he tells them that he has walked to South America on foot, assuming that he has made a mistake speaking Spanish. But eventually, they accept his story and are extremely impressed.

Tom keeps a blog where he documents his travels and posts wonderful photographs that he has taken along the way. He had never been interested in photography before he started his trek but now loves the art form. He hopes that after returning to the USA, he will be able to work as a travel writer or photographer.

(Adapted from <https://testenglish.com/reading/b1-b2/world-walker-reading-test/>)

- 1 In paragraph 2, why did Tom decide to make the most of his life?
  - A His friend passed away at a young age.
  - B He wanted to walk across every continent.
  - C He was exhausted after studying and working for years.
  - D He quitted his job and began his travel across the world.
  
- 2 In paragraph 4, what does Tom think about Savannah as his travel companion?
  - A Pleased
  - B Thrilled
  - C Troubled
  - D Surprised
  
- 3 In paragraph 5, what made his journey across mountains and volcanoes difficult?
  - A He had to push a baby stroller up the mountains and volcanoes.
  - B The mountains and volcanoes were very steep.
  - C He brought some equipment with him
  - D The walk took about 10 miles a day.
  
- 4 In paragraph 6, how does Tom get new pairs of sneakers?
  - A His friend arranges them for him.
  - B The States arranges them for him.
  - C The States mails them to him.
  - D His friend posts them to him.
  
- 5 In paragraph 7, how do other people react to his story?
  - A They are generous.
  - B They are reassured.
  - C They are astonished.
  - D They are welcoming.
  
- 6 In paragraph 8, why does Tom want to be a travel writer or photographer?
  - A He has been blogging about his travels.
  - B He is fascinated with the art of photography.
  - C He loves blogging and posting photographs of his travels.
  - D He has taken amazing photographs throughout his travels.
  
- 7 From the story, what can we say about Tom?
  - A He is a man of principle.
  - B He has great perseverance.
  - C He is protective of his companion
  - D He prioritises others' needs before his own.
  
- 8 What is the purpose of this article?
  - A To recall how Tom faces difficulties during his travels.
  - B To share amazing stories about Tom's travels.
  - C To influence readers to take up travelling.
  - D To encourage people to do what Tom did.

## PRACTICE 6

You are going to read an article. For **questions 1 to 8**, read the article carefully and choose the correct answer **A, B, C or D**.

When I was about 12 years old, my older brother, Sam, smuggled a BB gun into the house. I'm not quite sure where he got it. This was in 1938, during the Great Depression. He must have bartered for it with one of his friends. Our parents had told us many times that we were not to bring home guns or knives, even if they were just toys. Having any form of weaponry in our home was strictly taboo.

James brought me to his room. He opened his closet door and took out a shoebox that was buried beneath a heap of clothes. The BB gun was inside. I was immediately enamoured by the shiny (albeit plastic) wooden stock and the steely-blue hue of the barrel. He let me touch it and walk with it around the room. I fingered the trigger.

"Can I shoot it, Sam?" I asked, hopefully.

"No way," Sam said, taking it from me and putting it back in its **covert** location.

I forgot about it for a while, but one day, when no one was home, I went into Sam's closet and took it out. For some inexplicable reason – I have no idea what I was thinking – I went to the front window of the second floor in our row house. I cracked the window open. I pointed the gun outside and shot. I quickly shut the window and peeked outside. In a matter of seconds, old Mr. John came out of his grocery store. He looked back at his store window. He looked up down the street. Then he looked straight across to our house. He could tell from the **trajectory** just where that shot had come from – he knew someone in our house was the culprit.

I ran back to Sam's room to return the gun and then sat downstairs, waiting nervously for someone to get home. Thankfully, Sam made it home before Mother or Father. As he stepped through the door, I could hear old Mr. John call his name.

"Sam, Sam," he called. "Come here, son."

I crept to look out the door and saw Mr. John pointing feverishly at our house (up to the second-floor window!) and then at his shop window. Sam ran back across the street and into the living room. I had retreated into the kitchen.

"Anna!" he screamed. "Get out here! You cracked Mr. John's window with my BB gun!"

"Oh, please, Sam," I begged. "Don't let him tell Mother. She will whip my bottom real good!" Sam sighed. He wiped my tears and went back across the street to Mr. John's. I don't know what Sam said to that man, but there was never a mention of the incident again. I didn't know how I got out of it, but I got out of it, and that was all that mattered to me then. I was too self-absorbed to realize what a great brother I had.

Years later, I found out Sam had used the money he got from his newspaper route to pay for Mr. John's cracked window. He only got one cent for every paper he delivered. He managed to pay back the debt just before he went off to fight in World War II.

Since that day, I have never touched a gun: a BB gun, a water gun, a real gun, or any other type.

- 1 Which is the best reason why the author tells the reader the story takes place during the Great Depression?
- A To let the reader know how old the narrator is now
  - B To let the reader know why guns were taboo in the house
  - C To let the reader know that World War II had not occurred yet
  - D To let the reader know how economically strained things were
- 2 In paragraph 1, if something is **taboo** it is
- A Illegal
  - B Forbidden
  - C Incomprehensible
  - D Dangerous
- 3 As used in the beginning of the story, which is the best definition for **covert**?
- A Dark
  - B Secret
  - C Worn
  - D Unknown
- 4 How did the incident seem to affect Anna at the time?
- A It made her cautious with guns
  - B It made her appreciate her brother
  - C It made her certain her brother would be a good soldier
  - D It made her appreciate her family
- 5 What is a trajectory?
- A A hole
  - B A crack
  - C A path
  - D A sound
- 6 What did Anna seem most worried about?
- A Getting caught by her brother
  - B Getting spanked by her mother
  - C Having to pay for the broken glass
  - D Hiding the gun before her parents got home
- 7 What kind of person does Sam appear to be?
- A Wealthy
  - B Secretive
  - C Responsible
  - D Foolhardy
- 8 What kind of 12-year-old girl does Anna appear to be?
- A Impulsive and self-involved
  - B Feisty and indignant
  - C Humble and loving
  - D Reverent and respectful

## WRITING

### PART 2

Your class has been discussing the flash flood and your teacher has asked you to write an essay about it.

In your **essay**, you should write about:

- The cause of flash flood.
- Tell how it has affected people.
- Suggest way to prevent flash flood.

Use all the notes above and give reasons for your point of view.

*Write your answer in 125 – 150 words in an appropriate style.*

### WRITING STEPS

#### STEP 1: ANALYSING THE QUESTION

CRITERIA	DETAILS
FORMAT	Essay
AUDIENCE	Teacher
SUBJECT	<b>Flashflood</b>
CONTENTS	<b>C1</b> : the cause of flash food. <b>C2</b> : the effect(s) of it. <b>C3</b> : suggestion to prevent it
TENSE	Present simple, present participle

## STEP 2: PLANNING DAN DRAFTING

Paragraph	Content	Particulars	Notes
1	<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Introduce the background of the issue.</li> <li>• Define the term “flash flood”.</li> <li>• provide example of the occurrence</li> </ul>	<ul style="list-style-type: none"> <li>• Plan your writing by estimating number of words for each paragraph.</li> <li>• For Paragraph 2- 4, start with a topic sentence.</li> </ul>
2	<b>C1</b>	<p><b>Explain the cause(s) of flash flood.</b></p> <ul style="list-style-type: none"> <li>• Give a fact/piece of information about the cause of flash flood:</li> </ul> <p>Cause 1: excessive and heavy downpour. Cause 2: inadequate maintenance of drainage facilities.</p> <p><i>(use 5W1H questions).</i></p>	
3	<b>C2</b>	<p><b>Write the effects of it.</b></p> <p>Effect 1: people lose their home and property. Effect 2: the spread of water and <i>vector-borne</i> diseases such as cholera, malaria, and yellow fever.</p>	
4	<b>C3</b>	<p><b>Suggest way to prevent it.</b></p> <ul style="list-style-type: none"> <li>• use Flood Monitoring System</li> <li>- to monitor water level.</li> <li>- give early flood-warning.</li> </ul>	
5	<b>Conclusion</b>	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Express your hope(s) regarding this issue.</li> <li>- reduce the risk and number of victims.</li> </ul>	

### STEP 3: WRITING THE ESSAY (P.E.E.R TECHNIQUE)

Structure	Topic sentence	Elaboration	Effect/ Example	Reaffirm
What you should do?	Highlight your main idea	Provide Reason/ Explanation	Give Examples/ Present effect	Rephrase the main idea.
Cohesive devices	Firstly/ First of all/ First and foremost/ In addition/ Furthermore/ Moreover/ Apart from that/ Despite/ Instead of/ Nevertheless/ Lastly/ Last but not least/ As a conclusion/ In conclusion/ To sum up...	It is because/ Due to that/ the reason is...	For instance/ For example/ to illustrate this/ A clear example is...  As a result/ Consequently/ Accordingly/ Hence/ Thus/ That way....	Undeniably/ Unquestionably/ Inevitably/ Surely/ Clearly/ Undoubtedly...

#### Sample sentences:

<b>P</b>	First of all, the main cause of flash flood is the excessive and heavy downpour.
<b>E</b>	This is because, when rainfall hits certain areas faster and heavier than usual, the ground cannot absorb the amount of water.
<b>E</b>	As a result, water height will rise rapidly.
<b>R</b>	Clearly, extreme rainfall is the main cause of flash flood.

**First of all**, the main cause of flash floods is the excessive and heavy downpour. **This is because** when rainfall hits certain areas faster and heavier than usual, the ground cannot absorb the amount of water. **As a result**, water height will rise rapidly. **Clearly**, extreme rainfall is the main cause of flash floods.

## **PRACTICE 1**

*Write your answer in 125 – 150 words in an appropriate style.*

### **Question 2**

Your class has been discussing about the flash flood and your teacher has asked you to write an essay about it.

In your **essay**, you should write about:

- The cause of flash flood.
- Tell how it has affected people.
- Suggest way to prevent flash flood.

Write your essay using all the notes and giving reasons for your point of view.

## **PRACTICE 2**

*Write your answer in 125 – 150 words in an appropriate style.*

### **Question 2**

Your class has been discussing about the rise of cybercrimes and how it affects teenagers more than ever. Your teacher has asked you to write about an essay about it.

In your **essay**, you should write about:

- The types of cybercrimes
- The effects of cybercrimes on teenagers
- The ways to prevent it

Write your essay using all the notes and giving reasons for your point of view.

## **PRACTICE 3**

*Write your answer in 125 – 150 words in an appropriate style.*

### **Question 2**

Your class has been discussing about spending habits among teenagers. Your teacher has asked you to write an essay about it:

In your essay, you should write about:

- What do you spend your money on?
- How do you track your spending?
- Why do you need to track your spending?

Write your essay using all the notes and giving reasons for your point of view.

**USE VOCABULARY/ PHRASES (BASED ON ENVIRONMENT)**

transmission associated contamination hazards hazardous <b>evacuation</b> <b>evacuate</b> <b>route</b> sewage debris <b>prone</b> provision implemented outbreaks <b>hygiene</b> significant floodwater <b>devastated</b> <b>damage</b> <b>alter</b> severe dam failures monsoon seasons dense populations. mass migration region inflow tide backwash submerge	<b>ecosystems</b> rapid vegetation defence barrier excessive fatalities destructive escape low-lying areas torrential rains adopt protective measures vector-borne diseases water-borne diseases water sources dry climate rocky terrain standing water dam breakage collapsed infrastructure. economic repercussions population displacement heed warnings shelter pavements influx outflow stream overwhelm cloudburst	stagnant water breeding site preventive measure <b>human settlements</b> <b>climate change</b> overflows riverbanks channel drainage tropical storms cyclones hurricanes phenomenon clogged congested incapacitated vulnerable salient solution withstand exacerbating water catchment areas immerse calamity mitigate drench gush flowage washout thunderstorm
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**USE VOCABULARY/ PHRASES (BASED ON FINANCIAL AWARENESS)**

expenditure outlay cost disposal expense Daily/weekly/monthly expenses budget allocation making a purchase of putting money towards recording financial transactions monitoring and managing expenses keeping financial records tracking and analysing financial habits cash flow pocket money consumer spending government spending capital expenditure operating expenses discretionary spending mandatory spending fixed costs variable costs	saving frugality thriftiness impulse buying splurging overspending economizing budgeting penny-pinching cost-cutting budgeting financial planning expense tracking cost management allocating funds saving investing financial forecasting "Living within means" "Breaking the bank" "Cost an arm and a leg" "Money burns a hole in your pocket" "Making ends meet" "Stretching the dollar" "Cutting back on expenses" "Watching the pennies"	employment business profits investments pensions social security annuities alimony bonuses commissions freelance work consulting fees grants scholarships gifts revenue earnings wages salary compensation pay remuneration stipend take-home pay proceeds "Living on a fixed income" "Earning a living" "Increasing earnings"
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**USE VOCABULARY/ PHRASES (BASED ON SCIENCE AND TECHNOLOGY)**

rapidly evolving access bypassing security mechanism bot automated tasks criminal activities digital devices networks commit identity theft fraud data breaches viruses scams malicious acts cybercriminals exploit vulnerabilities unauthorized steal sensitive information disrupt services reputational harm financial harm devastating global problem growing aware of	depression financial problems prevention methods avoid social media oversharing low self-esteem untrusted suspicious getting rampant fall victim risks impacts business disruption protect preventive measures hackers targets profits cybersecurity trick you into downloading personal information cyberbullying phishing copyright threat hacking victims	illegal revealing impersonate damage manipulating software piracy spreading viruses stolen insecurity self-doubt lack of self-confidence self-worth issues poor self-image self-deprecation inferiority complex self-condemnation self-shame self-guilt bad look low regard scant regard self-respect mental health body shaming harassment defend negatively affected privacy setting intoxicating
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## SPEAKING (PART 2)

### PRATICE 1

**Topic 1 : Online Shopping Application**  
**Topic 2 : Invention**

**Part 2**  
**3 - 4 minutes**

<b>Interlocutor</b>	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 <b>your favourite online shopping application</b> . First, you have some time to think about what you're going to say.
<b>Candidate A</b> <i>Approx 20 seconds</i>	<i>Allow candidate 20 seconds to prepare.</i>
<b>Interlocutor</b>	All right? You may start now.
<b>Candidate A</b> <i>1 minute</i>	..... Back-up prompts to be used if necessary. Use the prompts below [the oblique "I" is included to make it as a choice] <b>What can you say about this point? Tell me ... (e.g. Tell me about this point)</b>
<b>Interlocutor</b>	Thank you. (Candidate B), do you like to shop online? Why?
<b>Candidate B</b> <i>Approx 20 seconds</i>	<i>Allow candidate 20 seconds to prepare.</i>
<b>Interlocutor</b>	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 <b>your favourite invention</b> . First, you have some time to think about what you're going to say.
<b>Candidate B</b> <i>Approx 20 seconds</i>	<i>Allow candidate 20 seconds to prepare.</i>
<b>Interlocutor</b>	All right? You may start now.
<b>Candidate A</b> <i>1 minute</i>	..... Back-up prompts to be used if necessary. Use the prompts below [the oblique "I" is included to make it as a choice] <b>What can you say about this point? Tell me ... (e.g. Tell me about this point)</b>
<b>Interlocutor</b>	Thank you. (Candidate A), what is your favourite invention? Why?
<b>Candidate B</b> <i>Approx 20 seconds</i>	<i>Allow candidate 20 seconds to prepare.</i>
<b>Interlocutor</b>	Thank you. (Candidate B), can I have the booklet, please? Retrieve Part 3.

### AN ONLINE SHOPPING APPLICATION

Talk about your favourite online shopping application.

You should say:

- what the application is?
- why you like it?
- what you normally buy with it?
- if you think shopping online is safe (why/why not)?

### AN INVENTION

Talk about your favourite invention.

You should say:

- what it is?
- what the function is?
- why you like it?
- if you think invention helps us in our daily life (why/why not)?

**PRACTICE 2**

**Topic 1 : Natural disaster**  
**Topic 2 : Infectious disease**

**Part 2**  
**3 - 4 minutes**

**Interlocutor** In this part of the test, I'm going to give each of you a topic and I'd like you to talk about it on your own for about a minute. You also need to answer a question briefly about your partner's topic.

Candidate A, it's your turn first. Here's your task.  
Place Part 2 booklet, open at Task 2A in front of Candidate A.

I'd like you to talk about **a natural disaster**. First, you have some time to think about what you're going to say.

**Candidate A** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**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 "I" is included to make it as a choice]  
**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.  
(Candidate B), what was the cause of flood?

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*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 **an infectious disease**. First, you have some time to think about what you're going to say.

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**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 "I" is included to make it as a choice]  
**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.  
(Candidate A), have you got infected by disease before? What is it?

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**Interlocutor** Thank you. (Candidate B), can I have the booklet, please? Retrieve part 3

**A NATURAL DISASTER**

Talk about a natural disaster

You should say

- what the disaster is?
- where it happens?
- what the effects are?
- whether it is important to help people during crisis (why/why not)?

**AN INFECTIOUS DISEASE**

Talk about an infectious disease.

You should say

- what the disease is?
- how does it spread?
- what the symptoms are?
- If it is important to keep a distance from the infected people (why/why not)?

**PRACTICE 3**

**Topic 1 : A Product**  
**Topic 2 : A Job**

**Part 2**  
**3 - 4 minutes**

**Interlocutor** In this part of the test, I'm going to give each of you a topic and I'd like you to talk about it on your own for about a minute. You also need to answer a question briefly about your partner's topic.  
Candidate A, it's your turn first. Here's your task.  
Place Part 2 booklet, open at Task 2A in front of Candidate A.

I'd like you to talk about **a product**. First, you have some time to think about what you're going to say.

**Candidate A** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**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 "I" is included to make it as a choice]  
**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.  
(Candidate B), what is a product that you want to buy? Why?

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*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 **a job**. First, you have some time to think about what you're going to say.

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**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 "I" is included to make it as a choice]  
**What can you say about this point? Tell me ... (e.g. Tell me about this point)**

**Interlocutor** Thank you.  
(Candidate A), what is the job that would you like to try? Why?

**Candidate B** *Allow candidate 20 seconds to prepare.*  
*Approx*  
*20 seconds*

**Interlocutor** Thank you. (Candidate B), can I have the booklet, please? Retrieve Part 3.

**A PRODUCT**

Talk about a product that you really want to buy.

You should say:

- What the product is?
- How much it costs?
- Where you can buy it?
- Why you want to buy it?

**A JOB**

Talk about a job that you want to do after finishing your study.

You should say:

- What the job is?
- How you apply for the job?
- What the job scopes are?
- Why you want to have a job?

## LISTENING (PART 2)

### PRACTICE 1

You will hear a passage about **Robots in Business**. For questions **1 to 8**, choose the correct answer (**A, B or C**).

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

1. In many sectors, robotic systems are
  - A. reducing efficiency, productivity and innovation.
  - B. introducing efficiency, productivity and innovation.
  - C. increasing efficiency, productivity, and innovation.
  
2. A primary way robots are transforming business operations is by
  - A. automating repetitive, labour-intensive activities.
  - B. having robots that could be humans.
  - C. employing more people into the sectors.
  
3. How does using robots help in protecting the workers' well-being?  
It can be programmed to.....
  - A. perform tasks faster as compared to humans.
  - B. navigate and perform hazardous tasks in dangerous environments.
  - C. protect the workers' health and safety.
  
4. Which of these is useful in robots to provide real-time information?
  - A. Developed sensors and software.
  - B. Modern applications and software.
  - C. Advanced data and analysis.
  
5. It is not just the operational impact of robots that is changing business, but they are also
  - A. helping in giving customers more experience.
  - B. transforming the customers experience.
  - C. risking the customers experience.
  
6. The following robotic solutions complement human-to-human interactions, except
  - A. Delivery services
  - B. Chat bots
  - C. Out-store assistants
  
7. The potential displacement of human workers is an opportunity for
  - A. employers to retrain and up-skill their workers.
  - B. industries to reduce the number of human workers.
  - C. companies to use more machines as the workers.
  
8. Which of these statements is true about the integration of robots in the business world?
  - A. Robots are playing an important role in transforming the future of work.
  - B. The way companies operate is determined by the use of robots as the employers.
  - C. Humans must be prepared with the demands of robots in the business sectors.

## PRACTICE 2

You will hear a passage about *Malaysia's Precious Malayan Tiger*. For questions 1 to 8, choose the correct answer (A, B or C).

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

1. The two tigers in the National emblem of Malaysia symbolise...
  - A. strength and patience.
  - B. strength and bravery.
  - C. strength and hard work.
  
2. The word "majestic" means...
  - A. great
  - B. beautiful
  - C. fierce
  
3. Other tiger subspecies are also facing extinction except...
  - A. Bengal tiger.
  - B. Siberian tiger.
  - C. Sumatran tiger.
  
4. According to the World Wildlife Fund or WWF, the greatest threat is...
  - A. agriculture.
  - B. development.
  - C. illegal logging.
  
5. What happens to the tigers when there is loss of large animals?
  - A. They eat local vegetation.
  - B. They lack of food source.
  - C. They hunt for humans.
  
6. A tigress eat more large animals compared to a male tiger because...
  - A. She needs more energy that a male tiger.
  - B. She needs to feed herself as well as he cubs.
  - C. She needs to guard her habitat.
  
7. What causes the conflict between tigers and humans?
  - A. Malaysian Book of Records
  - B. Guinness World Records
  - C. Olympic Records
  
8. What can we do to revive the Malayan tiger's population?
  - A. Visit the National Zoo.
  - B. Start a conservation centre for Malayan tigers.
  - C. Stop consuming tiger's body parts.

*Retrieved from Tangkak 2023 Trial paper*

### **PRACTICE 3**

*You will hear a passage about a teacher giving students advice for exams. For questions 1 to 8, choose the correct answer (A, B or C).*

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

1. The teacher wants the students to
  - A. take notes after she has finished speaking.
  - B. take notes while she is speaking.
  - C. forget about taking notes.
  
2. The teacher suggests eating
  - A. sugary snack.
  - B. only apples.
  - C. fruit and cereals.
  
3. The teacher suggests finding a study place with a lot of
  - A. light.
  - B. space.
  - C. books.
  
4. If students feel stressed they should
  - A. go to bed.
  - B. go out for a walk.
  - C. drink some water.
  
5. Students are advised to
  - A. select the important things to learn.
  - B. read through everything once.
  - C. make notes about every topic.
  
6. The teacher understands that repeating things can be
  - A. difficult.
  - B. uninteresting.
  - C. tiring.
  
7. Students can do past exam papers
  - A. in the library only.
  - B. at home if they take photocopies.
  - C. in the after-school study group.
  
8. The teacher recommends a break of five minutes every
  - A. hour.
  - B. two hours.
  - C. thirty minutes.

**ANSWERS**  
**READING (PART 2)**

<b>PRACTICE 1</b>		<b>PRACTICE 2</b>		<b>PRACTICE 3</b>	
<b>1</b>	A	<b>1</b>	B	<b>1</b>	C
<b>2</b>	D	<b>2</b>	D	<b>2</b>	B
<b>3</b>	B	<b>3</b>	B	<b>3</b>	C
<b>4</b>	B	<b>4</b>	D	<b>4</b>	D
<b>5</b>	C	<b>5</b>	C	<b>5</b>	D
<b>6</b>	D	<b>6</b>	C	<b>6</b>	A
<b>7</b>	A	<b>7</b>	A	<b>7</b>	B
<b>8</b>	C	<b>8</b>	B	<b>8</b>	B
<b>9</b>	D	<b>9</b>	A	<b>9</b>	A
<b>10</b>	B	<b>10</b>	B	<b>10</b>	C
<b>PRACTICE 4</b>		<b>PRACTICE 5</b>		<b>PRACTICE 6</b>	
<b>1</b>	B	<b>1</b>	A	<b>1</b>	A
<b>2</b>	D	<b>2</b>	C	<b>2</b>	C
<b>3</b>	A	<b>3</b>	B	<b>3</b>	B
<b>4</b>	B	<b>4</b>	D	<b>4</b>	D
<b>5</b>	C	<b>5</b>	A	<b>5</b>	A
<b>6</b>	C	<b>6</b>	C	<b>6</b>	C
<b>7</b>	D	<b>7</b>	D	<b>7</b>	D
<b>8</b>	C	<b>8</b>	C	<b>8</b>	C
<b>9</b>	C	<b>9</b>	B	<b>9</b>	B
<b>10</b>	B	<b>10</b>	B	<b>10</b>	B

**READING (PART 3)**

<b>PRACTICE 1</b>		<b>PRACTICE 2</b>		<b>PRACTICE 3</b>	
<b>1</b>	C	<b>1</b>	D	<b>1</b>	B
<b>2</b>	B	<b>2</b>	A	<b>2</b>	C
<b>3</b>	B	<b>3</b>	D	<b>3</b>	B
<b>4</b>	B	<b>4</b>	D	<b>4</b>	D
<b>5</b>	C	<b>5</b>	A	<b>5</b>	D
<b>6</b>	B	<b>6</b>	D	<b>6</b>	A
<b>7</b>	D	<b>7</b>	B	<b>7</b>	C
<b>8</b>	A	<b>8</b>	B	<b>8</b>	A
<b>PRACTICE 4</b>		<b>PRACTICE 5</b>		<b>PRACTICE 6</b>	
<b>1</b>	D	<b>1</b>	A	<b>1</b>	D
<b>2</b>	B	<b>2</b>	A	<b>2</b>	B
<b>3</b>	A	<b>3</b>	B	<b>3</b>	B
<b>4</b>	B	<b>4</b>	D	<b>4</b>	A
<b>5</b>	D	<b>5</b>	C	<b>5</b>	C
<b>6</b>	C	<b>6</b>	B	<b>6</b>	B
<b>7</b>	D	<b>7</b>	B	<b>7</b>	C
<b>8</b>	B	<b>8</b>	B	<b>8</b>	A

**LISTENING (PART 2)**

<b>PRACTICE 1</b>		<b>PRACTICE 2</b>		<b>PRACTICE 3</b>	
<b>1</b>	C	<b>1</b>	B	<b>1</b>	B
<b>2</b>	A	<b>2</b>	A	<b>2</b>	C
<b>3</b>	B	<b>3</b>	A	<b>3</b>	A
<b>4</b>	A	<b>4</b>	A	<b>4</b>	B
<b>5</b>	B	<b>5</b>	B	<b>5</b>	A
<b>6</b>	C	<b>6</b>	B	<b>6</b>	B
<b>7</b>	A	<b>7</b>	A	<b>7</b>	B
<b>8</b>	A	<b>8</b>	C	<b>8</b>	C

### FOCUSED DRILL - SET 3

**Level of Difficulty: Difficult**

*This set consists of practices on Reading (Part 4), Writing (Part 3), Speaking (Part 3) and Listening (Part 4).*

**READING (PART 4)****PRACTICE 1**

Questions **1 to 6** are based on an article about **work ethic**.

Six sentences have been removed from the article. Choose from the sentences A to H the one which fits each gap (1 to 6).

There are two extra sentences which you do not need to use. Write your answers on the space provided.

**WORK ETHIC**

I am sure you have often heard the words "work ethic" being bandied around. It has become one of the many phrases that is often included in many want ads and job descriptions, as a trait that you must possess before you can be considered for an open position.

(1) \_\_\_\_\_ Is it a personality trait that must be possessed by individuals? Or is it a standard of behaviour that everyone should follow so they can actually be of use to the organization?

Let's start off with defining work ethic. (2) \_\_\_\_\_ If we are going to use a simple definition for work ethic, we could go with the one that describes it as a set of moral principles that an employee uses in the performance of his job. Another business definition describes work ethic as "the belief in the moral benefit and importance of work and its inherent ability to strengthen character."

Basically, work ethic refers to how you feel about your job or career. (3) \_\_\_\_\_ It also pertains to how you do your job, or the responsibilities that are attached to it. The level of respect you show your co-workers and people you come into contact with at work, and how you communicate and interact with them, also defines your work ethic.

From this definition, we can also surmise that work ethic is also used to refer to key characteristics that one should possess. The key characteristics include honesty, integrity, humility, and accountability, among others. These traits or characteristics will dictate how you will react or act in a certain situation, or when you are faced with a particular circumstance. (4) \_\_\_\_\_ Obviously, work ethic is important in defining your identity. A huge part of how people will form an opinion about you will come from what they perceive to be your work ethic.

Why is it so important to have a good and strong work ethic? Ultimately, it will show the strength of your character and present you in a positive or negative light. (5) \_\_\_\_\_ If you are looked at favourably by your co-workers and superiors, then you will have better chances at advancing your career.

From the organization's point of view, it will be to its benefit to have employees with solid work ethic. This is because such traits and personalities will contribute to the attainment of the vision and goals of the organization. (6) \_\_\_\_\_ If you want to become effective as a contributing member of the organization, then you should have a good and strong work ethic.

Source: <https://www.cleverism.com>

- A** In the workplace, this will be to your advantage.
- B** How you respond will reveal the kind of work ethic that you have.
- C** Work ethic, on its own, isn't going to be of any use to any organisational structure, though.
- D** No one actually knows what is meant by work ethic.
- E** Hence, it covers your attitude and behaviour.
- F** There are so many definitions attached to the phrase.
- G** It is difficult to please our employers all the time.
- H** But what is work ethic, really?

## PRACTICE 2

Questions 1-6 are based on an article about **Jaja's experience of joining public speaking**. Six sentences have been removed from the article. Choose from the sentences A to H the one which fits each gap (1 to 6).

There are two extra sentences which you do not need to use. Write your answers on the space provided.

Without glancing back, I stepped off the stage and exited the room, seething with frustration, anger, and embarrassment. My father, a principal and the head of the parents' teacher association, was well-known throughout the community. (1) \_\_\_\_\_

I was unable to even say "Thank you" before exiting the stage.

It was such an unforgettable memory in my life. I kept blaming myself for not winning the contest. (2) \_\_\_\_\_ Not only that, I also felt disgraced for disappointing my teacher - Ms. Glady who had been training me day and night. It was then that I decided to fight back since I was so regretful.

A week later, Ms. Glady met me in the school hallway. She showed a poster of 'Public Competition for District Level'. She just smiled and from her gesture, I knew she meant I had to join. (3) \_\_\_\_\_ So, I gave it a try. The competition would be held in two weeks' time.

(4) \_\_\_\_\_ We spent our time at the library once the class ended, until the evening. After three days, we completed the text. The topic chosen was 'Friendships'. Ms. Glady gave me two days to memorize everything. She recorded my presentation each time we held the practice.

The day arrived. The hall was pleasantly cool, and the stage was tastefully decorated. Glancing around, I noticed there weren't many participants yet. Ms. Glady's reminders to stay calm and enjoy the day echoed in my mind. When the emcee called my name, I ascended the stage. I scanned the judges, teachers, participants, and the entire hall. (5) \_\_\_\_\_

After 8 minutes and 25 seconds, it was all done. Ms. Glady gave her standing ovation and everyone else was applauding.

The announcement of the winners was made by the chief judge. I was so nervous that I couldn't catch everything. Then, suddenly, Ms. Glady hugged me when they called my name as the champion. Yes! It was me! The champion of the 2020 district-level Public Speaking Competition. I couldn't believe it! (6) \_\_\_\_\_

- A I took a deep breath and started my public speaking.
- B It made me feel as though I had failed my heritage.
- C Yes! I made it to the stage!
- D On the first day, both of us worked on preparing the text.
- E The library was teeming with students.
- F I've made my parents disappointed.
- G I shed my tears and thanked Ms. Glady for helping me a lot
- H It might be the time to shine and forget the old memories, I thought.

### PRACTICE 3

Questions 1-6 are based on an article about **chocolate**.

Six sentences have been removed from the article. Choose from the sentences A to H the one which fits each gap (1 to 6).

There are two extra sentences which you do not need to use. Write your answers on the space provided.

#### Chocolate

Chocolate, renowned for its distinct and rich flavour, has long been a beloved treat worldwide. However, it is less commonly known that the Aztecs, who lived in central Mexico, consumed chocolate thousands of years ago. They drank it during religious ceremonies and festive celebrations, typically blending it with chilies, maize, and fruit.

In the early 16th century, Spanish people discovered this exotic bitter drink when they landed in Mexico and brought it back to their country. They returned with not just the cocoa beans, but the equipment for making the drink too. The taste of the original drink was enhanced when they added sugar. (1) \_\_\_\_\_

Subsequently, in the 17th century, when chocolate drink was introduced to other countries in Europe, it immediately became a highly coveted and craved beverage among the aristocracy. (2) \_\_\_\_\_. It immediately became a fashionable and luxurious drink enjoyed by the upper class at any time of the day - during breakfast, lunch, teatime, dinner, and even before bedtime.

Today, chocolate is much more affordable and consumed in various forms and ways. The most commonly liked by all is milk chocolate. (3) \_\_\_\_\_ Dark chocolate, on the other hand, contains a lot less milk but has a high content of cocoa. It can be eaten as it is or used in baking and cooking.

(4) \_\_\_\_\_ They always feel guilty after eating it yet they find it irresistible. They claim that consuming chocolate causes weight gain. It is because chocolate contains high calories due to its sugar and fat content. Some studies show that chocolate might cause poor bone structure and osteoporosis. (5) \_\_\_\_\_ Meanwhile, some of them experienced an increase in migraines too.

There are always two sides of the same coin. (6) \_\_\_\_\_ The higher the cocoa content, like in dark chocolate, the more benefits there are. These include lowering cholesterol levels, reducing the risks of heart disease and stroke, and increasing sport performance.

- A They were completely fascinated by this new drink.
- B They were totally put off by the strong flavour of the new beverage.
- C A lot of health-conscious people consider chocolate as 'sinful' food.
- D Milk chocolate is solid chocolate made with a high percentage of milk content.
- E Milk chocolate, just like dark chocolate, contains plenty of milk and cocoa.
- F In the research, older women who consumed chocolate every day had lower bone density and strength.
- G Some research studies, on the other hand, claim that chocolate's antioxidants may provide a range of health benefits.
- H The sweet cocoa drink then became a beverage which only the wealthy could afford.

## PRACTICE 4

Questions 1-6 are based on a **crime story**.

Six sentences have been removed from the story. Choose from the sentences A to H the one which fits each gap (1 to 6).

There are two extra sentences which you do not need to use. Write your answers on the space provided.

### Are You a Good Detective?

There was a burglary reported in our neighbourhood last night. Detective Zack was called to the crime scene early the next morning to investigate. He knocked on Mr Damon's door.

(1) \_\_\_\_\_ Mr Damon's diamond valued at millions of dollars, had been stolen.

The thief was very clever. He first disabled Mr Damon's safety device on his safe and then ran off with the diamond. Detective Zack went to the safely guarded place where the diamond had been kept. (2) \_\_\_\_\_ There was no trace of any hand smudges on the safe. Then, another detective, Detective Jason tried questioning Mr Damon. "Good morning. Mr Damon, could you please tell me what you were doing at the time of the robbery?"

Mr Damon said that he had been sound asleep in his bedroom when the incident happened. (3) \_\_\_\_\_ Detective Zack then went to question the housekeeper in his room, the only other person living with Mr Damon at that time. "Good morning. Mr Leslie, can you remember where you were around at the time of the robbery?" The housekeeper said that he had been to his mother's place and did not have any information on the incident.

Then, Detective Zack walked around the house to investigate the crime scene. He wanted to see if he could get any more clues. (4) \_\_\_\_\_ After a closer examination, he concluded that the window had been shattered with the help of a hammer.

Can you guess who committed the crime? Would you like to know who the culprit was? (5) \_\_\_\_\_ How did Detective Zack come to know that Mr Damon had a part to play in this crime? According to his analysis, when Detective Zack was outside, he saw the window, along with shattered pieces of broken glass under his feet. (6) \_\_\_\_\_

So, the only person who had access to the inside of the house was Mr Damon. After many rounds of interrogation, Mr Damon finally confessed to the crime. He had faked the robbery to get the insurance money pay out.

- A This meant that the glass was broken from inside.
- B He added that he did not know at what time the diamond was stolen.
- C Well, after some time, Detective Zack decided to arrest Mr Damon.
- D Getting any fingerprints are impossible too.
- E A window was open and there were shoeprints outside the window.
- F Walking on pieces of the glass, he saw that the window had been broken.
- G Now, he was positive that he had caught the robber.
- H It was a case of robbery.

## PRATICE 5

**Questions 1-6** are based on an article about **peer pressure**.

Six sentences have been removed from the article. Choose from sentences **A to H** the one which fits each gap (1 to 6).

There are two extra sentences that you do not need to choose. Write your answers on the space provided.

Peer pressure is defined as being influenced by the members in one's peer group to behave in a particular way or to adopt certain values, so that one will be just like the group and will then be accepted by the group. (1) \_\_\_\_\_. Although many teenagers are aware of the dangers of succumbing to peer pressure, many still continue to be greatly influenced by their peers. (2) \_\_\_\_\_.

The main reason teenagers succumb to peer pressure is because they are at the age where they are searching for identity. (3) \_\_\_\_\_. In this frustrating search among numerous choices, one's self esteem might be affected if one is unable to feel comfortable about oneself. Hence, when teenagers are able to easily find a set of values and behaviour that exists in a particular group that is willing to accept them, they will naturally succumb to peer pressure.

Another reason is that teenagers need to feel validated. (4) \_\_\_\_\_. This occurs especially for teenagers who are unable to obtain this validation from the adults around them such as their parents and teachers. If they do not feel respected by these adults, they will succumb to peer pressure as it extends a comforting hand over their problems.

(5) \_\_\_\_\_. In order for a group of teenagers to get along with one another and to enjoy doing things together, they would probably hold the same values, have the same views and opinions on things and engage in the same activities.

In conclusion, there are many reasons why teenagers succumb to peer pressure. (6) \_\_\_\_\_. The most salient of which is that teenagers are at the point in their lives where they need to belong to a group. In order to belong, they need to be like the group that they want to belong to and they will then succumb to peer pressure.

- A** If they can feel validated by a group, then it will make them feel much better and more confident about themselves.
- B** In order for them to fit in, they might be willing to abide by whatever rules has been laid down by the group and will then be willing to do whatever the group does.
- C** They are looking for role models and selecting values and goals that they want in life.
- D** There are reasons for this.
- E** The most salient of which is that teenagers are at the point in their lives where they need to belong to a group.
- F** In addition, teenagers spend a lot of time with their friends.
- G** The urgency to belong is another reason why teenagers succumb to peer pressure.
- H** Many teenagers succumb to peer pressure and it can lead to many negative consequences.

## PRATICE 6

**Questions 1-6** are based on an article about **online shopping**.

Six sentences have been removed from the article. Choose from sentences **A to H** the one which fits each gap (1 to 6). There are two extra sentences that you do not need to choose. Write your answers on the space provided.

### Online Shopping

Online shopping is becoming increasingly popular today. It refers to buying things via the Internet. (1) \_\_\_\_\_. Even the older generation are shopping online and over time, everyone will get more comfortable with online shopping and will be willing to purchase items from these online shops. (2) \_\_\_\_\_.

One of the most significant benefits is convenience. (3) \_\_\_\_\_. The online shop is never closed and we do not have to leave the house in order to buy what we want. Such convenience is paramount today as people lead busier lives and do not have time or the energy to shop for what they need in the shopping malls.

Another benefit of online shopping is that there is wider variety of items that can be found on online shops than from the stores in a shopping mall. (4) \_\_\_\_\_.

However, a major disadvantage of online shopping is that the quality of the goods cannot be inspected before they are bought. When browsing in a shopping mall, it is possible to inspect the items and test for durability and quality but when buying something online, items are usually bought with good faith that the items will turn out different as they look on the internet.

(5) \_\_\_\_\_. There have been instances of hackers accessing online stores and gaining access to confidential credit card numbers.

In conclusion, there are both advantages and disadvantages of online shopping. (6) \_\_\_\_\_. For other groups of people, there are still risks associated with online shopping that they feel dampen their shopping experience which they would rather have in a proper shopping mall.

- A** Online shopping can be done at any time and from anywhere as long as there is an Internet connection.
- B** There is also always a degree of risk when buying items online as credit card is often used for purchases.
- C** Strolling through a shopping mall and absorbing the sights and sounds in these places cannot be replicated in an online shop.
- D** Online shopping is no longer restricted to the young.
- E** The buyer can then easily opt to purchase the item from the cheapest online store.
- F** There are many advantages of shopping online and some problems associated with it as well.
- G** Online shopping crosses international borders and it is possible to purchase an item from a store overseas as it is to purchase one from a local store.
- H** For some groups of people, online shopping is one of the most efficient ways to shop.

## PRACTICE 7

Questions 1-6 are based on an article about **the importance of having amenities in every neighbourhood.**

Six sentences have been removed from the article. Choose from sentences **A to H** the one which fits each gap (1 to 6).

There are two extra sentences that you do not need to choose. Write your answers on the space provided.

There is a plethora of amenities in every neighbourhood. These amenities are meant to benefit the residents in the neighbourhood so that they will be able to get what they need and do what they want without having to travel long distances. **(1)** \_\_\_\_\_ . These are a supermarket, an eating outlet and a park.

A supermarket is crucial in every neighbourhood, particularly in a larger neighbourhood. **(2)** \_\_\_\_\_ . Furthermore, the items that need to be bought are used on a daily basis, so it must be convenient to obtain these essentials.

**(3)** \_\_\_\_\_ . Not every resident cooks every meal and it is common for many residents to have their lunch or dinner at a good outlet. They might choose to eat there or to order a takeaway. **(4)** \_\_\_\_\_ .

Park is also another important amenity. **(5)** \_\_\_\_\_ . A park is a good place for residents to get some form of exercise at any time of the day. **(6)** \_\_\_\_\_ .

In conclusion, every resident will benefit with the host of amenities that are found in many neighbourhoods now. However, of all amenities, the three mentioned in this article are the most important amenities for residents in any neighbourhood.

- A** Another important amenity is a food outlet.
- B** Although this might not be an amenity found in all neighbourhoods today, it is an essential part of a neighbourhood where residents can have an enjoyable and relaxing time.
- C** However, of all the amenities, three of them are important.
- D** This is because residents can buy the provisions that they need without having to travel long distances.
- E** It is common to see eating outlets in neighbourhoods packed with customers at most times of the day and even more so at meal times.
- F** Nonetheless, it is important that residents have a place where they will be able to obtain good and delectable food for their meals.
- G** They might choose to eat there or to order a takeaway.
- H** It could also be a good recreation place for children.

## PRACTICE 8

Questions 1-6 are based on an article about **the reasons people keep secrets**.

Six sentences have been removed from the article. Choose from sentences **A to H** the one which fits each gap (1 to 6).

There are two extra sentences that you do not need to choose. Write your answers on the answer space provided.

From the very young to the very old, almost everyone has a secret. (1) \_\_\_\_\_ . Some of these might be intentionally kept from others, while others might not. (2) \_\_\_\_\_ .

One of the main reasons people keep secret is because there is something about themselves that they do not want others to know about. (3) \_\_\_\_\_ .

Sometimes, secrets are kept because we want to gain the advantages associated with being privy to the secret. For instance, a student might stumble on test questions before a test, allowing him to study exactly what will be in the test and then do better than everyone else. (4) \_\_\_\_\_ .

Another reason people keep secrets is to hide a wrongdoing. An example for this is that one child who cheats on a test will not tell anyone what he did when he receives the perfect test score. (5) \_\_\_\_\_ . He might also be too ashamed to make his actions known to others and would prefer to keep them secret.

In conclusion, there are many reasons people keep secrets. (6) \_\_\_\_\_ . No matter what the reasons are, there is a wide variety of secrets that people choose to keep from strangers, acquaintances, relatives or friends.

- A** Nonetheless, having a secret is very much a part of everyone's life.
- B** Some are deliberate, whereas some are unintentional.
- C** They will then deliberately hide their achievements from others, especially those whom they are not extremely close to.
- D** People from all walks of life, no matter what their occupations are, have a secret hidden somewhere in the recesses of their mind.
- E** For adults, special financial knowledge that will allow one to receive a windfall might be hidden from others as well.
- F** Often, people keep secrets so that they will not get into trouble.
- G** For example, a person might have a fear of something and might not want others to know about it as he might be mocked at.
- H** Someone who had previously been arrested would want to keep it from others so that he would not be discriminated against or looked down on.

## WRITING (PART 3)

### ARTICLE

#### PRACTICE 1

You see this notice in Lifestyle magazine.

**Articles Wanted!**  
**Shopping at Traditional Shops**

- What are the advantages of shopping at traditional shops?
- How do people shop at traditional shops?
- How do you feel about shopping at traditional shops?

Write us an article about these questions?  
The best article will be displayed in the Lifestyle magazine

#### Writing Plan

<b>FORMAT</b>	- Title (Shopping at Traditional Shops) - The writer's name (by _____)
<b>INTRODUCTION</b> <b>Introduce the topic</b> - shopping at traditional shops <b>Introduce the tasks</b> <b>C1:</b> advantages of shopping at traditional shops.  <b>C2:</b> how people shop at traditional shops  <b>C3:</b> how people feel shopping at traditional shops.	Shopping at traditional shops has been a part of human commerce for many years. It offers several important benefits to shoppers. <b>[Introduction of the topic]</b> This essay intends to discuss the advantages of shopping at traditional shops, how people shop at traditional shops and how people feel shopping at traditional shops. <b>[Introduction of the tasks]</b>



<p><b>Way 2: Seeking assistance</b></p>	<p>Way 2: Seeking assistance</p>	
	<p>Thesis Statement</p>	
	<p>Supporting Sentence</p>	
	<p>Example</p>	
<p><b>C3</b></p> <p>How do you feel about shopping at traditional shops?</p> <p><b>enjoyment</b></p>	<p>Thesis Statement</p>	<p>Shoppers often have a range of feelings and experiences when shopping at traditional shops. Shoppers find shopping at traditional stores enjoyable.</p>
	<p>Supporting Sentence</p>	<p>This is because they can see, touch, and try out products first hand.</p>
	<p>Example</p>	<p>This sensory experience can make shopping more satisfying, particularly for items like clothing, electronics, or home goods.</p>
<p><b>CONCLUSION</b></p>	<p>In conclusion, this essay highlights all the tasks in detail. Shopping at traditional shops is indeed beneficial in many ways.</p>	

## **PRACTICE 2**

You see this notice on an English Language website.

**Articles Wanted!**  
**TECHNOLOGY IN COMMUNICATION**

- What are the features on a technology device in communication?
- How does it contribute to our day-to-day life?
- What are the effects of too much screen time on a mobile phone?

Submit your article answering these questions.

All articles will be evaluated and be given merit points to your exam.

## **PRACTICE 3**

**Articles wanted!**  
**My School Canteen**

- What food would you would like to be served at your canteen?
- What other facilities would you like your school canteen to have?
- What are the areas of improvement for your school canteen?

Write us an article on the questions above. Three best articles will be published in this year's school magazine.

## **PRACTICE 4**

**Articles wanted!**  
**Musci**

Write an article for our school magazine and tell us about

- The music you like and the reasons
- Where do you see live music and with who do you see the live music?
- Music industry in your country

Write us an article on the questions above. Three best articles will be published in this year's school magazine.

## REPORT

### PRACTICE 1

As the secretary of the school editorial board, you are required to write a report about the school's arts room and suggest ways to make use of it.

In your report, you must:

- state the aim of your report
- share reasons why arts room should be fully utilized
- suggest how the arts room can benefit students

Write your report in 200-250 words in appropriate style.

<p><b>FORMAT</b></p>	<p>To: From: Subject: Date: <b><u>Report on the School's Arts Room</u></b></p>							
<p><b>INTRODUCTION</b> <b>C1: Aim of the report</b></p> <p>- This paragraph introduces the title of the report to the reader. -What is the aim of the report?</p>	<p>The aim of this report is to discuss the reasons of utilizing the arts room and how it can benefit the students.</p>							
<p><b>C2:</b> Reasons why arts room should be fully utilized</p> <p>Reason 1: <b>Creativity and expression</b></p>	<p>Reason 1: Creativity and expression</p> <table border="1" data-bbox="528 1503 1342 1928"> <tr> <td data-bbox="528 1503 711 1630">Thesis Statement</td> <td data-bbox="711 1503 1342 1630">The arts room provides a dedicated space for individuals to explore and express their creativity</td> </tr> <tr> <td data-bbox="528 1630 711 1758">Supporting Sentence</td> <td data-bbox="711 1630 1342 1758">Engaging in artistic activities helps develop imaginative thinking and problem-solving skills.</td> </tr> <tr> <td data-bbox="528 1758 711 1928">Example</td> <td data-bbox="711 1758 1342 1928">For example, through painting, sculpting, or drawing, artists experiment with forms, colors, and compositions, which stimulates creative thinking and imagination.</td> </tr> </table>		Thesis Statement	The arts room provides a dedicated space for individuals to explore and express their creativity	Supporting Sentence	Engaging in artistic activities helps develop imaginative thinking and problem-solving skills.	Example	For example, through painting, sculpting, or drawing, artists experiment with forms, colors, and compositions, which stimulates creative thinking and imagination.
Thesis Statement	The arts room provides a dedicated space for individuals to explore and express their creativity							
Supporting Sentence	Engaging in artistic activities helps develop imaginative thinking and problem-solving skills.							
Example	For example, through painting, sculpting, or drawing, artists experiment with forms, colors, and compositions, which stimulates creative thinking and imagination.							



<b>CONCLUSION</b>	In conclusion, an arts room enriches students' educational experiences and supports their development in multiple dimensions.
<b>SIGN OFF</b>	-Sign off your report by writing ' <i>Prepared by,</i> ' at bottom left. -You must write down your full name. You may include your position if you are representing club or society.

## PRACTICE 2

You went to Kuala Lumpur during the holidays for a short language course. When you returned to your home town, you were asked to write a report on your experiences for the school's English teacher. Your experience must cover:

- your arrival
- the course days
- excursions
- farewell.

Write your report in 200-250 words in appropriate style.

## PRACTICE 3

Your teacher has asked you to write a report to the principal about installation of security cameras in school and the advantages and disadvantages of it. Your report must include:

- The purpose of CCTV
- The advantages
- The disadvantages

Write your report in 200-250 words in appropriate style.

## PRACTICE 4

The gym manager has asked you to write a report about why the customers are leaving. In your report, you should highlight

- the problems
- recommendations for improvement

Write your report in 200-250 words in appropriate style.

## REVIEW

### PRACTICE 1

#### REVIEWS WANTED

Have you visited an interesting place during your school holidays? Send us your review.

In your review, you should:

- describe the place
- write about the activities you enjoyed and the food you ate
- write whether you would recommend this holiday to others of your age? Why?

The best review will be published in our magazine.

<b>TITLE</b>	<ul style="list-style-type: none"><li>▪ Give a suitable title to your review</li></ul>
<b>INTRODUCTION</b>	<ul style="list-style-type: none"><li>▪ What is the name of the place?</li><li>▪ Where is the location?</li><li>▪ Why did you visit this place?</li></ul>
<b>C1:</b> Describe the place	<ul style="list-style-type: none"><li>▪ How was the surrounding like?</li><li>▪ How did you feel about the place?</li></ul>
<b>C2:</b> The activities	<ul style="list-style-type: none"><li>▪ What activities did you do?</li><li>▪ How did you feel about the activities?</li></ul>
<b>C3:</b> The food	<ul style="list-style-type: none"><li>▪ What food was available?</li><li>▪ What food did you eat?</li><li>▪ How was the quality of the food?</li></ul>
<b>Conclusion:</b> Recommendation and reasons	<ul style="list-style-type: none"><li>▪ Would you recommend this place to your friends?</li><li>▪ Why?</li><li>▪ Your opinion about this place?</li></ul>

## **PRACTICE 2**

You recently saw this notice in a magazine.

Have you been to any interesting restaurant lately? Send us your restaurant review. Say what you enjoyed about the restaurant. Would you recommend the restaurant to your friends? Why?

Write the best review and we will publish in our magazine.

## **PRACTICE 3**

You recently saw this notice in a magazine.

Have you read any books recently? If so, please write and tell us about one of them. Say what you liked or didn't like about the story and the characters.

Send us your review and stand a chance to win RM500 book vouchers from ABC Bookstore.

## **PRACTICE 4**

You recently saw this notice in a magazine.

Send us your review of the BEST or WORST film you have seen this year, include information on the story and characters and say what made the film so good or bad. The best review and we will publish in our magazine.

## **PRACTICE 5**

You recently saw this notice in the newspaper and for the best review, you could have a chance to stay for free in a 5-star hotel for 2 nights

### **Reviews needed!**

Have you been to an exceptional hotel? If so, tell us about it and you could win a free stay!

Be sure to mention what you like, why you recommend the premise and of course, the ambience and location of the hotel.

We will publish the best review next month.

## STORY

### PRACTICE 1

Your teacher has asked you to write a story for the school magazine. The story must begin with the following words:

*During the school holidays, .....*

Your story should include:

- A description of the trip
- Your feelings about the trip

Write your story in 200-250 words in an appropriate style.

### STORY PLANNER

<p><b><u>EXPOSITION</u></b></p> <p>- What is your story about? In one or two sentences, describe the main idea of the story. (e.g. who is the character/ who are the characters, where is the place and what is the major event).</p>	
<p><b><u>RISING ACTION</u></b></p> <p>- What was the event that led to the challenge?</p>	
<p><b><u>CLIMAX</u></b></p> <p>- Name one big thing that happened to the character /characters that created a major challenge.</p>	

<p><b><u>FALLING ACTION</u></b></p> <p>-How did the character/characters react to that challenge?</p> <p>-Who helped along the way?</p> <p>-What was the solution?</p>	
<p><b><u>RESOLUTION</u></b></p> <p>- How did the story turn out?</p> <p>- What were the feelings of the character/characters?</p> <p>- What is the moral of the story?</p>	

## PRACTICE 2

Your teacher has asked you to write a story for a school magazine.

### **A Good Deed**

Your story must include:

- A voluntary act.
- Surprise

## PRACTICE 3

Your teacher has asked you to write a story for a school magazine.

### **A Joke Gone Wrong**

Your story must include:

- A joke on a friend
- How it ended

## PRACTICE 4

Your teacher has asked you to write a story for the school bulletin. The story **must** begin with the following words:

*It was Danny's birthday and he was excited about.....*

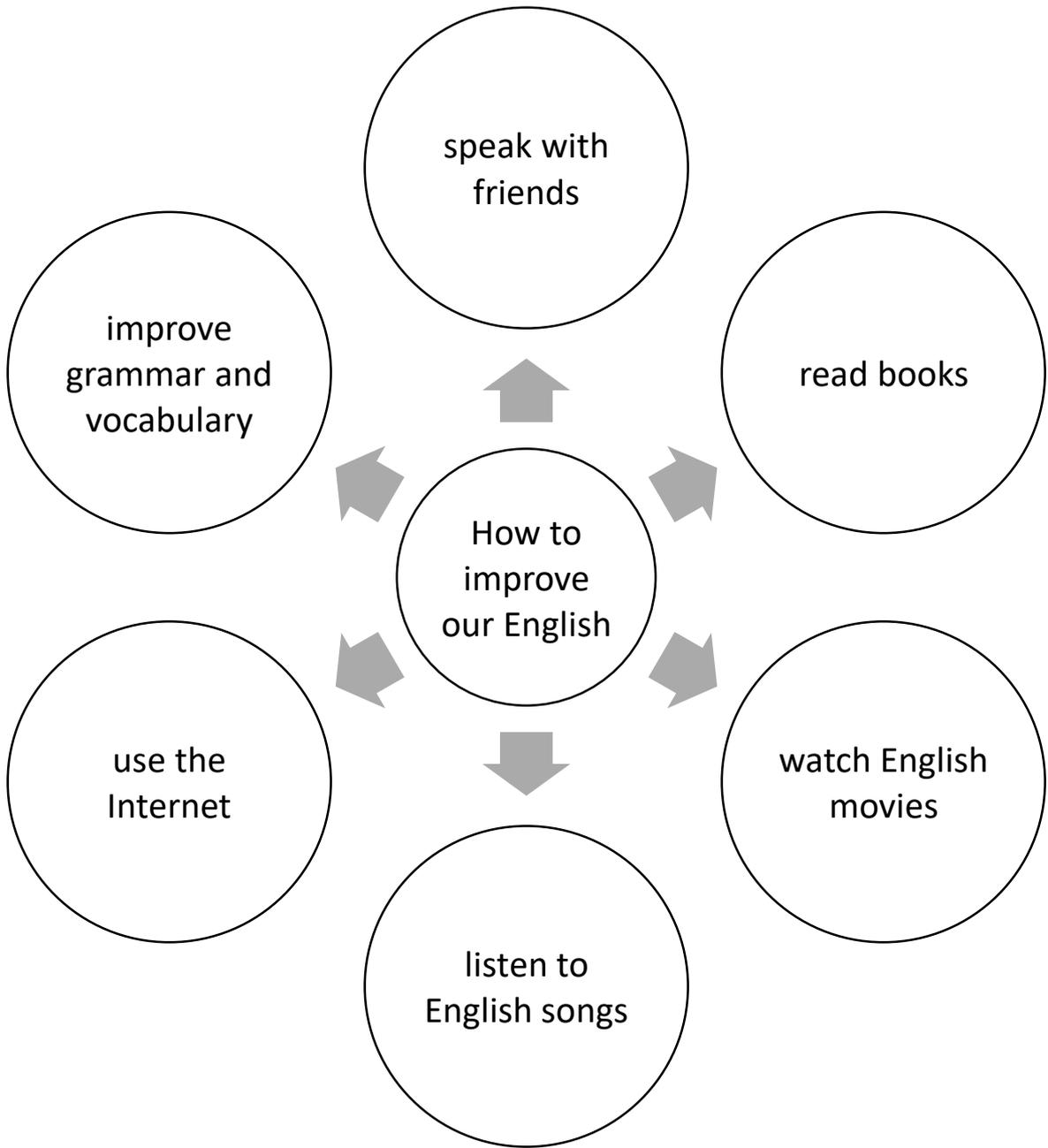
In your story, you must include:

- a stranger
- a life lesson

**SPEAKING (PART 3)**

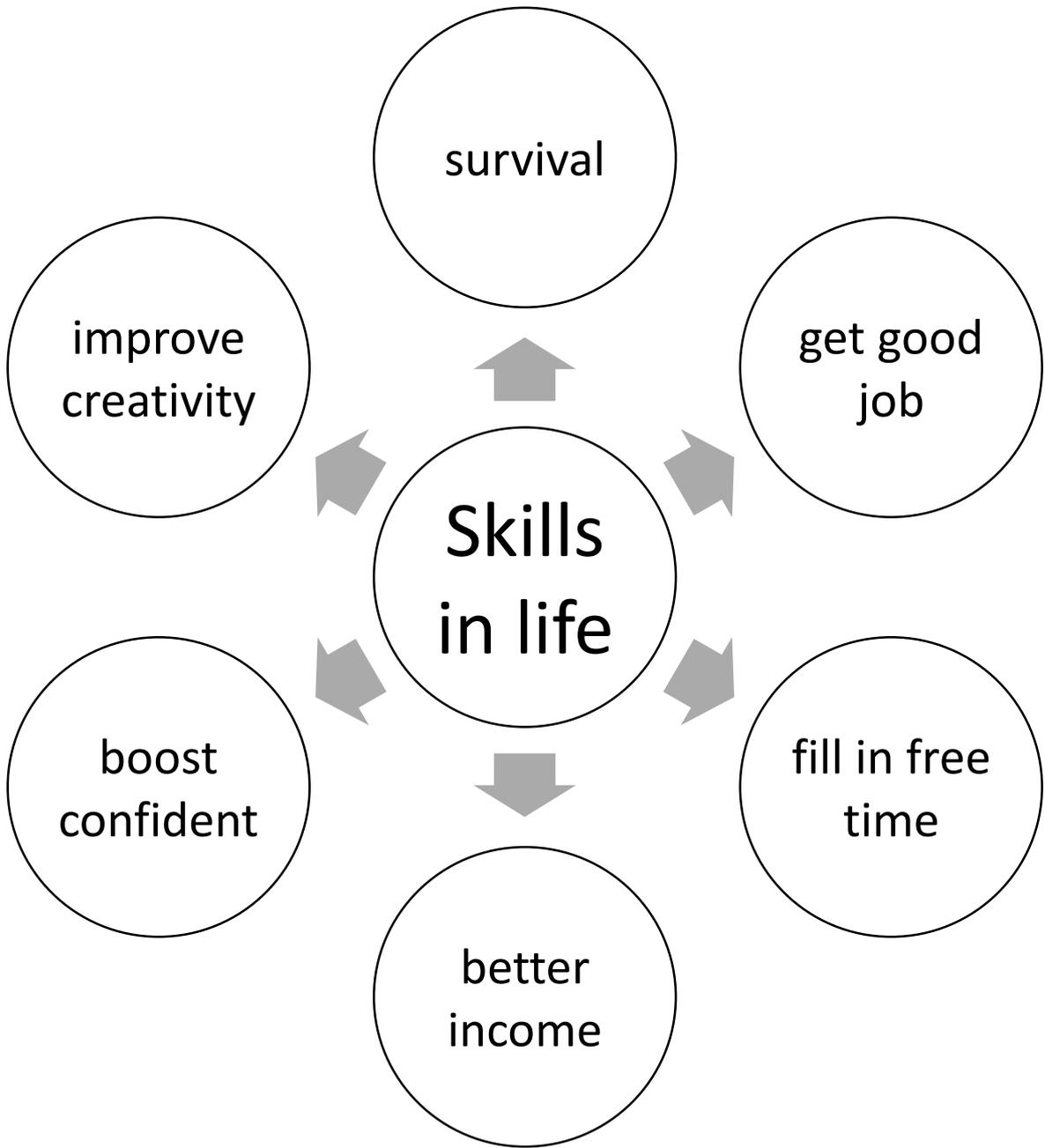
**PRACTICE 1**

<b>Interlocutor</b>	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.
	<b>People could learn English easily.</b> <i>Place Part 3 booklet, open at Task 3, in front of the candidates.</i> <b>Here are some ways on how people could improve their English</b> and a question for you to discuss. First, you have some time to look at the task.
<b>Candidates A&amp;B</b> ● <i>Approx. 20 seconds</i>	<i>Allow candidates 20 second to prepare.</i>
<b>Interlocutor</b>	Now, talk to each other about the <b>ways on how people could improve their English</b> .
	.....
<b>Candidates A&amp;B</b> ● <i>2 minutes</i>	<i>Back-up prompts to be used if necessary.</i> <b>What do you think (candidate name)? What about this</b> (pointing to option)?
<b>Interlocutor</b>	Thank you. Now you have about a minute <b>to decide together which is the most important way people could improve their English?</b>
<b>Candidates A&amp;B</b> ● <i>1 minute</i>	.....
<b>Interlocutor</b>	Thank you. Can I have the booklet, please? <i>Retrieve Part 3 booklet.</i>
	You have been talking about how people could improve their English, now let's hear your opinion on this. <b>In what way does English help people to enhance their life?</b>
	<div style="border: 1px solid black; padding: 5px;"><p><i>Select any of the following prompts as appropriate:</i></p><ul style="list-style-type: none"><li>● <b>What do you think?</b></li><li>● <b>Do you agree?</b></li><li>● <b>How about you?</b></li></ul></div>
<b>Candidates A&amp;B</b> ● <i>2 minutes</i>	.....
<b>Interlocutor</b>	Thank you. <b>(candidate A and candidate B)</b> . that's the end of the Speaking test.



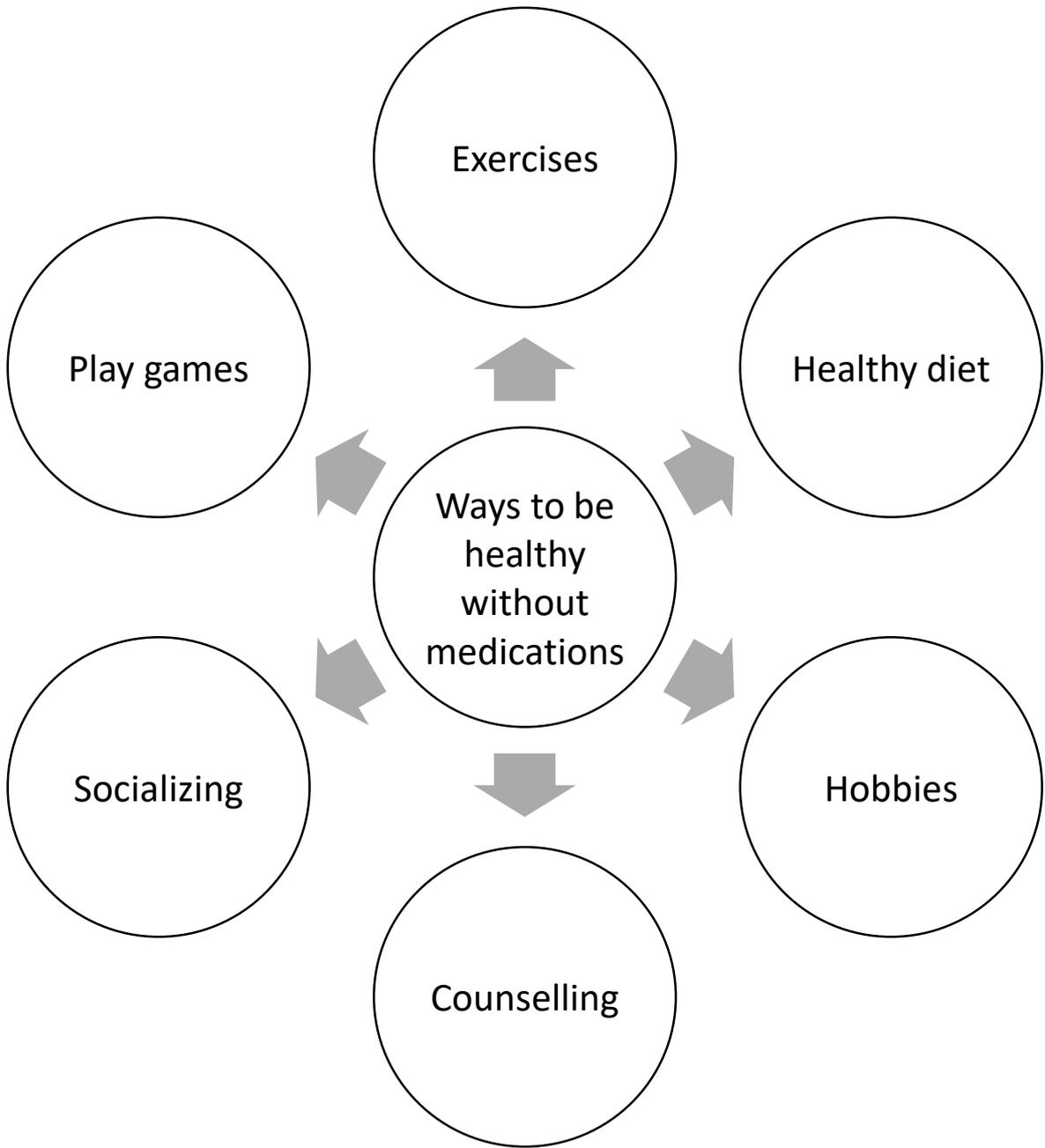
**PRACTICE 2**

<b>Interlocutor</b>	<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><b>People could use their skills in many ways to ensure one's survival in this era.</b> <i>Place Part 3 booklet, open at Task 3, in front of the candidates.</i> <b>Here are some reasons why people need to have some skills in life</b> and a question for you to discuss. First, you have some time to look at the task.</p>
<b>Candidates A&amp;B</b> ● <i>Approx. 20 seconds</i>	<p><i>Allow candidates 20 second to prepare.</i></p>
<b>Interlocutor</b>	<p>Now, talk to each other about the <b>reasons why people need to have some skills in life.</b></p> <p>.....</p>
<b>Candidates A&amp;B</b> ● <i>2 minutes</i>	<p><i>Back-up prompts to be used if necessary.</i> <b>What do you think (candidate name)? What about this</b> (pointing to option)?</p>
<b>Interlocutor</b>	<p>Thank you. Now you have about a minute <b>to decide together which is the most important reason people need to have some skills in life?</b></p>
<b>Candidates A&amp;B</b> ● <i>1 minute</i>	<p>.....</p>
<b>Interlocutor</b>	<p>Thank you. Can I have the booklet, please? <i>Retrieve Part 3 booklet.</i></p> <p>You have been talking about the reasons why people need to have some skills in life, now let's hear your opinion on this. <b>In what way do the extra skills help students in their life?</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"><p><i>Select any of the following prompts as appropriate:</i></p><ul style="list-style-type: none"><li>● <b>What do you think?</b></li><li>● <b>Do you agree?</b></li><li>● <b>How about you?</b></li></ul></div>
<b>Candidates A&amp;B</b> ● <i>2 minutes</i>	<p>.....</p>
<b>Interlocutor</b>	<p>Thank you. <b>(candidate A and candidate B).</b> that's the end of the Speaking test.</p>



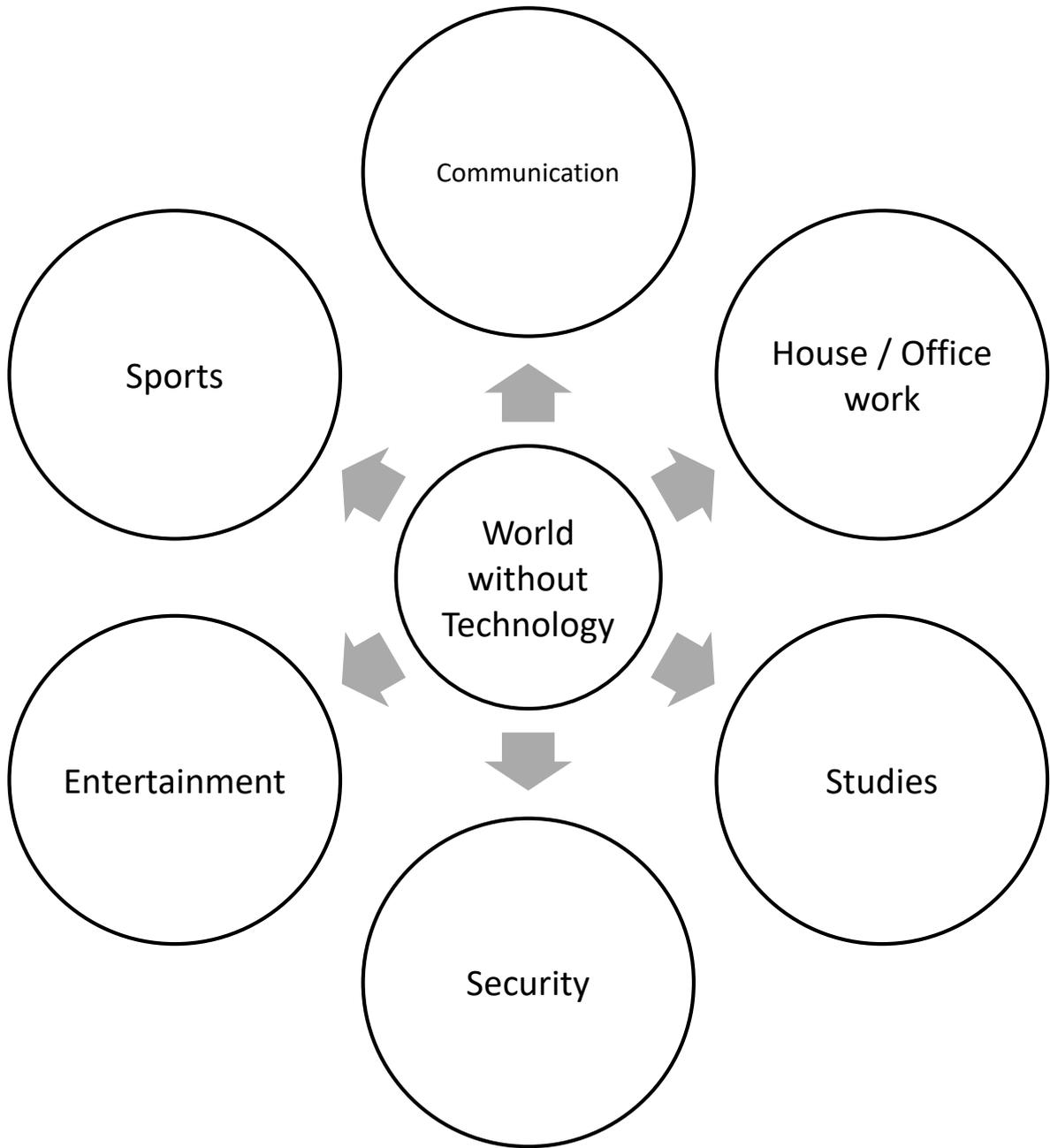
**PRACTICE 3**

<b>Interlocutor</b>	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.  <b>Nowadays, people are too depending on medications.</b> <i>Place Part 3 booklet, open at Task 3, in front of the candidates.</i> <b>Here are some ways people could be healthy without consuming medications</b> and a question for you to discuss. First, you have some time to look at the task.
<b>Candidates A&amp;B</b> ● <i>Approx. 20 seconds</i>	<i>Allow candidates 20 second to prepare.</i>
<b>Interlocutor</b>	Now, talk to each other about the <b>ways people could be healthy without consuming medications.</b>  .....
<b>Candidates A&amp;B</b> ● <i>2 minutes</i>	<i>Back-up prompts to be used if necessary.</i> <b>What do you think (candidate name)? What about this</b> (pointing to option)?
<b>Interlocutor</b>	Thank you. Now you have about a minute <b>to decide together which is the most important way to live without medications?</b>
<b>Candidates A&amp;B</b> ● <i>1 minute</i>	.....
<b>Interlocutor</b>	Thank you. Can I have the booklet, please? <i>Retrieve Part 3 booklet.</i>  You have been talking about how people could improve their English, now let's hear your opinion on this. <b>What could you do to help your friend who is struggling with obesity?</b>
	<i>Select any of the following prompts as appropriate:</i>  ● <b>What do you think?</b> ● <b>Do you agree?</b> ● <b>How about you?</b>
<b>Candidates A&amp;B</b> ● <i>2 minutes</i>	.....
<b>Interlocutor</b>	Thank you. <b>(candidate A and candidate B).</b> that's the end of the Speaking test.



**PRACTICE 4**

<p>Interlocutor</p>	<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><b>Technologies have lessen the work burden for every people in the world.</b></p> <p><i>Place Part 3 booklet, open at Task 3, in front of the candidates.</i></p> <p><b>Here are some effects on the people's live without technology</b> and a question for you to discuss. First, you have some time to look at the task.</p>
<p><b>Candidates A&amp;B</b> ● <i>Approx. 20 seconds</i></p>	<p><i>Allow candidates 20 second to prepare.</i></p>
<p><b>Interlocutor</b></p>	<p>Now, talk to each other about <b>the effects on the people's live without technology.</b></p> <p>.....</p>
<p><b>Candidates A&amp;B</b> ● <i>2 minutes</i></p>	<p><i>Back-up prompts to be used if necessary.</i></p> <p><b>What do you think (candidate name)? What about this</b> (pointing to option)?</p>
<p><b>Interlocutor</b></p>	<p>Thank you. Now you have about a minute <b>to decide together which is the most important effect on people's live without technology?</b></p>
<p><b>Candidates A&amp;B</b> ● <i>1 minute</i></p>	<p>.....</p>
<p><b>Interlocutor</b></p>	<p>Thank you. Can I have the booklet, please? <i>Retrieve Part 3 booklet.</i></p> <p>You have been talking about how people could improve their English, now let's hear your opinion on this. <b>In what way we could use the technologies wisely?</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Select any of the following prompts as appropriate:</i></p> <ul style="list-style-type: none"> <li>● <b>What do you think?</b></li> <li>● <b>Do you agree?</b></li> <li>● <b>How about you?</b></li> </ul> </div>
<p><b>Candidates A&amp;B</b> ● <i>2 minutes</i></p>	<p>.....</p>
<p><b>Interlocutor</b></p>	<p>Thank you. <b>(candidate A and candidate B).</b> that's the end of the Speaking test.</p>



## LISTENING

### PART 1

#### Questions 1-7

*You will hear people talking in seven different situations. For questions 1 to 7, choose the correct answer (A, B or C). You will hear each recording twice. Answer all questions.*

1. According to the conversation, which restaurant did the friends decide to go to for dinner?
  - A. Pak Mat House
  - B. Sushi Empire
  - C. Brickfield Café
  
2. In the dialogue, what type of cheesecake does Friend 1 plan to make?
  - A. No-bake cheesecake
  - B. New York-style cheesecake
  - C. Chocolate cheesecake
  
3. In the conversation, which social media platform does Educator 2 suggest for visual projects and creative sharing?
  - A. Instagram
  - B. Twitter
  - C. Facebook
  
4. According to the conversation, what does Person 1 like about online music?
  - A. Finding new artists and making playlists
  - B. Looking at album artwork and lyrics
  - C. Listening to CDs
  
5. What is one of the reasons Person 2 is excited about visiting Penang?
  - A. The historical landmarks
  - B. The delicious local cuisine
  - C. The modern architecture

6. Which task does the boy mention struggling with in the conversation?

- A. Setting a timer for tasks
- B. Cleaning the bathroom
- C. Using multi-purpose cleaning wipes

7. Why did Person 1 and Person 2 decide to book a hotel for their trip?

- A. Because hotels are cheaper
- B. Because hotels offer better security and services
- C. Because hotels have kitchens

## **PART 2**

### **Questions 8-15**

*You will hear an interview between a reporter and a store owner talking about cashless payment.*

*For questions 8 to 15, choose the correct answer (A, B or C).*

8. What is one main benefit of online shopping mentioned by the store owner?
- A. Lower prices
  - B. Convenience
  - C. Free shipping
9. According to the store owner, what helps customers make more informed decisions when shopping online?
- A. Reading reviews
  - B. Flash sales
  - C. Loyalty programs
10. Why does the store owner believe online payments are important for businesses?
- A. They are faster and more efficient
  - B. They offer discounts
  - C. They increase foot traffic
11. What positive change has the store owner noticed since implementing online shopping and payment options?
- A. Decrease in customer complaints
  - B. Increase in online sales
  - C. More in-store visits
12. How has the shift to online shopping changed the way the store owner runs the business?
- A. Reduced operating hours
  - B. Stopped accepting cash payments
  - C. Increased focus on inventory management and website updates

13. What advice does the store owner give to other small business owners considering online shopping and payment options?

- A. Hire more staff
- B. Focus solely on in-store experiences
- C. Research and choose reliable platforms, invest in good website design, and prioritize customer service

14. What challenge related to online shopping and payments does the store owner mention?

- A. Managing high shipping costs
- B. Ensuring transaction security and handling returns
- C. Attracting new customers

15. What is the store owner's top priority when it comes to online shopping experience?

- A. Customer satisfaction
- B. Offering the lowest prices
- C. Expanding the product range

**PART 3**

You will hear five short extracts from five people talking about their perspective on how they are saving the environment. For questions 16 to 20, choose from the list (A to G) what each speaker says. Use the letters only once. There are two extra letters that you do not need to use.

- A. Reducing plastic waste
- B. Recycle and Composting
- C. Conserve energy
- D. Support local and sustainable product
- E. Reducing water usage
- F. Upcycle
- G. Public campaign

<b>Speaker 1</b>	<b>16.</b>
<b>Speaker 2</b>	<b>17.</b>
<b>Speaker 3</b>	<b>18.</b>
<b>Speaker 4</b>	<b>19.</b>
<b>Speaker 5</b>	<b>20.</b>

## PART 4

### Questions 21-30

*You will hear an article about a person who is helping the homeless people. For questions 21 to 30, fill in the missing information in each numbered space. Use no more than one word for each space.*

In 2015, Brian Peterson and his wife Vanessa moved to Santa Ana, California, where they frequently encountered Matt Faris, a (21) \_\_\_\_\_ man. Inspired by the book *Love Does*, Peterson introduced himself to Faris and learned about his (22) \_\_\_\_\_. Despite not painting for years, Peterson asked to paint Faris's (23) \_\_\_\_\_, leading him to establish (24) \_\_\_\_\_ of Santa Ana, a nonprofit painting portraits of unhoused individuals and selling them to support the subjects financially.

Peterson, a Cleveland Institute of Art (25) \_\_\_\_\_, uses colours reflecting each subject's (26) \_\_\_\_\_ and story. The proceeds are split, with half going into "(27) \_\_\_\_\_ accounts" for the subjects to use for necessities or personal goals. Faris used his funds to record an (28) \_\_\_\_\_, while Kimberly Sandoval paid her daughter's rent.

Peterson's initiative expanded into Faces of Mankind, involving artists painting homeless individuals across the country. His work not only provides financial aid but also fosters (29) \_\_\_\_\_ and understanding between social groups. Peterson's journey underscores the transformative power of art and (30) \_\_\_\_\_, demonstrating how a simple act of kindness can lead to profound impacts.

## ANSWERS

### READING (PART 4)

PRACTICE 1		PRACTICE 2		PRACTICE 3		PRACTICE 4	
1	H	1	B	1	H	1	H
2	F	2	F	2	A	2	D
3	E	3	H	3	D	3	B
4	B	4	D	4	C	4	F
5	A	5	A	5	F	5	C
6	C	6	G	6	G	6	A

PRACTICE 5		PRACTICE 6		PRACTICE 7		PRACTICE 8	
1	H	1	D	1	C	1	D
2	D	2	F	2	D	2	A
3	C	3	A	3	A	3	G
4	A	4	G	4	F	4	E
5	F	5	B	5	B	5	H
6	E	6	H	6	H	6	B

## LISTENING

### PART 1

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

### PART 2

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

### **PART 3**

16	A
17	B
18	C
19	D
20	E

### **PART 4**

21	homeless
22	struggles
23	portrait
24	Faces
25	graduate
26	personality
27	love
28	album
29	empathy
30	compassion

### **LISTENING AUDIO**

**Telegram Channel :**

<https://t.me/+njL-BBQrdTU2Y2Y1>



*Hadirnya Sebuah Inspirasi...Apresiasi Buat Dermawan Dalam Dunia Literasi*

Kami ingin mengucapkan setinggi-tinggi penghargaan dan terima kasih atas kemurahan hati **Dr. Hayati binti Jaafar** dalam usaha memperkasakan **Modul Pentaksiran Intervensi Masyhur**. Sumbangan ini menjadi penyuntik semangat panel penulis agar terus berkarya. Sumbangan yang dihulurkan merupakan tanda keihklasan dan keprihatinan yang tidak ternilai, menjadikan impian penerbitan modul ini satu kenyataan.

Dengan sumbangan dan komitmen ini, kami dapat memanfaatkan ilmu, idea, dan halaman-halaman yang terkandung dalam modul ini untuk faedah warga pendidikan dan pelajar. Kerjasama ini tidak terhad dalam aspek penerbitan, namun memupuk usaha membentuk pemikiran, mencorak masa depan, dan menyebarkan ilmu dengan matlamat memberi impak yang berkekalan.

Terima kasih sekali lagi, semoga segala amalan baik yang diberikan dibalas dengan ganjaran kebaikan di sisi Allah S.W.T.

Sekalung Penghargaan Dari Kami,  
Warga Pejabat Pendidikan Daerah Jasin.