



**KERTAS MODEL**  
**SIJIL PELAJARAN MALAYSIA 2025**  
**BAHASA INGGERIS**  
**Kertas 3**

1119/3

13 minit

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**JANGAN BUKA KERTAS PEPERIKSAAN INI SEHINGGA DIBERITAHU**

1. *Kertas peperiksaan ini mengandungi **tiga** bahagian. Baca arahan bagi setiap bahagian sebelum dan semasa ujian dijalankan dengan teliti.*

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Kertas peperiksaan ini mengandungi 8 halaman bercetak.

## General questions

## Part 1

3 – 4 minutes

*Phase 1***Interlocutor**

Good morning/afternoon.

I'm .... and this is my colleague ... He/She'll just listen to us.  
First of all, we'd like to know something about you.

	<b>Main questions</b>	<b>Back-up prompts</b>
Candidate A	What's your name? Thank you	Should I call you?
Candidate B	And, what's your name? Thank you.	
Candidate A	Where do you live?	Do you live in...?
Candidate B	How do you come to school? Thank you.	Do you come to school by ...?

*Phase 2***Interlocutor**

Now I am going to ask about **your daily routine**.

*Select one or more questions from the list to ask the candidates.  
Use candidates' names throughout.*

<b>Main questions</b>	<b>Back-up prompts</b>
What do you always have for breakfast?	What is your favourite breakfast?
How often do you run/jog in a week?	How often do you exercise?
Where do you usually have lunch?	Do you have lunch at home?
How often do you help with the dishes?	Do you wash your own plates?

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.

**1. Good leaders**  
**2. Sleeping habit**

**Part 2**  
 3 – 4 minutes

**Interlocutor** 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.

(Candidate A), it’s your turn first. Here’s your task.  
*Place Part 2 booklet, open at Task 2A, in front of Candidate A.*

I’d like you to **talk about the qualities of good leaders in school**. First, you have some time to think about what you’re going to say.

**Candidate A** *Allow candidate 20 seconds to prepare.*  
 ⌚ approx.  
 20 seconds

**Interlocutor** Alright? You may start now.

**Candidate A** .....  
 ⌚ 1 minute *Back-up prompts to be used if necessary. Use the prompts below. [the oblique ‘/’ is included to make it as a choice.]*  
**What can you say about this point? Tell me about ... (e.g. Tell me about this point.)**

**Interlocutor** Thank you.  
 (Candidate B), do you think you can be a good leader? Why/Why not?

**Candidate B** .....  
 ⌚ approx.  
 20 seconds

**Interlocutor** Thank you. (Candidate A) Can I have the booklet, please? Retrieve Part 2 booklet. Place Part 2 booklet, open at Task 2B, in front of Candidate B.

Now, (Candidate B), here’s your task. I’d like you to **talk about your sleeping habit**. First, you have some time to think about what you’re going to say.

**Candidate B** *Allow candidate 20 seconds to prepare.*  
 ⌚ approx.  
 20 seconds

**Interlocutor** All right? You may start now.

**Candidate B**

⌚ 1 minute

.....

*Back-up prompts to be used if necessary. Use the prompts below. [the oblique ‘/’ is included to make it as a choice.]*

**What can you say about this point? Tell me about ... (e.g. Tell me about this point.)**

**Interlocutor**

Thank you.

(Candidate A), what do you always do before going to bed?

**Candidate A**

⌚ approx.

20 seconds

.....

**Interlocutor**Thank you. (*Candidate B*) Can I have the booklet, please? Retrieve *Part 2 Booklet*.

How you can have a good relationship with people

Part 3  
4 – 5 minutes

**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.

**Maintaining positive relationships with individuals in your vicinity holds significant importance.**

*Place Part 3 Booklet, open at Task 3, in front of the candidates.*

**Here are some ways to help you have a good relationship with people** 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.*

**& B**  
⌚ *approx.*  
*20 seconds*

**Interlocutor** *Now, talk to each other about how you can have a good relationship with people.*

**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 have a good relationship with people.**

**Candidates A & B** .....

⌚ *1 minute*

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

You've been talking about the ways to have a good relationship with people, now let's hear your opinion on this. **How might the presence of electronic devices create challenges for maintaining strong family relationships?**

*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.

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## **Good leaders**

**Talk about the qualities of good leaders in school.**

**You should say:**

- **what are the leaders in your school**
- **what makes a good leader**
- **do you see yourself as a leader...  
(why/why not?)**
- **the importance of learning to become a leader at school**

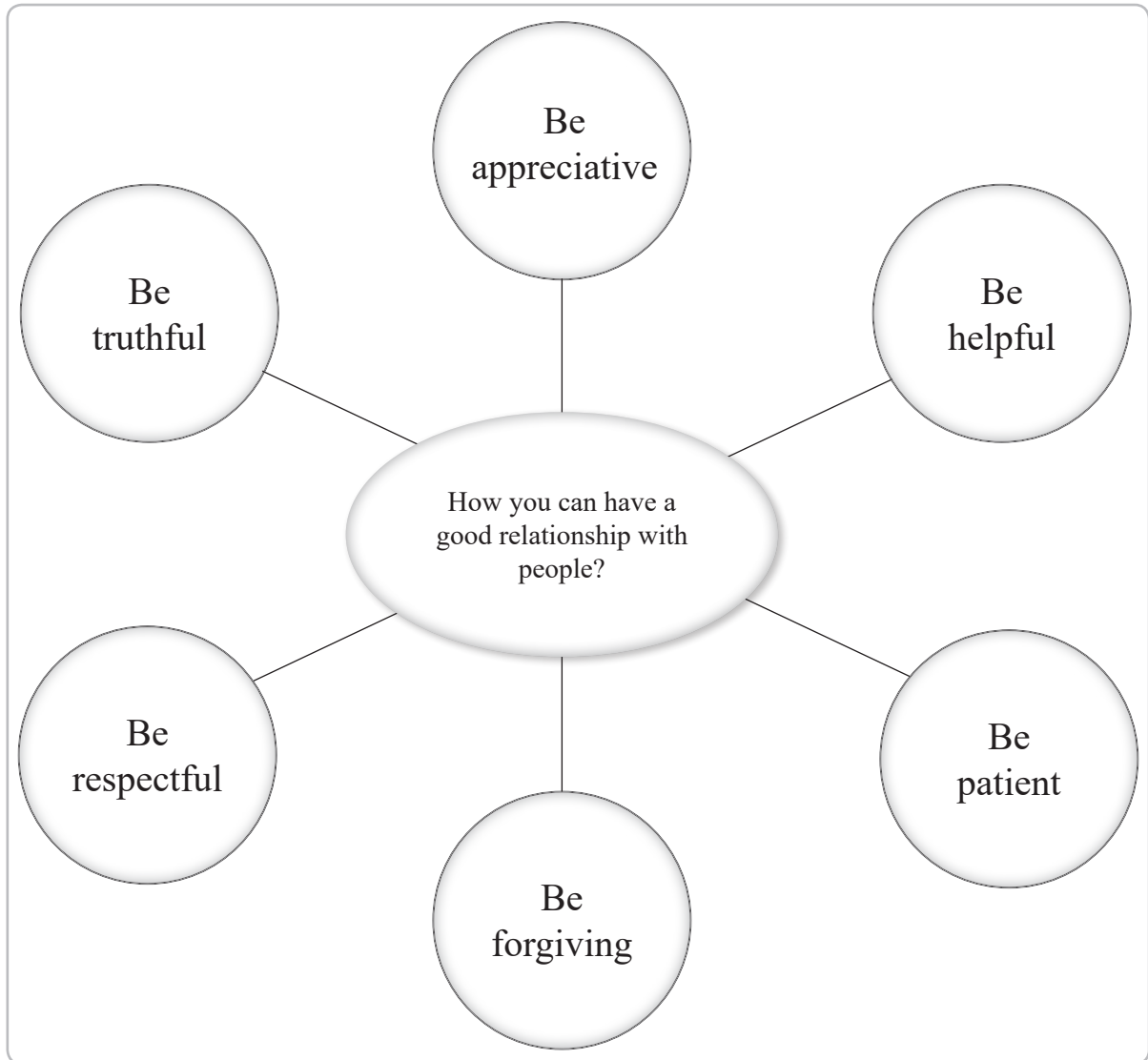
## **Sleeping habit**

**Talk about your sleeping habit.**

**You should say:**

- **when you usually go to sleep**
- **what you normally do before going to sleep**
- **how to improve your sleeping habit**
- **why having a good sleeping habit is important for health**

**TASK 3**



**KERTAS PEPERIKSAAN TAMAT**



**KERTAS MODEL  
SIJIL PELAJARAN MALAYSIA 2025**

**BAHASA INGGERIS**

**1119/4**

**Kertas 4**

40 minit

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**JANGAN BUKA KERTAS PEPERIKSAAN INI SEHINGGA DIBERITAHU**

1. *Kertas peperiksaan ini mengandungi empat bahagian: Part 1, Part 2, Part 3 dan Part 4.*
2. *Jawab semua bahagian.*

## 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 role of a doctor when dealing with grieving parents are
  - A to offer empathy and a listening ear, providing them with a safe space to express their emotions.
  - B to offer comfort and grief together with the parents.
  - C to provide the news in a truthful manner and act professionally by not letting or providing personal emotion support for the grief-stricken parents.
- 2 What are the lessons learned by the man after surviving Covid-19?
  - A The value of life.
  - B Appreciating little joys in life.
  - C Prevention method of Covid-19.
- 3 The girl realised that she had
  - A the strength to rise above the negativity.
  - B built inner strength through her support group.
  - C walked away from all the negativity thrown at her.
- 4 The authorities are working diligently to
  - A run away from the situation.
  - B find a solution to the problem.
  - C provide aid and evacuate those in immediate danger.
- 5 This camping provides an opportunity for the students to
  - A experience unthinkable moments.
  - B get engaged and learn various skills.
  - C experience scary moments with friends.
- 6 The little girl mentioned that the death was about
  - A her best friend.
  - B her enemy.
  - C her family member.
- 7 The boy's parents bought a
  - A car for him.
  - B book for him.
  - C bicycle for him.

## Part 2

## Questions 8 to 15

You will hear Humavantesh talking about him at medical university. For questions 8 to 15, circle the correct answer (A, B or C).

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



- 8 How was Humavantesh's first day of medical university experience?
- A Anxious and gloomy.
  - B Confused and lonely.
  - C Exciting and overwhelming.
- 9 Upon entering the university, a mix of \_\_\_\_\_ came rushing through Humavantesh.
- A happiness and excitement
  - B anticipation and nervousness
  - C loneliness and depression
- 10 The orientation session gave them an \_\_\_\_\_ of the curriculum and expectations.
- A detail
  - B overview
  - C in-depth analysis
- 11 Humavantesh met his classmates and he felt \_\_\_\_\_.
- A sad
  - B stress
  - C comforting
- 12 Humavantesh felt overwhelmed because \_\_\_\_\_.
- A he was introduced to complex medical terms and concepts.
  - B he was introduced to simple medical terms and concepts.
  - C he was introduced to an excessive amount of medical terms and concepts.

[Lihat halaman sebelah

SULIT

- 13 Humavantesh felt a sense of \_\_\_\_\_ during his studies.
- A pressure
  - B humour
  - C content
- 14 Humavantesh and his peers formed a \_\_\_\_\_.
- A football team
  - B dancing team
  - C study group
- 15 From Humavantesh's experience in medical university, we can learn that he was \_\_\_\_\_.
- A sad with his journey
  - B passionate about his journey
  - C stress with his journey

## Part 3

## Questions 16 to 20

You will hear five short extracts in which people are talking about wearing school uniforms to school. 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** No uniforms: freedom, confidence, creativity, identity, savings, and diversity.
- B** No mandatory school uniforms: promotes self-expression and inclusivity.
- C** School uniforms kills students.
- D** School uniforms are not fancy and demotivating.
- E** Uniforms promote equality, eliminate distractions, and professionalism.
- F** Uniforms limit expression, individuality and hindering self-confidence.
- G** Uniforms provide student protection, easy identification, and minimise outsider risks.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

	16
	17
	18
	19
	20

## Part 4

## Questions 21 to 30

You will hear a teenager, Emily, talking to a journalist about her passion for playing a musical instrument.

For question 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.

### Passionate Cellist, Emily: A Journey of Music and Inspiration

Emily, a passionate student, shares her (21) \_\_\_\_\_ for playing the cello. The unique and captivating sound of the instrument allows her to express (22) \_\_\_\_\_ beyond words. Learning the cello hasn't been easy, but with (23) \_\_\_\_\_ and (24) \_\_\_\_\_ from her teacher, Emily overcame challenges in finger placements and bow techniques. The cello has had a profound impact on her life, teaching her discipline and dedication. Through music, she finds joy, fulfillment, and a sense of therapy. Emily aspires to perform in (25) \_\_\_\_\_, sharing her passion and inspiring others to pursue their artistic dreams.

During the interview, Emily expresses her passion for the cello, which (26) \_\_\_\_\_ her through its unique sound. Her interest in the instrument grew from listening to (27) \_\_\_\_\_ music with her parents, inspiring her to learn to play. Although learning the cello posed challenges, she remained (28) \_\_\_\_\_ and sought help from her music teacher. Emily's journey with the cello has taught her (29) \_\_\_\_\_ values like discipline and hard work. Music brings her immense joy and serves as a form of therapy. She dreams of sharing her love for music with a wider (30) \_\_\_\_\_ and motivate others to follow their artistic passions.

**KERTAS PEPERIKSAAN TAMAT**