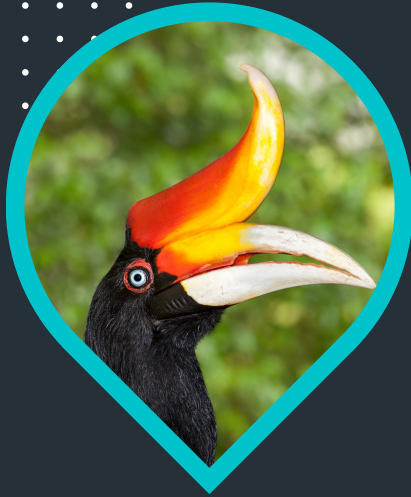




KEMENTERIAN PENDIDIKAN  
JABATAN PENDIDIKAN NEGERI SARAWAK



**MODUL  
KENYALANG  
CEMERLANG  
SPM 2023**

English

**ENGLISH**

SEKTOR  
PEMBELAJARAN

**MODUL GURU**

**Tinta Bicara**  
Timbalan Pengarah  
Sektor Pembelajaran



KEMENTERIAN PENDIDIKAN  
JABATAN PENDIDIKAN NEGERI SARAWAK

Salam Sejahtera,  
Salam Menjulung Pendidikan Negeri Sarawak  
Salam Malaysia Madani  
Fly Kenyalang Fly, Fly High

Terlebih dahulu saya ingin mengucapkan syabas dan tahniah di atas terbitnya Modul Kenyalang Cemerlang SPM 2023 pada tahun ini. Sesungguhnya kerja buat yang dilaksanakan ini bukan hanya dari jabatan ini tetapi semua mereka yang terlibat khususnya guru-guru cemerlang, guru-guru pakar mata pelajaran dan guru-guru kanan mata pelajaran yang bertungkus lumus dalam memastikan Modul Kenyalang Cemerlang SPM 2023 ini disiapkan mengikut kualiti yang ditetapkan.

Jabatan Pendidikan Negeri Sarawak telah mendapat maklum balas yang positif dari kalangan guru dan murid berkenaan Modul Kenyalang Cemerlang SPM 2022. Penggunaan modul tersebut sebagai instrumen persediaan sebelum murid menduduki SPM merupakan matlamat utama jabatan untuk meningkatkan kemajuan murid dan seterusnya meningkatkan peratusan layak sijil SPM yang telah meningkat pada tahun 2021 daripada 88.29% kepada 91.22% pada tahun 2022.

Saya percaya dengan terbitnya modul ini guru-guru dan murid-murid terutamanya calon SPM tahun 2023 dapat memanfaatkan modul ini sebagai modul rujukan dalam menjawab SPM nanti. Jabatan ini juga berharap Modul Kenyalang Cemerlang SPM dapat dikongsi bersama-sama dalam kalangan panitia mata pelajaran di seluruh negara khususnya dalam memahami teknik menjawab soalan pelbagai aras yang dikemukakan. Sebaiknya modul ini dapat dikongsi bersama bagi memastikan modul ini sentiasa meniti dari bibir ke bibir guru-guru di seluruh Malaysia.

Tahniah kepada para pegawai di Sektor Pembelajaran yang sama-sama menyelaras bagi memastikan modul ini dapat disiapkan dalam masa yang ditetapkan. Saya berharap dengan usaha gigih ini akan membuahkan hasil yang lebih baik lagi dalam kita menghitung hari menjelang SPM 2023 nanti.

**Selamat Maju Jaya,  
Tingkatkan Prestasi untuk Pendidikan yang  
Berkualiti**

*Fly Kenyalang Fly, Fly High*

**Dr. LES ANAK MET**  
Jabatan Pendidikan Negeri Sarawak



**SET 1**

**Part 1**

**Questions 1 – 8**

Read the text carefully in each question. Choose the best answer **A**, **B** or **C**.



*Crafty School Art*

**ANNUAL ART EXHIBITION OF OIL PAINTINGS**

Featuring the works of our graduating students

August 10 – 15

10 a.m. – 6 p.m.

Crafty School The Great Gallery

For more info, visit [www.craftyschool.com](http://www.craftyschool.com)

1. Which of the following statement is **TRUE** about the above poster?
- A** The final year students of Crafty School Art will exhibit their works.
  - B** All students of Crafty School Art will exhibit their works.
  - C** The students will exhibit all types of paintings.

Dear Howard,

Your mom told me that you're planning for scuba diving in Pangkor Island next week. My scuba diving trainer once told me it's dangerous to dive alone. So, make sure you are in the group and stay in visual contact with each other. Anyway, enjoy the trip! Take care!

*Benny*

2. From the message, we know that Benny is
- A** reminding Howard.
  - B** warning Howard.
  - C** advising Howard.

**“Feedback is the bridge to effectively connect lessons learned from the past to the future performance and potential.**

**” Pearl Zhu, the author of Quality Master.**

3. Which is the **BEST** message from the quote above?
- A To be successful, we have to learn from the past.
  - B To be successful, we have to always perform the best.
  - C To be successful, we have to welcome the comments and critics.

**“Six people are dead in the south after at least 23 tornadoes tore through Alabama, Mississippi and Georgina on Thursday. One person died in Coweta County, Georgina, where the damage is *catastrophic*,” said Coweta County Fire Chief Pat Wilson.**

4. The word *catastrophic* can be replaced with
- A disruptive.
  - B disastrous.
  - C disturbing.

#### **IMPORTANT ANNOUNCEMENT**

In compliance with the announcement on restricted movement order, XO Shopping Centre will be partially closed but remain accessible to the public from 18 – 31 March 2023, 10 a.m. – 8 p.m. Only essential establishments like supermarket, pharmacies, financial services and convenience store will remain open.

In the meantime, we will be disinfecting our mall on an hourly basis to ensure everyone’s safety.

5. Which of these statements is **TRUE**?
- A The customers are allowed to go to XO Shopping Centre only on weekends.
  - B The customers are allowed to buy groceries at XO Shopping Centre.
  - C The customers are allowed to watch movies at XO Shopping Centre.

**First Paragraph**

Summarise your thoughts as a whole.

**Body Paragraph**

Discuss the theme, author's intent, the best and worst part and other relevant information the readers want to know.

**Final Paragraph**

Summarise your thoughts and share if it is a must-read or a pass.

6. The steps above are for
- A writing a book review.
  - B writing a journal.
  - C writing an article.

At Mai Po, one of Hong Kong's most picturesque nature reserves, an eastern imperial eagle circles the pale sky, wings spread majestically to reveal its contrasting plumage. The bird's flight path is captured by Robert Ferguson, an award-winning photographer and nature enthusiast who has called Hong Kong home for more than 20 years. Being so active in <https://www.wildcreatureshongkong.org/about>, a daily blog Ferguson started in 2018 after leaving a successful media career to focus on his environmental passions. In 2019, he published a hard-copy 30-page photo guide that identifies over 100 birds, mammals, amphibians, reptiles, and insect species, accompanied by interesting and informative facts as a way to further promote interest in Hong Kong's teeming wildlife.

7. The passage tells us that Robert Ferguson is
- A a nature lover.
  - B originated from Hong Kong.
  - C a photographer since 2018.

Brenda : Excuse me. How much is the white dress? There's no price tag in it.  
Shop assistant : It's RM 500.  
Brenda : Thank you.  
Alex : That's a rip off! I hope you're not thinking of buying it. It costs you a fortune!  
Brenda : Yeah. I guess so.

8. From the dialogue, we know that the dress is
- A overpriced.
  - B affordable.
  - C a bargain.

## Part 2

### Questions 9 – 18

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

#### A Good Night's Sleep

Sleep is one of our basic daily needs and like nutrition and physical activities, it is critical to our health. **(9)** \_\_\_\_\_ we do not get enough sleep, we sacrifice more than just a good night's sleep. The body needs sleep to function during our waking **(9)** \_\_\_\_\_.

We all experience some nights where our minds are whirring and we just cannot seem to fall asleep. Do not undermine the importance of a good night's sleep. During rest, the brain is hard at work overseeing **(10)** \_\_\_\_\_ variety of biological upkeep and preparing for the next day. More specifically, a good night's sleep helps us to stay alert, boost memory, fight infection and replenish **(11)** \_\_\_\_\_ we may have endured during the day.

There are certain steps to help us sleep better at night. One of these ways is listening to classical music. Relaxing music can **(12)** \_\_\_\_\_ sleep problems. Music with a slow rhythm can help one sleep better. Reading for about an hour before turning out the lights can work wonders. An entertaining book **(13)** \_\_\_\_\_ a good form of escapism which would relax your natural energy and help you drift off.

Some physical steps you can do **(14)** \_\_\_\_\_ lighting a candle, take a bath before bed, warm your feet and exercise. Light a scented candle in your room. Particular scents help in **(15)** \_\_\_\_\_ blood pressure and inducing a relaxation for a better sleep. According to a study, having a warm bath before bed will likely make you fall asleep quicker **(16)** \_\_\_\_\_ better. Light exercise like a brisk walk outside the house might help. Warm feet promote the onset of sleep – wear a pair of socks. Last but not least, **(17)** \_\_\_\_\_ the caffeine.

Practise good sleep hygiene. A good sleep leads to healthy brain functions, improves health and **(18)** \_\_\_\_\_ risk of accidents and injuries.

- 0     **A.** When                      **B.** If                      **C.** However                      **D.** Therefore
- 9     **A.** moment                      **B.** duration                      **C.** times                      **D.** hours
- 10    **A.** a                      **B.** an                      **C.** the                      **D.** -
- 11    **A.** why                      **B.** which                      **C.** what                      **D.** that
- 12    **A.** solve                      **B.** solves                      **C.** solved                      **D.** solving
- 13    **A.** are                      **B.** were                      **C.** is                      **D.** was
- 14    **A.** includes                      **B.** include                      **C.** included                      **D.** including
- 15    **A.** reduces                      **B.** reduce                      **C.** reduced                      **D.** reducing
- 16    **A.** for                      **B.** so                      **C.** but                      **D.** and
- 17    **A.** drop                      **B.** cut                      **C.** ignore                      **D.** exclude
- 18    **A.** decreases                      **B.** decrease                      **C.** decreased                      **D.** decreasing



### Part 3

#### Questions 19 – 26

You are going to read an extract from an article. For questions 19 to 26, choose the correct answer (A, B, C or D) and mark the correct letter A, B, C or D on your answer sheet.

It was July 10, 2012, and I was an ordinary 17-year-old girl, who'd been feeling unwell. With my mother by my side, I now sat in Dr Hafiz Bin Mohd Mahbob's office and awaited my diagnosis. When the doctor delivered the news, I was calm about it. He explained that I would be referred to the hospital's haematology department for treatment. We thanked him for his help, and I left his room still a 17-year-old girl, but now one diagnosed with Hodgkin's lymphoma, which is an aggressive form of blood cancer.

I have been working towards my SPM exams (*Sijil Pelajaran Malaysia*, the Malaysian Certificate of Education) in November, but now I would have to postpone them to the following year. This also meant leaving my boarding school, Tun Fatimah School, which was devastating. I had worked very hard to gain admission and to not be able to finish five years of study with my friends was heartbreaking. My doctors explained that chemotherapy would be extremely tiring and that I needed to be at home, near the hospital, with my family monitoring my health.

My symptoms got worse very quickly. I had nightly fevers, lost my appetite and grew weaker. A week after my diagnosis I was admitted to the trauma and emergency department where my condition was marked 'Urgent'. The treatment that was briefed about now became a reality. The first, which was extremely painful, was a bone marrow test. This was followed by some uncomfortable CT scans. On July 18, my haematology doctor, Professor P.C. Bee, confirmed that the results indicated Stage II Hodgkin's lymphoma. While the news was devastating, he assured me that if I followed his advice, never skipped my meals and rested, I could make a full recovery.

I have thin, small veins, which worried the doctors, so they decided to install a type of catheter known as PICC line. It is a long, needle-thin tube that allowed intravenous access for the long chemotherapy regime ahead. After five unsuccessful attempts to find a vein in my left arm and three failed attempts in my right, the tube was finally put into my subclavian artery in my chest. There was an X-ray screen in front of me and I saw the pipeline going in, moving through my artery until it reached the tip of my heart.

I began six cycles of the chemotherapy. My treatment started in the afternoon and finished in the evening. Going through chemotherapy is like being bitten by a venomous snake. It burns inside, makes you vomit a lot, weakens you and kills every single cell it touches.

I returned to school in January 2013, a new school that was close to my home. I was excited because I was going through my last chemo session. My journey was ending and I could focus fully on my studies. Unfortunately, things did not go according to plan. A scan revealed that the cancer cells were actively spreading and I was diagnosed with Stage IV Hodgkin's lymphoma.

Having Stage IV cancer was the death call I never expected. I spent the whole day crying. I didn't want to complain but even though I tried to be brave, deep down I feared not being able to sit for my exams, scared of the pain of more chemotherapies and scared that I may not be able to make it. What kept me going were the tears my mother shed, the look of hope on my grandfather's face and the support and love my

friends, family and teachers gave me. Upon reflection, I realised that this was not a curse but a gift. I told myself to be optimistic.

Professor G.G. Gan, the Head of Haematology, suggested I have two cycles of more aggressive chemotherapy over a two-month period, it was terrifying, but deep inside I knew I could do it. With the exams starting on November 6 – less than a month away – I was still having chemotherapy. I did not want to postpone the exams again. Teachers and friends helped with my studies. Some even came to the hospital and although I was in a lot of pain, they were able to distract me.

The SPM went well, I was not confident that I would perform my best but what mattered to me was that cancer had not stopped me. I had the last PET scan during the exam period, and then my appointment with Professor Bee to review the scan results the day after my last exam. Everyone was anxious, including me. After the blood test, I waited in the lobby. Some of the other patients at the clinic told me how inspiring I was – and, as the youngest patient in the haematology clinic, to hear this felt amazing.

My number was finally called. Professor Bee greeted me with a smile. “I’m happy to inform you that there are no more active cancer cells found. Your PET scan result is negative,” he said. “You’re going to give hope to a lot of people, Iman. You did it, kid!”

19. Which of the following **BEST** describes the writer's emotional resilience in the face of her diagnosis?
- A She experienced extreme fear and anxiety.
  - B She remained indifferent and unaffected by the news.
  - C She was devastated and refused to undergo treatment.
  - D She accepted the diagnosis calmly and sought treatment.
20. Based on paragraph 2, how did the writer feel about postponing her SPM exams?
- A Devastated.
  - B Relieved.
  - C Indifferent.
  - D Excited.
21. What symptoms did the writer experience after her diagnosis?
- A Loss of vision and hearing
  - B Muscle aches and joint pain.
  - C Daily headaches and migraines.
  - D Nightly fevers and loss of appetite.
22. What happened when the writer returned to school after her treatment?
- A She made new friends.
  - B She excelled in her studies.
  - C She dropped out of school.
  - D She had to postpone her exams again.

23. From paragraph 7, in what way did the writer's experience with cancer impact her perspective on life?
- A It made her bitter and resentful towards others.
  - B It made her question the value of her academic achievements.
  - C It made her appreciate the love and support of her loved ones.
  - D It made her withdraw from social interactions and isolate herself.
24. Why was it crucial for the writer to have supportive friends and teachers during her treatment?
- A They could offer alternative treatment options.
  - B They could replace the need for medical professionals.
  - C They could help to put her off the pain and discomfort.
  - D They could provide financial assistance for her medical expenses.
25. How did the writer's determination to sit for her exams despite undergoing chemotherapy demonstrate her resilience?
- A She decided to postpone her exams indefinitely.
  - B She relied solely on her teachers for academic support.
  - C She ignored her health and focused solely on her studies.
  - D She managed to balance her academic commitments with her treatment.
26. Which of the following statements **BEST** reflects the writer's change in perspective towards her cancer diagnosis?
- A She viewed it as an insurmountable curse.
  - B She considered it a setback but remained pessimistic.
  - C She saw it as a challenging but transformative experience.
  - D She believed it was an opportunity to give up on her dreams.

#### Part 4

#### Questions 27 to 32

*You are going to read an article about a garage. Six sentences have been removed from the article. Choose from the sentences **A to H** the one which fits each gap (**27 to 32**). There are two extra sentences which you do not need to use.*

*Mark your answers on the separate answer sheet.*

### My Father's Garage

You would think that a garage is simply a space in a house to store a car but that is not the case in my house. 27  Allow me to chronicle the changing functions of my family's garage through the years.

When Dad bought our family car: the first national car when it was first released, it became the prized possession of our household, taking the place of honour in the garage. Dad installed a hose reel for the sole purpose of washing the car. **28**  Every weekend, he faithfully sponged the car and washed it, wiped it dry and polished it. To make the task less arduous, he roped in as many of the family members as he could. For five years, it was a real garage, a sacred space devoted to Dad and the car. Then, the fateful day came: Dad started parking our five-year-old car in the porch. He claimed that it need not be put in the garage as he was thinking of getting a new car. **29**  He just traded in the old car for a second-hand model. We were happy because we did not have to see Dad worry about scratches, dents and washing plus polishing any more.

The garage was vacant for a year, during which it served as a space for family gatherings. **30**  Even today, our neighbours and classmates still have fond memories of playing musical chairs and sharing birthday cake in our garage. The following year, I entered secondary school, Mum decided to convert it into a storage area and renovated our store room into a computer study room. **31** , keeping it as near to the kitchen as she could and cordoned off an area for drying laundry on wet days. She installed a few shelves to stack her boxes of crockery as well as other electrical appliances which took up too much space in the kitchen. **32**  Dad was happy too that he had a larger space in the family room that he bought a larger television set. Needless to say, we were thrilled too!

<b>A</b>	His car accessories were still there on their shelf in Mum's corner.
<b>B</b>	She moved the washing machine to the garage.
<b>C</b>	All our birthday parties were held there that year.
<b>D</b>	She decided to spare some play space for my two younger siblings.
<b>E</b>	Mum was so pleased that her kitchen was free of the unused clutter that she moved the dining table into the kitchen.
<b>F</b>	Our garage has been used for so many purposes until we ourselves are always wondering what it will be used for next.
<b>G</b>	He never got down to it.
<b>H</b>	Then, he started fixing shelves to store all the car paraphernalia: polish, spray bottles, cloths, sponges to other car accessories.

## Part 5

### Questions 33 to 40

Read the following information on different types of household equipment and answer the questions that follow.

#### Technology for the Kitchen

##### **A. Elbee Super Clean Dishwasher**

This is about the size of a microwave oven. Perfect for singles and busy housewives. Suitable for a family of four only. Very compact and can be installed near the sink. Suitable with any kind of dishwashing liquid.

##### **B. iRobot Cleaner**

Small and compact, this is perfect for busy people and ideal for mothers with young children. It has a three-stage cleaning system for several floor types such as hardwood, tile and stone. It navigates around objects and hard-to-reach spots around toilets, sinks and below cabinets. It responds to voice commands and can run for an hour of continuous cleaning before charging.

##### **C. Deyson Vacuum Cleaner**

This vacuum cleaner is about the size of a walking stick. It is perfect for the elderly and small homes especially apartment and flats. It makes minimal noise and is lightweight. Another plus point is its low energy consumption.

##### **D. Ghramm Handy Mixer Blender**

Smaller than all mixers available. A perfect mixer for students staying away from home or as a gift for new homeowners. Very compact and space saving. Even children can use it at home. Small and simple with one-speed for juicing, chopping, liquidizing, grating and kneading.

##### **E. Zeonic Power Quick Meals Oven**

A perfect oven for a small kitchen that can sit on the kitchen top. It can cook pizzas, roast, bake, defrost and grill. Ideal for use in a studio flat and on boats, caravans and chalets when on holiday. Comes with a childproof lock.

##### **F. Medea Window Cleaner**

A robot specially made for cleaning tall, hard-to-clean windows. Can be used on glass panels and blinds. The robot sticks to the window panels and converts water into super-fine dense mist and removes all traces of dust, and dirt. A safe and economical way to clean windows with no need for ladders.

### Questions 33 to 36

Which paragraphs (A – F) refers to the following descriptions?

Statement	Paragraph
33 Perfect for her small kitchen that can also be used outdoors.	_____
34 Ideal for small families and singles and can be fitted near the sink.	_____
35 Suitable for students or as a gift; has one speed and is childproof.	_____
36 A safe product to clean glass windows.	_____

### Questions 37 to 40

Using words from the text, complete the summary below. Choose **no more than one word** for each blank. Write your answers on the answers sheet.

#### Information About the Gadgets

- The Ghramm Handy Mixer Blender is so **(37)** \_\_\_\_\_ to use that even children can handle it.
- You can control the iRobot cleaner using **(38)** \_\_\_\_\_ commands.
- The Deyson Vacuum Cleaner uses very little **(39)** \_\_\_\_\_ and is ideal for elderly people.
- If you are not particular about the kind of washing liquid that you must use, then the ideal product would be the **(40)** \_\_\_\_\_.

**END OF QUESTION PAPER**

## ANSWERS (SET 1)

1 A  
2 B  
3 C  
4 B  
5 B  
6 A  
7 A  
8 A  
9 D  
10 A

11 C  
12 A  
13 C  
14 B  
15 D  
16 D  
17 B  
18 A  
19 D  
20 A

21 D  
22 D  
23 C  
24 C  
25 D  
26 C  
27 F  
28 H  
29 G  
30 C

31 B  
32 E  
33 E  
34 A  
35 D  
36 F  
37 simple  
38 voice  
39 energy  
40 dishwasher

**MODUL KENYALANG KECEMERLANGAN  
SPM 2023  
BAHASA INGGERIS KERTAS 2  
SET 1**

**BAHASA INGGERIS**

**Writing**

**1119/2**

**Time:**

**1 hour 30 minutes**

=====  
**DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO**

**INSTRUCTIONS**


1. This question paper consists of **three** parts: **Part 1, Part 2** and **Part 3**.
2. Read the instructions for each part of the paper carefully.
3. Answer Part 1 question, Part 2 question and **one** question from Part 3.
4. Write your answers in this question paper.





**Sample answer:**

**Part 1**

 EMAIL	
<b>To:</b>	<a href="mailto:kamaludin@gmail.com">kamaludin@gmail.com</a>
<b>Subject:</b>	My idol
<p>Hi Kamaludin,</p> <p>Your update sounds interesting. Glad to help and I hope you're able to complete your task on time.</p> <p>For your information, my idol is my mother. She is the most determined person that I know. My mother never gives up even when things get challenging. She takes care of our family of five and also sells food online. Besides her strength of character, she also has endless patience. I wish to become someone like her so that is why I have a lot of respect for my mother.</p> <p>I love my mother so much and I hope I will inherit some of my mother's good qualities. Hope my response has been helpful. Bye!</p> <p>Best regards,</p> <p>Sulaiman</p>	

## **Part 2**

You **must** answer this question.

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

### **Question 2**

Your class has been discussing about the rising food prices in the country and your teacher has asked you to write an essay about the issue.

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

- what causes the rise in food prices
- how rising food prices affect the people in the country
- what we can do to cope with rising food prices

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

**[ 20 marks]**

## **Part 2**

The escalating food prices in our country have sparked concerns among the population.

There are several factors that contribute to the rise in food prices. To begin with, climate change and extreme weather events such as droughts, floods and heatwaves, have impacted crop yields and food production. These events can damage crops, reduce harvests and disrupt supply chains, leading to higher food prices. Furthermore, the increase in energy costs and transportation expenses also affect food prices. Last but not least, market speculation and currency exchange rate fluctuations further aggravate the issue.

The soaring food prices exert severe impacts on individuals and families, particularly the lower-income households who struggle to afford nutritious meals. Higher food prices may influence dietary choices, with individuals opting for cheaper, less nutritious options. As a result, this can have adverse health consequences, increasing the risk of malnutrition, diet-related diseases, and

micronutrient deficiencies. Besides health implications, rising food prices also increases the cost of living. People need to allocate a larger portion of their income towards purchasing food, leaving less money for other necessities such as housing, education, healthcare and savings.

To cope with rising food prices, we need to prioritise spending. In other words, we need to distinguish between essential and non-essential expenses. Besides, we need to take advantage of weekly or monthly sales and buy in bulk. In addition, we can also plan our meals by having more home cook meals than eating out which will cost a lot more. Furthermore, home gardening can also help to reduce some expenses on herbs and vegetables.

In conclusion, the rise in food prices poses significant challenges to our society. However, by acknowledging the impacts and implementing prudent financial strategies as well as responsible consumption habits, we can mitigate the effects of this issue.

### Part 3

Write an answer to **one** of the questions **3 – 5** in this part.

Write your answer in **200 – 250 words** in an appropriate style on this question paper.

Put the question number in the box at the top of the answer space.

You recently saw this notice on the board outside the school library.

**Articles Wanted!**

My School Library

Do you borrow reading materials from your school library? Why? Tell us what types of reading materials would you like to have in the library? How can you improve your library?

Write your **article**.

**[20 marks]**

### **Part 3**

#### **Question 3 (Article)**

##### **My School Library**

The school library is an important place in a school as it is essential for students to have access to a variety of resources. Hence, reading materials, facilities and the environment provided by our school library are vital. As for me, I usually borrow reading materials related to the subjects that I study in school. However, I think our school library should consider to have other types of reading materials.

Firstly, it would be nice to have more popular books and lifestyle magazines. The Harry Potter series, the Wimpy Kid series and the Maze Runner series are some good examples of popular books. These books would definitely attract more students to read. Besides that, our library should provide more varieties of lifestyle magazines. Students can also learn multitude lessons of life through those magazines.

Secondly, our school library will be a more conducive place if it is equipped with a more comfortable reading area and a café. Comfortable armchairs and bean bags would definitely entice readers to sit and read longer. In addition, if a café compliments the reading area, it would surely be the best hang out area for many students.

Finally, all students need to play their roles to keep our school library in good condition. All library users should handle all the books and facilities in the library with care. For instance, we should clean the table and tidy up the reading area before we leave the place. We can also volunteer our services to be a librarian.

As a conclusion, a good library is not only about providing good books and magazines but it should be well-managed and well utilized by its visitors too. It is hoped that one day, our school library will be a popular hang-out place for all students.

#### **Question 4**

You recently saw this announcement in an English Language magazine.

#### **Reviews Required!**

Have you listened to an interesting song recently? Send us your review.

Say what you like about the song.

Would you recommend the song to your friends?

The best reviews will be published in the magazine.

Write your **review**.

**[20 marks]**

#### **Question 4 (Review)**

Every once in a while, a song comes along that becomes an anthem of strength and resilience. In this review, I will delve into the empowering qualities of "Fight Song" by Rachel Platten and explain why it has resonated deeply with me. Additionally, I will share why I believe it is a song worth recommending to friends.

Review: "Fight Song" is a powerful and uplifting anthem that strikes a chord with listeners from the very first note. The song's strength lies not only in its catchy melody but also in its heartfelt and relatable lyrics. Rachel Platten's passionate delivery and unwavering conviction infuse every word with a resounding sense of empowerment.

The lyrics beautifully encapsulate the struggle and determination to overcome adversity. They encourage listeners to rise above challenges, reclaim their inner strength, and continue fighting for their dreams. The song's chorus, with its infectious refrain of "This is my fight song, take back my life song," serves as a rallying cry, igniting a fire within and inspiring self-belief.

Personally, "Fight Song" has resonated deeply with me, serving as a source of motivation during difficult times. It reminds me that I possess the resilience and courage to face any obstacle that comes my way. The song's positive and empowering message acts as a reminder that setbacks do not define us but rather strengthen our resolve.

I would wholeheartedly recommend "Fight Song" to my friends and anyone in need of a boost of inspiration. Its anthemic qualities and empowering lyrics make it an ideal companion for moments when one needs to overcome self-doubt, face challenges head-on, or simply find the strength to keep pushing forward.

In conclusion, "Fight Song" by Rachel Platten is a captivating anthem that exudes strength, resilience, and unwavering determination. Its empowering lyrics and infectious melody create a powerful experience that has the potential to uplift and inspire listeners. I enthusiastically recommend this song to friends and anyone seeking a reminder of their inner strength and ability to triumph over adversity.

### **Question 5**

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

***My hands were as cold as ice as I...***

In your story, you must:

- describe a challenge you encountered.
- discuss the impact of the challenge on your perspective of life.

Write the story.

### **Question 5 (Story)**

My hands were as cold as ice as I tightly clutched the hospital room door handle. The sterile scent permeated the air, amplifying my anxiety. Inside, my beloved grandmother fought a fierce battle against illness. It was a challenge I never expected to face at such a young age.

Days turned into weeks as I witnessed the toll the illness took on her fragile body. I spent countless hours by her side, holding her frail hand and whispering words of love and encouragement. Each day presented new challenges — medical procedures, emotional roller coasters, and the painful reality of mortality.

This experience shook the foundation of my perspective on life. It illuminated the fragility of our existence and the importance of cherishing every moment. It taught me that challenges are not just hurdles to overcome but profound teachers, shaping our character and strengthening our resilience.

In the face of adversity, I found solace in the small joys that had once gone unnoticed. The warmth of a sunrise, the laughter of loved ones, and the embrace of a friend became invaluable treasures. I realized the significance of compassion, empathy, and the power of human connection.

As my grandmother's condition worsened, I grappled with feelings of helplessness and sorrow. But amidst the darkness, a light emerged. I discovered a newfound appreciation for life's fleeting moments, a profound gratitude for the love and support of family and friends.

Eventually, my grandmother succumbed to her illness, leaving an indelible void in my heart. However, her legacy lives on through my transformed perspective. I carry her strength and wisdom within me, a constant reminder to embrace life's challenges with courage and grace.

That pivotal challenge reshaped my outlook on life, reminding me to prioritize what truly matters. It taught me that even in the midst of adversity, there are opportunities for growth, love, and profound personal transformation. And with that understanding, I continue to navigate life's challenges, embracing them as catalysts for growth and appreciating the beauty that exists even in the face of adversity.



**Part 1**

**Questions 1 – 8**

Read the text carefully in each question. Choose the best answer **A**, **B** or **C**.



*Crafty School Art*

**ANNUAL ART EXHIBITION OF OIL PAINTINGS**

Featuring the works of our graduating students

August 10 – 15

10 a.m. – 6 p.m.

Crafty School The Great Gallery

For more info, visit [www.craftyschool.com](http://www.craftyschool.com)

1. Which of the following statement is **TRUE** about the above poster?
- A** The final year students of Crafty School Art will exhibit their works.
  - B** All students of Crafty School Art will exhibit their works.
  - C** The students will exhibit all types of paintings.

Dear Howard,

Your mom told me that you're planning for scuba diving in Pangkor Island next week. My scuba diving trainer once told me it's dangerous to dive alone. So, make sure you are in the group and stay in visual contact with each other. Anyway, enjoy the trip! Take care!

*Benny*

2. From the message, we know that Benny is
- A** reminding Howard.
  - B** warning Howard.
  - C** advising Howard.

**“Feedback is the bridge to effectively connect lessons learned from the past to the future performance and potential.**

**” Pearl Zhu, the author of Quality Master.**

3. Which is the **BEST** message from the quote above?
- A To be successful, we have to learn from the past.
  - B To be successful, we have to always perform the best.
  - C To be successful, we have to welcome the comments and critics.

**“Six people are dead in the south after at least 23 tornadoes tore through Alabama, Mississippi and Georgina on Thursday. One person died in Coweta County, Georgina, where the damage is *catastrophic*,” said Coweta County Fire Chief Pat Wilson.**

4. The word *catastrophic* can be replaced with
- A disruptive.
  - B disastrous.
  - C disturbing.

#### **IMPORTANT ANNOUNCEMENT**

In compliance with the announcement on restricted movement order, XO Shopping Centre will be partially closed but remain accessible to the public from 18 – 31 March 2023, 10 a.m. – 8 p.m. Only essential establishments like supermarket, pharmacies, financial services and convenience store will remain open.

In the meantime, we will be disinfecting our mall on an hourly basis to ensure everyone’s safety.

5. Which of these statements is **TRUE**?
- A The customers are allowed to go to XO Shopping Centre only on weekends.
  - B The customers are allowed to buy groceries at XO Shopping Centre.
  - C The customers are allowed to watch movies at XO Shopping Centre.

**First Paragraph**

Summarise your thoughts as a whole.

**Body Paragraph**

Discuss the theme, author's intent, the best and worst part and other relevant information the readers want to know.

**Final Paragraph**

Summarise your thoughts and share if it is a must-read or a pass.

6. The steps above are for
- A writing a book review.
  - B writing a journal.
  - C writing an article.

At Mai Po, one of Hong Kong's most picturesque nature reserves, an eastern imperial eagle circles the pale sky, wings spread majestically to reveal its contrasting plumage. The bird's flight path is captured by Robert Ferguson, an award-winning photographer and nature enthusiast who has called Hong Kong home for more than 20 years. Being so active in <https://www.wildcreatureshongkong.org/about>, a daily blog Ferguson started in 2018 after leaving a successful media career to focus on his environmental passions. In 2019, he published a hard-copy 30-page photo guide that identifies over 100 birds, mammals, amphibians, reptiles, and insect species, accompanied by interesting and informative facts as a way to further promote interest in Hong Kong's teeming wildlife.

7. The passage tells us that Robert Ferguson is
- A a nature lover.
  - B originated from Hong Kong.
  - C a photographer since 2018.

Brenda : Excuse me. How much is the white dress? There's no price tag in it.  
Shop assistant : It's RM 500.  
Brenda : Thank you.  
Alex : That's a rip off! I hope you're not thinking of buying it. It costs you a fortune!  
Brenda : Yeah. I guess so.

8. From the dialogue, we know that the dress is
- A overpriced.
  - B affordable.
  - C a bargain.

## Part 2

### Questions 9 – 18

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

#### A Good Night's Sleep

Sleep is one of our basic daily needs and like nutrition and physical activities, it is critical to our health. **(9)** \_\_\_\_\_ we do not get enough sleep, we sacrifice more than just a good night's sleep. The body needs sleep to function during our waking **(9)** \_\_\_\_\_.

We all experience some nights where our minds are whirring and we just cannot seem to fall asleep. Do not undermine the importance of a good night's sleep. During rest, the brain is hard at work overseeing **(10)** \_\_\_\_\_ variety of biological upkeep and preparing for the next day. More specifically, a good night's sleep helps us to stay alert, boost memory, fight infection and replenish **(11)** \_\_\_\_\_ we may have endured during the day.

There are certain steps to help us sleep better at night. One of these ways is listening to classical music. Relaxing music can **(12)** \_\_\_\_\_ sleep problems. Music with a slow rhythm can help one sleep better. Reading for about an hour before turning out the lights can work wonders. An entertaining book **(13)** \_\_\_\_\_ a good form of escapism which would relax your natural energy and help you drift off.

Some physical steps you can do **(14)** \_\_\_\_\_ lighting a candle, take a bath before bed, warm your feet and exercise. Light a scented candle in your room. Particular scents help in **(15)** \_\_\_\_\_ blood pressure and inducing a relaxation for a better sleep. According to a study, having a warm bath before bed will likely make you fall asleep quicker **(16)** \_\_\_\_\_ better. Light exercise like a brisk walk outside the house might help. Warm feet promote the onset of sleep – wear a pair of socks. Last but not least, **(17)** \_\_\_\_\_ the caffeine.

Practise good sleep hygiene. A good sleep leads to healthy brain functions, improves health and **(18)** \_\_\_\_\_ risk of accidents and injuries.

- 0     **A.** When                      **B.** If                      **C.** However                      **D.** Therefore
- 9     **A.** moment                      **B.** duration                      **C.** times                      **D.** hours
- 10    **A.** a                      **B.** an                      **C.** the                      **D.** -
- 11    **A.** why                      **B.** which                      **C.** what                      **D.** that
- 12    **A.** solve                      **B.** solves                      **C.** solved                      **D.** solving
- 13    **A.** are                      **B.** were                      **C.** is                      **D.** was
- 14    **A.** includes                      **B.** include                      **C.** included                      **D.** including
- 15    **A.** reduces                      **B.** reduce                      **C.** reduced                      **D.** reducing
- 16    **A.** for                      **B.** so                      **C.** but                      **D.** and
- 17    **A.** drop                      **B.** cut                      **C.** ignore                      **D.** exclude
- 18    **A.** decreases                      **B.** decrease                      **C.** decreased                      **D.** decreasing

### Part 3

#### Questions 19 – 26

You are going to read an extract from an article. For questions 19 to 26, choose the correct answer (A, B, C or D) and mark the correct letter A, B, C or D on your answer sheet.

It was July 10, 2012, and I was an ordinary 17-year-old girl, who'd been feeling unwell. With my mother by my side, I now sat in Dr Hafiz Bin Mohd Mahbob's office and awaited my diagnosis. When the doctor delivered the news, I was calm about it. He explained that I would be referred to the hospital's haematology department for treatment. We thanked him for his help, and I left his room still a 17-year-old girl, but now one diagnosed with Hodgkin's lymphoma, which is an aggressive form of blood cancer.

I have been working towards my SPM exams (*Sijil Pelajaran Malaysia*, the Malaysian Certificate of Education) in November, but now I would have to postpone them to the following year. This also meant leaving my boarding school, Tun Fatimah School, which was devastating. I had worked very hard to gain admission and to not be able to finish five years of study with my friends was heartbreaking. My doctors explained that chemotherapy would be extremely tiring and that I needed to be at home, near the hospital, with my family monitoring my health.

My symptoms got worse very quickly. I had nightly fevers, lost my appetite and grew weaker. A week after my diagnosis I was admitted to the trauma and emergency department where my condition was marked 'Urgent'. The treatment that was briefed about now became a reality. The first, which was extremely painful, was a bone marrow test. This was followed by some uncomfortable CT scans. On July 18, my haematology doctor, Professor P.C. Bee, confirmed that the results indicated Stage II Hodgkin's lymphoma. While the news was devastating, he assured me that if I followed his advice, never skipped my meals and rested, I could make a full recovery.

I have thin, small veins, which worried the doctors, so they decided to install a type of catheter known as PICC line. It is a long, needle-thin tube that allowed intravenous access for the long chemotherapy regime ahead. After five unsuccessful attempts to find a vein in my left arm and three failed attempts in my right, the tube was finally put into my subclavian artery in my chest. There was an X-ray screen in front of me and I saw the pipeline going in, moving through my artery until it reached the tip of my heart.

I began six cycles of the chemotherapy. My treatment started in the afternoon and finished in the evening. Going through chemotherapy is like being bitten by a venomous snake. It burns inside, makes you vomit a lot, weakens you and kills every single cell it touches.

I returned to school in January 2013, a new school that was close to my home. I was excited because I was going through my last chemo session. My journey was ending and I could focus fully on my studies. Unfortunately, things did not go according to plan. A scan revealed that the cancer cells were actively spreading and I was diagnosed with Stage IV Hodgkin's lymphoma.

Having Stage IV cancer was the death call I never expected. I spent the whole day crying. I didn't want to complain but even though I tried to be brave, deep down I feared not being able to sit for my exams, scared of the pain of more chemotherapies and scared that I may not be able to make it. What kept me going were the tears my mother shed, the look of hope on my grandfather's face and the support and love my

friends, family and teachers gave me. Upon reflection, I realised that this was not a curse but a gift. I told myself to be optimistic.

Professor G.G. Gan, the Head of Haematology, suggested I have two cycles of more aggressive chemotherapy over a two-month period, it was terrifying, but deep inside I knew I could do it. With the exams starting on November 6 – less than a month away – I was still having chemotherapy. I did not want to postpone the exams again. Teachers and friends helped with my studies. Some even came to the hospital and although I was in a lot of pain, they were able to distract me.

The SPM went well, I was not confident that I would perform my best but what mattered to me was that cancer had not stopped me. I had the last PET scan during the exam period, and then my appointment with Professor Bee to review the scan results the day after my last exam. Everyone was anxious, including me. After the blood test, I waited in the lobby. Some of the other patients at the clinic told me how inspiring I was – and, as the youngest patient in the haematology clinic, to hear this felt amazing.

My number was finally called. Professor Bee greeted me with a smile. “I’m happy to inform you that there are no more active cancer cells found. Your PET scan result is negative,” he said. “You’re going to give hope to a lot of people, Iman. You did it, kid!”

19. Which of the following **BEST** describes the writer's emotional resilience in the face of her diagnosis?
- A She experienced extreme fear and anxiety.
  - B She remained indifferent and unaffected by the news.
  - C She was devastated and refused to undergo treatment.
  - D She accepted the diagnosis calmly and sought treatment.
20. Based on paragraph 2, how did the writer feel about postponing her SPM exams?
- A Devastated.
  - B Relieved.
  - C Indifferent.
  - D Excited.
21. What symptoms did the writer experience after her diagnosis?
- A Loss of vision and hearing
  - B Muscle aches and joint pain.
  - C Daily headaches and migraines.
  - D Nightly fevers and loss of appetite.
22. What happened when the writer returned to school after her treatment?
- A She made new friends.
  - B She excelled in her studies.
  - C She dropped out of school.
  - D She had to postpone her exams again.

23. From paragraph 7, in what way did the writer's experience with cancer impact her perspective on life?
- A It made her bitter and resentful towards others.
  - B It made her question the value of her academic achievements.
  - C It made her appreciate the love and support of her loved ones.
  - D It made her withdraw from social interactions and isolate herself.
24. Why was it crucial for the writer to have supportive friends and teachers during her treatment?
- A They could offer alternative treatment options.
  - B They could replace the need for medical professionals.
  - C They could help to put her off the pain and discomfort.
  - D They could provide financial assistance for her medical expenses.
25. How did the writer's determination to sit for her exams despite undergoing chemotherapy demonstrate her resilience?
- A She decided to postpone her exams indefinitely.
  - B She relied solely on her teachers for academic support.
  - C She ignored her health and focused solely on her studies.
  - D She managed to balance her academic commitments with her treatment.
26. Which of the following statements **BEST** reflects the writer's change in perspective towards her cancer diagnosis?
- A She viewed it as an insurmountable curse.
  - B She considered it a setback but remained pessimistic.
  - C She saw it as a challenging but transformative experience.
  - D She believed it was an opportunity to give up on her dreams.

#### Part 4

#### Questions 27 to 32

*You are going to read an article about a garage. Six sentences have been removed from the article. Choose from the sentences **A to H** the one which fits each gap (**27 to 32**). There are two extra sentences which you do not need to use.*

*Mark your answers on the separate answer sheet.*

### My Father's Garage

You would think that a garage is simply a space in a house to store a car but that is not the case in my house. 27  Allow me to chronicle the changing functions of my family's garage through the years.



When Dad bought our family car: the first national car when it was first released, it became the prized possession of our household, taking the place of honour in the garage. Dad installed a hose reel for the sole purpose of washing the car. **28**  Every weekend, he faithfully sponged the car and washed it, wiped it dry and polished it. To make the task less arduous, he roped in as many of the family members as he could. For five years, it was a real garage, a sacred space devoted to Dad and the car. Then, the fateful day came: Dad started parking our five-year-old car in the porch. He claimed that it need not be put in the garage as he was thinking of getting a new car. **29**  He just traded in the old car for a second-hand model. We were happy because we did not have to see Dad worry about scratches, dents and washing plus polishing any more.

The garage was vacant for a year, during which it served as a space for family gatherings. **30**  Even today, our neighbours and classmates still have fond memories of playing musical chairs and sharing birthday cake in our garage. The following year, I entered secondary school, Mum decided to convert it into a storage area and renovated our store room into a computer study room. **31** , keeping it as near to the kitchen as she could and cordoned off an area for drying laundry on wet days. She installed a few shelves to stack her boxes of crockery as well as other electrical appliances which took up too much space in the kitchen. **32**  Dad was happy too that he had a larger space in the family room that he bought a larger television set. Needless to say, we were thrilled too!

<b>A</b>	His car accessories were still there on their shelf in Mum's corner.
<b>B</b>	She moved the washing machine to the garage.
<b>C</b>	All our birthday parties were held there that year.
<b>D</b>	She decided to spare some play space for my two younger siblings.
<b>E</b>	Mum was so pleased that her kitchen was free of the unused clutter that she moved the dining table into the kitchen.
<b>F</b>	Our garage has been used for so many purposes until we ourselves are always wondering what it will be used for next.
<b>G</b>	He never got down to it.
<b>H</b>	Then, he started fixing shelves to store all the car paraphernalia: polish, spray bottles, cloths, sponges to other car accessories.

## Part 5

### Questions 33 to 40

Read the following information on different types of household equipment and answer the questions that follow.

#### Technology for the Kitchen

##### **A. Elbee Super Clean Dishwasher**

This is about the size of a microwave oven. Perfect for singles and busy housewives. Suitable for a family of four only. Very compact and can be installed near the sink. Suitable with any kind of dishwashing liquid.

##### **B. iRobot Cleaner**

Small and compact, this is perfect for busy people and ideal for mothers with young children. It has a three-stage cleaning system for several floor types such as hardwood, tile and stone. It navigates around objects and hard-to-reach spots around toilets, sinks and below cabinets. It responds to voice commands and can run for an hour of continuous cleaning before charging.

##### **C. Deyson Vacuum Cleaner**

This vacuum cleaner is about the size of a walking stick. It is perfect for the elderly and small homes especially apartment and flats. It makes minimal noise and is lightweight. Another plus point is its low energy consumption.

##### **D. Ghramm Handy Mixer Blender**

Smaller than all mixers available. A perfect mixer for students staying away from home or as a gift for new homeowners. Very compact and space saving. Even children can use it at home. Small and simple with one-speed for juicing, chopping, liquidizing, grating and kneading.

##### **E. Zeonic Power Quick Meals Oven**

A perfect oven for a small kitchen that can sit on the kitchen top. It can cook pizzas, roast, bake, defrost and grill. Ideal for use in a studio flat and on boats, caravans and chalets when on holiday. Comes with a childproof lock.

##### **F. Medea Window Cleaner**

A robot specially made for cleaning tall, hard-to-clean windows. Can be used on glass panels and blinds. The robot sticks to the window panels and converts water into super-fine dense mist and removes all traces of dust, and dirt. A safe and economical way to clean windows with no need for ladders.

**Questions 33 to 36**

Which paragraphs (A – F) refers to the following descriptions?

Statement	Paragraph
<b>33</b> Perfect for her small kitchen that can also be used outdoors.	_____
<b>34</b> Ideal for small families and singles and can be fitted near the sink.	_____
<b>35</b> Suitable for students or as a gift; has one speed and is childproof.	_____
<b>36</b> A safe product to clean glass windows.	_____

**Questions 37 to 40**

Using words from the text, complete the summary below. Choose **no more than one word** for each blank. Write your answers on the answers sheet.

**Information About the Gadgets**

- The Ghramm Handy Mixer Blender is so **(37)** \_\_\_\_\_ to use that even children can handle it.
- You can control the iRobot cleaner using **(38)** \_\_\_\_\_ commands.
- The Deyson Vacuum Cleaner uses very little **(39)** \_\_\_\_\_ and is ideal for elderly people.
- If you are not particular about the kind of washing liquid that you must use, then the ideal product would be the **(40)** \_\_\_\_\_.

**END OF QUESTION PAPER**

## ANSWERS (SET 1)

1 A  
2 B  
3 C  
4 B  
5 B  
6 A  
7 A  
8 A  
9 D  
10 A

11 C  
12 A  
13 C  
14 B  
15 D  
16 D  
17 B  
18 A  
19 D  
20 A

21 D  
22 D  
23 C  
24 C  
25 D  
26 C  
27 F  
28 H  
29 G  
30 C

31 B  
32 E  
33 E  
34 A  
35 D  
36 F  
37 simple  
38 voice  
39 energy  
40 dishwasher

# AUDIO SET 1 KERTAS 4



[https://bit.ly/MKCSPMSet1\\_Audio](https://bit.ly/MKCSPMSet1_Audio)

## SPM Writing Part 1 assessment scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
<b>5</b>	<p>All content is relevant to the task.</p> <p>Target reader is fully informed.</p>	<p>Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.</p>	<p>Uses simple connectors and a limited number of cohesive devices appropriately.</p>	<p>Uses basic vocabulary appropriately.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
<b>4</b>	<b>Performance shares features of Scores 3 and 5</b>			
<b>3</b>	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	<p>Produces a text that communicates simple ideas in simple ways.</p>	<p>Text is connected using basic, high frequency connectors.</p>	<p>Uses basic vocabulary reasonably.</p> <p>Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p>
<b>2</b>	<b>Performance shares features of Scores 1 and 3</b>			
<b>1</b>	<p>Irrelevances and/or misinterpretation of the task may be present.</p> <p>Target reader is minimally informed.</p>	<p>Produces isolated short units about simple and concrete matters, not always communicating successfully.</p>	<p>Production unlikely to be connected, though punctuation and simple connectors (e.g. and) may be used on occasion.</p>	<p>Produces basic vocabulary of isolated words and phrases.</p> <p>Produces few simple grammatical forms with only limited control.</p>
<b>0</b>	<p>Content is totally irrelevant.</p> <p>Target reader is not informed.</p>	<b>Performance below Score 1</b>		

## SPM Writing Part 2 assessment scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
<b>5</b>	<p>All content is relevant to the task.</p> <p>Target reader is fully informed.</p>	<p>Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas appropriately.</p>	<p>Text is generally well-organised and coherent, using a variety of cohesive devices.</p>	<p>Uses a range of everyday vocabulary with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p>
<b>4</b>	<b>Performance shares features of Scores 3 and 5</b>			
<b>3</b>	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	<p>Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.</p>	<p>Uses simple connectors and a limited number of cohesive devices appropriately.</p>	<p>Uses basic vocabulary appropriately.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
<b>2</b>	<b>Performance shares features of Scores 1 and 3</b>			
<b>1</b>	<p>Irrelevances and/or misinterpretation of task may be present.</p>	<p>Produces a text that communicates simple ideas in simple ways.</p>	<p>Text is connected using basic, high frequency connectors.</p>	<p>Uses basic vocabulary reasonably.</p> <p>Uses simple grammatical forms with some degree</p>

	Target reader is minimally informed.			of control. Errors may impede meaning at times.
<b>0</b>	Content is totally irrelevant. Target reader is not informed.	<b>Performance below Score 1</b>		



## SPM Writing Part 3 assessment scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
<b>5</b>	<p>All content is relevant to the task.</p> <p>Target reader is fully informed.</p>	<p>Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate with ease, fulfilling all communicative purposes.</p>	<p>Text is well-organised and coherent, using a variety of cohesive devices with generally good effect.</p>	<p>Uses a range of vocabulary, including less common lexis, appropriately.</p> <p>Uses a range of simple and complex grammatical forms with control and flexibility.</p> <p>Occasional errors and slips may be present.</p>
<b>4</b>	<b>Performance shares features of Scores 3 and 5</b>			
<b>3</b>	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	<p>Uses the conventions of the communicative task to hold the reader's attention and communicate straightforward ideas appropriately.</p>	<p>Text is generally well-organised and coherent, using a variety of cohesive devices.</p>	<p>Uses a range of everyday vocabulary with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p>
<b>2</b>	<b>Performance shares features of Scores 1 and 3</b>			

<p style="text-align: center;"><b>1</b></p>	<p>Irrelevances and/or misinterpretation of task may be present.</p> <p>Target reader is minimally informed.</p>	<p>Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.</p>	<p>Uses simple connectors and a limited number of cohesive devices appropriately.</p>	<p>Uses basic vocabulary appropriately.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
<p style="text-align: center;"><b>0</b></p>	<p>Content is totally irrelevant.</p> <p>Target reader is not informed.</p>	<p><b>Performance below Score 1</b></p>		

Part 1  
Suggested answer.

Interlocutor:	Good morning / afternoon  I'm ... and this is my colleague ... She/ He'll just listen to us. First of all, we'd like to know something about you.  Candidate A, what is your name?
Candidate A	My name is ...
Interlocutor	Thank you.
Candidate B	And, what's your name?
Interlocutor	Thank you.
Interlocutor	Where do you live?
Candidate A	I live at ...
Interlocutor	How do you come to school?
Candidate B	I come to school by ...
Interlocutor:	Now, I'm going to ask you about your daily routine.  Candidate A, What do you normally do after you wake up?
Candidate A	I normally do brush my teeth after I wake up.
Interlocutor:	What do you usually do after coming back from school every day?
Candidate B	I usually have a nap after coming back from school
Interlocutor:	How do you spend your leisure time?
Candidate A	I spend my leisure time with listening to the music.
Interlocutor:	What do you do on weekends?
Candidate B	I usually go for outing with my family on weekends.
Interlocutor:	Thank you.

Part 2  
Suggested answer

Interlocutor:	<p>In this part of the test, I'm going to give each of you a topic and I'd like you to talk about it on your own for about a minute. You also need to answer a question briefly about your partner's topic.</p> <p>(Candidate A), it's your turn first. Here's your task,. <i>Place Part 2 booklet, open at Task 2A, in front of Candidate A.</i></p> <p>I'd like you to talk about <b>an outing with your family</b>. First, you have some time to think about what you're going to say.</p>
Candidate A <i>About 20 seconds</i>	Allow candidate 20 seconds to prepare.
Interlocutor:	All right, you may start now.
Candidate A (1 minute)	<p>Last week, I went to AEON shopping mall in Kuching with my family. At the shopping mall, we bought groceries at the supermarket. Next, we watched a movie entitled, "Super Mario", with my families. The movie was amazing and entertaining. After that, we also went shopping at Kaison. We bought some stationaries and decorations for our house.</p> <p>I enjoyed myself in the shopping mall because I could spend some quality time with my family. Besides, I could de-stress and be happy bonding with them by doing some enjoyable activities like having delicious lunch together.</p> <p>There are many benefits of spending time with my family. Family can provide emotional support during both good times and bad. They will effortlessly offer a shoulder to cry on when you need it and help you to celebrate your victories and success. Strong bonds with our family also provide a sense of trust, social connection and sense of belonging. Having a close relationship with your family can help reduce feeling of loneliness and low self-esteem.</p> <p>..... .....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. (the oblique '/' is included to make it as a choice.)</i></p> <p><b>What can you say about this point? Tell me about .... (e.g. Tell me about this point.)</b></p>

Interlocutor:	Thank you. (Candidate B), <b>do you like to go on an outing with your family? Why/ why not?</b>
Candidate B: <i>Approx. 20 seconds</i>	.....
Interlocutor:	Thank you. (Candidate A) Can I have the booklet please? <i>Retrieve Part 2 booklet. Place Part 2 booklet, open at Task 2B, in front of Candidate B.</i>  Now, (Candidate B), here's your task. I'd like you to talk over about <b>the sport that you like</b> . First, you have some time to think about what you're going to say.
Candidate B <i>About 20 seconds</i>	Allow candidate 20 seconds to prepare.
Interlocutor:	All right, you may start now.
Candidate B <i>(1 minute)</i>	<p>The sport that I like is badminton. I've always been interested in it ever since I played this sport with my cousin when I was 7 years old. We only need to have badminton racket, shuttlecock, badminton net and appropriate badminton court to play badminton. This offer a safe and conducive environment for beginners and advanced players to learn and practice with their friends.</p> <p>Badminton is my favourite sport because I think it is both challenging and rewarding. The physical aspect of running around the badminton court and maintaining my stamina throughout the game would be difficult, but with practice and perseverance, I am confident I could improve. The mental aspect of planning each move with your partner and staying focused is also an exciting challenge that I am looking forward to every time I play.</p> <p>This game influence my daily life offers me a great workout and a sense of accomplishment everyday. I also think it offers me a great chance to push myself out of my comfort zone and try to beat my own record and try new techniques to score higher points. Overall, I know that I have chosen the best sport to be my favourite as it is a fantastic and fulfilling sport to</p>

	<p>play. I can't wait to play badminton with my best friend this evening.</p> <p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. (the oblique '/' is included to make it as a choice.)</i></p> <p><b>What can you say about this point? Tell me about .... (e.g. Tell me about this point.)</b></p>
Interlocutor	<p>Thank you. (Candidate A), <b>what is your favourite sport? Would you promote it to your friend? Why/why not?</b></p>
Candidate A (Approx, 20 seconds)	<p>My favourite sport is football. I will certainly recommend football to my friend because we can meet new friends as well as bond together as a team.</p>
Interlocutor	<p>Thank you. (Candidate B) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i></p>

Part 3  
Suggested answer

Interlocutor:	<p>Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something <b>with each other</b> 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>Nowadays, there are various traits needed to maintain friendships.</b> <i>Place Part 3 booklet, open at Task 3, in front of the candidates.</i> Here are some qualities needed to maintain friendships and a question for you to discuss. First, you have some time to look at the task.</p>
Candidates A&B: <i>About 20 seconds</i>	Allow candidates 20 seconds to prepare.
Interlocutor:	Now talk to each other about <b>the qualities needed to maintain friendships.</b>
Candidates A&B:	<p>Candidate A : We are going to discuss about the qualities needed to maintain friendship.</p> <p>Candidate B: I think the first quality is supportive. We need to always support our friends. This is because sometimes friends with low confidence level need assurance that they are making the correct decision. It would be very useful to support and give positive feedback for their hard work. What do you think?</p> <p>Candidate A : I think it is respectful. Friends should always respect each other. We must always show respect to everyone around us as this shows how we are supposed to respond to everyone. Without respect, we would feel intimidated and uncomfortable around that person. Do you have any points to add?</p>

	<p>Candidate B : Other than that, I think being loyal is a quality needed to maintain friendship. This is due to the fact that we will face many types of people and it is important to choose the right crowd to be your friend. Therefore, it is crucial to be loyal to our friend as we sometimes will listen to various kinds of rumors that might impact our friendship if we are not loyal and lose trust with our friend. How about you?</p> <p>Candidate A : Moreover, I think it is important to be non-judgemental to maintain friendship. It is very important for us to be non-judgemental because not everyone has the same experience of problem in life. Therefore, we should not add more burden to our friends by judging them with the choices that they make everyday. This will only add more problems rather than solution.</p> <p>.....</p> <p>Back-up prompts to be used if necessary:  <b>What do you think (candidate name)? What about this</b>  <i>(pointing to option)?</i></p>
Interlocutor:	Thank you. Now you have about a minute <b>to decide together which is the best quality needed to maintain friendships.</b>
Candidates A&B: <i>1 minute</i>	<p>Candidate A : I still think the most important quality needed to maintain friendships is being supportive.</p> <p>Candidate B: Why do you say so?</p> <p>Candidate A : It is because we need to always support our friends because I believe that united we stand, divided we fall. Do you agree with me?</p> <p>Candidate B : Yes, I totally agree with you. Friends are the person we would ask for opinion and suggestions too. A friend in need is a friend indeed.</p> <p>.....</p>
Interlocutor:	<p>Thank you. Can I have the booklet, please? <i>Retrieve Part 3 booklet.</i></p> <p>You've been talking about the qualities to maintain friendships, now let's hear your opinion on this. <b>Do you think having lots of friends is important? Why?</b></p> <p>Select any of the following prompts as appropriate?</p> <ul style="list-style-type: none"> <li>● What do you think?</li> </ul>



	<ul style="list-style-type: none"> <li>● Do you agree?</li> <li>● How about you?</li> </ul>
<p>Candidates A&amp;B: (2 minutes)</p>	<p>Candidate A : I think having lots of friends is not so important because having many friends will not mean they will help you all the time. Some friends have different things to do and they do not have time to sit with friends. What do you think?</p> <p>Candidate B: Yes, I agree with you. It is because having lots of friends sometimes mean that we could misunderstood each other easily. They will discuss about many things and they might get the wrong idea of what you are trying to say. Therefore, this will cause misunderstanding of information.</p> <p>Candidate A: In my opinion, having lots of friends can cause students to waste too much time chatting with friends and spending too much time outside. Thus, students will not make use of their quality time studying and doing revision.</p> <p>Candidate B: That's a brilliant idea. For example, when friends gather and spend too much time together, they will start to get bored and curious to experiment different activities or substance. They will end up getting involved with negative crowd.</p> <p>Candidate A : Yes. that's a good explanation. To conclude, teens should know that friends are precious and quality is better than quantity. It is better to have a few friends that can bring you up and succeed together than many friends that will pull you down and fail.</p>
<p>Interlocutor:</p>	<p>Thank you, [candidate A and candidate B]. That's the end of the speaking test.</p>

## LISTENING SET 1

### Answers

#### Part 1 (Questions 1-7)

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

#### Part 2 (Question 8-15)

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

#### Part 3 (Question 16-20)

16	C
17	E
18	D
19	A
20	F

#### Part 4 (Questions 21-30)

21	newspaper
22	readers
23	women
24	fishing
25	four
26	market
27	children
28	television
29	members
30	channels

# SET 2

**Part 1**  
**Questions 1 – 8**

Read the text carefully in each question. Choose the best answer **A**, **B** or **C**.

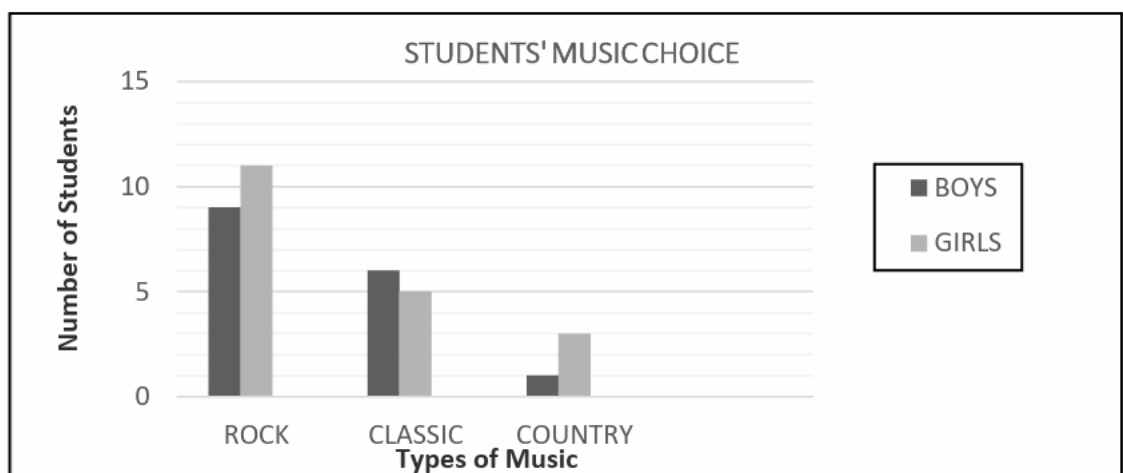
**NO  
DUMPING**

1. The sign above conveys a message which is,
- A** the public cannot set up tents here.
  - B** the public cannot walk on the grass.
  - C** the public cannot throw garbage here.

*“Start them young and let them see how their savings can grow by using this transparent coinbox, specially designed to sort coins according to size and value.”*

We at The Chartered Bank want to encourage the saving habit among the younger generation. Open a children’s savings account with a first time deposit of only RM10 to get this coinbox and let your children enjoy saving their money!

2. The purpose of the advertisement is
- A** to introduce a new savings habit.
  - B** to tell parents how to save their money.
  - C** to get more people to open savings accounts for their children.



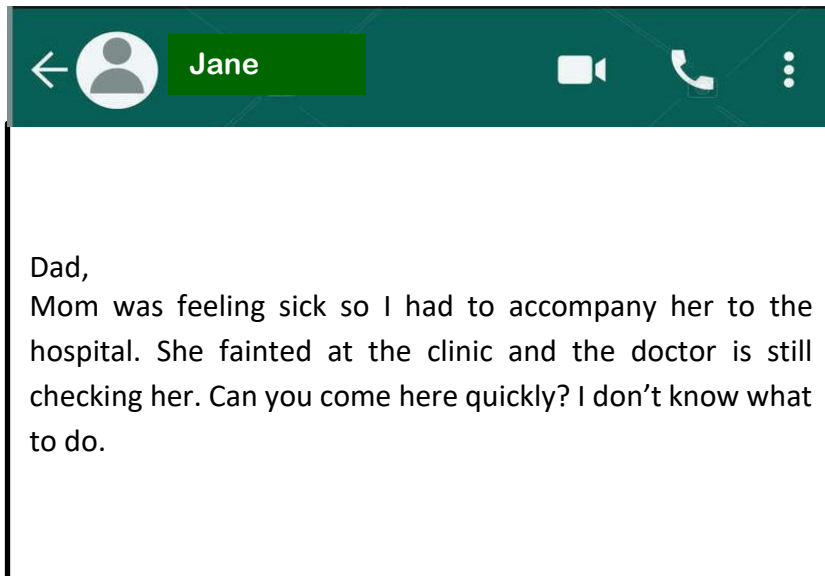
3. Based on the bar graph above, we know that
- A** boys like rock music the most.
  - B** girls like classic music the least.
  - C** boys prefer country to rock music.

**CUSTOMER NOTICE**

**LAUNCHING IN FEBRUARY**

Free rides on the new Sg Buloh - Kajang train line are available starting from 4 p.m. until 11 p.m. on 14<sup>th</sup> February to celebrate its launch. Until 31<sup>st</sup> March, passengers will also be able to enjoy a 50% discount on this line plus the same discount on bus services from all train stations.

4. Which of the following is **TRUE** about the notice?
- A Free train rides are available throughout the launching day.
  - B Free bus rides will be provided at all train stations.
  - C Passengers have to pay normal fare after March.



5. From the text, Jane sounds
- A panicky.
  - B faint.
  - C calm.

According to a health expert, acne affects the complexions of women:

<u>Age</u>	<u>%</u>
21 – 30 years	45
31 – 40 years	26
41 – 50 years	12

6. From the statistics given, we can conclude that
- A children and teenagers are not affected by acne.
  - B women between 21 – 30 years suffer acne the most.
  - C women above 50 years are least affected by acne.

I saw a young man giving up his seat to an elderly woman on the bus this morning.

That happens **once in a blue moon**. I try my best not to take a seat if there are people who are disabled or older.

7. The phrase **once in a blue moon** means
- A often.
  - B never.
  - C rarely.

Cheah Chee Moon, a 49-year-old Thai is on a mission to make people aware of global warming by cycling all the way from Bangkok to Singapore. He cycles about 100km a day and stays at temples or churches at night before continuing the next morning. He started his journey from Chiang Rai, about 800 km from Bangkok.

8. From the text above, we know that Cheah Chee Moon
- A wishes to raise people's awareness of global warming.
  - B plans to cycle without stopping anywhere.
  - C is on a mission to talk to people.

## Part 2

### Questions 9 – 18

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

#### How to Save Money

As long as people could breathe and earn a living, people **(0)** \_\_\_\_\_ realised the power of savings, especially for a rainy day. The ability to save is greater than the ability to **(9)** \_\_\_\_\_. It is not how much you earn but how much you save that could make a mountain of a difference in difficult economic times or in your ripe old age. A high income earner **(10)** \_\_\_\_\_ spends as much as he earns may – at the end of the day – be poorer than a meagre income earner who saves at least half of his earnings.

The act of buying involves a financial **(11)** \_\_\_\_\_. Buying anything, for example, a fast food meal requires us to do a quick mental calculation of how we are going to spend our money – a promotional value meal will save us a few cents **(12)** \_\_\_\_\_ a burger and a drink will cost slightly more. It all boils down to planning.

The first thing to start saving, is you should be aware of is your spending pattern. Not everyone **(13)** \_\_\_\_\_ to the same spending pattern. Let us think “small” for beginners. Just think of ourselves as ‘small-time spenders and savers’. How **(14)** \_\_\_\_\_ do you need to spend in a day? Are all the items you spend on necessary? You need to be honest **(15)** \_\_\_\_\_ yourself. Oftentimes, many people buy things they do not need just because it was a good buy or that it was going for a **(16)** \_\_\_\_\_. You just have to watch your purse strings!

Next, put all your savings into a money bank. It does not need to be fanciful; it could be that cute little money box you **(17)** \_\_\_\_\_ from your favourite aunt, or even a pretty shoebox sealed with sticky tape. **(18)** \_\_\_\_\_, fill your money bank constantly and faithfully from your pocket money or savings. Before long, it will be fuller than you can imagine.

- 0     **A.** have                      **B.** has                      **C.** had                      **D.** having
- 9     **A.** earn                      **B.** earns                      **C.** earned                      **D.** earning
- 10    **A.** whose                      **B.** who                      **C.** whom                      **D.** whoever
- 11    **A.** goal                      **B.** scheme                      **C.** management                      **D.** plan
- 12    **A.** so                      **B.** but                      **C.** and                      **D.** while
- 13    **A.** adhere                      **B.** adheres                      **C.** adhered                      **D.** adhering
- 14    **A.** little                      **B.** few                      **C.** much                      **D.** many
- 15    **A.** with                      **B.** to                      **C.** of                      **D.** at
- 16    **A.** clearance                      **B.** sale                      **C.** song                      **D.** deal
- 17    **A.** receive                      **B.** receives                      **C.** received                      **D.** receiving
- 18    **A.** Furthermore                      **B.** However                      **C.** Meanwhile                      **D.** Then



### Part 3

#### Questions 19 – 26

You are going to read an extract from an article. For questions 19 to 26, choose the correct answer (A, B, C or D) and mark the correct letter A, B, C or D on your answer sheet.

Some of the earliest memories involved sitting with my dad in his study every night when he came home from the office. I would watch as he put his personal items away: his watch, wallet, comb, and car keys would always occupy the same spot on the table every time. It was as if he could see invisible lines drawn specifically for **these** things, not a centimetre more or less.

Dad's comb was jade green. I heard he bought it when he married Mum, which made the comb two years older than I was. Every night, he would smile, hand me the comb and say, "Be a good girl and help Daddy clean it, OK?" I was more than happy to do it. At age five, this mundane task brought me such joy. I would excitedly turn the tap on, then brush the comb with a used toothbrush as hard as I could. Satisfied that I had done a good job, I would proudly return the comb to Dad. He would smile at me and place the comb on top of his wallet.

About two years later, Dad left his sales job and started his own wholesale business. I started primary school. That was when things started to change. Dad's business was not doing so well, and our stable life started getting shaky. He did not come home as much as he used to – just a couple of times a week. And when he did come home, it was always late, and I was already in bed. I started to get mad. Why didn't he listen to Mum and just stick to his old job? Why take the risk and place the whole family in trouble? Over the years, I stopped waiting for him to come home, and stopped going downstairs to check on him.

Today, I am no longer a kid. Now 28, I have graduated from college and got a job. Dad's business has also started to get back on track. Things are better now. Yet the uncomfortable silence between Dad and me persisted.

Two days before my birthday last year, Dad came home early. As usual, I helped him carry his bags into his study. When I turned to leave, he said, "Hey, would you like to help me clean my comb? It's been a while since I last cleaned it." I looked at him a while, then took the comb and headed to the sink.

It's a new comb. This one's brown. I hadn't noticed that he'd changed it. He used to have the green one, then a pink one that he gave to me as a present, but he took it back when his green one broke. I punched a few drops of soap from the dispenser onto an old toothbrush, and I brushed the comb.

It hit me then; why, as a child, helping my dad clean his comb was such a joy. That routine meant that my dad was home early to spend the evening with Mum and I. It meant he would watch TV with us or play a few video games with me. It meant a happy and loving family.

I passed the clean comb back to Dad. He looked at it and smiled. But this time, I noticed something different. My dad had aged. He had wrinkles next to his eyes when he smiled yet his smile was still as heartwarming as before. The smile of a father who just wanted a good life for his family.

Dad carefully placed his comb on top of his wallet. After so many years, he still organised his personal items in the same meticulous way. I guess some things never changed.

19. From paragraph 1, the word **'these'** refers to ...
- A the writer's belongings.
  - B the writer's personal space.
  - C the father's belongings.
  - D the father's personal space.
20. At what age did the writer start helping her dad clean the comb?
- A 2 years old
  - B 5 years old
  - C 7 years old
  - D 10 years old
21. From paragraph 3, why did the frequency of the dad's visits home decrease when he started his own business?
- A He didn't want to spend time with his family anymore.
  - B His new business required more of his attention.
  - C He had to travel frequently for work.
  - D He had found a new hobby that occupied his time.
22. How does the writer's perception of her father's business decisions change over time?
- A She realises that taking risks can lead to success.
  - B She understands the challenges and sacrifices involved.
  - C She becomes resentful and blame her father for the family's troubles.
  - D She recognizes the importance of financial stability.
23. What colour was the comb the dad used to have before the current brown one?
- A Pink
  - B Blue
  - C Green
  - D Yellow
24. What did the comb-cleaning routine symbolise for the writer?
- A Quality time spent with the family.
  - B The importance of maintaining personal hygiene.
  - C A chore that needed to be done.
  - D A symbol of her dad's vanity.

25. What did the dad's smile represent to the writer?
- A His love and care for his family.
  - B His joy in having a clean comb.
  - C His relief at the success of his business.
  - D His pride in his daughter's achievements.
26. What is the significance of the father's meticulous organisation of personal items?
- A It reflects his attention to detail and perfectionism.
  - B It represents a sense of stability and routine.
  - C It highlights his materialistic nature and desire for order.
  - D It symbolises his control over his personal space.

#### Part 4

#### Questions 27 to 32

*You are going to read an article about music. Six sentences have been removed from the article. Choose from the sentences A to H the one which fits each gap (27 to 32). There are two extra sentences which you do not need to use.*

*Mark your answers on the separate answer sheet.*

### Music

Music is an art form in which the medium is sound. Common elements of music are pitch which governs melody and harmony, rhythm and dynamics. Music ranges from strictly organised compositions to improvisational music.

Nobody can deny that listening to music is a relaxing activity. 27  The appeal of music is universal. Music has that something that makes the body react. Life would be so boring if there is no music to listen to. Many people prefer to listen to relaxing music for a quiet dinner, but some listen to something livelier while doing some physical work or out socialising in large groups. It is believed that farmers increase production by playing music to their animals. Even a month-old baby responds to music though it does not know a word of it. 28

There are many types of music. In popular music and jazz, music notation always indicates the basic framework of the melody, harmony or performance approach.

29  For example, performers in a jazz ensemble are expected to know how to produce the basic structure by adding ornaments, improvised music and chord accompaniment.

Professional musicians are engaged by a range of institutions and organisations, including symphony orchestras, broadcasting or film production companies and music schools. **30**  Composers and songwriters who present their own music are interpreting, just as much as those who perform, the music of others.

In some musical genres such as jazz and blues, even more freedom is given to the performer to engage in improvisation on a basic melodic, harmonic or rhythmic framework. The greatest latitude is given to the performer in a style of performing called free improvisation, which is a material that is spontaneously thought of.

**31**  The most traditional way is to hear it live. Live music can also be broadcast over the radio, television or the Internet. Some musical styles focus on producing a sound for a performance while others focus on producing a recording which mixes together sounds.

The music industry refers to the business industry connected with the creation and sale of music. **32**  and that often control the rights to those products. Some music labels are independent while others are subsidiaries of larger corporate entities or international media groups.

As for the future music, there will be hundreds of different ways in which people get music. However, one thing is for sure, that is we will be getting music digitally.

<b>A</b>	It does help us to unwind after a hard day.
<b>B</b>	It consists of record companies, labels and publishers that distribute recorded music products internationally.
<b>C</b>	Different performers' interpretations of the same music can vary widely.
<b>D</b>	So there is no denying that music can affect our state of mind.
<b>E</b>	It touches the soul and helps connect with people.
<b>F</b>	The musician creates as well as listens.
<b>G</b>	Musicians and singers are expected to know the performance conventions and styles associated with the specific genres and pieces.
<b>H</b>	The music that composers make can be heard through several media.

## Part 5

### Questions 33 to 40

*A company's welfare committee is discussing about the best recreational activities for the workers. Read the texts below and answer the questions that follow.*

#### Recreational Activities

**A. Ronnie, secretary**

I think an outing to Bako National Park will be very beneficial to the workers. Such a trip provides good relaxation. It is a healthy way for the workers to unwind themselves from whatever stress they may have. They can also have fun and adventure with their families at the park. Besides they will appreciate nature and the importance of conserving them.

**B. Jamal, treasurer**

I agree fully with Ronnie. Such a trip will promote a spirit of camaraderie among the workers. After the outing, they will feel refreshed and be ever ready to start work again. This is an effective way to improve the productivity of the workers.

**C. Ming Ming, committee member**

I suggest an inter-department games carnival. We can have competitions in various games among different departments. This activity is not only a good form of recreation, but also promotes team spirit and cooperation.

**D. Laila, committee member**

I think Ming Ming's suggestion is good. It is easier to organise compared to an outing to Bako National Park. Some competitions do provide fun and excitement. They also promote fellowship, cooperation and community spirit. Moreover, it is cheaper to organise games than to have a trip to the national park.

**E. Tania, assistant secretary**

My suggestion is similar to Laila's but make the competition between companies, that is, our company versus another company. The competitions will be more exciting. They will also promote sportsmanship and the spirit of give and take. It will also promote loyalty to the company.

**F. Nicholas, committee member**

I am thinking of having a marathon for the company employees and their family members. This is a good way to promote good health among the workers. They will have to train for the marathon and perhaps make it as hobby after the event. The marathon will improve the fitness and stamina of the workers. I believe healthy workers are productive workers.

**Questions 33 to 36**

*Which paragraphs (A – F) refers to the following descriptions?*

<b>Statement</b>	<b>Paragraph</b>
<b>33</b> Healthy workers are productive workers.	_____
<b>34</b> The participants can have fun and adventure closer to nature.	_____
<b>35</b> The carnival will promote team spirit and cooperation.	_____
<b>36</b> This activity will promote sportsmanship and the spirit of tolerance.	_____

**Questions 37 to 40**

*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 answers sheet.*

**Activities for the company**

- The marathon will promote fitness and good **(37)** \_\_\_\_\_.
- A sports competition between two companies will promote **(38)** \_\_\_\_\_ to the company.
- A trip to Bako National Park will provide fun, adventure and a spirit of **(39)** \_\_\_\_\_.
- Inter-department games carnival is comparatively **(40)** \_\_\_\_\_ to organise compared to an outing to Bako National Park.

**END OF QUESTION PAPER**

## ANSWERS (SET 2)

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

11 D  
12 D  
13 B  
14 C  
15 A  
16 C  
17 C  
18 D  
19 C  
20 B

21 B  
22 C  
23 A  
24 A  
25 A  
26 A  
27 A  
28 D  
29 G  
30 C

31 H  
32 B  
33 F  
34 A  
35 C  
36 E  
37 health  
38 loyalty  
39 camaraderie  
40 easier

**MODUL KENYALANG KECEMERLANGAN  
SPM 2023  
BAHASA INGGERIS KERTAS 2  
(Set 2)**

**BAHASA INGGERIS**

**Writing**

**1119/2**

**Time:**

**1 hour 30 minutes**

=====  
**DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO**

**INSTRUCTIONS**

1. This question paper consists of **three** parts: **Part 1, Part 2** and **Part 3**.
2. Read the instructions for each part of the paper carefully.
3. Answer Part 1 question, Part 2 question and **one** question from Part 3.
4. Write your answers in this question paper.



**Part 1**

You **must** answer this question.

**Question 1**


You received an email from your cousin, Cameron who is asking about your snatch theft experience.

Hi,  
How are you? I heard from your mum that you had fallen victim to a snatch thief. Where and how did it happen? Did you manage to get your things back?  
  
I will be waiting for your reply.  
  
Cameron

Now write an email to your friend in **about 80 words**. Write your answer below.

**Sample answer:**

**Part 1**

	<b>EMAIL</b>	
<b>To:</b>	cameraon@gmail.com	
<b>Subject:</b>	Snatch Theft	
<p>Hi Cameron,</p> <p>I'm doing well, thank you for asking. Unfortunately, I did fall victim to a snatch thief recently. It happened on a busy sidewalk. I was on my mobile game while waiting for my mum after my tuition class. The thief snatched my mobile phone and quickly fled the scene. It all happened so suddenly, catching me off guard and leaving me too stunned to respond. I was unable to retrieve my phone as the thief managed to escape before anyone could intervene. Nonetheless, I'm thankful that I'm safe. I hope you take my experience as a reminder to remain vigilant at all times.</p> <p>Your cousin,</p> <p><i>Cynthia</i></p>		

## **Part 2**

You **must** answer this question.

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

### **Question 2**

Your class has been talking about healthy lifestyle and your teacher has asked you to write an essay about how teenagers can maintain a healthy lifestyle.

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

- unhealthy habits of teenagers
- the effects of unhealthy lifestyle on teenagers
- ways teenagers can stay healthy

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

[ 20 marks]

## **Part 2**

### **Healthy Lifestyle**

A healthy lifestyle forms the foundation for overall well-being and sets the stage for a fulfilling and vibrant life. For teenagers, embracing healthy habits becomes even more crucial as they undergo significant physical, cognitive, and emotional changes. By understanding the importance of a healthy lifestyle and adopting positive behaviours, teenagers can nurture their physical health, enhance their mental well-being, and set the course for a thriving future.

However, teenagers often fall into unhealthy habits, such as excessive consumption of processed foods, sugary drinks, and fast food. Besides, sedentary behaviours such as spending excessive time on screens, and neglecting physical activity are also common.

The unhealthy lifestyle has negatively affected teenagers in multiple ways. Poor nutrition contributes to weight gain, decreased energy levels, and an increased risk of chronic diseases. Furthermore, lack of physical activity leads to weakened muscles, reduced stamina, and a higher likelihood of mental health issues like anxiety and depression. Unhealthy habits can also hinder academic performance and hinder personal growth.

Hence, it is crucial for teenagers to adopt healthy lifestyle. To begin with, teenagers should focus on consuming nutritious meals, including fruits, vegetables, whole grains, lean proteins, and healthy fats. Avoiding excessive sugary and processed foods is essential for maintaining overall health. Furthermore, teenagers need to engage in physical activities like walking, cycling, or sports for at least 60 minutes daily enhances physical fitness, boosts mood, and improves concentration. In addition, teenagers require around 8-10 hours of sleep each night for optimal functioning. Last but not least, teenagers should reduce excessive screen time and setting boundaries on the use of electronic devices contribute to better sleep, improved focus, and increased physical activity.

In conclusion, by making conscious choices regarding nutrition, exercise, sleep, and screen time, teenagers can pave the way for a healthier future. With support from families, educators, and peers, teenagers can prioritize their well-being, ensuring they lead fulfilling lives both during their teenage years and beyond.

### Part 3

#### Question 3

Write an answer to **one** of the questions **3 – 5** in this part.

Write your answer in **200 – 250 words** in an appropriate style on this question paper.

Put the question number in the box at the top of the answer space.

You see this notice on the board outside the school disciplinary room.

#### **Reports wanted!**

#### **'Rules Breaker'**

- What school rules do students often break?
- Why do students break school rules?
- How can the school deal with the problem effectively?

The best suggestions will be taken into consideration for implementation.

Write your **report**.

**[20 marks]**

#### Part 3 (Report)

#### **Rules Breaker**

This report aims to provide insights into the rules that are frequently infringed upon by students, the underlying reasons for such behaviour, and effective strategies for schools to address disciplinary issues.

Based on a survey among the students, there are three school rules frequently infringed upon by them. First of all is the usage of mobile phones at school. Many students were found using mobile phones during class hours, which is against the school rule. Even though some subject teachers may allow the usage of mobile phones during their lessons for learning purposes, some students tend to misuse it to play online games, take Tik-Tok videos and cheat during exams. Besides, some students do not adhere to the prescribed uniform standards, such as wearing improper attire, unapproved accessories like rings and bracelets, or modifications

to the uniform. Last but not least, a significant number of students often arrive late to classes, impacting the overall discipline and punctuality of the school environment.

Through interviews and discussions with students, the following reasons emerged as the underlying factors contributing to the defiance of school rules. The main reason is the lack of awareness. Some students exhibited a lack of understanding regarding the importance and rationale behind certain school rules, leading to their non-compliance. These students perceived their mistakes as insignificant without considering the potential repercussions they may have on the school. Hence, they like to put the blame on the teachers for picking on them instead of reflecting on their own mistakes.

Moreover, the inclination towards independence and the need to establish personal autonomy among students can occasionally lead to a defiance of rules as a form of rebellion against perceived limitations or constraints imposed on them. Last but not least, the lack of familial support and the resulting emotional impact can lead students to engage in rule-breaking behaviour as a mean of gaining attention from their peers and teachers at school.

Hence, to effectively address disciplinary issues and promote positive behaviour among the students, the following strategies are recommended. First and foremost, the school ensure that rules and expectations are communicated clearly and consistently to students, emphasizing the importance of adhering to them. Besides clear communication, school should provide effective counselling services and support systems to help identify underlying issues leading to rule-breaking behaviour and provide students with guidance and assistance. Last but not least, the school should adopt a collaborative approach involving students, teachers, parents and school administrators in discussions and decision-making processes regarding school rules. This can foster a sense of ownership and encourage a collective commitment to positive behaviour in school.

By identifying frequently infringed rules, understanding the underlying reasons for rule-breaking behaviour, and implementing effective strategies, schools can

create an environment that promotes positive behaviour and supports the overall development of students. It is essential to maintain a balance between enforcing discipline and fostering an atmosphere of understanding, respect, and growth to ensure a positive school culture.

Reported by,

*Ammar*

(AMMAR BIN IBRAHIM)

School Prefect

#### **Question 4**

You see this in an education magazine.

### **My School**

Do you like going to school?

Tell us what you like and dislike about your school.

Would you recommend your school to your friends and family members? Why?

Send us your school review.

The best school review will be published in our education magazine next month!

Write your **review**.

**[20 marks]**

## Question 4 (Review)

### My School

As a student, it is common to feel that school becomes like a second home due to the significant amount of time spent there. To me, school is more than just a place of learning. It becomes a familiar and comfortable environment where I develop relationships with teachers and schoolmates, engage in extracurricular activities, and grow both academically and personally.

One thing I like most about my school is the knowledgeable and dedicated teachers who can effectively impart knowledge and inspire students to learn. I am blessed to have caring and supportive teachers who are passionate about their work. They never fail to create a positive learning environment to encourage us and foster our love for learning.

In addition, my school often organises engaging activities such as field trips, art projects, science experiments, language month, and sports events. These activities make learning fun and exciting, capturing our interest and making us look forward to school every day.

On the downside, some potential drawbacks include limited resources such as outdated reference books and inadequate facilities such as insufficient sports amenities which affect the overall educational experience. These shortcomings hinder students' access to up-to-date information and limit our ability to engage in physical activities, which are essential components of a well-rounded education.

Adding to that, students have limited options when it comes to participating in specialized cocurricular activities such as advanced sports, arts, or music programs due to absence of qualified trainers or instructors. It is disheartening for students who have a keen interest and talent in specific disciplines but are unable to pursue them at school due to the lack of professional guidance and sports amenities.

Nevertheless, I would still recommend my school to my cousins due to its positive learning environment. In my opinion, supportive teachers and effective teaching practices are what matter most. They will inspire students' curiosity, critical thinking and love for learning.

In conclusion, a good school should prioritise the holistic development of students, fostering a love for learning, and providing opportunities for personal growth and exploration.

### **Question 5**

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

***I would never have imagined that...***

In your story, you must:

- describe an unexpected encounter with a stranger
- discuss how the incident changes your impression on the person

Write the story.

### **Question 5 (Story)**

I would never have imagined that a routine train ride would lead to a remarkable encounter that would forever change my perception of a stranger. It was a crowded Monday morning, and I boarded the train, resigned to the monotonous commute. Little did I know that this encounter would unravel a tale of compassion, resilience, and the power of a single act of kindness.

As I squeezed into the crowded carriage, I noticed a woman sitting alone, her face etched with exhaustion. Her eyes held a glimmer of sadness, a weight that seemed to burden her spirit. Intrigued, I decided to strike up a conversation, hoping to offer some respite from the mundane commute.

"Is this seat taken?" I asked, gesturing towards the vacant spot beside her.

To my surprise, she looked up and offered a weary smile, inviting me to sit down. We exchanged pleasantries, and as the train rattled along, she began to share her



story. Her name was Maria, and she had experienced a series of personal setbacks that left her feeling lost and disheartened.

In that moment, I realized how limited my initial assumptions had been. Maria was not just a stranger on a train; she was a resilient soul fighting battles invisible to the world. She spoke of her dreams, her hopes, and the hurdles she faced with unwavering determination. Her resilience was both humbling and inspiring.

As we continued our conversation, I felt a deep connection with Maria. Her vulnerability and authenticity created a safe space for us to share our struggles, our fears, and our dreams. In that fleeting encounter, my perspective shifted, and I saw Maria as a beacon of strength, an embodiment of the human spirit's capacity to endure.

This unexpected encounter reminded me of the power of empathy and a single act of kindness. Maria's story touched my heart, and I realized that even the simplest gesture of compassion can have a profound impact on someone's life.

As the train reached my stop, I bid farewell to Maria, carrying with me a renewed sense of gratitude and a commitment to be more mindful of the struggles hidden within strangers. She left an indelible mark on my soul, forever reminding me of the depth and resilience that exists within each person we encounter.

From that day forward, I approached the world with a more compassionate lens, recognizing that everyone carries a story, and a moment of understanding can bridge the gaps between us. I would never have imagined that a mundane train ride would lead to such a transformative meeting, forever reminding me of the power we hold to uplift and inspire others through acts of kindness and empathy.

## Set 2

General questions

**PART 1**  
3 – 4 minutes

### Phase 1

#### Interlocutor

Good morning / afternoon

I'm ... and this is my colleague ... She/ He'll just listen to us. First of all, we'd like to know something about you.

	<b>Main questions</b>	<b>Back-up prompts</b>
Candidate A	What's your name? Thank you	Should I call you...?
Candidate B	And, what's your name? Thank you	
Candidate A	Where do you come from?	Do you live in .....?
Candidate B	What is your favourite subject? Thank you	What subject do you like to study at school?

### Phase 2

#### Interlocutor

Now, I'm going to ask you **about your favourite teacher**.

Select one or more questions from the list to ask the candidates.

**Use candidates' name throughout**

<b>Main questions</b>	<b>Back-up prompts</b>
Who is your favourite teacher?	What is her / his name?
What subject does she / he teach?	Is she / he a science teacher?
Why do you admire her / him?	What do you like about her / him?
How do you thank her / him?	Will you give her / him a present to thank her / him?
Thank you	

1. Your favourite eating outlet
2. A supermarket you enjoy visiting

**PART 2**  
**3 – 4 minutes**

**Interlocutor** In this part of the test, I'm going to give each of you a topic. I'd like you to talk about them 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 candidate booklet, open at **Task 2A**, in front of Candidate A.*

I'd like you to talk about **your favourite eating outlet**. First, you have some time to think about what you are going to say.

**Candidate A**

*Approx.*

*20 seconds*

**Interlocutor**

All right? You may start now.

**Candidate A**

---

*Back up prompts to be used if necessary. Use the prompts below. [the oblique "I" is included to make it as a choice]*

**What cuisine does it serve? Tell me more about the food...**

**Interlocutor**

Thank you. (Candidate B), what is your favourite eating outlet? What dishes does it serve?

**Candidate B**

*Approx.*

*20 seconds*

**Interlocutor**

---

Thank you. (Candidate A). Can I have the booklet, please? *Retrieve Part 2 booklet. Place Part 2 booklet, open at **Task 2B**, in front of Candidate B*

Now, (Candidate B), here's your task. I'd like you to talk about **a supermarket you enjoy visiting**. First, you may have some time to think about what you're going to say.

**Candidate B**

*Approx.*

*20 seconds*

**Interlocutor**

All right? You may start now.

**Candidate A**

---

*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 about ....**

**Interlocutor**

Thank you.

(Candidate A), what about your preferred supermarket? Why is it worth visiting?

**Candidate A**

*Approx.*

*20 seconds*

**Interlocutor**

---

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

**Your favourite eating outlet**

Talk about eating outlet that is your favourite.

You should say:

- where it is located
- the cuisine it offers
- what dishes you would usually order
- how is the ambience like

**A supermarket you enjoy visiting**

Talk about a supermarket you enjoy visiting.

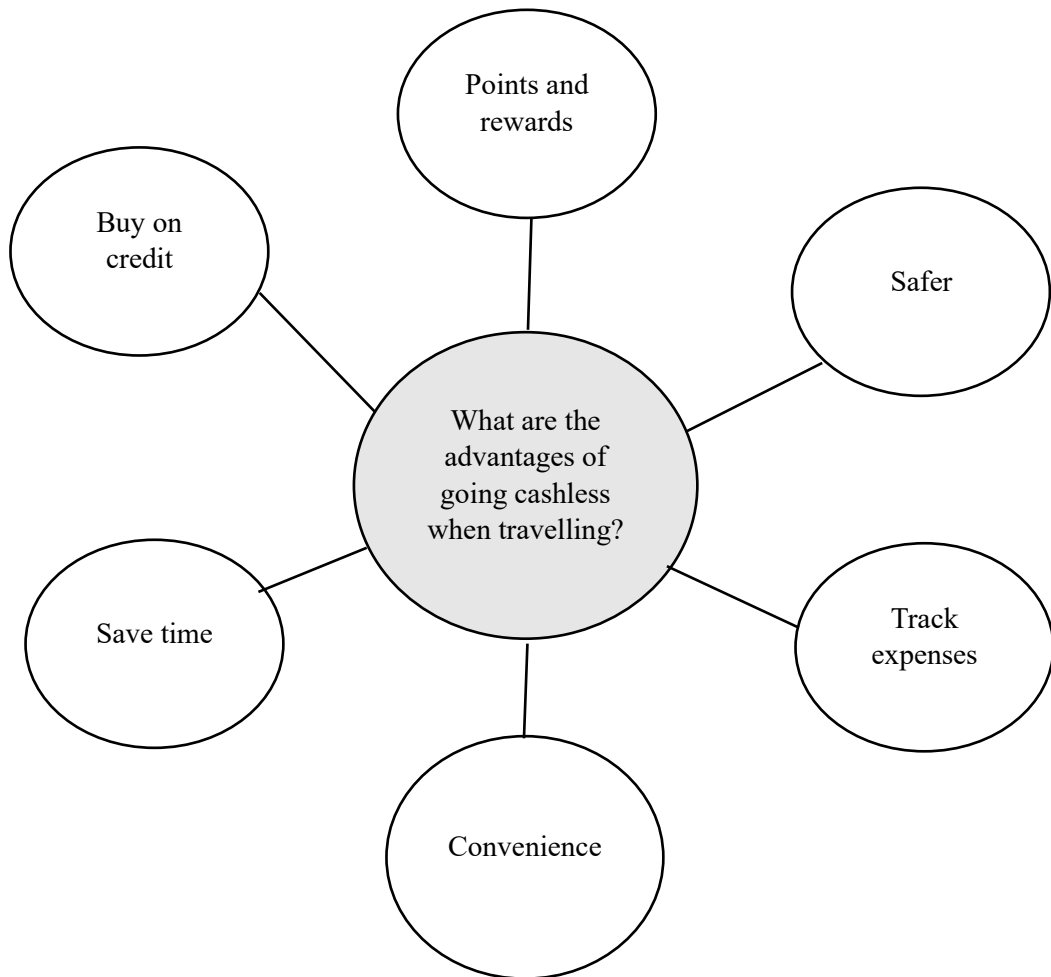
You should say:

- what you look forward to doing
- what kind of sections are there
- the unique features of the supermarket
- whom do you go there with

Advantages of going cashless when

**PART 3**  
**4 – 5 minutes**

<p>Interlocutor:</p>	<p>Now, I would like you to talk about something together for about 3 minutes. The task will have two parts. In the first part, you will discuss something with each other for about 2 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>Many tourists prefer to go cashless when travelling. In your group, discuss the advantages of going cashless when travelling. (Place Part 3 booklet open at Task 3, in front of the candidates.) Here are some advantages of going cashless when travelling and a question for you to discuss. First, you have some time to look at the task.</p>
<p>Candidates A&amp;B:  <i>About 20 seconds</i></p>	<p>Allow candidates 20 seconds to prepare.</p>
<p>Interlocutor:</p>	<p>Now, talk to each other about the advantages of going cashless when travelling</p>
<p>Candidates A&amp;B:</p>	<p>.....  <i>Back-up prompts to be used if necessary. What do you think [candidate name]? What about this [pointing to option]?</i></p>
<p>Interlocutor:</p>	<p>Thank you. Now, you have about a minute to decide together on the best advantage of going cashless when travelling.</p>
<p>Candidates A&amp;B:  <i>1 minute</i></p>	<p>.....</p>
<p>Interlocutor:</p>	<p>Thank you. Can I have the booklet, please? Retrieve Task 3 booklet. You've been talking about advantage of going cashless when travelling, now let's hear your opinion on this.</p> <p>Does going cashless will secure your finance safety?</p>
<p>Candidates A&amp;B:  <i>2 minutes</i></p>	<p>.....</p>
<p>Interlocutor:</p>	<p>Thank you, [candidate A and candidate B]. That's the end of the speaking test.</p>



At the end of the discussion, try to decide the greatest advantage of going cashless when travelling.

# AUDIO SET 2 KERTAS 4



[https://bit.ly/MKCSPMSet2\\_Audio](https://bit.ly/MKCSPMSet2_Audio)

## SPM Writing Part 1 assessment scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
<b>5</b>	<p>All content is relevant to the task.</p> <p>Target reader is fully informed.</p>	<p>Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.</p>	<p>Uses simple connectors and a limited number of cohesive devices appropriately.</p>	<p>Uses basic vocabulary appropriately.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
<b>4</b>	<b>Performance shares features of Scores 3 and 5</b>			
<b>3</b>	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	<p>Produces a text that communicates simple ideas in simple ways.</p>	<p>Text is connected using basic, high frequency connectors.</p>	<p>Uses basic vocabulary reasonably.</p> <p>Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p>
<b>2</b>	<b>Performance shares features of Scores 1 and 3</b>			
<b>1</b>	<p>Irrelevances and/or misinterpretation of the task may be present.</p> <p>Target reader is minimally informed.</p>	<p>Produces isolated short units about simple and concrete matters, not always communicating successfully.</p>	<p>Production unlikely to be connected, though punctuation and simple connectors (e.g. and) may be used on occasion.</p>	<p>Produces basic vocabulary of isolated words and phrases.</p> <p>Produces few simple grammatical forms with only limited control.</p>
<b>0</b>	<p>Content is totally irrelevant.</p> <p>Target reader is not informed.</p>	<b>Performance below Score 1</b>		



## SPM Writing Part 2 assessment scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
<b>5</b>	<p>All content is relevant to the task.</p> <p>Target reader is fully informed.</p>	<p>Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas appropriately.</p>	<p>Text is generally well-organised and coherent, using a variety of cohesive devices.</p>	<p>Uses a range of everyday vocabulary with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p>
<b>4</b>	<b>Performance shares features of Scores 3 and 5</b>			
<b>3</b>	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	<p>Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.</p>	<p>Uses simple connectors and a limited number of cohesive devices appropriately.</p>	<p>Uses basic vocabulary appropriately.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
<b>2</b>	<b>Performance shares features of Scores 1 and 3</b>			
<b>1</b>	<p>Irrelevances and/or misinterpretation of task may be present.</p>	<p>Produces a text that communicates simple ideas in simple ways.</p>	<p>Text is connected using basic, high frequency connectors.</p>	<p>Uses basic vocabulary reasonably.</p> <p>Uses simple grammatical forms with some degree</p>

	Target reader is minimally informed.			of control. Errors may impede meaning at times.
<b>0</b>	Content is totally irrelevant. Target reader is not informed.	<b>Performance below Score 1</b>		

## SPM Writing Part 3 assessment scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
<b>5</b>	<p>All content is relevant to the task.</p> <p>Target reader is fully informed.</p>	<p>Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate with ease, fulfilling all communicative purposes.</p>	<p>Text is well-organised and coherent, using a variety of cohesive devices with generally good effect.</p>	<p>Uses a range of vocabulary, including less common lexis, appropriately.</p> <p>Uses a range of simple and complex grammatical forms with control and flexibility.</p> <p>Occasional errors and slips may be present.</p>
<b>4</b>	<b>Performance shares features of Scores 3 and 5</b>			
<b>3</b>	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	<p>Uses the conventions of the communicative task to hold the reader's attention and communicate straightforward ideas appropriately.</p>	<p>Text is generally well-organised and coherent, using a variety of cohesive devices.</p>	<p>Uses a range of everyday vocabulary with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p>
<b>2</b>	<b>Performance shares features of Scores 1 and 3</b>			

<p style="text-align: center;"><b>1</b></p>	<p>Irrelevances and/or misinterpretation of task may be present.</p> <p>Target reader is minimally informed.</p>	<p>Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.</p>	<p>Uses simple connectors and a limited number of cohesive devices appropriately.</p>	<p>Uses basic vocabulary appropriately.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
<p style="text-align: center;"><b>0</b></p>	<p>Content is totally irrelevant.</p> <p>Target reader is not informed.</p>	<p><b>Performance below Score 1</b></p>		

Set 2

**Suggested response**

Part 1

<b>Phase 1</b>	
Interlocutor Good morning I'm ... and this is my colleague ... She/ He'll just listen to us. First of all, we'd like to know something about you. What is your name?	
Candidate A	My name is _____ and you can call me _____
	<i>Thank you. And, what's your name?</i>
Candidate B	My name is _____ and you can call me _____
	<i>Thank you. Where do you come from?</i>
Candidate A	I come from _____
	<i>Thank you. What is your favourite subject?</i>
Candidate B	My favourite subject is English Language.
	<i>Thank you</i>

<b>Phase 2</b>	
Interlocutor Now, I'm going to ask you <b>about your favourite teacher.</b> Candidate A, who is your favourite teacher and what subject does she teach?	
Candidate A	My favourite teacher is Madam Daisy and she is teaching English Language subject.
Interlocutor	Candidate A, why do you admire her / him?
Candidate A	I admire Madam Daisy for numerous reasons. One of the reasons is that she is such a mother figure to me. She cares so much for her students. Her student's happiness is her priority.
Interlocutor	Candidate B, do you have your favourite teacher?
Candidate B	Yes, I have my own favourite teacher and she is my Mathematics teacher.
Interlocutor	Candidate B, how do you thank her / him?
Candidate B	I will always remember her birthday and I never fail to give her a small token on her special day.
Interlocutor	Thank you, candidate A and B

Part 2

<p>Interlocutor</p>	<p>In this part of the test, I'm going to give each of you a topic. I'd like you to talk about them on your own for about a minute. You also need to answer a question briefly about your partner's topic.</p> <p>(Candidate A), it's your turn first. Here's your task. <i>Place Part 2 candidate booklet, open at <b>Task 2A</b>, in front of Candidate A.</i></p> <p>I'd like you to talk about <b>your favourite eating outlet</b>. First, you have some time to think about what you are going to say.</p>
<p><b>Candidate A</b> <i>Approx. 20 seconds</i></p>	<p><i>Allow candidate 20 seconds to prepare</i></p>
<p>Interlocutor</p>	<p>All right? You may start now.</p>
<p><b>Candidate A</b></p>	<p>I have a variety of eating outlets which are my favourite. But one of them which really stands out is this particular shell out located at Kuching. It is a simple seafood eating outlet, yet it has an extensive seafood menu. For starters, they have one of the most expensive lobster dishes in Kuching, and it amounts up to RM400, just the one dish! My parents took us there for the lobster about three years ago, and the exquisite taste of the lobster is hard to forget. Every other week we also visit the place for other dishes, and my favourite is the seafood shell out. I would recommend this place to all my friends, because beside the food, the ambience is captivating, the environment is soothing and the calming music adds to the sensation. As a family, we make it a point to dine in every week, and this is also a good time for us to get away from work and school stress. The eating outlet has created a strong bond between our family members.</p>
<p><b>Interlocutor</b></p>	<p>Thank you. (Candidate B), what is your favourite eating outlet? What dishes does it serve?</p>
<p><b>Candidate B</b> <i>Approx. 20 seconds</i></p>	<p>I think for me, I don't really have a favourite eating outlet, but the place which we go to every week is the Arabic eating outlet called "Yalla Yalla" and it offers air-conditioned seating. Every Saturday, we always head there for lunch, and the Arab rice is heavenly. The place gets crowded during lunch time, which is why we always head there earlier. Besides their dishes, they also have some wonderful Middle-East desserts. These desserts are sweet, yet they are worth to try. They also serve a few Malay desserts.</p>
<p><b>Interlocutor</b></p>	<p>Thank you. (Candidate A). Can I have the booklet, please? <i>Retrieve Part 2 booklet. Place Part 2 booklet, open at <b>Task 2B</b>, in front of Candidate B</i></p>

	Now, (Candidate B), here's your task. I'd like you to talk about <b>a supermarket you enjoy visiting</b> . First, you may have some time to think about what you're going to say.
<b>Candidate B</b> <i>Approx.</i> <i>20 seconds</i>	<i>Allow candidate 20 seconds to prepare</i>
<b>Interlocutor</b>	All right? You may start now.
Candidate B	When it comes to supermarkets, to me it's easy, amidst all the supermarkets I've visited, the only place which I know at the back of my hand is Mydin Supermarket. Besides the supermarket which I have a membership of, the shopping spree which my parents take me on weekends is always something to look forward to. Mydin supermarket has a variety of vendors ranging from fake goods to designed t-shirts and some kiosks which cater to all walks of life. I also head there to play at the arcade with my friends to spend our time together during weekends. The unique thing about Mydin Supermarket is that they sell all the goods and the daily needs in a far cheaper price than other supermarkets. Having a beautiful design is a bonus which makes it look attractive and eye-catching. That is why I like this supermarket the most.
<b>Candidate A</b>	Thank you. (Candidate A), what about your preferred supermarket? Why is it worth visiting?
<b>Candidate A</b> <i>Approx.</i> <i>20 seconds</i>	Quite interesting. I actually prefer a supermarket which is nearer to my house. Nothing to boast about it, only that it is closer to me. It is the Metrocity Everrise. Though I have been to many supermarkets around, I still prefer Metrocity Everrise, because for one, it is closer to me, and secondly, it is the largest Everrise supermarket in Kuching. It has extensive vendors there range from electronic gadgets to a variety of clothes and has more eateries who are always competing with each other. Thus, customers always have a good bargain.
<b>Interlocutor</b>	Thank you. (Candidate B), can I have the booklet, please? Retrieve Part 2 booklet.

### Part 3

<p>Interlocutor:</p>	<p>Now, I would like you to talk about something together for about 3 minutes. The task will have two parts. In the first part, you will discuss something with each other for about 2 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>Many tourists prefer to go cashless when travelling. In your group, discuss the advantages of going cashless when travelling. (Place Part 3 booklet open at Task 3, in front of the candidates.)</p> <p>Here are some advantages of going cashless when travelling and a question for you to discuss.</p> <p>First, you have some time to look at the task.</p>
<p>Candidates A&amp;B: <i>About 20 seconds</i></p>	<p>Allow candidates 20 seconds to prepare.</p>
<p>Interlocutor:</p>	<p>Now, talk to each other about the advantages of going cashless when travelling.</p>
<p>Candidates A</p>	<p>Okay, let's begin. In my opinion, there are many advantages of going cashless when travelling. One of the advantages of going cashless when travelling is buying on credit. When we buy item on credit, we will have the opportunity to collect points and rewards. Do you agree, (Candidate B)?</p>
<p>Candidates B</p>	<p>I agree with you. I have my own points as well. As for, safer is another advantage. It is safer to use credit cards as we don't have worry to secure our money and valuables. Besides, we could easily track our expenses as it records all transactions.</p>
<p>Candidates A</p>	<p>Yes, I totally agree with you. Going cashless makes our life easier. Let me talk about saving time. We don't have to drive to the bank or look for ATM machine to withdraw money. We can shop using credit cards or e-wallet.</p>
<p>Candidates B</p>	<p>Last but not least, I would like to talk on the last point which is convenience. The ease of conducting financial transactions is probably the biggest motivator to go digital. You will no longer need to carry wads of cash, plastic cards, or even queue up for ATM withdrawals.</p>
<p>Interlocutor:</p>	<p>Thank you. Now, you have about a minute to decide together on the best advantage of going cashless when travelling.</p>
<p>Candidates A</p>	<p>Okay, so we have discussed the advantages of going cashless when travelling. In my opinion, the best advantage of going</p>



	cashless when travelling is convenience. What do you think Candidate A?
Candidates B	I agree with you. We also don't waste time to travel to the bank to withdraw money and, maybe we need more time to find a parking space.
Candidates A /B	Teacher, both of us agree that convenience is the best advantage of going cashless when travelling.
Interlocutor:	Thank you. Can I have the booklet, please? Retrieve Task 3 booklet. You've been talking about advantage of going cashless when travelling, now let's hear your opinion on this.  Does going cashless will secure your finance safety?
Candidates A	Yes, for me going cashless will certainly secure our finance safety due to multiple security layers such as OTP and PIN. These security layers minimize the risk of fraud as the fraudsters find it difficult to enter into the payment process framework.
Candidates B	I do agree with you because by having the security layers all the transactions can be tracked and it is easier to identify any suspicious activities.
Interlocutor:	Thank you, [candidate A and candidate B]. That's the end of the speaking test.

## Listening Set 2

### Part 1

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

### Part 2

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

### Part 3

16	C
17	E
18	D
19	A
20	F

### Part 4

21.	dangerous
22.	address
23.	child
24.	back/s
25.	four
26.	water
27.	accidents
28.	door
29.	sea/beach
30.	flags