SAMPEL PERCUMA

Latihan Reading Comprehension English Form 5 (SPM)

Set penuh: English T1–5

Form 4–5

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KSSM 2026

BAHASA INGGERIS TINGKATAN 5

Buku Latihan Lengkap • SPM 2026

✓ 25 Set Latihan Pelbagai Topik
✓ Comprehension · Writing · Grammar
✓ Skema Jawapan Lengkap
✓ Format SPM Sebenar

Topik 7: Reading Comprehension 1

Informational Text – Bahasa Inggeris Tingkatan 5 KSSM

READING

Malaysia's Push Towards Renewable Energy

Malaysia has set an ambitious target to generate 31% of its electricity from renewable sources by 2025. Solar energy leads this transition, with large-scale solar farms being developed in states such as Kedah, Johor, and Sarawak. The government's National Energy Transition Roadmap (NETR), launched in 2023, outlines how the country plans to reduce its carbon footprint significantly by 2050.

One of the key challenges facing this transition is the high upfront cost of solar installations. However, the government has introduced the Net Energy Metering (NEM) scheme, which allows households to sell excess solar energy back to the national grid, making solar panels more financially attractive for homeowners. Over 90,000 households had signed up for the scheme as of early 2024.

Besides solar, Malaysia is also exploring hydropower, biomass, and biogas as alternative energy sources. The Sarawak corridor, in particular, holds enormous hydroelectric potential. Critics, however, warn that large dam projects often displace indigenous communities and damage river ecosystems. Balancing development with environmental and social impact remains the central challenge for Malaysia's energy future.

Questions

[15 marks]

1. What is Malaysia's renewable energy target by 2025? [1m]

2. What is the NEM scheme and how does it benefit homeowners? [2m]

3. Name TWO other renewable energy sources besides solar mentioned in the text. [2m]

4. What concern do critics raise about large dam projects? [2m]

5. In your own words, what is the 'central challenge' for Malaysia's energy future? [2m]

Topik 8: Reading Comprehension 2

Literary Text – Bahasa Inggeris Tingkatan 5 KSSM

READING

The Last Lesson (Original short story)

Mr. Suresh had taught mathematics at the village school for thirty-two years. When he walked into the classroom on the last day before the school's demolition, the familiar smell of chalk and old wood struck him like a memory he had been carrying all his life. His students sat in quiet rows — some from neighbouring villages, having heard the news and coming back one last time.

"Why are you here?" he asked, his voice rough with something he refused to name.
"To say thank you," said a young woman in the front row — Priya, who had once struggled to understand fractions but was now an engineer.

Mr. Suresh cleared his throat and opened the register. Thirty-two years of names stared back at him. He began to call them — not to mark attendance, but because each name was a story, a life launched from this small room with its cracked walls and dusty windows.

Outside, the sun was setting behind the rubber trees. Inside, for one last afternoon, a classroom lived again.

Questions

[15 marks]

1. How long had Mr. Suresh been teaching at the school? [1m]

2. Why did Priya and others return to the school? [2m]

3. What does the phrase "his voice rough with something he refused to name" suggest? [2m]

4. Why did Mr. Suresh read the register? What did the names mean to him? [3m]

5. What is the mood of the story? Support with evidence. [3m]

Topik 9: Reading Comprehension 3

Article – Bahasa Inggeris Tingkatan 5 KSSM

READING

Screen Time and Teenagers: Finding Balance

A recent survey of 1,200 Malaysian secondary school students found that 68% spend more than four hours a day on their smartphones, primarily on social media and video streaming. Mental health experts are concerned that excessive screen time is contributing to rising rates of anxiety, poor sleep, and reduced attention spans among teenagers.

However, not all screen time is equal. Educational apps, e-books, and online tutoring platforms represent productive use of technology. The key, say researchers, is the quality and intentionality of use rather than simply counting hours. Students who set specific goals for their screen use — such as completing homework or learning a new skill — report higher levels of satisfaction and academic performance.

Schools and parents play a crucial role. Experts recommend co-creating digital agreements with teenagers rather than imposing strict bans, as adolescents are more likely to respect boundaries they helped set. Regular device-free family time, physical activity, and hobbies provide natural counterbalances to digital immersion. The challenge lies in cultivating mindful tech habits in a world where screens are unavoidable.

Questions

[15 marks]

1. What percentage of Malaysian students spend more than 4 hours daily on smartphones? [1m]

2. List TWO negative effects of excessive screen time. [2m]

3. According to researchers, what determines whether screen time is beneficial? [2m]

4. Why do experts recommend 'co-creating digital agreements' rather than banning devices? [2m]

5. Suggest ONE way a student can balance screen time based on the article. [2m]

A4 Gapped text

Six sentences have been removed. Choose from A–H. Two are extra. This is the part most candidates skip, and it is the part where the answer is provable rather than felt.

Why the night market is louder than it used to be

Original text

My grandmother sold nasi lemak at the Tuesday market for thirty-one years, and she never once shouted. **(19)** _____ Regular customers arrived at the same hour each week and knew what they were coming for.

Walk down the same row today and it is a wall of sound. Half the stalls run a small speaker on a loop. The speakers were not the beginning of the problem, though. **(20)** _____ Once a lane holds four stalls selling the same fried chicken, being noticed matters more than being good, and noise is the cheapest way to be noticed.

There is a second cause that gets less attention. **(21)** _____ A customer who has already decided on her stall from a photograph walks past six others without lifting her head, so those six have perhaps two seconds to interrupt her.

Some traders have gone the other way. Encik Faizal turned his speaker off last Ramadan and put up a whiteboard instead, listing what was left and what had sold out. **(22)** _____ He says his takings did not fall, and that he can hear his own customers again.

It would be easy to blame the young traders for all this. **(23)** _____ They inherited a market with three times as many stalls as it had in 1994, and they are responding to it exactly as anybody would.

The market authority is now considering a decibel rule for the Tuesday lane. **(24)** _____ A rule can lower the volume, but it cannot reduce the number of stalls selling the same fried chicken, and that, in the end, is what everybody is shouting about.

A	Phones changed how people choose their food before they even arrive.
B	She simply stood behind her banana leaves and let the queue form itself.
C	Fried chicken has been the most profitable item at the market since the 1980s.
D	That would be unfair, and it would also miss the point.
E	Whether that will help is another matter.
F	Crowding was, and the speakers were only the answer to it.
G	Customers stop to read it, which is more than they did when the speaker was on.
H	The council has never enforced any of its existing market rules.

THE THREE CLUES THAT SOLVE EVERY GAPPED TEXT

- **Reference words.** *She, that, it, those six, the speakers* — a missing sentence containing *She* must follow a sentence naming a woman.
- **Linkers.** *though, instead, in the end* tell you whether the gap continues the idea or turns against it.
- **Repetition with a twist.** The sentence after gap 20 begins *Once a lane holds four stalls* — so gap 20 must have introduced crowding, not phones.

Check afterwards: read the paragraph aloud with your sentence in place. If you have to pause and justify it to yourself, it is wrong.

A6 Use of English

Three task types in one section: multiple-choice cloze, open cloze, and word formation. This is where grammar is tested inside somebody else's writing, which is harder than testing it in a bare sentence.

6.1 Multiple-choice cloze

Choose A, B, C or D for each gap.

Every December, the field behind SMK Taman Ria (35) _____ into a car park for the state-level scout camp. Teachers who have been at the school for years say the camp (36) _____ the same way since 2011: three days of rain, one afternoon of sun, and a closing ceremony that nobody wants to (37) _____ part in because everyone is exhausted. In (38) _____ of all that, applications rise every year. Students seem to (39) _____ that the discomfort is the point. A camp that went smoothly would (40) _____ nothing to talk about in January.

35	A changes B turns C becomes D makes	**38**	A spite B place C front D case
36	A has run B is running C runs D ran	**39**	A think out B accept C agree with D admit to
37	A take B make C do D give	**40**	A let B leave C keep D hold

6.2 Open cloze

Write **one** word only in each gap. Contractions count as one word.

My cousin has been running a small tuition class in her living room (41) _____ she finished her diploma. She started (42) _____ four neighbours' children and now teaches nineteen, (43) _____ means the living room no longer holds them. She is looking for a shophouse unit, (44) _____ the rents nearby have doubled. If she (45) _____ found a cheaper unit two streets away last month, she would have signed the lease already. (46) _____ spite of the delay, she refuses to raise her fees, because most of her students' parents work at the same factory (47) _____ hers does. I asked her whether that was good business. She said it was the (48) _____ business she was interested in.

6.3 Word formation

Use the word in CAPITALS to form a word that fits the gap.

SENTENCE	ROOT
49. The committee's _____ to reply was taken as a refusal.	**FAIL**
50. Her handwriting is so small it is almost _____.	**READ**
51. We were given a _____ of the changes before the meeting.	**SUMMARISE**
52. The new bus timetable is far more _____ than the old one.	**RELY**
53. He apologised for his _____ at the assembly.	**BEHAVE**
54. There is growing _____ about the closure of the clinic.	**ANXIOUS**
55. The instructions were written so _____ that nobody could follow them.	**CLEAR**
56. Volunteers gave their time _____ for six weekends.	**WILLING**

Skema Jawapan: Topik 3, 4 & 5 – Passive, Reported Speech & Conditional

Skema Jawapan – Bahasa Inggeris Tingkatan 5 KSSM

JAWAPAN / ANSWER KEY

Topik 3: Passive Voice

A. 1. The assignment was submitted on time by the students. 2. My laptop has been stolen (by someone). 3. A new hospital will be built here by the government. 4. The road was being repaired when the accident happened. 5. People must not litter → Littering must not be done in public places.

B. 1. The principal awarded the prize to her. 2. The workers are constructing a new bridge. 3. The engineers have solved the problem.

C. 1. P 2. A 3. P 4. A 5. P

Topik 4: Reported Speech

A. 1. Ali said that he would help me/them the following day. 2. They said that they were studying for the exam at that moment. 3. The teacher asked whether I/they had finished my/their homework. 4. The librarian warned us not to make noise in the library. 5. Mei Ling said that she had never been to Sabah.

Topik 5: Conditional

A. 1. get – Type 0 2. studies – Type 1 3. were – Type 2 4. had arrived – Type 3 5. melts – Type 0

B. 1. If he had apologised, she would have forgiven him. 2. If she were rich, she could buy the car. 3. If you give me your number, I will call you.

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