

# SIJIL PELAJARAN MALAYSIA (SPM) 2026

## ENGLISH LANGUAGE 1119/4 - LISTENING TEST

JOHOR STATE EXAMINATION MODULE • STUDENT INTERACTIVE WORKSHEET

Time: 40 Minutes | Total: 30 Marks

### LIVEWORKSHEETS AUDIO & SELF-CHECK INSTRUCTIONS FOR TEACHERS / STUDENTS

1. Liveworksheets Audio Widget: Draw a box at the top header and type 'playmp3:' then upload 'PPC 2026 Audio set 3 JOHOR.mp3'.
2. Auto-Checking Format: Multiple-choice options use 'select:yes' for correct keys and 'select:no' for incorrect keys. Fill-in-the-blanks accept exact string matches. Matching uses 'join:1', 'join:2', etc.
3. Student Self-Check: When students complete the test, they click 'Finish!' -> 'Check my answers' to view their instant score (/30).

### PART 1: Short Dialogues & Monologues (Questions 1 – 7) [7 Marks]

Instructions: 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.

#### Question 1

You hear a teenager talking about a cultural street festival in his town.  
What did the teenager enjoy most about the festival?

- (A) Trying various local delicacies from street food stalls [select:no]
- (B) Watching people of diverse backgrounds celebrating happily together [select:yes]
- (C) Listening to traditional lion dances and classical Indian music [select:no]

#### Question 2

You hear a student talking about a school recycling campaign.  
What was the positive outcome after teachers explained the campaign's purpose?

- (A) The amount of rubbish in general waste bins noticeably decreased [select:yes]
- (B) Each class received additional separate recycling containers [select:no]
- (C) Students were rewarded for sorting plastics and aluminium cans [select:no]

#### Question 3

You hear a student sharing his experience during an online shopping sale.  
What did the student finally purchase after receiving advice from his sister?

- (A) Discounted electronic gadgets for his entertainment [select:no]

- (B) Fashionable clothes he had added to his initial cart ☐
- (C) Only an essential item that was practical for school ☒

**Question 4**

You hear a teacher describing a school cultural exchange program.  
What is the primary aim of welcoming students from Japan?

- (A) To foster mutual cultural understanding and build international friendships ☒
- (B) To help Japanese students practice speaking English in daily classes ☐
- (C) To organize culinary training workshops for host families ☐

**Question 5**

You hear an urban planner talking about vertical farming.  
According to the speaker, what is a key environmental benefit of vertical farming?

- (A) It eliminates the need for water recycling in metropolitan areas ☐
- (B) It significantly lowers carbon emissions from long-distance transport ☒
- (C) It reduces the construction costs of modern commercial buildings ☐

**Question 6**

You hear a shop assistant advising a student about a backpack.  
Why does the assistant recommend buying the slightly more expensive bag?

- (A) It is currently sold with a complimentary school stationery set ☐
- (B) It is made of durable material that lasts longer for heavy books ☒
- (C) It has a lightweight frame designed exclusively for outdoor hiking ☐

**Question 7**

You hear two teenagers discussing their holiday plans.  
What are the girl and her family planning to do during the break?

- (A) Hike and camp for two nights in a national park in Pahang ☒
- (B) Take a one-day swimming excursion to scenic waterfalls ☐
- (C) Travel to a wildlife sanctuary to photograph endangered animals ☐

## PART 2: Radio Documentary - Traditional Weaving (Questions 8 – 15) [8 Marks]

*Instructions: You will hear a radio presenter, Sarah, hosting 'Cultural Horizons' about the comeback of traditional weaving. For questions 8 to 15, choose the correct answer (A, B, or C). You will hear the recording twice.*

**Question 8**

Why is the art of traditional weaving important for indigenous communities?

- (A) It helps them keep their culture and sacred heritage alive [select:yes]
- (B) It provides the sole employment opportunity in rural areas [select:no]
- (C) It relies entirely on imported automated modern machinery [select:no]

**Question 9**

Historically, traditional woven patterns served as...

- (A) commercial trademarks for local textile guilds [select:no]
- (B) a sacred language depicting lineage and spiritual bonds with nature [select:yes]
- (C) educational diagrams used to instruct children in mathematics [select:no]

**Question 10**

What main factor contributed to the initial decline of traditional weaving?

- (A) The surge of cheap factory clothing and youth moving to city jobs [select:yes]
- (B) A strict governmental prohibition on harvesting wild plants for dye [select:no]
- (C) The total exhaustion of cotton farming supplies in rural villages [select:no]

**Question 11**

How is the younger generation rejuvenating the traditional weaving craft?

- (A) By integrating ancient tribal patterns onto modern jackets and sneakers [select:yes]
- (B) By mass-producing computer-generated replicas in urban factories [select:no]
- (C) By restricting fabric sales exclusively to local cultural archives [select:no]

**Question 12**

What has been an impressive result of blending traditional motifs with modern fashion?

- (A) The complete cessation of fast-fashion sales in major cities [select:no]
- (B) A drastic reduction in the time required to train apprentice weavers [select:no]
- (C) Attracting international buyers and establishing a thriving sustainable business [select:yes]

**Question 13**

Learning the craft of traditional weaving requires tremendous patience because...

- (A) weavers must travel overseas to acquire genuine natural dyes [select:no]

- (B) the tools must be carved from rare rainforest timber [select:no]
- (C) a single fabric can take up to three months of painstaking manual work [select:yes]

**Question 14**

What causes many beginner weavers to feel discouraged early in their training?

- (A) The inability to find experienced elder mentors in the village [select:no]
- (B) The tedious process of processing natural dyes and memorizing intricate formulas [select:yes]
- (C) The high cost of maintaining modern electrical looms [select:no]

**Question 15**

Besides earning an income, what profound personal reward do weavers experience?

- (A) Widespread acclaim and celebrity status across digital media [select:no]
- (B) Physical fitness gained from operating heavy weaving frames [select:no]
- (C) A profound sense of peace and meditative connection with ancestors [select:yes]

**PART 3: Financial Management & Earning (Questions 16 – 20) [5 Marks]**

*Instructions: You will hear five short extracts about earning and managing money. 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.*

| Letter | Statement                                                                         |
|--------|-----------------------------------------------------------------------------------|
| A      | Investing surplus pocket money in high-risk financial schemes.                    |
| B      | Operating a modest online enterprise selling handmade artistic bookmarks.         |
| C      | Developing interpersonal skills and earning funds through a part-time cafe job.   |
| D      | Comparing market prices across platforms to secure discounts and economize.       |
| E      | Setting aside a regular portion of earnings as savings to handle emergencies.     |
| F      | Depositing funds in a bank account to guarantee security and accumulate interest. |
| G      | Relying wholly on allowances from parents for unexpected school expenditures.     |

| Speaker / Question | Correct Letter | Liveworksheets Field Tag                           |
|--------------------|----------------|----------------------------------------------------|
| Speaker 1 (Q16)    | C              | <small>[choose:A/B/*C/D/E/F/G] or [join:1]</small> |

|                 |          |                                     |
|-----------------|----------|-------------------------------------|
| Speaker 2 (Q17) | <b>E</b> | [choose:A/B/C/D/*E/F/G] or [join:2] |
| Speaker 3 (Q18) | <b>D</b> | [choose:A/B/C/*D/E/F/G] or [join:3] |
| Speaker 4 (Q19) | <b>B</b> | [choose:A/*B/C/D/E/F/G] or [join:4] |
| Speaker 5 (Q20) | <b>F</b> | [choose:A/B/C/D/E/*F/G] or [join:5] |

## PART 4: Environmental Health & Conservation Project (Questions 21 – 30) [10 Marks]

*Instructions: You will hear an interview and report regarding environmental health and a community conservation campaign. For questions 21 to 30, fill in the missing information in each numbered space. Write NO MORE THAN ONE WORD for each space. You will hear the recording twice.*

### Environmental Health and Community Clean-up Campaign Notes:

Dr. Farid explains that environmental health concerns how the quality of our **(21) [surroundings]** directly impacts human physical well-being. To prevent mosquito proliferation and disease, residents must clear stagnant water from discarded **(22) [containers]**, which frequently serve as potential **(23) [breeding]** grounds. During the youth clean-up expedition along the **(24) [riverbank]**, volunteers were instructed to **(25) [separate]** recyclable materials from general waste. Such proactive measures dramatically curb hazardous **(26) [pollution]** in local waterways and safeguard vulnerable aquatic **(27) [wildlife]**. Although some organizers were initially **(28) [enthusiastic]** while a few skeptics remained **(29) [doubtful]**, the initiative concluded successfully after dozens of dedicated students actively **(30) [participated]**.

| Question | Official Key        | Liveworksheets Field Box Entry |
|----------|---------------------|--------------------------------|
| 21       | <b>surroundings</b> | Type: surroundings             |
| 22       | <b>containers</b>   | Type: containers               |
| 23       | <b>breeding</b>     | Type: breeding                 |
| 24       | <b>riverbank</b>    | Type: riverbank                |
| 25       | <b>separate</b>     | Type: separate                 |
| 26       | <b>pollution</b>    | Type: pollution                |
| 27       | <b>wildlife</b>     | Type: wildlife                 |
| 28       | <b>enthusiastic</b> | Type: enthusiastic             |

|    |              |                    |
|----|--------------|--------------------|
| 29 | doubtful     | Type: doubtful     |
| 30 | participated | Type: participated |