SAMPEL PERCUMA

Latihan Bahasa Inggeris Tingkatan 2 · English Form 2 Practice

Set penuh: English T1–5

Set Form 1–5

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

P0 By Day 30, you will…

- **Read a 400-word exam text once** and still hold its shape when the "why does the writer…" question comes.
- **Start any of the writing tasks within 60 seconds** — because the frame is already in your hand, not in your head.
- **Finish the paper with 5–8 minutes to spare**, and know exactly what to do with them (Bonus 2, the three-pass finish).
- **Speak for a full minute alone** using the three-beat habit: answer, reason, detail.
- **Know your three personal repeat-errors by name** — the ones that have quietly cost you a band for two years.
- **Sit a full mock paper under exam conditions** and mark it yourself with the reason behind every answer.

Why this will work for you (not just in general)

Every task type in this module is the same task type that opens the real paper — introduced one at a time, with the method spelled out before you meet it. Every writing task has a full model answer with a note on what earned the marks. Every drill has an answer key that gives the rule, not just the letter. You are never left wondering whether you got it right, or why. That certainty is the whole difference between practising and improving.

How Premium is organised

PART	WHAT IT IS	WHEN TO USE IT
First Win	One 20-minute task, next page	Today, before anything else
Module	The full 50-page Power Practice — Sections A to G	Daily, as Bonus 1 schedules it
Bonus 1	The 25-minutes-a-day Countdown plan	Your daily boss. Tick every day
Bonus 2	The Examiner's Mind Playbook	Read now + the week before any paper
Bonus 3	The Blank-Page Killer writing vault	Open beside every writing task
Bonus 4	The Never-Repeat-A-Mistake Tracker	After marking anything
Bonus 5	The Last-48-Hours Cram Card	Two days before the paper
Promise	The Grade-Jump Promise (guarantee)	Read it — we mean it

EVERY DAY YOU WAIT

The Countdown is 30 days long, and your paper's date is not moving. Every day you don't start is one day cut off the plan — not off the exam. Do the First Win on the next page today. It takes 20 minutes.

Read this first

What this book is, what it is not, and how to get the most out of it.

WHY THIS EDITION EXISTS

Most Form 2 English practice files being passed around are the same recycled pages, reprinted again and again. If you have seen a page before, it does not teach you anything new.

Every passage, every sentence, every question and every model answer in this module was written from scratch in August 2026 for this book. The topics are about life in a Malaysian secondary school right now — group chats, e-wallets, hostel life, haze, night markets, second-hand phones. You will not find these passages in any textbook, any workbook, or any other file.

What is inside

SECTION	CONTENT	WHAT IT TRAINS
A	Reading Power — 6 original passages	Main idea, specific detail, writer's attitude, vocabulary in context, inference (HOTS)
B	Grammar Power — 10 units	The full Form 2 grammar scope, each with a rule box, drill, and a "Malaysian trap" fix
C	Vocabulary in Context — 5 sets	Theme word banks, collocations, phrasal verbs, word building, confusable pairs
D	Writing Power — 6 tasks	Email, message, description, story, report, opinion — all with model answers
E	Speaking & Listening	Partner tasks and read-aloud dictations that work without an audio CD
F	Literature in Action	An original poem and an original short story, with response questions
G	Mini Exam Paper	40 marks, school-exam style, timed at 60 minutes
—	Answer Key	Answers for every question, plus marking notes for writing

How to use it

- **Do not read the answer key first.** Attempt the page, then check. The gap between your answer and the key is the actual lesson.
- **Write in pencil** if you want to redo a section later. Grammar drills are worth repeating after two weeks.
- **One section per sitting.** A grammar unit takes about 20 minutes. A reading passage with its questions takes about 25 minutes. Do not do six in one night.
- **For the writing tasks**, always write your own answer before you look at the model. Then compare three things: the plan, the connectors, and the tenses.
- **The mini exam paper (Section G) is for the end.** Sit it in one hour with no notes, like a real test.

ANSWER KEY SYMBOLS

ACC = other answers are acceptable if the meaning is the same. **OWN** = your own answer; the key shows one possible response. **WHY** = a short explanation of the rule behind the answer, not just the answer.

The Form 2 scope, on one spread

What Form 2 English asks of you — and where each part is trained in this book.

The four KSSM themes

THEME	TYPICAL FORM 2 TOPICS	IN THIS BOOK
People and Culture	Family, festivals, traditions, food, communities	A1, A5, C1, D1, D3, F
Health and Environment	Fitness, sleep, pollution, haze, waste, recycling	A4, C4, D6, G
Science and Technology	Phones, apps, screen time, online safety, inventions	A2, C3, D2, D5
Consumerism and Financial Awareness	Saving, budgeting, e-wallets, advertising, repair vs replace	A3, A6, C2, D4

The five skill strands

STRAND	WHAT FORM 2 EXPECTS AT CEFR A2
Listening	Follow a short talk on a familiar topic; catch details, numbers, times and reasons; understand the speaker's feeling.
Speaking	Describe people, places and routines; give opinions; agree and disagree politely; make and answer requests.
Reading	Get the main points of a longer simple text; find specific information; guess a new word from context; recognise the writer's attitude.
Writing	Write 80–150 connected words: email, message, description, story, report, opinion — with paragraphs, connectors and one consistent tense.
Literature in Action	Respond to a poem or story: theme, feeling, character, and a link to your own life.

Form 2 grammar checklist

Tick a box only when you can *use* the point in your own writing, not merely recognise it.

UNIT	GRAMMAR POINT	COMMON MISTAKE IT FIXES	CAN I USE IT?
B1	Present simple vs present continuous	"I am go to school every day"	☐
B2	Past simple vs past continuous	"While I cook, the lights went off"	☐
B3	Quantifiers, countable and uncountable	"many homework", "a lot of advices"	☐
B4	Question forms (WH-, yes/no, tags)	"Where you are going?"	☐
B5	Adjectives: order, comparative, superlative	"more cheaper", "the most tallest"	☐
B6	Future: *will* and *going to*	"I will buy it, I already decided"	☐
B7	Modals: must, have to, should, can, might	"You must to wear a tag"	☐
B8	Prepositions of time and place	"in Monday", "arrive to school"	☐
B9	Connectors: and, but, so, because, although, however	"Although it rained, but we played"	☐
B10	Subject–verb agreement and article use	"My father go", "I am student"	☐

4. Which word best describes the writer's attitude towards his grandmother at the end of the passage?
   A. Impatient
   B. Admiring
   C. Doubtful
   D. Amused

B ANSWER THESE QUESTIONS IN YOUR OWN WORDS.

1. Give **two** pieces of evidence from the passage that show the online business grew quickly.

2. Why does the grandmother repeat each order aloud while she works?

B2 Past Simple vs Past Continuous

THE RULE

Use the **past continuous** (was/were + -ing) for the longer background action, and the **past simple** for the short action that interrupts it.

*I **was walking** home when it **started** to rain.* · *While we **were revising**, the electricity **went** off.*

while is usually followed by the continuous; **when** is usually followed by the simple. Two finished actions in order both take the past simple: *She opened the box and took out the parts.*

A COMPLETE WITH THE PAST SIMPLE OR PAST CONTINUOUS.

1. While I _____ (queue) at the canteen, someone _____ (take) my seat.
2. The lights _____ (go) out while the principal _____ (give) her speech.
3. Last Sunday we _____ (visit) my aunt in Melaka and _____ (stay) until evening.
4. He _____ (not hear) the announcement because he _____ (listen) to music.
5. What _____ (you / do) at eight o'clock last night?
6. They _____ (still / paint) the mural when the rain _____ (begin).

TRAP

Do not put the interrupting verb in the continuous: ~~While I was cooking, the phone was ringing.~~ The phone ringing is the *short* action → **the phone rang**.

B10 Subject–Verb Agreement and Articles

THE RULE — AGREEMENT

- Singular subject → verb takes **-s**: *My father **drives**.* Plural subject → no **-s**: *My parents **drive**.*
- Ignore words between the subject and the verb: *The box of pencils **is** on the desk.* (subject = *box*)
- **Everyone, everybody, nobody, each, either, neither** are singular: *Everybody **has** arrived.*
- *There is* + singular, *There are* + plural. Uncountable nouns are singular: *The news **is** good.*

THE RULE — ARTICLES

- **a / an** = one of many, mentioned for the first time. **an** before a vowel *sound*: *an hour, an SPM paper, a university, a one-way street*.
- **the** = the listener knows exactly which one; also with superlatives and unique things: *the best result, the sun, the principal*.
- **No article** for general plurals and uncountables: *Books are expensive. Water is free.*
- Jobs and roles take an article: *She is **a** nurse.* (not ~~She is nurse~~)

A CHOOSE THE CORRECT VERB.

1. Each of the prefects (has / have) a duty roster.
2. The list of participants (was / were) pinned on the board.
3. There (is / are) too much rubbish behind the canteen.
4. Neither of the answers (seem / seems) correct.
5. My grandmother, together with my cousins, (sell / sells) kuih every morning.
6. Mathematics (is / are) my weakest subject.

B INSERT *A*, *AN*, *THE*, OR LEAVE BLANK (–).

1. My sister wants to be _____ engineer.
2. We waited for _____ hour at _____ bus stop near my house.
3. _____ honesty is more important than _____ money.
4. That was _____ best decision she ever made.
5. He bought _____ second-hand phone. _____ phone was in good condition.

TRAP

~~My father go to work at six.~~ → **goes**. The **-s** on a present-simple verb belongs to *he / she / it*, not to plurals. Also ~~I am student~~ → **I am a student**.

W4 — MODEL ANSWER 148 WORDS

The rain had already started when I reached the junction, and the proper road home suddenly looked very long. To my left there was a narrow path between the flats that everybody said saved ten minutes. I had never taken it before. I took it that day.

For the first minute it was fine. Then the path turned, the lights ended, and I found myself walking beside a drain I could hear but could not see. My shoes filled with water. Somewhere behind me a dog began barking, and then a second one answered it.

"Just keep walking," I told myself, which is the sort of thing you say when you are frightened.

By the time I climbed out onto the main road, I had lost a shoe, torn my sleeve on a fence, and arrived home forty minutes later than usual — and that was the last time I ever took a shortcut.

Why it scores: it opens inside the action; the past continuous sets the background (*The rain had already started*); one line of dialogue appears at the tense moment; the ending sentence is earned, because everything before it explains the lesson. Note the irony — the shortcut cost forty minutes.

W5 Report of a school event 120–150 WORDS

You are the secretary of your school's English Language Society. Write a short report for the school magazine about the society's **Recycled Book Fair**, held last month.

Include:

- when and where it was held, and who opened it
- what happened — at least two activities
- how much was collected and what it will be used for
- a closing sentence thanking someone

REGISTER

A report is **formal and factual**. No contractions, no *I* unless necessary, past tense throughout, and passive voice is welcome: *The fair **was officiated** by the principal.* Give **numbers** — reports live on numbers.

B CHARACTER AND THEME HOTS

1. Wei Sheng answers "No … but I will." What does this reply reveal about his character?

2. Cikgu Zul says only two words: "Seventy-first minute." Explain why this is more effective than a long speech.

3. The writer insists on saying "They lost" first (line 17). Why is this important to the meaning of the story?

4. Explain the final line, "Because somebody has to be ready on the wrong day," and describe a situation in your own life where being prepared mattered even though you were not sure you would be needed.

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