SAMPEL PERCUMA

English Form 1–3 Practice

Set penuh: English T1–5

Form 1–3

Sampel ini: 8 muka surat. Set penuh ada:

- 2 fail PDF
- Practice book ikut form, dengan answer key
- Exercise book Form 1–5
- Listening 1119/4: modul 20 set + audio + skema
- Speaking 1119/3: model answer, 40 task card, set negeri

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- ✦ The complete 32-page Power Practice module — every text, drill, model answer and key
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- ✦ **BONUS 4** — The Never-Repeat-A-Mistake Tracker *(RM25)*
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- ✦ The Grade-Jump Promise — our named guarantee, in writing, on the last page

00 Start here

Form One is the year the habits form. Whatever you do with English this year — good or bad — you will still be doing in Form Five. This module is built to make the good habits first.

What is inside

SECTION	WHAT IT TRAINS	PAGES
A — Reading	Six original texts, with the method for each question type written out	8
B — Grammar	Twelve units, each with a rule box, two drills and a **Trap** box	6
C — Vocabulary	School and home words, opposites, *do* and *make*, and words that get confused	3
D — Writing	Five tasks: a note, an email, a description, a story and a letter — all with models	6
E — Speaking	Answering properly, a one-minute talk, and a listening game for two	2
F — Practice paper	A 40-mark, 60-minute paper built from a seventh original text	3
G — Answer key	Every answer, with the reason behind it	6
Reference	60 irregular verbs, the spelling rules, and sentence starters you can borrow	2

FOUR RULES FOR USING THIS BOOK

1. **Write your answer before you look.** Reading the key without trying teaches you nothing.
2. **Use a pencil.** You are going to come back and do these again.
3. **Say every new word out loud once.** A word you have only seen is a word you cannot use.
4. **Do the Trap boxes twice** — once now and once in a month. The second time is the one that sticks.

What a *Trap* box is

Every grammar unit ends with a box headed **Trap**. It shows one mistake that Malaysian students make again and again, written out as a wrong sentence with the correct one beside it. There are twelve of them in this book. They are not general advice; they are the actual sentences that lose marks. If you only have ten minutes, spend them on a Trap box.

A six-week plan

WEEKS	DO THIS
1–2	Section A texts 1–3, Grammar Units 1–6, Writing Tasks 1–2
3–4	Section A texts 4–6, Grammar Units 7–12, Writing Task 3
5–6	Section C, Writing Tasks 4–5, Section E with a partner, then Section F

5. On which day is English the second lesson?

A. Monday.
B. Tuesday.
C. Wednesday.

6. A note from your teacher

Good work, but you wrote it all in one paragraph. Next time, start a new paragraph for each new idea. Do not change the ideas — they are fine.

6. What must the student change?

A. The ideas.
B. The paragraphs.
C. The handwriting.

METHOD — THE UNDERLINE RULE

For every one of those six answers there is a group of words in the text that proves it. Go back now and underline them. If you cannot find the proof for an answer, that answer is probably wrong — and finding that out here is much cheaper than finding it out in an exam.

B Grammar Power

Twelve units: a rule, two drills, and a **Trap** box in each. Do the Trap boxes twice.

Unit 1 *be* and *have got*

RULE

am / is / are	I **am** · he, she, it **is** · you, we, they **are**
Past	I, he, she, it **was** · you, we, they **were**
have got	I / you / we / they **have got** · he / she / it **has got**

DRILL 1.1

41. My sister _____ twelve years old.
42. We _____ in the same class last year.
43. He _____ got two brothers.
44. The books _____ on the shelf, not on the table.

DRILL 1.2 — CORRECT THE SENTENCE

45. She have got a new bag. _____
46. They was late for assembly. _____

TRAP — THE MISSING *BE*

Malay does not need a word for *is*, so it is easy to leave it out. ✗ *My father a teacher. She very tired.* ✓ *My father **is** a teacher. She **is** very tired.* Check every sentence that has no other verb in it.

Unit 2 Present simple

RULE

Use it for	habits and facts: *I walk to school. Water boils at 100°C.*
he / she / it	add **-s**: *She walk**s**. He watche**s**. It flie**s**.*
Negative	do not / does not + base: *She **does not walk**.*
Question	Do / Does + subject + base: ***Does** she walk?*

DRILL 2.1

47. My mother _____ (cook) dinner every evening.
48. The bus _____ (not stop) here on Sundays.
49. _____ your brother _____ (play) football?
50. We _____ (have) English on Monday and Wednesday.

DRILL 2.2 — CORRECT THE VERB

51. He go to tuition on Saturdays. _____
52. She don't like durian. _____
53. Does he plays badminton? _____

TRAP — THE MISSING *-S*, AND THE EXTRA ONE

Two halves of the same rule. ✗ *My brother play football.* → needs the **-s**. ✗ *Does he plays?* → *does* already carries the **-s**, so the verb goes back to its base form. ✓ *My brother plays football. Does he play?*

D Writing

Five tasks. Four have a model answer with a note explaining what earns the marks. The commonest way to lose marks in Form One is not bad English — it is forgetting one of the things you were asked to do.

BEFORE YOU WRITE, EVERY TIME

1. **Circle the instructions.** Three instructions means three things must appear in your answer.
2. **Plan in words, not sentences.** Five words per paragraph. It takes one minute.
3. **Know when to stop.** Look at the word count before you start, not after.
4. **Check three things at the end:** capital letters, full stops, and the *-s* after *he*, *she* and *it*.

Task 1 A note

[10 marks]

You borrowed your friend Mei Ling's umbrella and left it at your grandmother's house. Write her a note of about **40–50 words**: say what happened, say sorry, and say when you will return it.

Model answer (48 words)

Hi Mei Ling,

I am very sorry — I took your umbrella to my grandmother's house on Sunday and left it there. She lives in Klang, so I cannot go until this weekend. I will bring it to school on Monday morning and give it to you before assembly.

Aisyah

WHY IT SCORES

- All three instructions are there: what happened, sorry, and when.
- The *when* is exact — *Monday morning, before assembly*, not *soon*.
- It explains the delay instead of leaving Mei Ling to wonder.
- It is 48 words. Short tasks are marked on control, and control includes stopping.

Task 2 An email to a friend

[20 marks]

From: Ravi
Subject: My new school

I moved to a new school last month. ← ask him one question about it

I do not know many people yet. ← give him one piece of advice

What is happening at your school? ← tell him one piece of news

Reply in about **80 words**.

G Answer key

ACC another correct answer WHY the reason OWN your own answer — use the checklist

A1 Short texts

1 B drinks are at the second counter

2 B "Do not wait for me to eat"

3 C 20 sen × 3 days

4 B no football on the field before 4 p.m.

5 C Wednesday: Mathematics then English

6 B "Do not change the ideas"

A2 Matching

7 Aiman → **A** 8 Priya → **B** 9 Chee Keong → **C**

Aiman needs Monday afternoon, drawing and free — Chess is also Monday at 3 p.m. but costs RM2 and has no drawing. **Priya** needs outdoors, Saturday morning and no running — Running Club matches two conditions out of three, and the third is the one she said no to.

A3 Long text

10 Because he cannot see the board from the back, and he had decided not to spend a whole year pretending that he could.

11 A girl called Su Lin moved to the seat beside him, then two more students moved forward, and by the end of the month the front row was full.

12 He thinks they could not see the board either, and were only waiting for somebody else to go first.

13 B "almost never the loudest student"

A4 Gapped text

14 C 15 A 16 D 17 E (B and F are not used)

GAP	THE CLUE
14	The next sentence says nobody learnt anything, so the gap must be about not being able to concentrate.
15	The next sentence starts with *He* — so the gap must name a man. Encik Halim.
16	*By Wednesday* follows a sentence about how long it stayed.
17	The cupboard was empty, and Encik Halim calls it *the correct ending* — the bird had left.

A5 Multiple matching

18 A her sister drew the map

19 B "told my parents everything was fine"

20 C had to write down what was due

21 D "I liked it from the first day"

22 B somebody asked him to make up a badminton four

23 A late to three lessons, could not find the rooms

A6.1 Choose A, B or C

24 B *lives* 25 B *gets* 26 B *visited* 27 C *taught* 28 B *harder* 29 A *is*

WHY 24 and 25 — *she* needs the **-s**. 27 — *teach* is irregular. 28 — *than* tells you a comparative is needed.

A6.2 One word in each gap

30 has 31 is 32 but 33 to 34 in

A6.3 Make the right word

35 kind 36 quiet 37 quickly (it describes *ran*) 38 worker 39 incorrect 40 exciting

A. Reading Power

Six passages, all written new for this book in 2026. Read each one twice: once quickly for the main idea, then slowly with a pencil, underlining anything a question might ask about.

A1 The Kitchen That Nobody Sees

THEME People and Culture FOCUS Main idea · specific detail · writer's attitude

The Kitchen That Nobody Sees

An original passage · Form 2 English Power Practice 2026

My grandmother sold *kuih* from a folding table outside our gate for twenty-six years. Every morning at half past five she carried out four trays — *seri muka*, *kuih lapis*, *onde-onde* and whatever else she felt like making — and by nine o'clock the trays were empty. She never advertised. The neighbours simply knew.

Then the road outside our house was widened. The five-foot way where her customers used to park disappeared, and the folding table had nowhere to stand. For three weeks my grandmother made nothing at all. She sat in the kitchen with the radio on and did not talk very much. I remember thinking that she looked smaller than before.

My cousin Danish, who is nineteen, was the one who suggested it. He said the trays did not need a table any more; they needed a phone. He took photographs of the *kuih* on our kitchen counter, wrote down the prices, and put everything into a delivery app. My grandmother thought the whole idea was foolish. "People must see the *kuih*," she said. "How can they choose if they cannot smell it?"

The first day, there were two orders. The second day, eleven. By the end of the month a rider was waiting at our gate before six in the morning, and my grandmother was making seven trays instead of four. She still refuses to use the app herself. Danish reads out the orders to her while she works, and she repeats each one aloud as though she is memorising a shopping list.

What surprises me is not the money, although the money helps. It is that her customers are now people she has never met. A woman in Setapak orders *seri muka* every Friday. A university student orders six *onde-onde* and always types the same message: *same as last week, aunty*. My grandmother has begun to talk about these strangers at dinner as if they are relatives.

I used to believe that technology takes things away from old people. In our house it did the opposite. The road took away her table. A phone gave her back her customers — and, I think, gave her back a little of herself. She is seventy-three. Last week she asked Danish to teach her how to reply to the messages. He is still teaching her. It is going slowly, and neither of them seems to mind.

A CHOOSE THE BEST ANSWER.

1. Why did the grandmother stop selling *kuih* for three weeks?
   A. She became ill and could not cook.
   B. Road works removed the space her customers used.
   C. Her neighbours stopped buying from her.
   D. She decided to retire from selling.
2. The phrase "**she looked smaller than before**" (line 9) suggests that she was
   A. losing weight because of her age.
   B. standing further away from the writer.
   C. discouraged and had lost her purpose.
   D. trying to hide from the neighbours.
3. What was the grandmother's first reaction to Danish's idea?
   A. She was grateful and agreed at once.
   B. She thought it would not work because customers must see the food.
   C. She was angry that he took photographs.
   D. She asked him to teach her to use the app.

D Writing

Six tasks. Five have model answers with a note explaining what earns the marks. Read the task twice before you write — the commonest way to lose marks is answering a question that was not asked.

BEFORE YOU WRITE ANYTHING, DO THIS

1. **Count the instructions.** Circle each one. Three instructions means three things must appear.
2. **Plan in five words per paragraph.** Not sentences — words. It takes ninety seconds.
3. **Decide the word count.** Divide it by the number of paragraphs so you know when to stop.
4. **Leave two minutes to check.** Look only at verb endings, capital letters and full stops.

Task 1 A short message

[10 marks]

You borrowed your friend Hanif's calculator last week and you have lost it. Write him a message of about **50–60 words**: tell him what happened, apologise, and say what you will do about it.

Model answer (58 words)

Hi Hanif,

I have some bad news. I took your calculator to the library on Tuesday and when I opened my bag at home it was not there. I have asked at the counter and nobody has handed it in. I am really sorry. I will buy you the same model this weekend — the shop in Taman Jaya has it.

Aisyah

WHY IT SCORES

- All three instructions answered, in order, with nothing invented.
- The apology comes with a plan. An apology on its own is only half the third instruction.
- It gives one concrete detail (the library, Tuesday, the shop) instead of vague regret.
- It is 58 words, not 120. Short tasks are marked on control, and control includes stopping.

Task 2 Email to a friend

[20 marks]

From: Wei Sheng
Subject: Moving school

I found out yesterday that we are moving to Johor in December and I will be at a new school in January. ← react to the news

I do not know anyone there. ← give him one piece of advice

Will you still message me? ← answer, and suggest something practical

Reply in about **100 words**.

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