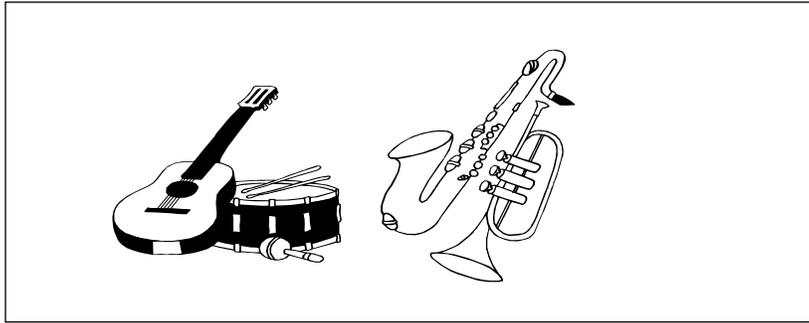


**Questions 1 - 10**

Each question in this paper is followed by **three** or **four** possible answers. Choose the **best** answer from the answers marked **A, B** and **C** or **A, B, C** and **D**. Then on your answer sheet blacken the answer that you have chosen.

**Question 1**

Look at the picture below and answer the question that follows.

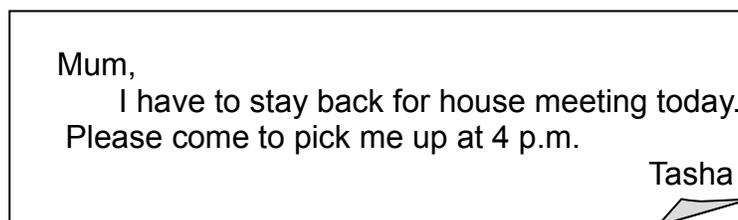


1. These instruments are used by

- A actors
- B directors
- C musicians
- D magicians

**Question 2**

Read the memo below and answer the question that follows.



2. The purpose of this memo is to

- A call for a meeting
- B inform her mother to pick her up at 4 p.m.
- C announce that she will be attending a meeting
- D tell her mother that she is staying back in school

**Questions 3 - 4**

Read the news report below and answer the questions that follow.

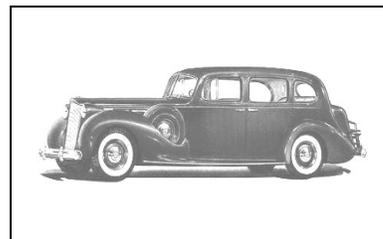
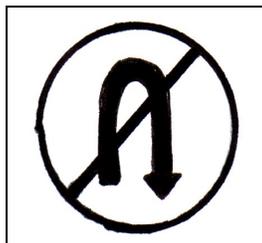
**Eateries that allow sale of VCDs can be prosecuted**

**Kuala Lumpur, Monday** – The Ministry of Trade and Industry warned that coffee shops and eateries which allow VCD and DVD peddlers to ply their trade may be prosecuted for involving in the illegal activity.

3. Where do VCD and DVD peddlers carry out their business?
- A Coffee shops and hawker stalls
  - B Coffee shops and eateries
  - C Eateries and restaurants
  - D Shopping centers
4. Why does the Ministry of Trade and Industry warn the owners of food outlets about this activity?
- A To encourage the sale of VCD and DVD.
  - B To prosecute the VCD and DVD peddlers.
  - C To discourage the sales of VCD and DVD in food outlets.
  - D To prevent the owners of eateries from selling VCD and DVD.

**Question 5**

Study the road sign below and answer the question that follows.

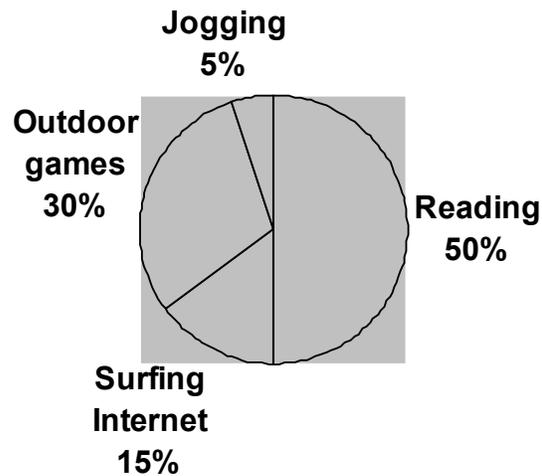


5. When a motorist sees this road sign at the road conjunction he should not .....

- A park his car here
- B make a u-turn here
- C turn at this point of the road
- D use this part of the road to get to the other side

**Questions 6 - 7**

Study the pie chart below and answer the questions that follow.

**A Survey on Students' Hobbies**

6. You interviewed 100 students. How many of them enjoy outdoor games?
- A 5
  - B 15
  - C 30
  - D 50
7. Which is the least popular hobby among the students?
- A Jogging
  - B Reading
  - C Outdoor games
  - D Surfing internet

**Question 8**

Study the dialogue and answer the question that follows.



8. Giant is most probably \_\_\_\_\_ in the end.

- A anxious
- B vengeful
- C frustrated

**Question 9**

Study the label and answer the question that follows.



9. According to the label, ...

- A the product expires at the end of March 2009
- B the product must be used by this year
- C the product is manufactured in 2009
- D the product will expire next year

**Question 10**

Read the advertisement below and answer the question that follows.



What is this advertisement about?

- A It is about a spelling course.
- B It is about a spelling contest.
- C It is about learning how to spell.
- D It is about how to spell words correctly.

## SECTION B

## Questions 11-18

Each question in the text below refers to a numbered blank. For each question, choose the **best** answer from the options **A, B, C** or **A, B, C** and **D** to fit the numbered blank.

Have you ever played the game 'Sudoku' before? The root of 'Sudoku' \_\_\_ (11) in an 18<sup>th</sup> Century brainteaser called Latin Squares. It has been invented \_\_\_ (12) a mathematician called Leonhard Euler who hails from Basel, Switzerland.

The Japanese modifies the game. \_\_\_ (13) copied the basic concept \_\_\_ (14) introduced it to the world as 'Suuji wa dokushin ni kagiru'. This number-puzzle game \_\_\_ (15) interesting to play.

Carol Vorderman in her book 'How to do Sudoku' introduces four steps in \_\_\_ (16) how to master the game. At all levels, Vorderman shows 'Sudoku' players \_\_\_ (17) skills. Beginners are taught \_\_\_ (18) interesting ways to complete a full puzzle from the beginning to the end. One who is a beginner will want to carry on playing with this number-puzzle game.

11. **A** lie  
**B** lies  
**C** lied  
**D** lying

14. **A** and  
**B** but  
**C** or  
**D** so

12. **A** at  
**B** by  
**C** in  
**D** on

15. **A** is  
**B** are  
**C** was  
**D** were

13. **A** It  
**B** We  
**C** She  
**D** They

16. **A** learn  
**B** learns  
**C** learned  
**D** learning

17. **A** minor  
**B** crucial  
**C** primary  
**D** secondary

18. **A** an  
**B** the  
**C** more  
**D** most

### SECTION C

#### Questions 19 - 21

Read the conversation in **Situation A** and choose the **best** meaning for the phrases underlined.

**Situation A** - Amin and Awi are discussing about the English Language Society's forthcoming annual dinner.

Amin : I think we should have our Annual Dinner at the Green Park Hotel.

Awi : I heard that the rate there is reasonable, so we can cut down (19) on our expenditure.

Amin : I hope all the members will fall in (20) with this idea.

Awi : Don't worry. Surely everyone will agree to spend less and save for rainy days. (21)

19. cut down

-

- A reduce
- B increase
- C calculate
- D remember

20. fall in

—

- A agree
- B suggest
- C disagree

21. save for rainy days

—

- A keep money for future use
- B put aside money to spend
- C save up the rain water

#### Questions 22 - 24

Read the conversation in **Situation B** and choose the **best** meaning for the phrases underlined.

**Situation B** - Mawi hears some surprising news about Sonny

- Mawi : Is it true you're going to leave school?  
 Sonny : Yes, but not now. I'll be here until the end of the term.  
 Mawi : So it's confirmed; you are leaving us. Tell us, Sonny. What's the problem? Why are you leaving school? Is your family in financial difficulty?  
 Sonny : Whoa! Hold your horses (22). I think you have misunderstood the whole thing. Let me clear this up (23). I'm not going to stop schooling. It's just that I'm leaving this school for another one.  
 Mawi : Is that so? Where are you going?  
 Sonny : Kuantan. My oldest sister is there. She has asked me to live with her. She's a teacher there and she wants to keep an eye on (24) me.  
 Mawi : Oh, I see. We'll all miss you.

22. Hold your horses

- A Stop listening.
- B Go on talking.
- C Stop and listen.
- D Don't run away

23. clear this up

- A tidy up
- B explain
- C describe it
- D think about it

24. keep an eye on

- A ignore
- B help out
- C look after
- D keep eyeing

## SECTION D

## Questions 25 – 28

*Read the advertisement below and answer the questions that follow.*

\*\*\*\*\*HOUSE FOR RENT\*\*\*\*\*

Four-bedroom house for rent in Kuantan

Fully furnished

Available for **immediate occupancy**

Close to shops, schools, public transport and the park

Quiet neighbourhood

12/1

SMS Muzaffar Syah Melaka



Rent : RM1 800 per month

**NON-SMOKERS AND NO PETS PLEASE**  
**Viewing by appointment only**  
Call 016-9528888

\*\*\*\*\*

25. The owner of the house will only rent the house out to
- A people who do not drink.
  - B people who do not smoke.
  - C people who do not like noise.
  - D people who do not like public transport.
26. **Immediate occupancy** means that
- A people can move in at once.
  - B people can wait for a month to move in.
  - C people can settle the rental immediately
  - D people can inspect the house at any time.
27. The house is described as being
- A quietly cosy.
  - B affordably priced.
  - C conveniently located.
  - D attractively furnished.
28. **Viewing by appointment only** means that you can view the house
- A before you make an appointment.
  - B without making an appointment.
  - C after seeing the advertisement.
  - D if you make an appointment.

**Questions 29 – 34**

*Study the text below and choose the **best** answer for the questions that follow.*

Being a parent is very challenging. This is because nowadays, some children have learning disabilities. They have difficulty reading and understanding what is required of them. As a result, many do badly in their school examinations. Worst of all, some teachers label the students as 'stupid'.

There are also children with dyslexia. They find it hard to look at a page of words. They see them as distorted shapes and symbols or even as moving objects. There are others who become too overwhelmed by the words in a page!

Another common learning disability is dyscalculia. It is actually difficulties with mathematics in counting, recognizing arithmetic symbols, aligning numbers during addition, multiplication and competency in addition, subtraction, multiplication and division. These children normally have slow mental processing speed.

Parents must be aware that the environment plays an important part in inculcating the learning abilities of a child. Poor teaching methods, *harsh* childcare, loneliness, the sense of not belonging to the school, a non-conducive home environment, lack of encouragement and unrealistic parental expectations can cause a child to face difficulties in learning.

29. A child suffering from dyslexia has
- A mental problems
  - B speech problems
  - C reading problems
  - D hearing problems
30. A child having difficulties with mathematics could be suffering from
- A dyslexia
  - B dysphoria
  - C dysgraphia
  - D dyscalculia
31. Children with slow mental processing speed
- A cannot talk properly
  - B have problem with writing
  - C is unable to recognize letters
  - D have problems with multiplication
32. The following aspects can cause a child to face difficulties in learning except
- A poor teaching methods
  - B lack of encouragement
  - C conducive home environment
  - D high expectations from parents
33. Some children are branded as stupid by their teachers because
- A they are born abnormal
  - B they are slow in their work
  - C they have difficulty reading
  - D they are mentally handicapped

34 The word *harsh* means

- A happy
- B severe
- C solemn
- D dignified

### SECTION E

#### Questions 35 – 37

Read the poem below carefully. Then, choose the **best** answer for the questions that follow.

#### The Dead Crow

By A. Samad Said

He saw a dead crow  
in a drain  
near the post office  
He saw an old man  
gasping for air  
and a baby barely able to breathe  
in a crowded morning clinic.  
This land is so rich.  
Why should we suffer like this?

I want clean air  
for my grandchildren.  
I want the damned fools  
to leave the forest alone.  
I want the trees to grow,  
the rivers run free,  
and the earth covered with grass.  
Let the politicians plan how we may live with dignity,  
now and always.

35. The persona saw a dead crow

- A in a drain
- B in a clinic
- C in a forest
- D in a post office

36. The following are the physical setting found in the poem except

- A forest
- B rivers
- C drain
- D market

37. What has most probably happened to the rivers in the forest?

- A The fish in the rivers have died.
- B Contaminated and polluted.
- C Flooded during monsoons.
- D Free from pollution.

**Questions 38 – 40**

*Read the extract below carefully and choose the best answer for the questions that follow.*

“Sir, how much is that pencil?”  
“It’s not expensive, only fifty cents.”  
Zahid shrugged his shoulders. He had only five cents. Still there was hope. Perhaps his grandmother would have enough money.  
He ran home and told her how much he wanted that pencil.  
“Zahid, you already have a pencil.”  
“But, grandmother, it’s so short.”  
“What’s wrong with a short pencil? We’re not rich.”  
“My teacher always grumbles and says that my pencil is as short as the hair in his nose.”

38. Zahid’s family is

- A rich
- B poor
- C wealthy
- D well-to-do

39. How much more money does Zahid need to have before he can buy the pencil?.

- A forty-five cents
- B forty cents
- C fifty cents
- D five cents

40. Zahid's teacher compares his pencil to

- A his hair
- B his finger
- C his eyelash
- D his nostril hair

**SOALAN TAMAT**



## PAPER 2

Time : One hour thirty minutes

You are advised to spend about 40 minutes to answer Section A, 30 minutes to answer section B and 20 minutes to answer Section C.

**Section A: Guided Writing**  
[30 marks]

Using the bookmark and notes below, write **an article** on Save The Earth Campaign, for your school newsletter.

<b>SAVE THE EARTH CAMPAIGN</b>
--------------------------------

*Tips to protect Mother Earth:*

**Save water**

- collect rain water
- use showers

**Save energy**

- switch off all appliances
- use energy-saving bulbs

**Protect the air**

- walk instead of drive
- use public transport

**Protect natural resources**

- recycle & reuse
- make own fertilizer

*Organised by:  
Ministry of Natural  
Resources and Environment*

When writing your **article**:

- you may use all the notes given
- **elaborate** on the given notes to make it more interesting
- make sure it is **not less than 120 words**

**Section B: Summary**  
[10 marks]

*Read the passage below and answer the question that follows.*

Music plays an important role in your life. Most of the time we would relate music to entertainment because we hear it on the radio and the television every day. However, there are more uses than just providing entertainment. Music is believed to be able to improve a learning situation. For example, younger children remember colours, numbers and days of the week better with the help of songs.

Learning to play music can also help to better the eye-hand coordination as well as improve the finger movement. Many athletes exercise by following the beat of the music. This helps them to concentrate on their training.

Listening to music may help us emotionally. If we are frightened and tensed, music can help us feel more relaxed. It is not unusual to find music played in hospitals and even in the operating theatres where doctors work to save lives.

Write a summary on **why music is important to us**.

Your summary must:

- **not be more than 60 words**, including the 10 words given below
- be in **continuous writing** (not note form)
- be written in **one** paragraph

Use your own words as far as possible without changing its original meaning.

Begin your summary as follows:

*Music has many uses and it just does not provide ...*

[10 marks]

**Section C: Novel**

[10 marks]

The following are the novels studied in the literature component in English Language.

- |    |                          |   |                        |
|----|--------------------------|---|------------------------|
| 1. | Potato People            | - | Angela Wright          |
| 2. | Robinson Crusoe          | - | Danial Defoe           |
| 3. | The Phantom of The Opera | - | Gaston Leroux          |
| 4. | Dr. Jekyll and Mr. Hyde  | - | Robert Louis Stevenson |
| 5. | The Prosiner of Zenda    | - | Anthony Hope Hawkins   |

Based on **one** novel you have read, write about **the value of love**.

Support your answer with evidence from the novel.

Your response should be:

- **in not less than 50 words**
- in **continuous writing** (not note form)

[10 marks]

**SOALAN TAMAT**



**Questions 1 -10**

Each question in this paper is followed by three or four possible answers. Choose the **best** answer from the answers marked **A, B and C** or **A, B, C and D**. Then on your answer sheet blacken the answer that you have chosen.

**Questions 1-2****Life's Brief Candle**

To-morrow, and to-morrow, and to-morrow,  
Creeps in this petty pace from day to day  
To the last syllable of recorded time,  
And all our yesterdays have lighted fools  
The way to dusty death. Out, out, brief candle!  
Life's but a walking shadow, a poor player,  
That struts and frets his hour upon the stage,  
And then is heard no more; it is a tale  
Told by an idiot, full of sound and fury,  
Signifying nothing.

*William Shakespeare*

1. Which word in *line 7* refers to life?  
**A** struts  
**B** frets  
**C** hour  
**D** stage
  
2. What emotion is the poet trying to convey?  
**A** love  
**B** hope  
**C** anger  
**D** despair

**Questions 3 – 5**

***The Lake Isle of Innisfree***

I will arise and go now, and go to Innisfree,  
And a small cabin build there, of clay and wattles made,  
Nine bean-rows will I have there, a hive for the honey bee  
And live alone in the bee-loud glade.

And I shall have some peace there,  
For peace comes dropping slow,  
Dropping from the *veils of the morning* to where  
the cricket sings;  
There midnight's all a glimmer, and noon a purple glow  
And evening full of the linnet's wings.

I will arise and go now, for always night and day  
I hear lake water lapping with low sounds by the shore  
While I stand on the roadway, or on the pavements grey  
I hear it in the deep heart's core

*William Butter Yeats*

3. What do you think is Innisfree?
- A an island on a lake
  - B a cabin in the forest
  - C a lake in the forest
  - D a small cabin on an island
4. Which phrase in stanza 1 tells us that the persona wishes to go to Innisfree?
- A "go to Innisfree?"
  - B "go now"
  - C "live alone"
5. The "*veils of the morning*" refers to the
- A rain
  - B mist
  - C fog
  - D haze

**Questions 6 – 8**

Cousin Lan tried to continue, but was angrily cut short by Jamal. “Of course, it’s a lot of pitis, you miser,” Jamal retorted. “These are real Bally shoes, not your pirated Golok version. If you’re not interested, never mind. I’ll take my merchandise elsewhere, but you’re not going to take advantage of my situation to be your usual conniving miserly self,” sulked Jamal.

Cousin Lan quickly made amends, afraid of losing a *lifetime treasure*. “I was just kidding, Mal. Don’t take it so hard. Of course, RM430.00 is fine, but can I pay by instalments?” The look on Jamal’s face deterred further arguments.

In the afternoon, Cousin Lan went to the post office and took out his savings. RM430.00 in hard cash changed hands. A beautiful pair of Bally shoes also changed ownership. Out of Jamal’s sight, Cousin Lan lovingly examined his new possession. How supple the leather, how rich the aroma, how sensuous the sole. It was all too much for Cousin Lan. They were not called the Real Bally Shoes for nothing. Probably even the batik towkays in Penambang couldn’t afford those shoes at their original Lot 10 prices, but he, Zailan, the humble Kota Bharu Land Office clerk, was their proud owner! His nostrils flared in pride.

“Wait till the pretty Land Office receptionist sees them,” mused Cousin Lan. “Then she won’t be so high and mighty with me.”

6. The phrase *lifetime treasure* refers to
  - A the shoes
  - B the instalments
  - C Cousin Lan’s savings
  - D the price of the Bally shoes
  
7. Which phrase in the extract tells us that Cousin Lan is not sincere?
  - A “just kidding”
  - B “made amends”
  - C “take advantage”
  - D “convincing miserly self”
  
8. Why do you think Cousin Lan’s nostrils flared in pride?
  - A He can sell off the Bally shoes
  - B he can show off the shoes to everyone
  - C he now has a genuine pair of Bally shoes
  - D he can give the shoes to the Land Office receptionist

### Questions 9-10

Zahid was often punished for what he did. But none of the punishments ever seemed to affect him and sometimes his bravery got to Mr. Jamal. Perhaps Zahid was too stubborn for his own good.

For example, Zahid would often put his hands in his pockets while being punished, thinking perhaps the knife was some sort of magic charm giving him extra strength to *endure* the pain. His face revealed strong determination.

On one occasion, Mr. Jamal sternly told him to return to his desk after the punishment, and he released his anger by stabbing his knife into his desk in front of him. The knife stood straight up. He imagined it was sticking to his teacher's chest and a broad smile came across Zahid's face.

Mr. Jamal had seen it all, but he acted as though he had not noticed a thing. "Only God knows what's wrong with that boy," he thought, "but my, how I'd to tear to bits!"

9. How did the punishments affect Zahid?
- A He became quiet
  - B He became moody
  - C He became reserved
  - D He became violent
10. Why did Zahid smile?
- A he was going insane
  - B he dreamt of happiness
  - C he had stabbed Mr. Jamal
  - D he imagined Mr. Jamal was stabbed

### SOALAN TAMAT

BI trial PMR pahang 2008  
**PEPERIKSAAN PERCUBAAN PMR**  
**JPN PAHANG 2008**  
**BAHASA INGGERIS KERTAS 1**

1. C	11. B	21. A	31. D
2. D	12. B	22. C	32. C
3. B	13. D	23. B	33. C
4. C	14. A	24. C	34. B
5. B	15. A	25. B	35. A
6. C	16. D	26. A	36. D
7. A	17. B	27. C	37. B
8. C	18. C	28. D	38. B
9. A	19. A	29. C	39. A
10. B	20. A	30. D	40. D

**PEPERIKSAAN PERCUBAAN PMR**  
**JPN PAHANG 2008**  
**BAHASA INGGERIS KERTAS 2**

**SECTION A – GUIDED WRITING**  
**MARKING CRITERIA**

BAND	MARKS	DESCRIPTORS
<b>EXCELLENT</b>	<b>25-30</b>	<ul style="list-style-type: none"> <li>• <b>Task fulfilled</b> with ideas and details well-developed and well-organised.</li> <li>• <b>Language is accurate</b> with few minor errors and first draft slips.</li> <li>• <b>Varied sentence structures</b> are used effectively to convey meaning.</li> <li>• <b>Vocabulary is apt</b> and widely used.</li> <li>• Accurate used of mechanics of writing.</li> <li>• Interest of the reader is aroused and sustained.</li> </ul>
<b>CREDIT</b>	<b>19-24</b>	<ul style="list-style-type: none"> <li>• Task fulfilled with ideas and details developed and organised.</li> <li>• Language is largely accurate with some serious and minor errors.</li> <li>• Simple and compound sentence structures are accurate.</li> <li>• Vocabulary is wide enough but lack precision.</li> <li>• Almost always accurate use of spelling, punctuation and paragraphing.</li> <li>• Interest of the reader is aroused but not sustained.</li> </ul>

<b>ACHIEVEMENT</b>	<b>13-18</b>	<ul style="list-style-type: none"> <li>• Task fulfilled with ability to develop some ideas but lacks details; ideas adequately organised.</li> <li>• Language is sufficiently accurate with frequent serious errors.</li> <li>• Simple and compound sentence structures are attempted.</li> <li>• Vocabulary is sufficient to convey meaning.</li> <li>• Some errors in mechanics of writing.</li> </ul>
<b>WEAK</b>	<b>7-12</b>	<ul style="list-style-type: none"> <li>• Task partially fulfilled with ideas less developed; ideas lacking organisation.</li> <li>• Language is barely accurate with frequent serious errors that hamper reading.</li> <li>• Vocabulary is limited.</li> <li>• Serious errors in mechanics of writing.</li> </ul>
<b>VERY WEAK</b>	<b>1-6</b>	<ul style="list-style-type: none"> <li>• Task hardly fulfilled; ideas lack cohesion.</li> <li>• High density of errors; meaning is hardly conveyed.</li> </ul>

Note:

Award '0' mark

- No response or response written in language other than English
- Mindless lifting of irrelevant chunks from other sources including rubrics

When awarding marks, apply the '**best fit**' principle. No script will fit neatly into any one of the bands. To determine the appropriate mark, identify the band the response belongs to and refer to the criteria in the band to confirm. Examiners should assess the script **holistically**.

**SECTION B – SUMMARY**

Content Points (maximum 5)

1. improves learning situation
2. Of younger children
3. helps better eye-hand coordination
4. improve finger movement
5. athletes concentrate better
6. helps (us) emotionally
7. makes (us) more relaxed

[60 words]

**SECTION B – SUMMARY  
MARKING CRITERIA**

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTORS</b>
<b>EXCELLENT</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Marked ability to <b>paraphrase</b></li> <li>• <b>Hardly any lifting</b> of sentences</li> <li>• Language is accurate with <b>minimal minor errors</b> and first drafts slips</li> <li>• <b>Accurate</b> mechanics of writing</li> </ul>
<b>CREDIT</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Ability to paraphrase</li> <li>• Minimal lifting of sentences</li> <li>• Language is largely accurate</li> <li>• Almost always accurate in mechanics of writing</li> </ul>
<b>ACHIEVEMENT</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Sufficient ability to paraphrase</li> <li>• Selective lifting of sentences</li> <li>• Language is sufficiently accurate</li> <li>• Some errors in mechanics of writing</li> </ul>
<b>WEAK</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Hardly any ability to paraphrase</li> <li>• Almost wholesale lifting of sentences</li> <li>• Language is partially accurate</li> <li>• Numerous errors in mechanics of writing</li> </ul>
<b>VERY WEAK</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Unable to paraphrase</li> <li>• Total lifting of sentences</li> <li>• Language is inaccurate</li> <li>• Serious errors in mechanics of writing</li> </ul>

**Note:**

Award '0' mark

- No response or response written in language other than English
- Mindless lifting of irrelevant chunks from other sources including rubrics

Content Points (maximum 5)

- spend less
- review (what you) spend / (look at) ways (you can) save money
- prepare (a personal) budget
- shop wisely / compare prices
- shop during sales
- save some money (every week or month)

[60 words]

**SECTION C – NOVEL BAND DESCRIPTORS**

**MARKING CRITERIA**

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTORS</b>
<b>EXCELLENT</b>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Requirements of <b>task fulfilled</b></li> <li>• Ideas and details <b>well-developed, well organized</b> with evidence from the text</li> <li>• Varied sentence structures (simple and compound)</li> <li>• Wide and apt vocabulary</li> <li>• Accurate use of language</li> <li>• Accurate mechanics of writing</li> </ul>
<b>CREDIT</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Requirements of task fulfilled</li> <li>• Ideas and details largely developed, organized and supported with evidence from the text</li> <li>• Varied sentence structures (simple and compound)</li> <li>• Vocabulary wide enough</li> <li>• Largely accurate use of language</li> <li>• Largely accurate mechanics of writing</li> </ul>
<b>ACHIEVEMENT</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Requirements of task fulfilled</li> <li>• Ideas and details sufficiently developed with some organization</li> <li>• Sentence structures lack variety (simple structures dominates)</li> <li>• Adequate vocabulary used</li> <li>• Sufficiently accurate use of language</li> <li>• Fairly accurate mechanics of writing</li> </ul>
<b>WEAK</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Requirements of task partially fulfilled</li> <li>• Ideas lack development and organizations with minimal textual support-mere narration</li> <li>• Sentence structures mostly simple with errors that hamper reading</li> <li>• Vocabulary limited</li> <li>• Language is barely accurate with errors that hamper reading</li> <li>• Inconsistent mechanics of writing</li> </ul>
<b>VERY WEAK</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Requirements of task hardly fulfilled</li> <li>• Hardly any development of relevant ideas or textual support</li> <li>• High density of errors, blurring evident, lacks cohesion</li> <li>• Vocabulary very limited</li> <li>• Mechanics of writing-numerous errors</li> </ul>

BI trial PMR pahang 2008

**PEPERIKSAAN PERCUBAAN PMR JPN PAHANG 2008**  
**BAHASA INGGERIS KERTAS 3**

1. D
2. D
3. A
4. B
5. C
6. A
7. D
8. C
9. C
10. D