SAMPEL PERCUMA

Latihan Bahasa Inggeris Tingkatan 5 · English Form 5 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 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 52-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

This is your SPM year. Everything in this module is shaped like the real paper, so that practice time and exam time feel the same.

What is inside

SECTION	WHAT IT TRAINS	PAGES
A — Reading	Six original texts covering Parts 1–6 of Paper 1, including the Use of English cloze family	10
B — Grammar	Twelve units at SPM level. Rule, drills, and a **Trap** box that names the exact mistake Malaysian candidates keep making	8
C — Vocabulary	Collocations, phrasal verbs, word formation, confusable pairs, and the formal register the writing paper rewards	4
D — Writing	Paper 2 Part 1 (email, ~80 words) and Part 2 (article, review, story, report, opinion) with model answers and marking notes	9
E — Speaking	Parts 1–4 prompts, phrase banks, and a partner routine that needs no recording	3
F — Trial paper	A 60-mark, 90-minute mini paper built from a seventh original text	5
G — Answer key	Every answer, with the reason behind it and acceptable alternatives	8

The paper you are sitting

PAPER	NAME	TIME	WEIGHT	WHAT IT REALLY ASKS
1119/1	Reading and Use of English	1 h 15 min	25%	Find information fast, then prove you control grammar in someone else's text
1119/2	Writing	1 h 45 min	25%	One short guided reply, one longer piece you choose
1119/3	Speaking	~20 min	25%	Talk for a whole minute alone, then keep a conversation alive
1119/4	Listening	~40 min	25%	Hear the answer once and hold it

WHERE THE MARKS ACTUALLY LEAK

Very few candidates fail because they do not know a word. They lose marks by leaving Part 4 blank, by writing 140 words when the task asked for 80, and by answering an article question in the shape of an essay. Every one of those is a habit, and every one of them is trained in this module.

A six-week plan

WEEKS	DO THIS
1–2	All six Section A texts, Grammar Units 1–8, Writing Tasks 1 and 2
3–4	Section C in full, Grammar Units 9–12, Writing Tasks 3–7. Copy each model answer by hand once, then write your own version
5–6	Section E with a partner three times; redo every question you got wrong. Then Section F under real timing, one sitting, no phone — and mark it honestly

A1 Short texts

Eight short texts. One question each. The trap in Part 1 is speed: the answer is almost never the option that repeats the most words from the text.

1. A label on a bottle

CLEAN & CLEAR SURFACE SPRAY
Wipe the surface first. Spray from 20 cm. Do not rinse.
Keep away from open flame. Not for use on food preparation areas unless wiped with water afterwards.

1. What must a user do after spraying a kitchen counter where food is cut?
   A. Nothing further.
   B. Wipe it with water.
   C. Spray it a second time.

2. A notice at a school gate

PARENTS — AFTERNOON COLLECTION
From 3 March, cars may not enter the school compound between 1.15 p.m. and 1.45 p.m. Please wait along Jalan Seri 4. Students will be walked out to you by the duty teacher.

2. The notice tells parents that they
   A. must collect children earlier than before.
   B. should park outside during a fixed half hour.
   C. need to fetch children from the classroom.

3. A message between two students

Hafiz: I can't make the group meeting at 4. Netball trial got moved.
Nurul: Same problem here, my ride only comes at 5.
Hafiz: So we shift it? I'll tell Kavitha, she's the one with the slides.
Nurul: Tell her 5.30 then, and remind her to bring the laptop charger this time.

3. What will Hafiz do next?
   A. Bring a charger to the meeting.
   B. Pass a new time to another member.
   C. Cancel the group meeting.

4. An announcement in a shopping mall

Level 3 escalators are under service until Friday. Shoppers going to the cinema should use the lifts near Entrance B. The lift beside the food court serves Levels 1 and 2 only.

4. Someone going to the cinema should
   A. use the lift by the food court.
   B. walk up the Level 3 escalator carefully.
   C. go to Entrance B.

5. Part of an email from a library

A2 Matching people to texts

Four people. Six clubs. Match each person to the one club that meets **every** condition they give. Two clubs are extra. Underline the conditions first — there are usually three per person.

THE PEOPLE

PERSON	WHAT THEY WANT
9. Danesh	Has tuition every weekday evening, so he needs something on a weekend morning. He wants to be outdoors and does not want to buy his own equipment.
10. Wei Ling	Wants to build something she can put in her portfolio for a design course. Free on Wednesday afternoons only. Willing to pay a small fee.
11. Farah	Recovering from a knee injury, so nothing that involves running or jumping. Wants to be part of a large group, but she is shy and would rather not have to speak in front of anyone. Any afternoon suits her.
12. Suresh	Wants to improve his spoken English before an interview in December. Prefers a small group. Cannot attend anything that costs money.

THE CLUBS

A — River Clean Crew	Saturday, 8 a.m. Gloves, bags and tongs are supplied. We walk the riverbank behind the sports complex. Bring water. Free.
B — Makers' Bench	Wednesday, 2.30 p.m. Build a working product from recycled parts over five weeks and photograph it for your own file. RM15 for materials.
C — Debate Circle	Tuesday and Thursday, 3 p.m. Groups of six. Everyone speaks every session. No fee. Beginners are placed in the slower group.
D — Court Badminton	Saturday, 9 a.m. Bring your own racket and shoes. Fast games, singles and doubles. RM5 a session for the court.
E — Choir	Monday and Friday, 4 p.m. Twenty-eight members. No audition. Free. You will stand for most of the practice but nothing more strenuous than that.
F — Trail Runners	Sunday, 7 a.m. Six kilometres through the plantation road. Own shoes needed. Free.

9. Danesh → _____ 10. Wei Ling → _____ 11. Farah → _____ 12. Suresh → _____

TRAP — THE "ALMOST RIGHT" OPTION

Every wrong option in a matching task satisfies two conditions out of three. Trail Runners is outdoors, on a weekend morning, and free — it fails Danesh only on the shoes. Badminton is a weekend morning too, and fails on two counts. Do not stop reading the moment a text feels right; check the third condition before you write anything down.

METHOD

- Number the conditions in each person's description: (1) (2) (3).
- Read the texts once, writing the person's initial next to any text that could fit.
- Where two initials sit beside one text, go back and test the condition you have not yet used.
- Never leave a blank. A guess costs nothing; a blank is a guaranteed zero.

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.

Unit 5 Conditionals

RULE

TYPE	SHAPE	MEANING
Zero	If + present, present	always true: *If you heat water, it boils.*
First	If + present, will/may/can + base	real future: *If it rains, we will move indoors.*
Second	If + past, would/could + base	unreal now: *If I had a car, I would drive you.*
Third	If + past perfect, would have + p.p.	unreal past: *If I had studied, I would have passed.*
Mixed	If + past perfect, would + base	past cause, present result: *If she had taken the job, she would be in Kuching now.*

DRILL 5.1 — COMPLETE

81. If the bus _____ (be) late again tomorrow, I will cycle.
82. If I _____ (know) her number, I would call her.
83. If we had left earlier, we _____ (not miss) the opening.
84. Water _____ (freeze) if the temperature drops below zero.

DRILL 5.2 — REWRITE USING *UNLESS* OR *OTHERWISE*

85. If you do not submit the form, you cannot sit the paper.

86. Charge the laptop tonight. If you do not, it will die during the presentation.

TRAP — *WILL* AFTER *IF*

✗ *If it will rain, we will cancel.* ✓ *If it rains, we will cancel.* The *if* half never takes *will* in a first conditional. Similarly in the third: ✗ *If I would have known…* ✓ *If I had known…*

Unit 6 Relative clauses

RULE

Defining clause = tells you *which one*. No commas. **Non-defining** clause = extra information about something already identified. Commas on both sides, and *that* is not allowed.

Defining	The student **who won the prize** is in my class. (which student — essential)
Non-defining	Encik Ramli**, who lives next door,** repaired it. (we already know who)
Object clause	The book (**that**) I borrowed is overdue. (pronoun can be dropped)
whose / where / when	the girl **whose** bag was stolen · the hall **where** we sat · the year **when** it closed

DRILL 6.1 — JOIN WITH A RELATIVE PRONOUN

87. That is the shop. My mother buys her thread there.

point out	draw attention to a fact	He **pointed out** that the date clashed with the trial exam.

DRILL C2 — REPLACE THE UNDERLINED WORD WITH A PHRASAL VERB

32. The council will <u>investigate</u> the drainage problem. _____

33. They <u>rejected</u> his application without a reason. _____

34. We must <u>reduce</u> the amount of food we throw away. _____

35. The heavy rain <u>caused</u> a change of venue. _____

Task 4 Review

[30 marks]

You have been asked to write a review for your school website of a **place in your town that students often go to**. Describe what it is like, explain what is good and what is disappointing about it, and say who you would recommend it to.

Write your review in **200–250 words**.

WHAT MAKES A REVIEW DIFFERENT FROM A DESCRIPTION

A description tells the reader what a place is like. A review **judges** it, and a good review judges in both directions. An answer that is entirely positive reads as an advertisement and loses Communicative Achievement marks. Include at least one real criticism, and make the recommendation specific: not *everyone*, but *students who need a quiet place on a Saturday*.

Model answer (241 words)

The Upstairs Room at Kedai Kopi Meng Kee

Most reviews of Meng Kee talk about the kaya toast. I want to talk about the room above it, because that is where half of my form spends its Saturdays.

It is a long, low room with eight marble-top tables, three ceiling fans and one plug point that everybody fights over. Nobody chases you out. If you buy a drink at ten in the morning you may sit there until closing, and the owner's daughter will occasionally refill your ice for free.

What makes it work is the noise. It is not silent, the way a library is, and that turns out to suit revision better than silence does. There is a low background of conversation and dishes, and you stop noticing it after ten minutes.

It is not perfect. The Wi-Fi is genuinely poor after noon, so anything that needs video is impossible. The tables wobble. Worst of all, there is exactly one power socket for a room that regularly holds fifteen students with dying laptops, which produces a quiet, ongoing negotiation that nobody enjoys.

I would recommend it to students who revise from paper and want company without conversation. If you need to watch lectures or charge a laptop, go somewhere else and be grateful you read this first.

WHY IT SCORES

- It opens by refusing the obvious angle, which immediately marks it as a review with a point of view.
- The criticism paragraph is specific and ranked (*Worst of all*) rather than a vague grumble.
- The recommendation names a type of student and then names who should **not** go — that second half is what makes a recommendation useful.
- Vocabulary is precise but ordinary: *marble-top*, *plug point*, *refill*. No thesaurus damage anywhere.

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