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MODUL PENINGKATAN PRESTASI MURID TINGKATAN 5

TAHUN 2025

BAHASA INGGERIS

KERTAS 1

READING AND USE OF ENGLISH

1 JAM 30 MINIT

JANGAN BUKA MODUL INI SEHINGGA DIBERITAHU

ARAHAN:

1. Modul ini mengandungi **lima** bahagian: Bahagian 1, Bahagian 2, Bahagian 3, Bahagian 4, dan Bahagian 5.
2. Jawab **semua** soalan.
3. Tulis semua jawapan anda di dalam kertas jawapan yang disediakan di muka surat **17** dan **18.**

INSTRUCTION:

1. This module has **five** parts: Part 1, Part 2, Part 3, Part 4, and Part 5.
2. Answer **all** questions.
3. Write all your answers in the answer sheet provided on page **17** and **18.**

Untuk Kegunaan Pemeriksa		
Bahagian	Markah Penuh	Markah Diperolehi
1	8	
2	10	
3	8	
4	6	
5	8	
Jumlah	40	

Modul ini mengandungi 18 halaman bercetak

Part 1

Questions 1 to 8

Read the text carefully in each question. Choose the best answer **A**, **B** *or* **C**. *For each question, mark the correct answer* **A**, **B** *or* **C** *on your answer sheet.*

Puteri Zaleha, the daughter of Sultan Sulaiman of Kedah, was known for her extraordinary white blood. When Sultan Iskandar Muda of Acheh wanted to marry her, her father hid her underground. Acheh's soldiers searched for her, but the entrance mysteriously darkened, preventing them from finding her.

1 What made Puteri Zaleha special?

A She had different blood, unlike others.

B She could disappear into the darkness when hiding.

C She was hidden underground because she was a princess.

From: Qing Wei
To: Mei Mei

Hey!
Guess what? Remember the injured stray dog I found near a shelter beside my school last month? His name is Max now! We've adopted him, and he's the sweetest. He's getting better, and he follows me everywhere. The vet says he'll fully recover soon.
Can't wait for you to meet him!

2 What can we understand about Max from the message?

A He is a trained pet from a shelter.

B He was injured but is now improving.

C He was adopted from a veterinary clinic.

Part 2

Questions 9 to 18

Read the text below and choose the **best** *word for each space. For each question, mark the correct letter* **A, B, C** *or* **D** *on your answer sheet.*

Ancient Ocean Guardian

Marine turtles have existed for over 100 million years, surviving natural **(0)** _____ that wiped out the dinosaurs. Yet today, many species are **(9)** _____ threat due to human activities. These ancient creatures play a vital role in maintaining healthy ocean ecosystems by controlling jellyfish populations and supporting seagrass beds, but their numbers have been **(10)** _____ by pollution, climate change, and illegal hunting.

One of the most serious threats is plastic waste, which turtles often **(11)** _____ for jellyfish, a common part of their diet. Ingesting plastic can cause blockages, internal injuries, or even **(12)** _____ death to the turtles. Additionally, some coastal developments also destroy certain critical areas where female turtles **(13)** _____ their eggs. Without safe, undisturbed beaches, fewer hatchlings survive to adulthood, making it harder for populations to recover.

Today, many countries around the world realise this issue and take part in conservation efforts to **(14)** _____ these threats through stronger laws, habitat restoration, and public education campaigns. Scientists also tag turtles with satellite devices to **(15)** _____ their migration patterns, providing valuable insights into where they feed, mate, and nest.

Temperature plays an important role in determining the male or female turtle hatchlings: warmer sands typically **(16)** _____ more females, while cooler sands produce more males. With global temperatures rising, the imbalance in hatchling genders could **(17)** _____ the future population stability of certain species.

Protecting marine turtles is not just about saving one animal; it is about preserving the balance of the entire ocean ecosystem. If turtles disappear, many other species would be affected too. By reducing pollution, respecting wildlife laws, and supporting conservation programs, we can all contribute to **(18)** _____ biodiversity and a healthier planet.

Part 3

Questions 19 to 26

You are going to read a story about Irfan Lim, a robotic genius. For **questions 19-26,** *choose the correct answer* **(A, B, C,** *or* **D)** *and mark the correct letter* **A, B, C,** *or* **D** *on your answer sheet.*

Irfan Lim was a fourteen-year-old robotics genius who lived in Cyberjaya, Malaysia's technology hub. He attended the prestigious Malaysia Institute of Technology despite his young age, thanks to his exceptional talent for creating robots. His older brother, Hakim, was a final-year student at the same university and often encouraged Irfan's inventions. Hakim was everything Irfan wanted to be – brilliant, popular, and confident. The brothers had lived with their Aunt Faridah since their parents passed away years earlier.

One night, Hakim took Irfan to the university's robotics lab to show him something special. There, Hakim revealed his latest creation – a healthcare robot called Bayu. Unlike other robots, which can be defensive, Bayu was designed with a friendly, non-threatening appearance, like a large white balloon with simple black eyes. Hakim had programmed Bayu with thousands of medical procedures and given him a caring personality. The robot could scan anyone and provide immediate healthcare assistance.

Tragedy struck that same night when a mysterious fire broke out in the laboratory building. Hakim rushed back inside to save his research and never returned. The authorities ruled it an accident, but Irfan was devastated by the loss of his brother.

Weeks after the funeral, Irfan discovered Bayu in his room, apparently brought home by Hakim before the fire. When Irfan accidentally activated the robot, Bayu immediately scanned him and diagnosed his emotional distress. The healthcare robot began looking after Irfan, attempting to help him recover from his grief.

While testing Bayu's capabilities, Irfan discovered a microchip in his brother's lab coat. The chip contained information about strange experiments and referenced a company called Mega Technology Industries. When Irfan inserted the chip into his computer, it revealed a hidden laboratory where Hakim's research was being used without permission.

Committed to investigating his brother's work, Irfan decided to upgrade Bayu with defensive capabilities to protect them. He was joined by his university friends: Zara, a chemistry expert; Rizal, a mechanical engineering student; Danish, a speed-loving transportation specialist; and Lily, who specialised in electromagnetic technology. Together, they formed a team to uncover the truth about Hakim's research.

The team discovered that Professor Ahmad, a respected technology leader, was secretly using Hakim's research to build dangerous microbots. These tiny robots could form any shape and cause massive destruction when controlled by a neural transmitter. Professor Ahmad had started the laboratory fire to steal Hakim's work and eliminate any competition.

21 In paragraph 2, how would Bayu react upon seeing an injured person?

A Call for specific assistance.

B Look out for the source of injury.

C Scan and attend to the person in need.

D Defend the person from a threatening situation.

22 In paragraph 5, which object helped Irfan to uncover the fate of his brother's research?

A The computer in the lab.

B The lab coat left by his brother.

C The microchip about the research.

D The robot's memory of the programme.

23 In paragraph 6, what does Irfan's decision to upgrade Bayu suggest about his character?

A He is patient and attentive to the programme.

B He is loyal and faithful to his brother's project.

C He is curious and determined to find the truth.

D He is loving and caring towards his brother's creation.

24 What can we conclude about Professor Ahmad's actions and motivations?

A He used the microbots to improve public safety systems.

B He valued power and control more than ethical scientific progress.

C He wanted to protect Hakim's work from falling into the wrong hands.

D He was forced to steal the research due to pressure from the university.

Part 5

Questions 33 to 40

Here are six people sharing their views on giving freedoms while managing expectations. Read the texts below and answer the questions that follow.

Giving Freedoms While Managing Expectations

A - Maria, 16

I think teenagers need freedom to grow. My parents let me choose my hobbies, and that helps me feel trusted. But they still expect good grades and respect. It's not always easy, but I understand their rules. Freedom with clear expectations helps me become more responsible. Without rules, I might not take life seriously.

B - Janne, 15

In my opinion, too much control is bad. I want freedom to make my own choices. At the same time, I know my parents want the best for me. They expect me to study hard and be polite. I think it's fair if freedom comes with trust. If I break that trust, I understand I'll lose some freedom.

C - Aisyah, 17

Freedom is important for learning. When I make mistakes, I learn from them. My parents let me go out with friends, but they expect me to come home on time. I think that's a good balance. I feel more confident and grown-up when they give me space but still guide me with clear rules.

D - Leo, 19

Sometimes, I feel like adults don't understand how much freedom we want. I know they worry about us, but being too strict can push teens away. I believe we need space to make small mistakes. If parents explain their expectations kindly, it's easier to follow them. Freedom and respect should go both ways.

E - Emma, 16

I believe freedom with limits is the best way to grow. If I only did what I wanted, I might forget what's important. My parents let me choose my own clothes and friends, but they expect me to be honest and kind. I like that they trust me. It makes me want to do better.

F - Daniel, 18

I think teenagers should have some freedom to choose their path. For example, I enjoy art more than science, and my parents support that. But they also expect me to do my best in all subjects. It's not always fun, but I understand their point. Freedom is great, but without goals, it's easy to waste time.

Questions 33 to 36

Using the information given, which paragraph **(A-F)** *describes the following statements about giving freedoms while managing expectations?*

Mark your answers on **the separate answer sheet.**

	Statement	Paragraph
33	Teenagers are allowed to make personal choices like picking their outfits.	
34	Parents and teenagers should both respect each other.	
35	Freedom helps teenagers learn how to become better at handling mistakes.	
36	Parents should give explanations rather than just rules.	

Questions 37 to 40

Complete the notes below using information from the text. Choose **no more than one word** *from the passage for each answer.*

Write your answer on the answer sheet.

Giving Freedoms While Managing Expectations

Teenagers generally appreciate freedom, especially when they are allowed to **(37)**_____ their own activities, as it gives them a sense of independence and responsibility. They will value the **(38)**_____ and freedom given to them by their parents in making decisions and explore their interests without feeling overly restricted. Having this freedom gives them the opportunity to make **(39)**_____ and learn from them. This encourages them to develop over time and make wiser choices. As parents, it is important to keep on giving enough **(40)**_____ to their children whenever they commit any mistakes especially during this crucial stage of growing up.

MODUL TAMAT

Mark Scheme for Paper 1 - Reading

Part 1

Question	Answer	Level
1.	A	Remembering
2.	B	Understanding
3.	B	Applying
4.	B	Analysing
5.	A	Analysing
6.	A	Understanding
7.	A	Applying
8.	B	Remembering

Part 2

Question	Answer	Level
9.	C	Applying
10.	A	
11.	C	
12.	C	
13.	A	
14.	A	
15.	A	
16.	C	
17.	B	
18.	C	

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