

# PRE-SPM MODEL TEST

PAPER 3

Thirteen minutes

General questions

Part 1 3–4 minutes

*Phase 1*

**Interlocutor**

Good morning/afternoon.

I'm ... and this is my colleague ... He/She will just listen to us.

First of all, we'd like to know something about you.

**Main questions**

**Back-up prompts**

Candidate A What's your name?

Should I call you ...?

Thank you.

Candidate B And, what's your name?

Thank you.

Candidate A Where do you live/come from?

Do you live in ...?

Candidate B How do you come to school?

Do you walk to school?

Thank you.

*Phase 2*

**Interlocutor**

Now I'm going to ask you about **your routine**.

*Select one or more questions from the list to ask the candidates.*

*Use candidates' names throughout.*

**Main questions**

**Back-up prompts**

What time do you wake up on school days?

What time do you usually wake up?

What do you do when you are free?

How do you spend your free time?

When do you do your homework?

When will you complete your homework?

Why do you choose that time to do your homework?

Why do you choose that time?

Thank you.

**Note:**

- italic fonts are notes for the interlocutor only (not meant to be read aloud) and they represent actions that the interlocutor needs to do.

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Interlocutor</b>                           | <p>In this part of the test, I'm going to give each of you a topic and I'd like you to talk about it on your own for about a minute. You also need to answer a question briefly about your partner's topic.</p> <p>(Candidate A), it's your turn first. Here's your task.</p> <p><i>Place Part 2 booklet, open at Task 2A, in front of Candidate A.</i></p> <p>I'd like you to <b>talk about a social activity you recently joined</b>. First, you have some time to think about what you're going to say.</p> |
| <b>Candidate A</b><br>⌚ approx.<br>20 seconds | <i>Allow candidate 20 seconds to prepare.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Interlocutor</b>                           | All right? You may start now.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Candidate A</b><br>⌚ 1 minute              | <p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. (the oblique '/' is included to make it as a choice.)</i></p> <p><b>What can you say about this point? Tell me about ... (e.g. Tell me about this point.)</b></p>                                                                                                                                                                                                                                                           |
| <b>Interlocutor</b>                           | <p>Thank you.</p> <p>(Candidate B), have you ever joined any social activity recently? What was it?</p>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Candidate B</b><br>⌚ approx.<br>20 seconds | .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Interlocutor</b>                           | <p>Thank you. (Candidate A) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i></p> <p><i>Place Part 2 booklet, open at Task 2B, in front of Candidate B.</i></p> <p>Now, (Candidate B), here's your task. I'd like you to <b>talk about a subject you like to study</b>. First, you have some time to think about what you're going to say.</p>                                                                                                                                                   |
| <b>Candidate B</b><br>⌚ approx.<br>20 seconds | <i>Allow candidate 20 seconds to prepare.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Interlocutor</b>                           | All right? You may start now.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Candidate B</b><br>⌚ 1 minute              | <p>.....</p> <p><i>Back-up prompts to be used if necessary. Use the prompts below. (the oblique '/' is included to make it as a choice.)</i></p> <p><b>What can you say about this point? Tell me about .... (e.g. Tell me about this point.)</b></p>                                                                                                                                                                                                                                                          |
| <b>Interlocutor</b>                           | <p>Thank you.</p> <p>(Candidate A), what is your favourite subject? Why?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Candidate A</b><br>⌚ approx.<br>20 seconds | .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Interlocutor</b>                           | Thank you. (Candidate B) Can I have the booklet, please? <i>Retrieve Part 2 booklet.</i>                                                                                                                                                                                                                                                                                                                                                                                                                       |

**Interlocutor** Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** for about two minutes. Then, in the second part, you will have another minute to make a decision together. All right? Let's begin with the discussion task.

**Helping the elderly is part of our responsibility.** *Place Part 3 booklet, open at Task 3, in front of the candidates.* **Here are some ways to help the elderly** and a question for you to discuss. First, you have some time to look at the task.

**Candidates A & B** *Allow candidates 20 seconds to prepare.*  
 ⌚ *approx.*  
*20 seconds*

**Interlocutor** Now, talk to each other about **ways to help the elderly**.

**Candidates A & B** .....  
 ⌚ *2 minutes* *Back-up prompts to be used if necessary:*

**What do you think** (candidate name)? **What about this** (pointing to option)?

**Interlocutor** Thank you. Now you have about a minute **to decide together which is the best way to help the elderly**.

**Candidates A & B** .....  
 ⌚ *1 minute*

**Interlocutor** Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about ways to help the elderly, now let's hear your opinion on this. **In what ways do the elderly play a role in today's world?**

*Select any of the following prompts as appropriate:*

- **What do you think?**
- **Do you agree?**
- **How about you?**

**Candidates A & B** .....  
 ⌚ *2 minutes*

**Interlocutor** Thank you, (Candidate A and Candidate B). That's the end of the Speaking test.

**A social activity you joined**

**Talk about a social activity that you recently joined.**

**You should say:**

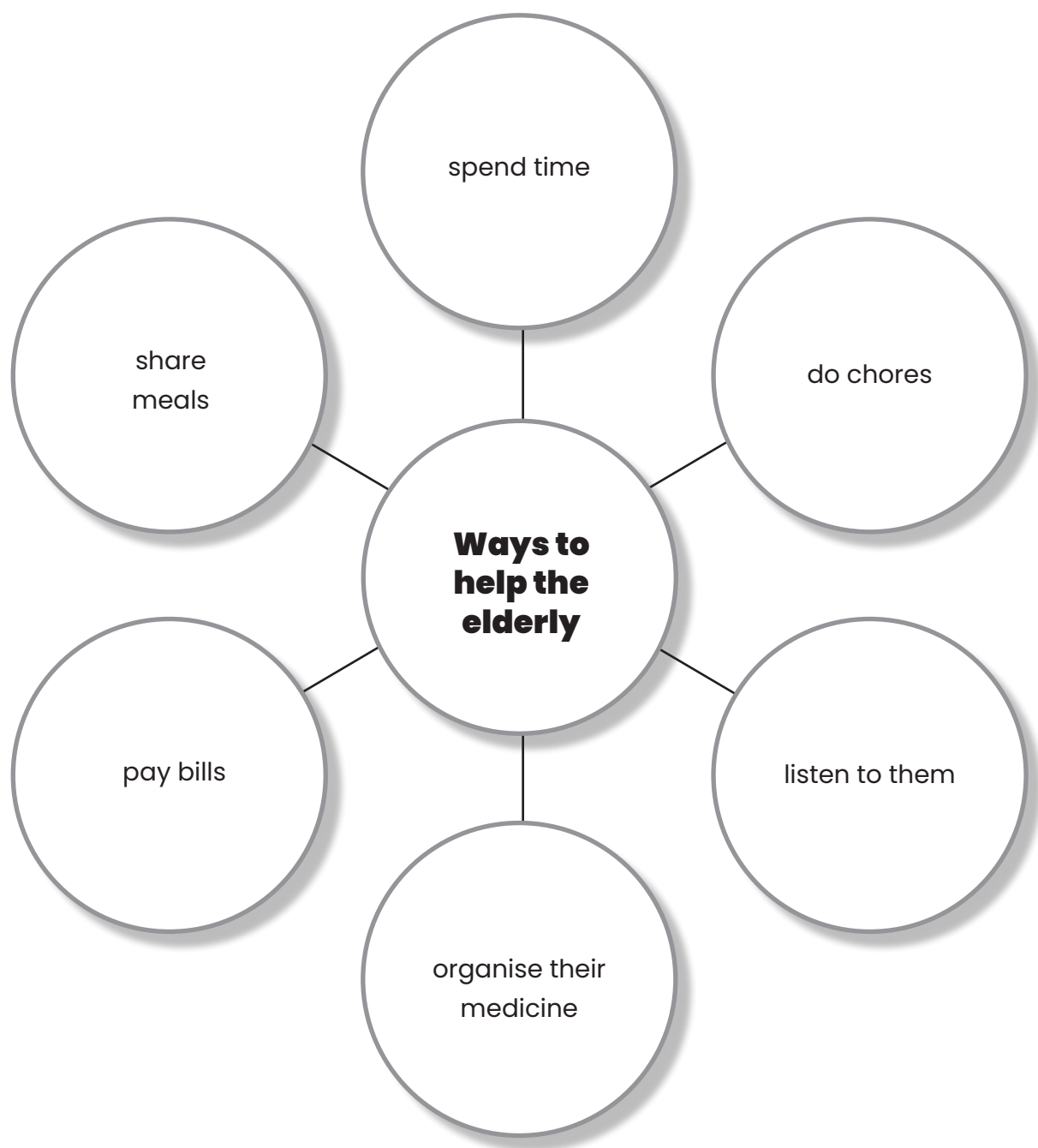
- **what social activity was it**
- **what you did there**
- **did you enjoy yourself ... (why/why not?)**
- **why social activities are important in developing students' responsibility**

**A subject you like to study**

**Talk about a subject you like to study.**

**You should say:**

- **what the subject is**
- **who teaches the subject**
- **why you like the subject**
- **if you think it is good to like a particular subject (why/why not?)**



**KERTAS PEPERIKSAAN TAMAT**

# PRE-SPM MODEL TEST

## PAPER 4

Forty minutes

### Part 1

#### Questions 1 to 7

You will hear people talking in seven different situations. For questions 1 to 7, choose the correct answer (A, B or C).

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



- 1 The Rainforest World Music Festival is held to celebrate
  - A three days of music workshops and displays.
  - B the diversity of world music.
  - C contemporary world music.
- 2 Which of the following places have had more time for spirits to attach to them?
  - A Old theatres.
  - B New buildings.
  - C Historic buildings.
- 3 What is fossilisation?
  - A The process that turns a living thing into a fossil.
  - B A Latin word for things dug out from the ground.
  - C The remains of animals and plants on earth.
- 4 Why was Aishah feeling sleepy?
  - A Because Henry kept yawning.
  - B Because she got up very early.
  - C Because she was tired after finishing her homework.
- 5 What does the boy say about moving to Kapit?
  - A He is excited to experience life in Sarawak.
  - B He is not happy to leave behind his friends.
  - C He will move after adjusting to the way of life there.
- 6 Which of the following is not part of the 3Cs?
  - A Keep away from crowded areas.
  - B Practise social distancing at work.
  - C Wear a mask to cover your mouth when coughing.
- 7 The man likes to travel because
  - A he loves food.
  - B he finds it exciting.
  - C he wants to go to a comfortable place.

## Part 2

### Questions 8 to 15

You will hear a student representative of English Language Society talking about the advantages and disadvantages of social media. For questions 8 to 15, circle the correct answer (A, B or C).

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



- 8 What is the utmost benefit of social media to people?
- A As a learning tool.
  - B The youngsters benefit the most.
  - C Allow people to communicate from all over the world.
- 9 According to the text, what is the benefit of live lecture through social media?
- A It is time saving.
  - B Information is just a click away.
  - C One can attend a real time lecture from other parts of the world.
- 10 How does social media benefit young artists?
- A It helps them to build network.
  - B They can make free concert.
  - C Able to present their talent for free.
- 11 What will happen if the use of social media is not monitored?
- A It can lead to serious effects.
  - B It does not invade privacy.
  - C It protects cyberbullying.
- 12 Who will be affected by cyberbullying?
- A The unattended children.
  - B Social media users.
  - C School students.
- 13 What is the consequence of spreading fake news through social media?
- A It corrupts people's minds.
  - B It leads to cyberbullying.
  - C It invades privacy.
- 14 According to the text, social media addiction will lead to
- A a waste of money.
  - B harmful society.
  - C a waste of time.
- 15 Which sentence **best** concludes the text?
- A Excess use of anything is harmful.
  - B Students waste their time on social media.
  - C Addiction of social media will affect academic performance.

**Part 3**

**Questions 16 to 20**

*You will hear five short extracts in which people are talking about the person they most admire. For questions 16 to 20, 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** Be firm and confident when making decision.
- B** A strong desire to achieve success.
- C** Set goals and have clear visions.
- D** Lively and has a great sense of humour.
- E** Never underestimate what others are capable of.
- F** Exercise humility and maintain modesty.
- G** Remain calm and composed in the face of challenges.

|           |  |    |
|-----------|--|----|
| Speaker 1 |  | 16 |
| Speaker 2 |  | 17 |
| Speaker 3 |  | 18 |
| Speaker 4 |  | 19 |
| Speaker 5 |  | 20 |

## Part 4

### Questions 21 to 30

*You will hear an interview about cyberbullying.*

*For questions 21 to 30, fill in the missing information in each numbered space.*

*Use **NO MORE THAN ONE WORD** for each space.*

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

### Cyberbullying



Cyberbullying refers to using the internet to frighten or harm other people. It includes sending nasty text messages and emails, spreading (21) \_\_\_\_\_ by emails and posting embarrassing pictures on social networking sites. When teenagers experience cyberbullying, they may feel (22) \_\_\_\_\_ and withdraw from their families and friends. They may prefer to spend their time (23) \_\_\_\_\_ and look for excuses to stay away from school. They may also develop low self-esteem and change of personality. However, there are several ways that can (24) \_\_\_\_\_ us from being a victim when we are online.

Do not share our personal information, (25) \_\_\_\_\_ and private photographs with the people we meet online. Also, before we post something on the internet, think twice or thrice. Do not post a message or comment when we are feeling (26) \_\_\_\_\_ or angry. Wait until we are calm because our words will have consequences. If teenagers do become a victim of cyberbullying, they need to tell their parents or (27) \_\_\_\_\_ adults such as their teachers or school counsellor about it. Then, they can take a screenshot or save emails, posts or pictures as (28) \_\_\_\_\_ before they delete them.

Nowadays, social networking sites allow their users to (29) \_\_\_\_\_ abuse, so it is easier for them to inform fake profiles, inappropriate pictures and mean comments. Last but not least, if you see messages or comments which (30) \_\_\_\_\_ other people, do not share the post or click the 'like' button. That will only encourage the bully to repeat their irresponsible actions.

### KERTAS PEPERIKSAAN TAMAT