

EXCEL PBD

MODUL PdPc & SPM

Form
5
KSSM

ENGLISH



Package and Exclusivity

To evaluate **Formative and Summative Assessment**

To support **Performance Level Pembelajaran dan Pemudahcaraan (PdPc)**

To assist **Classroom Assessment (PBD)**

To boost **Student's Performance Level**



This Exclusive Package is specifically designed to help teachers with PdPc, whether in face-to-face, hybrid or digital format.

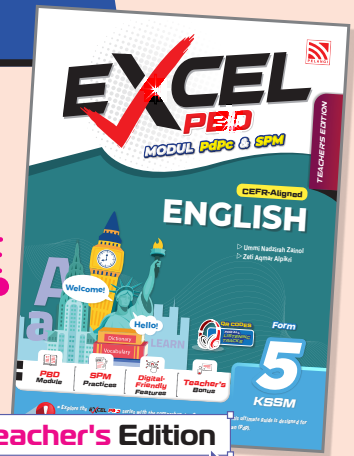
TEACHER'S & STUDENT'S EDITION

- ⚡ Express Notes
- ⚡ Formative PBD
- ⚡ Summative PBD
- ⚡ SPM Model Test **QR Code**
- ⚡ Answers **QR Code**

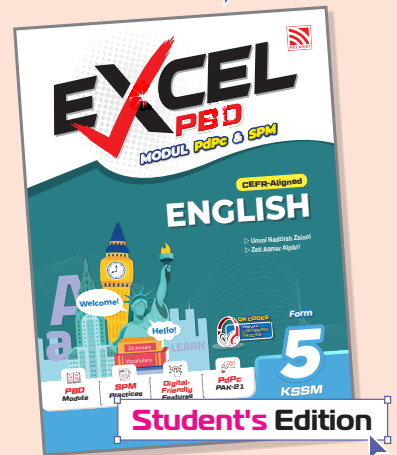


DIGITAL LEARNING

- ⚡ Varieties of digital PdPc contents for students and teachers



Teacher's Edition



Student's Edition

ePelangi+

Varieties of digital contents are specifically prepared to support PdPc for teachers on ePelangi+.



TEACHER'S EDITION

Book Features (Printed Version)

1

Contents

Contents include cross references of digital resources in the book.

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| <p>Answers</p> <p>https://qr.pelangibooks.com/?u=ExcelPBDEngF5Ans</p> | |

2

Rekod Pentaksiran Murid

Table to record **students' achievement** based on the Performance Level obtained.

| ENGLISH | | Form 5 | |
|---|--------------------|-------------------------|---------------|
| Name: _____ | | Form: _____ | |
| UNIT 1: IT'S PERSONAL | | Theme: People & Culture | |
| Content Standards | Learning Standards | Pages | SoW Week Date |
| <p>1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics</p> <p>2.1.2 Ask about and explain advantages and disadvantages of ideas, plans, arrangements</p> <p>3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics</p> <p>4.2.3 Produce a plan or draft and modify this appropriately independently</p> | | | |
| Grammar (LA) | | 1, 2 | |
| Subject-verb agreement, verb tense, relative pronouns, relative adverbs, relative clauses | | | |
| Listening | 1.1.3 | 4, 5 | |
| Speaking | 2.1.2 | 5 | |
| Writing | 4.2.3 | 5, 6 | |
| Performance Level Unit 1: PL-1 <input type="checkbox"/> PL-2 <input type="checkbox"/> PL-3 <input type="checkbox"/> PL-4 <input type="checkbox"/> PL-5 <input type="checkbox"/> PL-6 <input type="checkbox"/> | | | |
| UNIT 2: LIFE'S GREAT MYSTERIES | | Theme: People & Culture | |
| Content Standards | Learning Standards | Pages | SoW Week Date |
| <p>1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics</p> <p>2.1.1 Keep interaction going in discourse level exchanges by paraphrasing and rephrasing appropriately</p> <p>3.1.3 Recognise independently the attitude or opinion of the writer in extended texts on a wide range of familiar topics</p> <p>4.1.4 Express and respond to real or imagined opinions and feelings</p> | | | |
| Reading | | 7, 8 | |
| Grammar (LA) | | 9, 10 | |
| Past Simple, Past Continuous | | | |
| Listening | 1.1.2 | 10 | |
| Speaking | 2.1.1 | 11 | |
| Writing | 4.1.4 | 12, 13 | |
| Performance Level Unit 2: PL-1 <input type="checkbox"/> PL-2 <input type="checkbox"/> PL-3 <input type="checkbox"/> PL-4 <input type="checkbox"/> PL-5 <input type="checkbox"/> PL-6 <input type="checkbox"/> | | | |
| UNIT 3: THE WORLD OF SPORT | | Theme: People & Culture | |
| Content Standards | Learning Standards | Pages | SoW Week Date |
| <p>1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics</p> <p>2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visual</p> <p>2.1.2 Explain and justify plans and ambitions</p> <p>3.2.1 Read a variety of suitable print and digital texts to investigate and analyse global issues</p> <p>3.1.4 Use independently a range of familiar print and digital resources and some unfamiliar resources to check meaning and extend understanding</p> <p>4.1.4 Express and respond to real or imagined opinions and feelings</p> <p>4.2.3 Produce a plan or draft and modify this appropriately independently</p> | | | |
| Reading | | 14, 15 | |
| Grammar (LA) | | 16 | |
| Present perfect simple, continuous & past simple | | | |
| Listening | 1.1.3 | 17 | |
| Speaking | 2.1.1 | 18 | |
| Writing | 4.1.4, 4.2.3 | 19 | |
| Performance Level Unit 3: PL-1 <input type="checkbox"/> PL-2 <input type="checkbox"/> PL-3 <input type="checkbox"/> PL-4 <input type="checkbox"/> PL-5 <input type="checkbox"/> PL-6 <input type="checkbox"/> | | | |

Answers QR Code

Complete answers are included on Contents page.

3

Express Notes

Notes on SPM model questions, **complete with detailed answers, comments, tips and techniques.**



Express Notes

READING

Part 1: Short Texts (Questions 1 – 8)

TIPS AND TECHNIQUES

1. Read the questions carefully and understand them well. The questions are of different levels of difficulty. Some are very straightforward while others need more analysis and thought.
2. Read the whole text or those words in the graphic stimuli.
3. Find the keywords that answer the question. Pay attention to the small print and footnotes.
4. Read every answer option and analyse it.
5. Eliminate the wrong answers.
6. Select the best answer.
7. Answer the question you know first.
8. Make an educated guess.
9. Pay attention to words printed in capital, bold or italic.
10. Pay attention also to words such as not, sometimes, always, never and except.

MODEL QUESTION AND ANSWER

Part 1 (Questions 1 to 8)

Read the text carefully.

Niall,

Just letting you know I'm off to the store with your sister to grab some groceries. Dad is sleeping in the bedroom. **Try not to wake him up as he's got the night shift tonight.** Keep an eye on your brother to ensure he stays out of trouble. If you're hungry, there are sandwiches in the fridge. I'll be home before dinner.

Mum

Based on the message, why does Mum tell Niall not to wake up his father?

- A His father is sick.
- B His father is tired of working.
- C His father has to work at night.

Comments and Answer

The answer is option C. Mum mentions Dad's night shift job, indicating that waking him would disrupt his sleep before work.

Formative PBD Pages

4 Textbook Page Reference
Textbook page references are provided for easy **cross-referencing**.

5 Learning Standard (LS)
Questions are created based on the Learning Standard (LS) and DSKP to assist teachers to **carry out PBD**.

6 Performance Level
Questions are classified into 6 Performance Levels (PL). Higher Order Thinking Skills (HOTS) questions are incorporated.

English Form 5 Unit 1

A Read the texts to find the following information. LS 3.1.4

Which paragraph

- mentions tourists learning to cook local food?
- includes both shows and modern fun activities?
- would attract fans of old landmarks and history?
- talks about Malaysians travelling without a visa?
- covers a range of places to stay?
- shows daily life and traditions without saying the word?
- mentions caring for animals during travel?
- talks about handmade goods and local crafts?
- says food and transport are very cheap?
- mentions a country with a huge population?

A
C
D
D
C
B
A
B
B
C

B Complete the sentences with the correct form of these words. LS 3.1.4

arrange pack travel remind persuade once

- Before our trip to Bali, I started **packing** my clothes, sunscreen and camera.
- Once** we watched the sunset by the beach and it became one of the best memories of our holiday.
- We made an **arrangement** with the hotel to pick us up from the airport.
- Her **persuasive** speech convinced us to choose a mountain getaway instead of the city.
- I set a **reminder** to check in online before our flight tomorrow morning.
- Travelling** to new countries always teaches me something exciting and unexpected.

7 Civic Literacy

Mutual respect: Express gratitude when mutual respect is practised among family members.

Activity: Posting photos.

- Take some pictures of activities you do with your family members.
- Post them on your social media account with the **best description**. The description should have one of these words: *love, admire, respect, trust, appreciate*
- Share it with your teacher and friends.

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English Form 5 Unit 1

Formative PBD

Textbook page p. 12

LS 3.1.2 HOTS

1 for a person to have? character traits?

PAK-21 Activity ▶ **PAK-work**

behaviour in young adults.

PAK-21 Activity ▶ **Discussion**

▶ 90 ◀

positive language

Encourage self-reflection

Instilling good behaviour among young adults

Have positive role model

Praise them

WRITING

A You have received an email from Maria. Read the email and answer the questions that follow. LS 3.1.2

From: maria@mail.com
Subject: Help Needed

Hi,
I hope this email finds you well and you're enjoying your new school. How has your experience been so far?
I'm writing to seek some advice because I'm not doing well at school. It seems that I'm having a hard time making friends. I can't help but notice that everyone seems to have friends except for me. Could you share some tips on the easiest way to make friends? Also, I'm curious about the kind of things you talk about with your friends. How do you keep the conversation going and maintain a good connection with them?
Thank you so much for your help. I would really appreciate your insights.
Take care,
Maria

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English Form 5 Unit 1

LISTENING

- A Listen to the following conversation between a mother, Linda, and her daughter, Emily, about their family traditions. Then, answer the questions that follow. LS 3.1.3**
- What does Linda want to talk to Emily about?
A Their family vacation plans
B Going out for dinner together
C Starting a new family tradition
 - What does Linda propose as their new tradition?
A Cooking together
B Going shopping together
C Having a weekly movie night
 - How does Emily feel about the new tradition?
A She's not interested.
B She thinks it's a great idea.
C She believes it's the worst idea.
 - When do they decide to start the new tradition?
A This Saturday
B Next Monday
C This weekend
- B You will hear five short extracts in which people are talking about the benefits of doing chores at home. For questions 1 to 5, choose from the list (A to G) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use.**

You will hear the recording **twice**. Answer all the questions.

- Doing chores at home helps maintain a clean and organised living environment.
- Sharing chores around the house helps family members work together and feel like a team.
- A lot of chores teach you important life skills.
- Doing chores contributes to a sense of ownership and pride in one's home and surroundings.
- People learn to value the work that goes into maintaining a household.
- Doing chores on a regular basis also builds discipline and responsibility.
- Sharing chores also encourages family members to respect and care for each other.

| | |
|----|---|
| 1. | A |
| 2. | D |
| 3. | E |
| 4. | C |
| 5. | F |



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7 Civic Literacy
Learning civic activities that develop creativity, critical thinking, teamwork and communication skills.

8 PAK-21 Activities
Various types of activities and project-based learning are effective in imparting good values to students.



9

Extra Materials on QR code



Video

Presents supplementary information in a video format.



WebLink

Provides additional insights on certain topics.



Tutorial Video

Delivers concise lessons on certain topics.

English Form 5 Unit 3

LISTENING

A Listen to the following statements about being an athlete. Decide if each statement is true (T) or false (F).

- A dedicated athlete should be self-disciplined and make sacrifices. **T**
- Skipping a training session once in a while is acceptable for stress relief. **F**
- In order to succeed, athletes need to put in constant effort. **T**
- Sometimes family and friends can be distractions to an athlete. **F**
- Mental preparation and confidence make a big difference in competitions. **T**

B You will hear a sprinter, Azim Farhan, talks about his routine as an athlete. For questions 1 to 6, circle the correct answers (A, B, or C). You will hear the recording twice. Answer all the questions.

- What time does Azim wake up in the morning?
 A 6 a.m.
 B 5 a.m.
 C 7 a.m.
- What does Azim do after his morning stretching exercises?
 A Eats breakfast
 B Goes for a run
 C Goes back to sleep
- What does Azim do at night?
 A Watching TV
 B Hanging out with friends
 C Doing homework and revision
- What is Azim's main source of motivation and inspiration?
 A Family
 B Friends
 C Coaches
- What type of diet does Azim follow primarily?
 A High in sugar and fats
 B Loads of snacks and fast food
 C Rich in carbohydrates and proteins
- What is needed for an athlete to reach full potential?
 A Balance
 B Discipline
 C Motivation

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English Form 5 Unit 4

READING

eat Mysteries

renowned as one of Malaysia's most discovered it's reportedly owned by a out the villa's ownership and its eerie thru City Council, it currently belongs

15 film of the same name directed tion. The documentary explores the or a late-night exploration.

ally the home of a wealthy family who other's bankruptcy, he went mad and dered and buried in the walls by a e occurrences, shadowy figures and

architecture blending European and atre (rumah panggung), elevated on

stairs, while the front courtyard features Gothic-inspired pillars adorned with motifs.

Inside, visitors encounter grand staircases, intricate moulding and spacious rooms hinting at its magnificent past. Despite its current state of decay, the mansion retains its imposing presence. Despite its grim reputation and off-limits status, Villa Nabila remains Johor's most famous haunted site. If you find yourself nearby, perhaps you'd like to marvel at its decayed beauty—from a safe distance, of course.

(Adapted from: <https://themartocal.com/head-villa-nabila-in-johor--15m-7m420building2020a7h20wazh20built20during20the201920to20the20early2020s>)

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English Form 5 Unit 7

GRAMMAR (LANGUAGE AWARENESS)

A Underline the correct words in the text below.

- Helping your mother with the chores (reduce/ reduces) her burden.
- My parents always (criticise/ criticizing) my actions.
- My brother (take/ is taking) care of my younger sister at home.
- My father (takes/ is taking) us on a picnic every school holiday.
- The family immediately (fall/ falls) apart when the police told them about the accident.

B Complete the sentences in the dialogue with the correct words in the box below.

why which whose who that where

Maria: I visited Aunt Sofea last week, you know, the one (1) who lives in Johor?
 Johan: I don't remember her.
 Maria: She's the one (2) whose son studied in England. Do you remember now?
 Johan: Ah, yes, Aunt Sofea! Is she alright?
 Maria: She told me about her recent trip to Europe, (3) which she had been planning for years.
 Johan: Wow, that sounds great! Did she go to Italy, the place she had always wanted to see, or did she pick somewhere else?
 Maria: Yes, she went to Italy, (4) where she stayed in a charming villa owned by her friends originally from Tuscany. She explored the beautiful countryside filled with vineyards and olive groves.
 Johan: That must have been incredible! I remember the family trip to Tuscany (5) that I think was one of the best holidays we ever had.
 Maria: Yes, it was! That must be the reason (6) why Aunt Sofea went to Tuscany. She wanted to go there ever since we told her about our trip.

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English Form 5 Unit 4

COMPARISON

are introducing an advantage or D I

It is less (positive quality) than... **D**

Compared to option A, this lacks... **D**

Unlike option B, option A has the advantage of... **A**

h your partner. One of you will be words in the Language Bank (TB Page

TUTORIAL VIDEO

You should ask:

- What is the problem?
- What are some possible questions?
- What are the advantages and disadvantages of each solution?

Using the information you have learnt, give Student A your advice on what you think the best solution is and why. Explain why you didn't choose the other solution.

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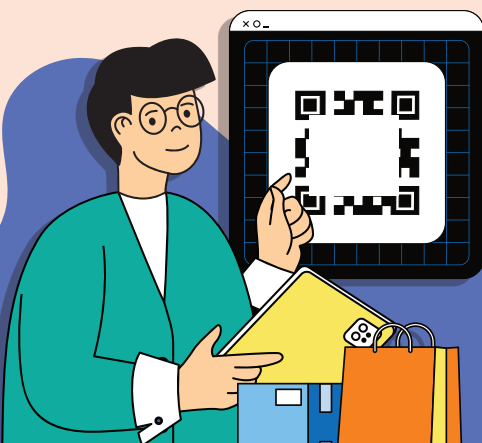
Audio Tracks (Listening)

Tracks are provided in QR code for Listening skill practices in each unit.




Audio Tracks (Reading)

Audio tracks for reading passages are provided to enhance students' reading comprehension.



Teacher's Digital Resources

On the  platform, teachers who have adopted the Excel PBD KSSM series are given one year of exclusive access to i-TE and Extra PdPc Teaching Aid.

What is i-TE ?

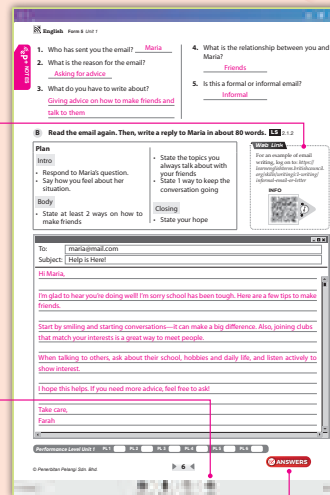
i-TE is the digital and online interactive version of the Excel PBD Teacher's Edition. This version optimises the use of technology in teaching, maximises the benefits of PdPc and encourages a fun and enjoyable atmosphere in the classroom.









Sample Pages i-TE

Click QR code to access the materials such as Listening Tracks, Videos and Tutorial Videos.

Choose the page display mode (single/ double page) through **Settings**.



Support Tools provided:

-  Pen
-  Sticky Note
-  Unit Converter
-  Ruler
-  Calculator
-  Bookmark



How do I access ePelangi+ materials?



Click the  button to show or hide answers during PdPc.

STEP 1

ACCOUNT REGISTRATION

For new ePelangi+ users, scan the QR code below or visit plus.pelangibooks.com to create a new account.

Check the registered email and click the link given to activate your account.

STEP 2

ENROLMENT

LOG IN to the ePelangi+ account. Search for book titles under *Secondary [Full Access]*.

Enter the Enrolment Key to enrol.

Please contact Pelangi Representative to get Enrolment Key.

STEP 3

ACCESS DIGITAL RESOURCE

Click the material to download or play it.



Examples of Pages in Teacher's Edition with Bonus PdPc Materials

eP+ Notes

Concise grammar and extra notes are presented in colourful graphic.



English - Home 1

- Who has sent you the email? **Maria**
- What is the reason for the email?
Asking for advice
- What do you have to write about?
Giving advice on how to make friends and talk to them
- Read the email again. Then, write a reply to Maria in about 60 words.

4. What is the relationship between you and Maria?
Friends

5. Is this a formal or informal email?
Informal

Plan
Intro: State the topics you

1. W
2. W
3. W

SELON + d

eP+ PowerPoint

PPT slides are available to complement and reinforce related topics.

eP+ Extra Practices

Reinforcement exercises based on the unit.

UNIT 1 It's Personal!

READING

Read the article about family bonding. Six sentences have been removed from the article. Choose sentences A-F to fill the gaps which the word gap. There are two extra sentences which you do not need to use.

Family Bonding Over the Weekend

Many families today are not spending time together as often as they should. With parents constantly busy with work and children occupied with school, extra classes and homework

Practice 1

Choose the correct word or phrase to complete the sentences. Write the letter in the box.

1. The teacher was very surprised when she found out that the student had failed the exam.
 - A. amazed
 - B. surprised
 - C. shocked
 - D. disappointed
2. The teacher was very surprised when she found out that the student had failed the exam.
 - A. amazed
 - B. surprised
 - C. shocked
 - D. disappointed

eP+ Question Bank

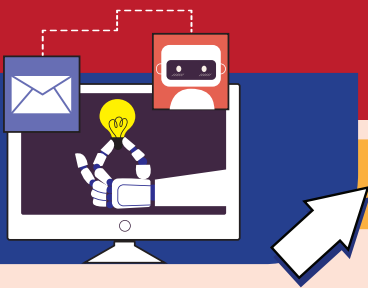
Additional practices are provided to help students prepare for exam.

eP+ e-RPH

Suggested activities for teachers to plan daily PdPc sessions in line with the PBD Module activities in this book.

- Can be downloaded
- Can be played
- Can be edited





Digital Support Materials

Scan the QR codes to access or download the digital materials provided.



Audio (Listening)



Tutorial Video



Info



Video



Audio (Reading)



Tapescript



SPM Model Test



Answers

Bonus for Teachers



e-RPH



Bonus PdPc



Interactive PowerPoint

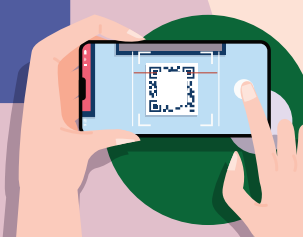


Question Bank



Please access
ePelangi+
to get the
exclusive digital
materials!

- ▶ Interactive Teacher's Edition i-TE with button
- ▶ Teacher's Edition PDF
- ▶ Interactive PowerPoint Presentation
- ▶ Question Bank
- ▶ Bonus PdPc



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SPM Practice 1

UNIT 2 **Life's Great Mysteries** **12**



SPM Practice 2

UNIT 3 **The World of Sport** **22**

SPM Practice 3

Let's Review 1 **32**

UNIT 4 **Shopping Therapy** **33**



SPM Practice 4

UNIT 5 **The Environment** **43**



SPM Practice 5

UNIT 6 **Crime** **55**

SPM Practice 6

Let's Review 2 **66**

UNIT 7 **The Media** **67**



SPM Practice 7

UNIT 8 **A Hard Day's Work** **78**



SPM Practice 8

UNIT 9 **Getting Away** **88**

SPM Practice 9

Let's Review 3 **101**

UNIT 10 **Where on Earth?** **102**



SPM Practice 10

UNIT 11 **High-Tech World** **113**



SPM Practice 11

UNIT 12 **Happy to Help!** **122**

SPM Practice 12

Let's Review 4 **132**

SPM Listening **133**

▶▶▶ ANSWERS

<https://qr.pelangibooks.com/?u=ExcelPBDEngF5Ans>



▶▶▶ SPM MODEL TEST

<https://qr.pelangibooks.com/?u=ExcelPBDEngF5Test>



▶▶▶ TAPESCRIPT

<https://qr.pelangibooks.com/?u=ExcelPBDEngF5Tapesc>



Rekod Pentaksiran Murid

ENGLISH

Form 5

Name: _____

Form: _____

| UNIT 1: IT'S PERSONAL! | | | | Theme: People & Culture | | | |
|---|---|-------|-----|-------------------------|------|----------------------------|--|
| Content Standards | Learning Standards | Pages | SoW | Week | Date | Teacher's Signature & Date | |
| 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics 2.1.2 Ask about and explain advantages and disadvantages of ideas, plans, arrangements 3.1.1 Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics 4.2.3 Produce a plan or draft and modify this appropriately independently | | | | | | | |
| Reading (3.1) | 3.1.1, 3.1.3 | 1, 2 | | | | | |
| Grammar (LA) | Subject-verb agreement, verb tense, relative pronouns, relative adverbs, relative clauses | 3 | | | | | |
| Listening | 1.1.3 | 4 | | | | | |
| Speaking | 2.1.2 | 5 | | | | | |
| Writing | 4.2.3 | 5, 6 | | | | | |
| Performance Level Unit 1 PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/> | | | | | | | |

| UNIT 2: LIFE'S GREAT MYSTERIES | | | | Theme: People & Culture | | | |
|---|------------------------------|--------|-----|-------------------------|------|----------------------------|--|
| Content Standards | Learning Standards | Pages | SoW | Week | Date | Teacher's Signature & Date | |
| 1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics 2.3.1 Keep interaction going in discourse level exchanges by paraphrasing and rephrasing appropriately 3.1.5 Recognise independently the attitude or opinion of the writer in extended texts on a wide range of familiar topics 4.1.4 Express and respond to real or imagined opinions and feelings | | | | | | | |
| Reading | 3.1.5 | 12, 13 | | | | | |
| Grammar (LA) | Past Simple, Past Continuous | 14 | | | | | |
| Listening | 1.1.2 | 15 | | | | | |
| Speaking | 2.3.1 | 16 | | | | | |
| Writing | 4.1.4 | 17, 18 | | | | | |
| Performance Level Unit 2 PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/> | | | | | | | |

| UNIT 3: THE WORLD OF SPORT | | | | Theme: People & Culture | | | |
|--|--|--------|-----|-------------------------|------|----------------------------|--|
| Content Standards | Learning Standards | Pages | SoW | Week | Date | Teacher's Signature & Date | |
| 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals 2.3.1 Keep interaction going in discourse level exchanges by paraphrasing and rephrasing appropriately 3.2.1 Read a variety of suitable print and digital texts to investigate and analyse global issues 3.1.4 Use independently a range of familiar print and digital resources and some unfamiliar resources to check meaning and extend understanding 4.1.4 Express and respond to real or imagined opinions and feelings 4.2.3 Produce a plan or draft and modify this appropriately independently | | | | | | | |
| Reading | 3.2.1, 3.1.4 | 22, 23 | | | | | |
| Grammar (LA) | Present perfect simple, continuous & past simple | 24 | | | | | |
| Listening | 1.1.3 | 25 | | | | | |
| Speaking | 2.3.1 | 26 | | | | | |
| Writing | 4.1.4, 4.2.3 | 27 | | | | | |
| Performance Level Unit 3 PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/> | | | | | | | |

Express Notes

READING

Part 1: Short Texts (Questions 1 – 8)

TIPS AND TECHNIQUES

1. Read the questions carefully and understand them well. The questions are of different levels of difficulty; Some are very straightforward while others need more analysis and thought.
2. Read the whole text or those words in the graphic stimuli.
3. Find the keywords that answer the question. Pay attention to the small print and footnotes.
4. Read every answer option and analyse it.
5. Eliminate the wrong answers.
6. Select the best answer.
7. Answer the question you know first.
8. Make an educated guess.
9. Pay attention to words printed in capital, bold or italic.
10. Pay attention also to words such as not, sometimes, always, never and except.

MODEL QUESTION AND ANSWER

Part 1 (Questions 1 to 8)

Read the text carefully.

Niall,

Just letting you know I'm off to the store with your sister to grab some groceries. Dad is sleeping in the bedroom. Try not to wake him up as he's got the night shift tonight. Keep an eye on your brother to ensure he stays out of trouble. If you're hungry, there are sandwiches in the fridge. I'll be home before dinner.

Mum

Based on the message, why does Mum tell Niall not to wake up his father?

- A** His father is sick.
- B** His father is tired of working.
- C** His father has to work at night.

Comments and Answer

The answer is option **C**. Mum mentions Dad's night shift job, indicating that waking him would disrupt his sleep before work.

Part 2: Cloze Text (Questions 9 – 18)

TIPS AND TECHNIQUES

1. Skim through the text and try to understand what the text is about.
2. Read the sentence before and after the blank to understand the context.
3. Read all of the options carefully.
4. Try to fill each option into the blank. Eliminate obvious wrong answers.
5. Choose the answer that suits best the context and makes more sense in the context.

MODEL QUESTION AND ANSWER

Part 2 (Q9 – Q18)

Read the text carefully and choose the best answer **A, B, C** or **D** to fill in each blank. For each question, mark your answer on the best answer sheet.

Exploring Terengganu's Treasures

Visiting Terengganu had long been on my (0) bucket list, and when I finally got the chance to see its (9) _____, it was an incredible experience. I was immediately drawn to the beautiful beaches, and the large number of seafood restaurants made the (10) _____ paradise even more appealing.

However, one aspect of my trip that left an unforgettable mark was my visit to the Terengganu State Museum. Having (11) _____ numerous museums across Malaysia, I can confidently say that this one (12) _____ out as one of the finest in the country. The museum complex, perched atop Bukit Losong in Kuala Terengganu, is a tribute to the rich cultural legacy of Terengganu.

When I first (13) _____, I was astounded by the museum's architecture. The expansive complex has an amazing architecture, with its pitched roof and tall concrete stilts conveying a feeling of grandeur, and it takes (14) _____ from Terengganu's historical landmarks. (15) _____ being opened only in 1996, the museum gives off an air of antiquity with its concrete walls and typical Malay home design.

The museum is divided into nine (16) _____ that each provide a unique perspective on a distinct facet of Terengganu's history and culture. Even though some of them did not have large exhibits, they nonetheless offered insightful perspectives into the history of the area. The (17) _____ of my museum visit was undoubtedly the 'Batu Bersurat,' a historical artefact symbolising the embrace of Islamic teachings in Terengganu and beyond. For someone who had only ever seen it in textbooks, seeing this relic in person was a surreal experience.

I ended up spending three hours exploring the museum, but it made a lasting impression on me. With its gorgeous architecture and rich history, the Terengganu State Museum (18) _____ my expectations and deepened my understanding of this interesting region.

UNIT 1

It's Personal!



READING

Formative PBD

Textbook page: p. 8, 9

- A** Read the article about family bonding. Six sentences have been removed from the article. Choose sentences A to H the one which fits each gap. There are two extra sentences which you do not need to use. **LS** 3.1.1 **PL**

Family Bonding Over the Weekend

Many families today are not spending time together as often as they should. With parents constantly busy with work and children occupied with school, extra classes and homework, quality time as a family has become something rare. **1.** **D** Maybe what families truly need nowadays is some meaningful bonding time.

'Family bonding' means spending time together while interacting and connecting on a deeper emotional level. **2.** **B** Family bonding can help strengthen understanding, trust and emotional ties within the family. It doesn't matter what kind of family you come from, whether it is nuclear, single-parent, extended, adoptive or blended, every family can benefit from family bonding time.

3. **H** It can just happen over a simple weekend. One of the easiest ways is through regular shared activities. These could be playing games, doing sports, cooking or even completing household chores together. Activities like these can create opportunities for interaction, communication and teamwork among family members. **4.** **G** For example, having dinner at a favourite place or taking a relaxing walk in the park.

Another great way to bond is by visiting grandparents or extended relatives. It not only strengthens ties between generations but also gives parents a chance to catch up with their own aging parents. **5.** **E** While these visits don't need to happen every week, planning them once every few months can still make a meaningful difference.

Spending even just 30 minutes to an hour together over the weekend can have a lasting impact. **6.** **A** Friends may come and go as we go through life, but family stays with us through thick and thin. Navigating life's challenges feels more bearable when we face them with our loved ones by our side.

(Adapted from: <https://www.darlingspsychology.com/the-power-of-family-bondings#:~:text=%20At%20its%20core%2C%20family%20bonding,ties%20within%20the%20family%20unit>)

- A It offers support, relieves stress and reminds each family member that they are not alone.
- B It's not just about being in the same house or room without really engaging with one another.
- C Try to create an environment where each family member is able to freely express their thoughts and feeling without any judgement.
- D In this fast-paced and competitive world, while parents are striving to make ends meet and get ahead, children are doing their best to succeed and make their families proud.
- E At the same time, children learn to appreciate their roots and family history.
- F First, try to acknowledge the conflict before it festers and tears the family apart.
- G Families can also build traditions or rituals that they could do every weekend.
- H Bonding as a family doesn't require an expensive holiday or a trip abroad during long holidays.

B Read the statements below and decide whether they are True (T) or False (F) based on the information in the text above. **LS** 3.1.3 **PL**

1. Parents and children often struggle to find the time for each other because of their busy schedules.

T

2. Doing chores together is one example of a family bonding activity.

T

3. Only nuclear family is suggested to do family bonding.

F

4. Being around each other every day is enough for family bonding time.

F

5. Visiting relatives can be great for maintaining family relationships.

T

6. Family bonding requires more than 30 minutes every weekend.

F

7. Support from family members can help reduce stress.

T

**GRAMMAR (LANGUAGE AWARENESS)****A Underline the correct words in the text below.**

1. Helping your mother with the chores (reduce/ reduces) her burden.
2. My parents always (criticise / criticising) my actions.
3. My brother (take / is taking) care of my younger sister at home.
4. My father (takes / is taking) us on a picnic every school holiday.
5. The family immediately (fall / falls) apart when the police told them about the accident.

B Complete the sentences in the dialogue with the correct words in the box below.

why

which

whose

who

that

where

Maria: I visited Aunt Sofea last week, you know, the one
(1) who lives in Johor?

Johan: I don't remember her.

Maria: She's the one (2) whose son studied in England.
Do you remember now?

Johan: Ah, yes, Aunt Sofea! Is she alright?

Maria: She told me about her recent trip to Europe,
(3) which she had been planning for years.

Johan: Wow, that sounds great! Did she go to Italy, the place she
had always wanted to see, or did she pick somewhere
else?

Maria: Yes, she went to Italy, (4) where she stayed in a
charming villa owned by her friends originally from
Tuscany. She explored the beautiful countryside filled
with vineyards and olive groves.

Johan: That must have been incredible! I remember the family
trip to Tuscany (5) that I think was one of the
best holidays we ever had.

Maria: Yes, it was! That must be the reason (6) why
Aunt Sofea went to Tuscany. She wanted to go there
ever since we told her about our trip.

i GRAMMAR NOTES**Present Simple**

- Used to talk about things that we do all the time such as jobs, routines, hobbies, habits, etc.

Present Continuous

- Used to talk about actions happening right now.

Stative Verbs

- Used to describe feelings, thoughts, sense or possessions (e.g: love, know, have).

Relative Clauses

- Used to add more information about a noun using who, whose, which, that, where, when, why.

Web Link

For a better understanding of relative clauses, refer to the video below:

https://youtu.be/eFmfoeTkhH0?si=I_fkLAfTvKdxKEEf

VIDEO

LISTENING

A Listen to the following conversation between a mother, Linda, and her daughter, Emily, about their family traditions. Then, answer the questions that follow. LS 1.1.3 PL

1. What does Linda want to talk to Emily about?
 - A Their family vacation plans
 - B Going out for dinner together
 - C Starting a new family tradition**
2. What does Linda propose as their new tradition?
 - A Cooking together
 - B Going shopping together
 - C Having a weekly movie night**
3. How does Emily feel about the new tradition?
 - A She's not interested.
 - B She thinks it's a great idea.**
 - C She believes it's the worst idea.
4. When do they decide to start the new tradition?
 - A This Saturday**
 - B Next Monday
 - C This weekend

TRACK 1



B You will hear five short extracts in which people are talking about the benefits of doing chores at home. For questions 1 to 5, choose from the list (A to G) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use.

You will hear the recording **twice**. Answer all the questions.

- A Doing chores at home helps maintain a clean and organised living environment.
- B Sharing chores around the house helps family members work together and feel like a team.
- C A lot of chores teach you important life skills.
- D Doing chores contributes to a sense of ownership and pride in one's home and surroundings.
- E People learn to value the work that goes into maintaining a household.
- F Doing chores on a regular basis also builds discipline and responsibility.
- G Sharing chores also encourages family members to respect and care for each other.

| | |
|----|---|
| 1. | A |
| 2. | D |
| 3. | E |
| 4. | C |
| 5. | F |

TRACK 2



 **SPEAKING**

Formative PBD

Textbook page: p. 13

1. Ask and answer these questions with a partner. **LS** 2.1.2 **HOTS** Applying

PL

- Which character traits do you think are important for a person to have?
- Who is the person in your life that has the best character traits?
- Can a person change their personality traits?

PAK-21 Activity  Pair work

2. Work in groups and talk about how to instill good behaviour in young adults.

PAK-21 Activity  Discussion**i-Think** Bubble Map
 **WRITING**

Formative PBD

Textbook page: p. 14 – 15

A You have received an email from Maria. Read the email and answer the questions that follow. **LS** 2.1.2

PL

| | |
|----------|----------------|
| From: | maria@mail.com |
| Subject: | Help Needed |

Hi,

I hope this email finds you well and you're enjoying your new school. How has your experience been so far?

I'm writing to seek some advice because I'm not doing well at school. It seems that I'm having a hard time making friends. I can't help but notice that everyone seems to have friends except for me. Could you share some tips on the easiest way to make friends? Also, I'm curious about the kind of things you talk about with your friends. How do you keep the conversation going and maintain a good connection with them?

Thank you so much for your help. I would really appreciate your insights.

Take care,
Maria

- Who has sent you the email? Maria
- What is the reason for the email?
Asking for advice
- What do you have to write about?
Giving advice on how to make friends and talk to them

- What is the relationship between you and Maria?
Friends
- Is this a formal or informal email?
Informal

B Read the email again. Then, write a reply to Maria in about 80 words. **LS** 2.1.2

Plan

Intro

- Respond to Maria's question.
- Say how you feel about her situation.

Body

- State at least 2 ways on how to make friends

- State the topics you always talk about with your friends
- State 1 way to keep the conversation going

Closing

- State your hope

Web Link

For an example of email writing, log on to: <https://learnenglishteens.britishcouncil.org/skills/writing/c1-writing/informal-email-or-letter>

INFO



To:

Subject:

Hi Maria,

I'm glad to hear you're doing well! I'm sorry school has been tough. Here are a few tips to make friends.

Start by smiling and starting conversations—it can make a big difference. Also, joining clubs that match your interests is a great way to meet people.

When talking to others, ask about their school, hobbies and daily life, and listen actively to show interest.

I hope this helps. If you need more advice, feel free to ask!

Take care,

Farah

Paper 1 (1119/1) Part 1: Short Texts (MCQs)

Questions 1 – 8 are based on the given stimuli.

Study the information carefully and choose the best answer **A**, **B** or **C**.

For each question, mark your answer on the answer sheet.

KLANG: A fire broke out in a restaurant yesterday at 3.45 p.m., injuring three staff members and two customers. Firefighters arrived at the scene 13 minutes after receiving a report from a customer who had escaped. It took approximately 40 minutes to extinguish the fire. Fire Chief Mr Juhairi Salleh stated the fire likely originated from an electrical malfunction in the kitchen. Fortunately, most kitchen staff were on break and not seriously harmed.

1. Based on the news article, how many people were injured in the fire?
- A Two
 - B Five**
 - C Three

Joey : Hey, have you seen your exam grades?

Harry : Not yet. I'm too anxious to look. What if I didn't do well?

Joey : Seriously? If you didn't do well, I'll be in deep trouble because you actually studied, and I didn't. I'm starting to regret spending all my time gaming.

Harry : Don't worry. If we both failed, we've got the whole weekend to unwind and de-stress.

2. What are Joey and Harry discussing?
- A** Their exam results
 - B Their plans for the weekend
 - C Their regrets for not studying

Dear Mr Siva,

I am writing to inform you that the computer parts you requested have been ordered. However, please note that due to a high volume of orders, there may be a slight delay in processing and shipping from the overseas store. Rest assured, we will notify you promptly upon the arrival of the parts. Your understanding in this matter is greatly appreciated.

Best regards,
Customer Service

3. What is causing the delay in Mr Siva's order?
- A** Delays in international shipping
 - B A problem with the delivery address
 - C Large volumes of orders at the local store

South Korea's spring season lasts from March to May or early June and brings warmer weather, with temps usually between 6°C and 18°C. This time of year has nice weather for exploring and is great for packing light. While March may still feel chilly, April and May promise milder conditions. Travellers sensitive to the cold should consider packing thermals. Otherwise, lighter jackets and layering suffice, leaving bulky jackets unnecessary.

4. What makes spring in South Korea a good time to travel?
- A** Warm temperatures
 - B School holiday season
 - C Option to wear thermal clothing

Please note that the restaurant section of our store will be closed from May 6th to May 20th for renovation. However, our groceries and clothing sections will remain open during this time. Please be advised that the main entrance will be inaccessible, and visitors are requested to use the side entrance near the electronic section for entry. Thank you for your understanding.

5. What should customers expect regarding the operation of the groceries and clothing sections during the renovation?
- A Limited hours
 - B Business as usual
 - C Temporary closure

Did you know horses need foot care too? Farriers specialise in grooming horse hooves, cleaning, trimming and even shoeing them. This care is especially important for stabled horses because overgrowth can make it hard for them to move. In contrast, wild horses naturally wear down their hooves through extensive travel. Farriers skilfully fit steel shoes to protect and support the trimmed hoof. Rest assured that it doesn't hurt the horses—it's about the same as cutting your nails. So, next time you see a horse, remember the crucial role of their farrier!

6. Based on the above text, which statement is true?
- A Foot care is unnecessary for stabled horses.
 - B Wild horses wear down their hooves through extensive travel.
 - C Trimming a horse's hooves is more painful than cutting human nails.

Celebrate Eid With Filips

Enjoy jaw-dropping discounts, exclusive deals and a shopping experience like no other on our official website.

- Up to 40% OFF
- Extra up to RM20 voucher
- Spend and win prizes worth a total of RM10,000

Add to cart and check out on 20th April on Filips Official Store.

7. Based on the above advertisement, we know that
- A the offers are only available after 20th April.
 - B customers will receive 40% discounts on all purchases.
 - C discounts are only available on the official store website.

More young people are living a minimalist lifestyle, reducing their things rather than buying new ones. This minimalism trend helps declutter and reduce landfill waste. Apart from financial savings, this trend emphasises buying only what is necessary, resulting in fewer possessions and a simpler lifestyle.

8. What is the primary focus of the minimalist lifestyle embraced by young people?
- A Increasing consumerism
 - B Accumulating possessions
 - C Reducing clutter and waste

UNIT 12

Happy to Help!

Formative PBD

Textbook page: p. 148 – 149

READING

Read the article and choose the best answer A, B C or D. **LS** 3.1.2



AUDIO 2

PL

My Journey with MERCY Malaysia – A Volunteer’s Story by Anna Mathew

I still remember the first time I joined a MERCY Malaysia mission. It was during the massive floods in Kelantan in 2014. As a medical student then, I wanted to help, but I wasn’t sure if I was ready. However, the moment I stepped into the flood-hit village, I knew I had made the right decision.

We worked long hours setting up mobile clinics, distributing hygiene kits and helping local families regain a sense of normalcy. I wasn’t a doctor yet, but even assisting with basic health checks and comforting children made a huge difference. It was there I saw how powerful compassion could be.

Since then, I’ve volunteered on several missions — from the COVID-19 response in Kuala Lumpur to mobile clinics in rural Sarawak. One of my most meaningful experiences was working with refugees in Selangor, helping deliver mental health support sessions. Many of them had been through trauma, and MERCY Malaysia’s gentle, respectful approach made them feel seen and heard.

MERCY Malaysia isn’t just about providing aid — it’s about restoring dignity. Whether responding to disasters like the 2015 Nepal earthquake or conducting hygiene education in schools, every mission is guided by professionalism and kindness.

What I love most is how MERCY welcomes volunteers from all walks of life. You don’t have to be a doctor to serve; just having a heart to help is enough. My journey with MERCY Malaysia has changed the way I see the world. It taught me that no act of kindness is ever too small, and that hope often starts with one person who chooses to care.

And I’m proud to be one of them.

(Adapted from: <https://mercy.org.my>)

- According to the story, when did Anna first join MERCY Malaysia?
 - After completing her medical degree
 - During the floods in Kelantan in 2014
 - While volunteering at a clinic in Selangor
 - During the COVID-19 lockdown in Kuala Lumpur

2. What was Anna's role during her first mission?
 - A She assisted with basic medical tasks and comforted children
 - B She handled transportation for the medical team
 - C She gave mental health talks to affected families
 - D She organised supplies and food deliveries

3. Which feeling did Anna express after her first mission?
 - A Relief that the mission was over
 - B Fear of returning to another disaster zone
 - C Confusion about whether she had helped
 - D Satisfaction that she had made the right decision

4. Which of the following was NOT mentioned as one of Anna's volunteer missions?
 - A COVID-19 response in Kuala Lumpur
 - B Mobile clinics in rural Sarawak
 - C Earthquake recovery in Nepal
 - D Refugee support in Selangor

5. What does Anna mean by "restoring dignity"?
 - A Providing temporary shelter and clothing
 - B Giving survivors respectful care and attention
 - C Leading activities to rebuild destroyed villages
 - D Creating job opportunities for affected communities

6. Which of the following is TRUE based on the story?
 - A Anna only participated in local missions
 - B Anna's work was limited to medical treatment
 - C Anna volunteered while still a medical student
 - D Anna joined MERCY Malaysia as a full-time staff member

7. What did Anna do during the COVID-19 pandemic?
 - A Gave vaccines in village clinics
 - B Worked in hospitals treating patients
 - C Helped reopen clinics in remote areas
 - D Delivered PPE and hygiene items to communities

8. What main lesson did Anna learn from her journey?
 - A Every small act of kindness matters
 - B MERCY Malaysia prefers overseas missions
 - C Disaster zones need permanent medical teams
 - D It is impossible to prepare fully for every mission

**TUTORIAL
VIDEO**

GRAMMAR (LANGUAGE AWARENESS)

A Add the correct question tag.

1. It's very hot today, isn't it ?
2. He can speak English well, can't he ?
3. You don't like coffee, do you ?
4. She's coming to the party, isn't she ?
5. They won't be late, will they ?

B Fill in the blanks with a reflexive pronoun.

1. We made this cake ourselves.
2. Did you hurt yourself ?
3. The cat cleaned itself.
4. Please help yourself / yourselves to some food.
5. The children enjoyed themselves at the zoo.

C Complete the sentences with an indefinite pronoun.

1. There is something under the table.
2. No one knows the answer to this question.
3. Did you go anywhere during the holidays?
4. Someone has taken my seat!
5. We looked everywhere for the lost kitten.

i GRAMMAR NOTES

Question Tags

We use question tags to turn a statement into a question.

- **If the sentence is positive, the tag is negative:**
 - You've finished your homework, **haven't you?**
- **If the sentence is negative, the tag is positive:**
 - She can't swim, **can she?**

Reflexive Pronouns

We use reflexive pronouns when the subject and object are the same person.

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

- He cut **himself** while cooking.
- We enjoyed **ourselves** at the party.

Indefinite Pronouns

Used to talk about people, places or things in a general way.

someone, anyone, everyone, no one, something, anything, nothing, everything, somewhere, anywhere, everywhere, nowhere, etc.

- I didn't see **anyone** at the park yesterday.
- There's **something** in my bag.

Web Link

To learn more about indefinite pronouns, log on to:

<https://youtu.be/OC4pctEaQyE?si=1kIZEURkds-ByP63>

VIDEO



 **LISTENING**Formative **PBD**

Textbook page: p. 154

Listen to the radio announcement and choose the best answer A, B, C or D. **LS** 1.3.1 **PL**

- What is the main idea of the radio announcement?
 - To inform the public on the importance of saving stray animals
 - To let the public know about ways to save stray animals
 - To tell the public about Loving Pet
 - To tell the message from Mr Ryan
- The reports on stray animals could be done to Loving Pet by the following except
 - report it on the website
 - sending message
 - sending email
 - making a call
- Why is it important to feed the stray animals with a balanced diet?
 - To ensure their productivity quality
 - To preserve the ecosystem
 - To let them produce a lot
- Which of these is not needed by a pet?
 - Physical activity
 - Expensive food
 - Cleaning
- Animal Adoption is formed to
 - give awareness on the adoption of animals.
 - sponsor the pet owners who have financial problems.
 - teach the public the proper ways of taking care of pets.

TRACK 20**Web Link**

For more information about volunteering, log onto:

<https://www.humanesociety.org/resources/how-help-stray-pet>**INFO**

SPEAKING

A Ask and answer these questions with your partner. **LS** 2.2.1

PL



Have you ever celebrated anyone's birthday?

Do you think celebrating birthday is a way to make someone happy?

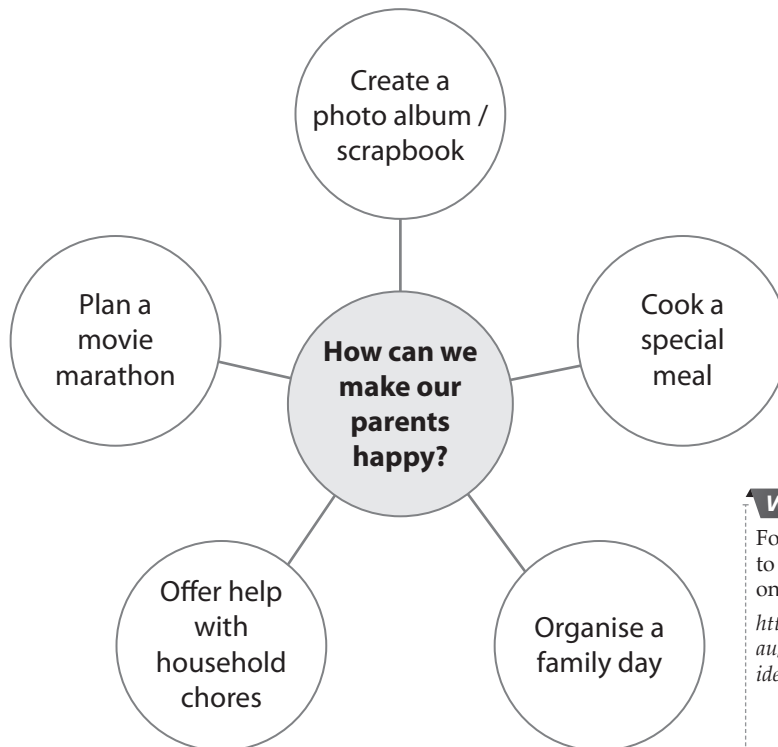
What are the activities you usually do with your family members?

How do you want people to appreciate you?

B Work with a partner. Your class is discussing the activities to make your parents happy. Here are some ideas that might help you. First, talk to each other about how effective you think each idea would be. Then decide which two ideas you would put into practice.

LS 2.4.1

i-Think Bubble Map



Web Link

For more ideas on activities to do with your family, log onto:

<https://fatmumuslim.com.au/32-fun-family-activity-ideas-together/>

INFO



**WRITING**Formative **PBD**

Textbook page: p. 156 – 157

- A** Read the writing task and discuss with you partner what could be done and why it would help. **LS** 4.1.1

The Insight Press

The City Council recently released a report highlighting the issue of severe overcrowding on KTM trains during peak hours. This situation has resulted in an unpleasant and stressful commuting experience, particularly affecting the elderly and individuals with disabilities, who face greater difficulty accessing and using public transport under such conditions. The Council has expressed its willingness to receive suggestions from both local authorities and members of the public on how the issue might be addressed.

Write a letter to the Mayor to suggest ways to solve the problem of crowded KTM trains.

In your letter:

- Explain how the problem affects people
- Give some ideas to help fix the problem
- Say why it is important for both the city and local people to work together

Read the letter that was written in answer to the question above. Then, answer the questions follow.

Dear Mayor,

I am writing to ask you urgently to consider steps to improve the overcrowding issue on KTM trains during peak hours, as reported by the City Council. I am sure you agree that this problem affects not only daily commuters, but also the elderly and disabled, who face greater challenges when travelling in packed conditions.

One practical solution is to increase the frequency of trains during peak periods. In addition, adding more coaches to busy routes could help reduce congestion. I would also suggest introducing priority carriages for vulnerable groups to ensure their safety and comfort.

Moreover, clearer signs, crowd control measures, and proper queuing systems at stations would greatly improve the commuting experience for all.

I believe that with your leadership and support from the community, positive changes can be made. I look forward to seeing your response to this urgent matter.

Yours faithfully,
Ben Reflect

1. Is the writer use polite tone?
2. The writer talks directly to the mayor in the letter. Underline the phrases.
3. What are the suggestions given? Highlight them.

B Match these words to their meaning. LS 4.1.1

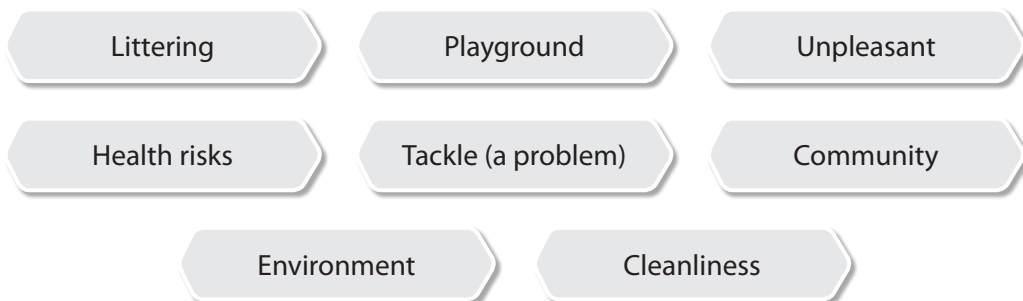
| | |
|------------|--|
| 1. Assault | a. To take someone away by force or threat |
| 2. Consent | b. A physical attack or threat, can include sexual touching |
| 3. Abduct | c. A person taken by force to force someone else to do something |
| 4. Hostage | d. Saving someone from danger or captivity |
| 5. Rescue | e. Agreement or permission; saying "yes" willingly |
| 6. Ransom | f. Money demanded by kidnappers to release a victim |

C Read the writing task and use the plan to help you write your letter. LS 4.2.4

The Insight Press

The City Council recently released a report highlighting the issue of serious littering in neighbourhood playgrounds. This problem has led to dirty and unsafe environments, making it unpleasant for children and families to spend time there. It also increases health risks, especially for young children who often play close to the ground. The Council has expressed its willingness to receive suggestions from local authorities and residents on how this issue could be tackled.

These are some vocabularies you might want to use in the letter.



Paper 1 (1119/1) Part 5: Matching and Information Transfer

We interviewed five students about how they earn extra pocket money. Read the texts below and answer the questions that follow.

How to earn extra money?**A – Olivia, 20 years old**

I'm doing a part-time job as a language translator. As I'm now doing my degree in French, I use my knowledge to translate documents from some companies which use the French language. It's really time-consuming and challenging. I have to not only translate French into English or vice versa, but I need also to know some suitable words or phrases that can be used for a particular topic. I usually do this part-time job during the semester break on weekends, as most students do. Yes, I do get some extra pocket money but most importantly, it helps to upgrade my skill.

B – Vanida, 21 years old

I really love eating various types of food. And, I also love to critics! By criticising means, both positive and negative. I know I have a good taste in food since 3 years ago when I was eating western food in a restaurant. I posted the review on my social media account and shockingly, I received 150 000 likes and 2000 comments! Starting from that moment, some food sellers paid me to write a review on their products. It was very fascinating yet challenging because I need to be creative with words. The best part is, of course, I'll be given the food for free!

C – Kirk, 20 years old

Doing this part-time job has helped me earn almost RM200 per week. I'm a busker. My hobby has been singing since I was in primary school. I have a band named The Kirkies where I am the main singer. Five of us are studying at the same college but in different courses. We usually perform at night so that it doesn't clash with our classes during the day. We choose to perform near a shopping mall or at the city centre as those are the attractions of crowds.

D – Carlos, 18 years old

Since last year, I have worked as a home tutor. I am an excellent student for Science, Mathematics and History for secondary school students. I'm working as a private home tutor who works on weekends, during the day only. At night, I'll be doing some revisions. I am paid RM25 for an hour and I usually spend two hours for one session. The payment I get from this job will be used for my expenses on food and mobile phone monthly.

**PAPER 1
READING
1 HOUR 30 MINUTES**

Score

/100

PART 1

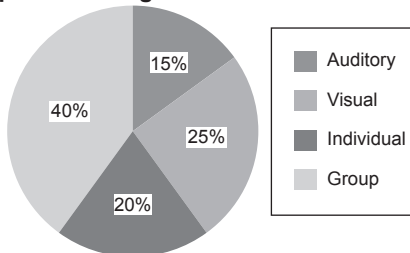
Questions 1 to 8

Read the text carefully in each question. Choose the best answer **A**, **B** or **C**.

It's generally safe for most people to eat one to two bananas daily, though they are high in carbohydrates. To maintain stable energy levels, it's wise to pair them with protein or fat. Individuals with chronic kidney disease should limit their banana intake due to their high potassium content, which can lead to health issues like hyperkalemia and heart problems if consumed excessively. Overall, bananas should be enjoyed in moderation, like any other nutritious food, as part of a balanced diet.

- Based on the extract above, which statement is correct?
 - Bananas are the only source of carbohydrates we can consume.
 - It is advised to consume bananas moderately.
 - Bananas should be eaten every day.

Pupils' Learning Preferences



- Based on the pie chart above, we can say that
 - the least number of pupils love to study on their own.
 - majority of the pupils prefer to study in groups.
 - most pupils prefer to study by using visuals.

Prateek : Hey Jay, how are you? It's been such a long time.
 Jay : I am doing good. Yes, four long years after college. I got your contact number from Piyush. You remember him, right?
 Prateek : Yes, yes, I do remember him. Wasn't he the one who topped our engineering batch last year?
 Jay : Yes, that's him! He's in Boston working for a big MNC now.
 Prateek : Wow! Good for him.
 Jay : Well, I called you up because I'm planning to organise a reunion of our batch and wanted to know if you could make it.
 Prateek : Really? Yes, I would love to attend the reunion. Just let me know the time and venue.
 Jay : Okay. Sure.

- From the conversation above, we know that
 - Prateek, Jay and Piyush took the same course in their college.
 - Prateek and Jay invited Piyush for a reunion.
 - Prateek and Jay are best friends.

READING

A

1. D
2. B
3. H
4. G
5. E
6. A

B

1. T
2. T
3. F
4. F
5. T
6. F
7. T

GRAMMAR (LANGUAGE AWARENESS)

A

1. reduces
2. criticise
3. is taking
4. takes
5. falls

B

1. who
2. whose
3. which
4. where
5. that
6. why

LISTENING

A

1. C
2. C
3. B
4. A

B

1. A
2. D
3. E
4. C
5. F

SPEAKING

Student's own answer

WRITING

A

1. Maria
2. Asking for advice
3. Giving advice on how to make friends and talk to them
4. Friends
5. Informal

B

| | |
|----------|----------------|
| To: | maria@mail.com |
| Subject: | Help is Here! |

Hi Maria,

I'm glad to hear you're doing well! I'm sorry school has been tough. Here are a few tips to make friends.

Start by smiling and starting conversations—it can make a big difference. Also, joining clubs that match your interests is a great way to meet people.

When talking to others, ask about their school, hobbies, and daily life, and listen actively to show interest.

I hope this helps! If you need more advice, feel free to ask!

Take care,
Farah

(76 words)