SAMPEL PERCUMA

Latihan Bahasa Inggeris Tingkatan 3 · English Form 3 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

RM29.90

BELI SET PENUH RM29.90 >

nightmew.com/p/english-tingkatan-1-5 · FPX semua bank · download sejurus lepas bayar

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 seven 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 37-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.

00 Start here

Form Three is the year English stops being a subject you pass and starts being a skill you carry. Everything here is built for that: real tasks, real explanations, and an answer key that tells you *why*, not just *what*.

What is inside

SECTION	WHAT IT TRAINS	PAGES
A — Reading	Six original texts. Short texts, matching, a long text, a gapped text, multiple matching, and grammar-in-context	9
B — Grammar	Twelve units covering the Form 3 scope, each with a rule box, two drills and a **Trap** box	8
C — Vocabulary	Collocations, phrasal verbs, word building, and the pairs everyone confuses	3
D — Writing	Six tasks: message, email, description, story, letter, opinion — all with model answers	7
E — Speaking	Individual talk, paired discussion, and a listening routine with a partner instead of a recording	2
F — Practice paper	A 45-mark, 70-minute paper built from a seventh original text	4
G — Answer key	Every answer with the reason behind it	7

How to use the Trap boxes

Every grammar unit ends with a box headed **Trap**. It names one specific mistake that Malaysian students make over and over — not a general warning, but the actual wrong sentence, written out, with the fix beside it. There are twelve of them. If you learn nothing else in this module, learn those twelve, because between them they account for most of the marks that get lost in the writing paper.

THREE RULES FOR WORKING THROUGH IT

1. **Write the answer before you check it.** Reading an answer key without having tried teaches you nothing; it only makes you feel that you knew.
2. **Do the writing tasks by hand.** The exam is by hand, and handwriting slows you to roughly the speed at which you can actually think.
3. **Come back to a wrong answer a week later.** Getting it right today proves nothing; getting it right next week proves you learnt it.

A six-week plan

WEEKS	DO THIS
1–2	All six Section A texts, Grammar Units 1–6, Writing Tasks 1–2
3–4	Section C in full, Grammar Units 7–12, Writing Tasks 3–4
5–6	Writing Tasks 5–6, Section E with a partner, then Section F under timing

A1 Short texts

Six short texts, one question each. Read the question first. The answer is rarely the option that repeats the most words from the text.

1. A notice on a classroom door

3 BESTARI — ROOM CHANGE
Science lessons will be held in Lab 2 until the end of the month. All other lessons stay in this room. Bring your lab coat on Tuesdays only.

1. Which lessons have moved?
   A. All of them.
   B. Only Science.
   C. Only the Tuesday ones.

2. A message from a friend

I can't come to the practice today, my sister is sick and I'm watching her until my mum gets back at six. Can you tell Cikgu Lim? And can you take notes on the dance steps? I'll copy them from you tomorrow.

2. The writer wants two things. What are they?
   A. A message passed on, and notes taken.
   B. A lift home, and notes taken.
   C. A message passed on, and help with her sister.

3. A label on a packet

INSTANT OAT PORRIDGE
Add 180 ml of hot water and stir. Wait two minutes before eating. Contains milk. Not suitable for people with a milk allergy.

3. Who should not eat this?
   A. Anyone in a hurry.
   B. People allergic to milk.
   C. People who do not like oats.

4. Part of a schedule

Bookings for the badminton court open at 8 a.m. every Monday for the following week. Each student may book one slot per week. Slots not taken by Friday are opened to everyone.

4. A student who wants two slots in one week
   A. may book both on Monday.
   B. may take a second one from Friday if any are left.
   C. is not allowed to play twice.

5. A sign at a swimming pool

Children under 12 must be with an adult. Students aged 12 to 17 may swim alone but not before 8 a.m. or after 7 p.m. No swimming during a thunderstorm, at any age.

5. A fourteen-year-old may swim alone
   A. at 7 a.m.
   B. at 4 p.m.
   C. at 8 p.m.

A3 Long text

Read the whole thing once before you look at the questions. Then answer in your own words wherever you can — copying a whole sentence out of the text usually earns half the marks.

The Girl Who Fixed the School Clock

Original text · approx. 370 words

1 The clock above the assembly stage at SMK Bukit Rimau stopped at twenty past two on a Wednesday in 2021 and stayed there for three years. Nobody could remember it working. Younger students assumed it was a decoration.

2 Nur Alia was in Form Two when she started looking at it. She was not especially interested in clocks. She was interested in the fact that the school had asked for a new one twice and been told twice that there was no budget, when the old one, as far as she could tell from the ground, had nothing visibly wrong with it.

3 It took her four months to be allowed near it. She wrote a letter, which was ignored. She wrote a second letter, this time with a plan attached: what she would check, in what order, and what she would do if she could not fix it, which was to put everything back exactly as she found it. The second letter worked. She thinks it worked because it answered the question the first one had left open, which was what would happen if she failed.

4 The fault was a dead battery in the transmitter unit behind the stage, not in the clock at all. It cost eleven ringgit to replace. Nur Alia has been careful, in every interview since, to say that this was luck rather than skill, and that if the problem had been the motor she would not have known where to begin.

5 What she does claim credit for is the letters. “Anyone in the school could have changed that battery,” she says. “What nobody had done was ask properly. The first letter was me telling them what I wanted. The second one was me answering what they were worried about. That is the whole difference, and it took me four months to see it.”

6 The clock has kept time since March. It is three minutes fast, and Nur Alia has decided to leave it that way, because a small number of Form Five students have started using it as an early warning and she does not want to take that away from them.

10. Why did younger students think the clock was a decoration? _____

11. What made Nur Alia curious about the clock? _____

12. Why did the second letter succeed when the first one failed? _____

13. What was actually wrong with the clock? _____

14. Why does she call the repair “luck rather than skill”?

    A. She did not really fix it herself.
    B. The fault happened to be one she could solve; a harder one would have defeated her.
    C. She was given the answer by a teacher.
    D. She does not want to be interviewed.

15. Why has she left the clock three minutes fast?

    A. She cannot adjust it.
    B. Nobody has noticed the difference.
    C. Some students have started relying on it being fast.
    D. The school asked her to.

METHOD — FIND IT, THEN SAY IT DIFFERENTLY

For questions 10 to 13, first underline the sentence in the text that holds the answer. Then close your eyes and say it in your own words before you write. That one extra second is the difference between a full mark and half a mark.

TRAP — THE SAME ROOT, TWO DIFFERENT ANSWERS

Questions 47 and 50 both come from CLEAR. In 47 the gap describes *spoke*, a verb, so you need the adverb **clearly**. In 50 the gap describes *instructions* and the sentence says the result was doing it wrong, so you need the negative adjective **unclear**. Always read the whole sentence, not just the gap.

64. Did you went to the fair yesterday? _____

TRAP — THE DOUBLE PAST

After **did** and **didn't**, the main verb goes back to its base form. ✗ *Did you went? / She didn't came.* ✓ *Did you go? / She didn't come.* The *did* is already carrying the past tense; the verb does not need to carry it a second time.

Unit 11 Questions and tags

RULE

Yes/no	auxiliary first: ***Do*** *you play?* ***Did*** *she call?* ***Have*** *they gone?*
Wh-	wh- + auxiliary + subject: *Where* ***did*** *you go?*
Subject question	no auxiliary at all: ***Who*** *broke the window?*
Tags	positive sentence → negative tag, and the reverse. Same auxiliary, same subject as a pronoun.
Two odd ones	*I am…,* ***aren't I****?* *Let's…,* ***shall we****?*

DRILL 11.1 — WRITE THE QUESTION

116. _____? — They live in Ipoh.

117. _____? — Yes, I have finished.

118. _____? — Sara took the last one.

DRILL 11.2 — ADD THE TAG

119. You can swim, _____?

120. She didn't come, _____?

121. Let's start now, _____?

122. I am right, _____?

TRAP — "ISN'T IT?" ON EVERYTHING

In speech we attach *isn't it?* to any sentence. In writing the tag must match: ✗ *You finished it, isn't it?* ✓ *You finished it, didn't you?* ✗ *They can come, isn't it?* ✓ *They can come, can't they?*

Unit 12 Sentences and punctuation

RULE

A sentence needs	a subject and a verb, and it must make sense alone.
Fragment	✗ *Because I was tired.*
Run-on	✗ *It rained we stayed inside.*
Comma splice	✗ *It rained, we stayed inside.* A comma alone cannot join two sentences.
Capital letters	names, days, months, languages, nationalities, and the word *I*
Apostrophes	*its* = belonging to it · *it's* = it is · *the girls' bags* = several girls

DRILL 12.1 — FRAGMENT, RUN-ON, SPLICE OR CORRECT?

123. After we finished the test. _____

124. The rain stopped everyone went outside. _____

125. She locked the gate and went home. _____

126. He was late, the bus had broken down. _____

DRILL 12.2 — PUNCTUATE AND CAPITALISE

127. on friday we will learn about malaysia said cikgu noor

Model answer (104 words)

Hi Wei Sheng,

I read your message three times. December is only four months away and I am not ready for that at all, though I am trying to be pleased for you, because your mother has wanted that transfer for years.

One piece of advice: join something in the first week. A club, a team, anything. It is much easier to meet people while you are doing something than by standing around trying to be friendly.

Of course I will still message you. Let us fix one call a week, on Sunday evenings, so that it actually happens instead of just being something we said.

Aisyah

WHY IT SCORES

- The reaction is honest and mixed rather than a flat *I am sad*, which reads as a real person.
- The advice is specific and has a reason attached.
- The third note asked for something practical — a weekly Sunday call is practical; *I will always remember you* is not.
- Three paragraphs, one job each, about 100 words.

TAMAT SAMPEL

Suka sampel ini?

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

RM29.90

BELI SET PENUH RM29.90 >

nightmew.com/p/english-tingkatan-1-5 · FPX semua bank · download sejurus lepas bayar