SAMPEL PERCUMA

English Form 4–5 Practice

Set penuh: English T1–5

Form 4–5

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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Sampel bermula di muka surat sebelah

A3 Long text

Read once for the shape, then answer. Do not read the questions between paragraphs — you will lose the thread.

The Shop That Sells Nothing

Original text · approx. 430 words

1 On the corner of Jalan Chempaka there is a shop with a sign, a counter, a fan and no stock at all. It has been like that for nine months. People still walk in, and Puan Devi, who is sixty-three, still stands behind the counter every weekday from nine until four.

2 For thirty-one years the shop sold school uniforms. Two generations of students in the town were measured in that room, standing on the same wooden box while Puan Devi held a tape to their shoulders and made a note. Then a chain store opened by the highway, selling the same uniforms for four ringgit less, and within two years her sales had halved. She closed the business in November.

3 What she did not do was close the shop. The rent is paid until next year, so she opens it anyway, and something unexpected has grown in the empty room. Parents come in to ask which size their child will need, because the chain store's staff do not know and Puan Devi does. She measures the child, writes the size on a scrap of paper, and sends them to the highway to buy it. She does not earn a sen from it.

4 "They ask me why," she says. "I tell them, thirty-one years I did this. The measuring is not the business. The measuring is the thing I am good at." When a woman offered her ten ringgit last March she refused it twice and then, when the woman insisted, put it into a jar under the counter. The jar now holds around three hundred ringgit and Puan Devi has not decided what to do with it.

5 Her son thinks she should stop. He is not being unkind; he points out, correctly, that she is doing unpaid work for a competitor that destroyed her business, in a room she is paying for. She agrees with every part of that sentence and continues anyway.

6 There is a word for what the shop has become, and it is not *shop*. It is closer to a habit that outlived its purpose, or a skill that refused to retire when the job did. Whether that is admirable or simply stubborn is a question the town has not settled. What is certain is that in September, when the new school year starts, there will be a queue on the corner of Jalan Chempaka, and none of it will be buying anything.

10. Why did the uniform business fail? _____

11. What does Puan Devi do for parents who come in now? _____

12. What does she mean by "The measuring is not the business"? _____

13. Why did the money end up in a jar? _____

14. The writer says her son "is not being unkind". Why is that worth saying?

A. The son has been rude to his mother before.
B. The son's argument is reasonable, which makes it harder to dismiss.
C. The son wants the shop for himself.
D. The son does not understand the business.

15. In the last paragraph, what is the writer unsure about?

A. Whether the shop will still exist in September.
B. Whether Puan Devi's behaviour should be admired or not.
C. Whether the town knows about the shop.
D. Whether the chain store will close.

METHOD — THE "OWN WORDS" RULE

For open questions like 10 to 13, an answer copied straight out of the text usually scores half. Find the sentence, then say it differently. *"A chain store opened selling the same uniforms four ringgit cheaper, so her sales halved"* is a full answer; *"a chain store opened by the highway"* is half of one.

B Grammar Power

Twelve units built on the Form 4 scope. Rule box, drills, and a **Trap** box that names the exact mistake — the trap boxes are the part worth doing twice.

Unit 1 The tense system in one page

RULE

TENSE	USE IT FOR	SIGNAL WORDS
Present simple	habits, facts, timetables	always, usually, every day
Present continuous	now; a temporary period; a fixed future plan	at the moment, this week
Present perfect	open time; result now; duration to now	already, yet, since, for, ever
Past simple	finished time	yesterday, last week, in 2019, ago
Past continuous	background action in progress	while, when, at 8 p.m. yesterday
Past perfect	the earlier of two past events	by the time, before, after
will	prediction, decision made now, offer	probably, I think, tomorrow
going to	intention decided earlier; visible evidence	look at those clouds…

DRILL 1.1

51. Quiet, please — the Form Five students _____ (sit) their trial paper.
52. My grandmother _____ (live) in the same house all her life.
53. We _____ (visit) the museum last Thursday.
54. Look at that queue — we _____ (be) late.
55. The bus _____ (leave) at 6.40 every morning.

DRILL 1.2 — CORRECT THE TENSE

56. I am knowing the answer. _____
57. She has finished her homework two hours ago. _____

TRAP — STATE VERBS DO NOT TAKE *-ING*

know, understand, believe, want, need, like, love, hate, own, seem, prefer describe states, not actions, so they stay simple. ✗ *I am wanting a drink.* ✓ *I want a drink.* The exception is *think*: *I think it's fine* (opinion) but *I'm thinking about it* (activity).

Unit 2 Subject–verb agreement

RULE

Head noun rule	The verb agrees with the head of the subject, not the nearest noun. *The **box** of old photographs **was** in the store room.*
Singular words	everyone, somebody, nobody, each, every, either, neither, news, mathematics
There is / there are	agrees with what follows: *There **are** three reasons.*
Collective nouns	usually singular in Malaysian school English: *The team **is** ready.*

C Vocabulary in context

Learn words with the words they live with. A word memorised alone is a word you will use wrongly.

C1 Collocations

WORD	GOES WITH	USE IT LIKE THIS
mistake	make / admit / repeat a mistake	He **admitted his mistake** in front of the class.
effort	make / put in effort · a joint effort	They **put in a great deal of effort** for the concert.
chance	get / take / miss a chance	Do not **miss the chance** to join.
advice	give / take / follow advice	She **took my advice** and applied early.
attention	pay attention · attract attention	**Pay attention** to the second instruction.
problem	face / solve / cause a problem	The delay **caused a serious problem**.
decision	make / regret a decision	He **regretted the decision** almost immediately.
experience	gain / have / share experience	She **gained useful experience** at the workshop.
difference	make a difference · tell the difference	Ten minutes a day **makes a real difference**.

DRILL C1 — SUPPLY THE VERB

30. Everyone _____ mistakes; the question is whether you repeat them.

31. She _____ attention to the small print and saved us all trouble.

32. He refused to _____ my advice and regretted it later.

33. The club _____ a serious problem with attendance.

C2 Phrasal verbs

PHRASAL VERB	MEANING	EXAMPLE
give up	stop trying	He nearly **gave up** in the second month.
take over	assume control	Nurin **took over** as treasurer.
find out	discover	We only **found out** on Friday.
put up with	tolerate	They **put up with** the noise for a week.
look after	take care of	She **looks after** her two cousins.
turn up	arrive, often unexpectedly	Only nine people **turned up**.
call off	cancel	The trip was **called off**.
work out	solve; end well; exercise	It **worked out** better than expected.
get on with	have a good relationship with	He **gets on with** everyone in class.

DRILL C2 — REPLACE THE UNDERLINED WORD

34. The concert was <u>cancelled</u> at the last minute. _____

35. We <u>discovered</u> the truth much later. _____

36. She <u>takes care of</u> the school garden. _____

37. Only twelve people <u>arrived</u> for the rehearsal. _____

Task 2 Formal letter

[25 marks]

Your school's bus service has become unreliable this term. Write a letter to the transport company on behalf of the students who use it. Describe the problem with examples, explain how it affects students, and ask for two specific actions.

Write about **150 words**.

FORMAL LETTER REGISTER

Opening	*Dear Sir/Madam,* → ends *Yours faithfully*. Named person → *Yours sincerely*.
First line	State why you are writing, immediately. *I am writing on behalf of…*
No contractions	*do not*, not *don't*.
Tone	Firm, never angry. A complaint that sounds furious is easier to ignore than one that sounds reasonable.
Ask clearly	Name the actions you want. A complaint with no request is only a grumble.

Model answer (158 words)

Dear Sir/Madam,

Unreliable service on the SMK Taman Melur route

I am writing on behalf of the forty-one students who travel on your 6.45 a.m. service to SMK Taman Melur.

Since the beginning of this term the bus has arrived more than twenty minutes late on at least nine occasions, and on 4 August it did not arrive at all. Because the school gate closes at 7.20 a.m., students who depend on this service have been marked late through no fault of their own. Three of them have already been given detention, and several parents have begun sending their children by motorcycle instead, which we would all prefer to avoid.

We would therefore be grateful if you could do two things: inform us by message when the bus will be more than ten minutes late, and provide a replacement vehicle on days when the regular bus is under repair.

Yours faithfully,
Danesh Kumar
Secretary, Form Four Student Committee

WHY IT SCORES

- Numbers instead of adjectives: *nine occasions*, *4 August*, *forty-one students*. Specific complaints are believable; vague ones are not.
- The effect paragraph explains the **consequence** (detention, motorcycles), which is what makes a company act.
- Exactly two requests, because the task asked for two, and both are things the company can actually do.
- Not one contraction, not one angry word, and a subject line — all register marks.

F Practice paper

50 marks · 75 minutes · one sitting. Phone in another room. Do not open the answer key until every task, including the writing, is finished.

Task 1 Short texts

[4 marks]

(a) SPORTS DAY REHEARSAL — Forms 1 and 2 report to the field at 7.30 a.m. Forms 4 and 5 report at 9 a.m. Form 3 is excused as PT3 revision continues.

(b) Cash top-ups for the student card are accepted at the office between 10 a.m. and 11 a.m. only. Online top-ups may be made at any time but take up to one working day.

47. A Form Three student should _____

48. A Form Four student reports at _____

49. A student who needs credit on her card immediately at 2 p.m. should _____

50. Online top-ups are less useful when _____

Task 2 Long text

[12 marks]

The Library Nobody Built

Original text · approx. 400 words

1 The bus shelter at the end of Lorong Kekwa has three shelves in it. They are made from a broken wardrobe, screwed to the back wall at slightly different angles, and they hold about ninety books. Anyone may take one. Nobody writes anything down.

2 The shelves were put up in 2022 by a man called Encik Aziz, who does not live on Lorong Kekwa and has never explained himself to anyone. He arrived one Saturday with a drill, worked for two hours, left forty books on the shelves and drove away. For a month the residents assumed it was some kind of advertisement and waited for the catch.

3 The catch did not come. What came instead was more books. A neighbour added a box of Malay novels. Somebody else left a stack of children's picture books, which disappeared within a week and were replaced by different ones. A retired teacher on the second floor began quietly sorting the shelves every few days, and still does, though she has never told anyone that it is her.

4 It should not work. There is nothing to stop a person taking all ninety books and selling them, and once, in the first year, most of one shelf did vanish overnight. The residents were angry for about two days. Then the books came back, all of them, in a supermarket bag with no note, and the anger turned into an unresolved and rather pleasant mystery that the lorong still argues about.

5 What surprises me is not the honesty. It is how little organisation the thing has needed. There is no committee, no schedule, no group chat and no rules beyond the one sentence painted on the top shelf: *Ambil satu, letak satu bila boleh* — take one, leave one when you can. Every attempt anyone has made to formalise it, including a proposal for a borrowing book in 2023, has been quietly ignored by everybody.

6 Encik Aziz has not been seen since 2022. The shelves are now on their second set of screws. The books, which nobody counts, seem to number about ninety.

51. Why did residents at first not trust the shelves? _____

52. How did the collection grow? Give **two** ways. _____

53. What happened to the books that vanished? _____

54. Explain in your own words what surprises the writer most. _____

A5 Multiple matching

Four short accounts, ten questions. Answers are not in order, and one person may answer two questions. Read the questions first, then hunt.

Four school leavers, one year later

Original texts

A — Intan
I went straight into a matriculation programme because everyone in my class was applying and I did not want to be the one left explaining myself. The subjects were fine. The pace nearly finished me. What saved the year was a lecturer who noticed I had stopped handing things in and asked me, in front of nobody, whether I was sleeping. I would tell any Form Five student this: choose the place, not the timetable your friends chose. I got lucky that somebody looked up.

B — Krishnan
I took a gap year, which my father called a wasted year for about six months and stopped calling that in the seventh. I worked mornings at my uncle's hardware shop and taught myself to weld from videos in the afternoons. By March I was doing small repair jobs for neighbours and charging for them. I am starting a diploma in mechanical engineering this June, and I will be the only person in the room who has already burnt himself. That is worth more than it sounds.

C — Aina
My results were better than I expected and worse than my mother expected, and the gap between those two numbers was the loudest thing in the house for a month. I ended up on a foundation course in a subject I had not considered, because the counsellor at school sat with me for an hour with the actual entry requirements printed out instead of guessing. One hour of accurate information was worth more than a year of encouragement.

D — Wesley
I had planned everything: the course, the university, the city. Then my father's business closed in December and all of it became impossible in about a week. I am working full-time now and studying part-time, four evenings a week, and I will finish two years later than my friends. I am not going to pretend that is fine. But I have noticed something: I do not skip classes I pay for myself.

Which person …

25. chose a path mainly because of what other people were doing? _____
26. says practical experience will give them an advantage over classmates? _____
27. had a plan destroyed by something outside their control? _____
28. values correct information more than emotional support? _____
29. was helped by an adult who noticed a change in their behaviour? _____
30. mentions a family member changing their opinion over time? _____
31. admits their situation is genuinely disappointing? _____
32. describes tension at home caused by examination results? _____
33. earned money from a skill they taught themselves? _____
34. advises others to judge a place rather than follow a crowd? _____

TRAP — THE WORD THAT APPEARS IN TWO TEXTS

Question 30 says *family member*. Both Krishnan and Aina mention a parent. Only one of them describes the parent's view *changing*. Matching questions are decided by the verb, not by the noun you spotted first.

D Writing

Paper 2 has two parts. Part 1 is a short guided reply of about 80 words — short, but every content point must appear. Part 2 is a longer piece of your choosing. The single most expensive mistake in this paper is writing beautifully about something the task did not ask for.

THE FOUR THINGS THE MARKER IS HOLDING

Content	Did every point in the task get answered? A missing point cannot be repaired by good English.
Communicative achievement	Does it sound like the right kind of text — an email to a friend, a report to a principal?
Organisation	Paragraphs, linking, a clear beginning and end.
Language	Range and accuracy. Range means variety, not difficulty.

Task 1 Guided email reply

[20 marks]

Read the email from your friend and the notes you have written beside it. Reply in about **80 words**, covering all four notes.

From: Haziq
Subject: Trip to the paddy museum

Hi! My family is driving up to Sekinchan during the school holiday and my mother said I could invite one friend. ← say yes and thank her

We are going on the 15th and coming back on the 17th. Is that okay for you? ← explain the small problem with the 15th

Bring something warm — the homestay has no proper doors upstairs. ← ask one question about what else to pack

Also, my mother wants to know if you get car sick. ← answer this

Reply soon! Haziq

Plan first. Four notes = four content points = about twenty words each. Write the four points as four short phrases in the margin before you write a single sentence.

E Speaking

You cannot practise speaking by reading about it. Everything here is built for two people and a phone timer — no recording, no disc, no teacher required.

THE FOUR PARTS

PART	WHAT HAPPENS	WHAT IS BEING MARKED
1	The examiner asks you about yourself, 2–3 minutes	Can you extend an answer without being asked to?
2	You speak alone for one minute about a picture or prompt	Can you keep going, organised, for a full minute?
3	You and your partner discuss options and reach a decision	Do you interact — agree, disagree, invite, build?
4	A wider discussion of the same topic	Can you give a reason and handle a follow-up?

E1 Part 1 — the extension habit

Rule: never answer in one sentence. Answer, give a reason, add a detail. Three beats every time.

QUESTION	THE THREE BEATS
What do you usually do after school?	**Answer:** I go straight home most days. **Reason:** My mother works until seven, so I look after my sister. **Detail:** We have a routine now — homework first, then she gets the television.
Tell me about your hometown.	your turn
Do you prefer studying alone or with friends?	your turn
Is there a subject you have changed your mind about?	your turn

E2 Part 2 — the one-minute solo

Set a timer for sixty seconds and speak until it goes off. Stopping at forty seconds is the commonest way to lose marks here.

A FRAME THAT FILLS A MINUTE EVERY TIME

10 sec	What you can see or what the topic is. *This is about… / What I notice first is…*
20 sec	Two details, with a reason attached to each. *The reason for that might be…*
30 sec	Connect it to yourself (*In my own school…*), then judge and wrap up (*On the whole I would say…*)

PROMPTS — ONE MINUTE EACH

40. Describe a place in your neighbourhood that has changed in the last five years.
41. Talk about a skill you would like to learn after SPM, and why.
42. Describe a time you had to work with someone you did not know well.
43. Talk about something you own that would be hard to replace.
44. Describe a decision you made that you would make differently now.
45. Talk about a person outside your family who has taught you something useful.

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