LAUPEH | AIDEN'S STUDY CORNER

ENGLISH FORM 1

KSSM / CEFR | 2026 cohort

330 questions, notes, models and oral practice

5 textbook units + Syllabus Skills Lab

40 objective + 10 structured + 5 short writing tasks in each learning block.

The Skills Lab is additional syllabus practice, not a sixth textbook chapter.

Learn a pattern. Try it yourself. Explain your choice.

Name: _____

Original material based on the KPM/BPK DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. The document's publication year is different from the 2026 student cohort.

Use together with your teacher's lessons and assigned literature. The module supports curriculum skills; it does not replace live speaking, listening or classroom assessment.

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Original questions, not an official exam format. Practice marks and suggested lengths are not KPM examination requirements.

The online version stores drafts locally and offers optional device speech. In this PDF, an adult reads the listening scripts aloud.

UNIT 1 | FORM 1 | SESSION 2026

What do you like?

Notes, examples & 40 objective questions

Talk about hobbies, routines and what is happening now. Read about young people's interests, ask clear questions and write two organised paragraphs.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 50-51

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

Routine or happening now?

ROUTINE	NOW	NOTICE THE CLUE
I draw every Friday.	**I am drawing now.**	**every Friday / now**
present simple	am / is / are + -ing	Choose the meaning first.

Study the examples, answer independently, then read the explanation for each answer. All reading passages are original.

Learn the patterns

1.1 Hobbies and useful words

KPM DSKP pp. 39-51 | SP 4.1.1

Give enough detail to explain your interests.

• A hobby is an activity you enjoy in your free time: My hobby is drawing.

• Use play with many games: I play badminton. Use go with many activities ending in -ing: I go swimming.

• Use do in familiar activity phrases: I do puzzles. Learn the whole phrase rather than a rule for every activity.

• After enjoy, use an -ing form: I enjoy reading. After good at, use a noun or an -ing form: I am good at drawing.

• Add a reason: I enjoy drawing because it helps me relax. In British English, practise is the verb and practice is the noun.

Worked example: Explain your hobby in two connected sentences.

1. Name one hobby: I enjoy making models.

2. Give a usual time: I make them at weekends.

3. Add a reason with because.

Answer: I enjoy making models because I like building things. I make them at weekends.

Bantuan BM: Gunakan frasa lengkap untuk menerangkan hobi, kebolehan dan sebab anda menyukainya.

Watch out: Write I enjoy swimming, not I enjoy swim.

Try: Complete: Amir is good ___ making models.

Amir is good at making models.

1.2 Present simple: routines and facts

KPM DSKP pp. 50-51 | Language Awareness

Use the present simple for regular activities and general facts.

• With I, you, we and they, use the base verb: We read after dinner.

• With he, she and it, usually add -s: Farah reads after dinner.

• Some verbs add -es: watches, goes and finishes. With a consonant before y, change y to -ies: study becomes studies.

• Use do not or don't with I, you, we and they: They do not play chess.

• Use does not or doesn't with he, she and it, followed by the base verb: She does not play chess.

• The verb be has its own forms: I am, you/we/they are, he/she/it is. Say He is quiet, not He does quiet.

Worked example: Make this sentence negative: Lina plays badminton on Mondays.

1. Find the subject: Lina means she.

2. Use does not for she in the present simple.

3. Change plays to its base form, play.

Answer: Lina does not play badminton on Mondays.

Bantuan BM: Present simple digunakan untuk rutin atau fakta; selepas does atau doesn't, gunakan kata kerja asas.

Watch out: Do not write She doesn't reads. Does already shows the singular form.

Try: Choose the form: My brother (watch/watches) a drawing lesson every Friday.

My brother watches a drawing lesson every Friday.

1.3 Ask about routines

KPM DSKP pp. 50-51 | Language Awareness

Use do or does to ask about regular actions.

• For I, you, we and they, start a yes/no question with Do: Do you collect stamps?

• For he, she and it, start with Does and use the base verb: Does Ravi collect stamps?

• Give matching short answers: Yes, I do. No, she doesn't.

• Put a question word before do or does: What do you collect? When does Ravi practise?

• With be, move am, is or are before the subject: Is your sister interested in music? Yes, she is.

Worked example: Ask whether two friends enjoy cycling, then give a negative short answer.

1. The subject they refers to two friends.

2. Choose Do and the base verb enjoy.

3. Use do not in the short answer.

Answer: Do they enjoy cycling? No, they do not.

Bantuan BM: Mulakan soalan rutin dengan do atau does; gunakan kata kerja asas selepasnya.

Watch out: Does she plays? is incorrect. Write Does she play?

Try: Write a question for this answer: I practise on Tuesdays. Begin with When.

When do you practise?

1.4 Present continuous: happening now

KPM DSKP pp. 50-51 | Language Awareness

Use am, is or are plus an -ing verb for an action happening now.

• Use am with I: I am reading now. Use is with he, she and it: She is reading.

• Use are with you, we and they: They are drawing at the moment.

• Put not after am, is or are: I am not drawing. They are not running.

• For a question, move am, is or are before the subject: Is he drawing? Yes, he is.

• Check spelling: make becomes making, run becomes running and play becomes playing.

• Time clues such as now and at the moment can show an action in progress. Check the whole meaning, not only one word.

Worked example: Change to a question: Sara is taking a photograph now.

1. Find the helping verb is.

2. Move is before Sara.

3. Keep taking and finish with a question mark.

Answer: Is Sara taking a photograph now?

Bantuan BM: Present continuous menggunakan am, is atau are bersama kata kerja berakhiran -ing untuk perbuatan yang sedang berlaku.

Watch out: Do not leave out am, is or are: They drawing now is incomplete.

Try: Complete: Look! The children ___ making paper hats.

Look! The children are making paper hats.

1.5 Frequency and time clues

KPM DSKP pp. 50-51 | Language Awareness

Choose a tense that matches the situation.

• Use the present simple for a routine: I walk to the library every Saturday.

• Use the present continuous for a current action: I am walking to the library now.

• Frequency adverbs include always, usually, often, sometimes and never. They describe how regularly an action happens.

• A common position is before the main verb: Mei usually reads at night. With be, the adverb normally follows it: Mei is usually quiet.

• Use once for one time and twice for two times: We practise twice a week.

• Never already has a negative meaning: I never miss club meetings. Do not add don't when this is your intended meaning.

Worked example: Explain the contrast: I / play chess / Fridays; today / I / read / now.

1. The first action is a Friday routine, so choose play.

2. The second action is in progress now, so choose am reading.

3. Use but to connect the different situations.

Answer: I play chess on Fridays, but I am reading now.

Bantuan BM: Perhatikan maksud keseluruhan ayat: rutin berulang berbeza daripada perbuatan yang sedang berlaku.

Watch out: Every day is a time phrase. Everyday is an adjective, as in everyday activities.

Try: Complete: He usually (draws/is drawing) at home, but he (draws/is drawing) in class right now.

He usually draws at home, but he is drawing in class right now.

1.6 Read, plan and improve two paragraphs

KPM DSKP pp. 33-39 | SP 3.1.1, 3.1.2, 3.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Find evidence in a text and organise your own ideas clearly.

• Read once for the main idea, then look for details such as who, when and where.

• For an unfamiliar word, use nearby clues, then check a dictionary if needed. A dictionary can show the word's meaning and part of speech.

• Plan paragraph one around your usual hobby. Plan paragraph two around what you are doing now or a different part of the hobby.

• Use and to add information and but to show a difference. Use a clear pronoun to avoid repeating a name.

• Check capital letters, full stops and question marks. Check familiar spellings such as friend, favourite and swimming.

• Revise after feedback: if a reader cannot tell when you practise, add a clear time phrase.

Worked example: Improve this draft: i enjoy chess i play on sunday now i am reading about it

1. Divide the routine and the current action into two paragraphs.

2. Add capitals, including I and Sunday, and full stops.

3. Add a useful detail and use a pronoun with a clear meaning.

Answer: I enjoy chess, and I play it on Sunday with my cousin. It is my favourite game.

Now I am reading about it. I am looking at a page about different moves.

Bantuan BM: Cari bukti dalam petikan, rancang dua perenggan dan semak semula ejaan serta tanda baca.

Watch out: Do not select a reading answer just because it repeats one word from the passage.

Try: Which pronoun can replace Dina in this pair? Dina enjoys art. Dina draws every evening.

She: Dina enjoys art. She draws every evening.

Objective practice

Choose one answer, A, B, C or D. Use the linked original passage for each reading question. Total: 40 practice points.

My score: _____ / 40

01. Every Monday, Amir ___ badminton after school.

A. playing

B. play

C. is play

D. plays

U1Q01 | Easy | Grammar

02. We ___ our model club on Fridays.

A. is attending

B. attending

C. attends

D. attend

U1Q02 | Easy | Grammar

03. Lina does not ___ chess at weekends.

A. play

B. plays

C. playing

D. played

U1Q03 | Easy | Grammar

04. ___ your friends read comics every week?

A. Is

B. Do

C. Has

D. Does

U1Q04 | Easy | Grammar

05. Look! I ___ a paper boat now.

A. make

B. am making

C. makes

D. is making

U1Q05 | Easy | Grammar

06. At the moment, the boys ___ in the pool.

A. are swimming

B. is swimming

C. swims

D. are swim

U1Q06 | Easy | Grammar

07. “Is Nisha drawing now?” “No, she ___.”

A. aren’t

B. isn’t

C. don’t

D. doesn’t

U1Q07 | Easy | Grammar

08. Choose the correct sentence about a regular activity.

A. She going cycling every Sunday.

B. She does goes cycling every Sunday.

C. She go cycling every Sunday.

D. She goes cycling every Sunday.

U1Q08 | Easy | Grammar

09. Ravi ___ at home every evening, but right now he ___ at the club.

A. practises / is practising

B. practises / are practising

C. is practising / practises

D. practise / is practising

U1Q09 | Developing | Grammar

10. Choose the correct present simple question.

A. Does Sara collect stamps?

B. Does Sara collecting stamps?

C. Does Sara collects stamps?

D. Do Sara collect stamps?

U1Q10 | Developing | Grammar

11. Rewrite "The pupils are making posters now" as a negative sentence.

A. The pupils is not making posters now.

B. The pupils are not making posters now.

C. The pupils not are making posters now.

D. The pupils do not making posters now.

U1Q11 | Developing | Grammar

12. "___ does Wei practise the piano?" "Twice a week."

A. How many

B. What time

C. How often

D. How long

U1Q12 | Developing | Grammar

13. Which sentence uses never correctly to mean that the speaker misses no meetings?

A. I am never miss meetings.

B. I never miss meetings.

C. I miss never meetings.

D. I do not never miss meetings.

U1Q13 | Developing | Grammar

14. Complete the question about an action happening now: "What ___ the children ___?"

A. is / making

B. are / make

C. do / making

D. are / making

U1Q14 | Developing | Grammar

15. Select the sentence that correctly describes both a habit and a different action happening now.

A. Nora usually walks home, but she waiting for a bus now.

B. Nora usually is walk home, but she waits for a bus now.

C. Nora usually walk home, but she is waiting for a bus now.

D. Nora usually walks home, but she is waiting for a bus now.

U1Q15 | Challenge | Grammar

16. Mira studies art on Tuesdays. Rewrite this as a yes/no question without changing its meaning.

A. Do Mira studies art on Tuesdays?

B. Does Mira studies art on Tuesdays?

C. Is Mira study art on Tuesdays?

D. Does Mira study art on Tuesdays?

U1Q16 | Challenge | Grammar

17. A hobby is an activity you usually do ___.

A. because it is a school rule

B. only while you are asleep

C. for enjoyment in your free time

D. only during an examination

U1Q17 | Easy | Vocabulary

18. Complete the usual phrase: "I ___ badminton with my cousins."

A. play

B. go

C. do

D. make

U1Q18 | Easy | Vocabulary

19. Complete: "My sister enjoys ___ pictures."

A. to drawing

B. draw

C. draws

D. drawing

U1Q19 | Easy | Vocabulary

20. A person who is just starting to learn a hobby is a ___.

A. visitor

B. winner

C. beginner

D. leader

U1Q20 | Easy | Vocabulary

21. "We practise twice a week." What does twice mean?

A. For two weeks

B. For two hours

C. Two times

D. Every second week

U1Q21 | Developing | Vocabulary

22. Choose the correct British English verb: "I ___ the keyboard after dinner."

A. practical

B. practice

C. practise

D. practitioner

U1Q22 | Developing | Vocabulary

23. Complete the phrase: "Devi is good ___ solving puzzles."

A. at

B. with

C. for

D. on

U1Q23 | Developing | Vocabulary

24. A hobby club notice says, "Please share the equipment." Which action follows this instruction?

A. Ask other members to leave their brushes at home.

B. Keep all the brushes beside your chair.

C. Take turns using the brushes with other members.

D. Put your name on every brush and keep them.

U1Q24 | Challenge | Vocabulary

Original reading | U1R1

The Saturday Skill Swap

At the community hall, twelve teenagers meet every Saturday from ten to eleven in the morning. They call their group the Skill Swap because everyone teaches a hobby and learns another one. Hana usually shows people how to fold paper animals. Malik brings a chessboard, and two friends explain the rules to new players. Nobody needs to be an expert. The group welcomes beginners, and the members share their equipment. Each week, a different person writes the list of activities on a large board beside the door.

Today the hall looks a little different. The members are preparing a small display for their families. Hana is not folding animals now. She is writing labels for the display while Malik is arranging the tables. A new member, Jo, is drawing the welcome sign. She feels nervous about showing her pictures, but Hana says that everyone is learning. Jo smiles and adds a bright green border. The families arrive at eleven, after the normal meeting finishes.

Word help: swap = an exchange of one thing for another; beginners = people who are starting to learn an activity; border = a line or design around the edge

25. What is the main purpose of the Skill Swap group?

A. To choose one expert for a competition

B. To organise a daily chess lesson

C. To teach and learn different hobbies

D. To sell equipment to families

U1Q25 | Easy | Reading | Read U1R1

26. When does the normal Skill Swap meeting begin?

A. At ten on Sunday

B. At ten on Saturday

C. At nine on Saturday

D. At eleven on Saturday

U1Q26 | Easy | Reading | Read U1R1

27. What is Hana doing today instead of her usual hobby?

A. Writing labels

B. Playing chess

C. Drawing the welcome sign

D. Folding paper animals

U1Q27 | Developing | Reading | Read U1R1

28. Why does Jo feel nervous?

A. She needs to buy equipment.

B. She is late for the meeting.

C. She cannot find the hall.

D. She is showing her pictures.

U1Q28 | Developing | Reading | Read U1R1

29. In "The group welcomes beginners", beginners means people who ___.

A. are new to an activity

B. teach every activity well

C. only watch other members

D. bring equipment to sell

U1Q29 | Challenge | Reading | Read U1R1

30. Which statement is supported by both paragraphs?

A. Members have usual interests but can do different jobs for a shared event.

B. Only Hana is allowed to write on the activity board.

C. Families attend the full normal meeting every week.

D. Every member must teach chess before joining.

U1Q30 | Challenge | Reading | Read U1R1

Original reading | U1R2

A Hobby That Fits

Hi Imran,
You ask how I find time for my hobbies. On school days, I finish my homework before dinner. After dinner, I usually spend twenty minutes drawing. I keep a small sketchbook in my bag, so I can draw when I have a short break. I enjoy drawing buildings because their shapes interest me. My brother prefers music. He practises the keyboard on Mondays and Thursdays. We do not need the same hobby to have fun together. Sometimes he plays a tune while I draw a picture that matches its mood.

This afternoon is different because we are at our aunt’s flat. My sketchbook is at home, but I am not bored. I am drawing on the back of an old envelope, and my brother is tapping a rhythm on his knees. Our aunt is watching us and laughing. A hobby does not always need special equipment or a long free afternoon. Small chances to practise are useful too. What do you enjoy doing in your free time?
Your friend,
Rina

Word help: sketchbook = a book with blank pages for drawings; mood = the feeling that something creates; rhythm = a regular pattern of sounds or movements

31. What does Rina usually do after dinner on school days?

A. Practise the keyboard for an hour

B. Finish her homework

C. Visit her aunt’s flat

D. Draw for twenty minutes

U1Q31 | Easy | Reading | Read U1R2

32. How often does Rina’s brother practise the keyboard according to the email?

A. Only on Sundays

B. Twice a week

C. Every day

D. Once a month

U1Q32 | Easy | Reading | Read U1R2

33. What does Rina use for her drawing at her aunt’s flat?

A. A page in her sketchbook

B. The back of an old envelope

C. A large display board

D. A keyboard cover

U1Q33 | Developing | Reading | Read U1R2

34. Why does Rina enjoy drawing buildings?

A. She wants to sell all her drawings.

B. They are always beside her aunt's flat.

C. She finds their shapes interesting.

D. Her brother asks her to draw them.

U1Q34 | Developing | Reading | Read U1R2

35. In "a picture that matches its mood", what does its refer to?

A. The bag

B. The building

C. The tune

D. The envelope

U1Q35 | Challenge | Reading | Read U1R2

36. Which idea best links the two paragraphs of Rina's email?

A. Different hobbies stop family members spending time together.

B. A hobby needs expensive equipment to be enjoyable.

C. A hobby can fit into short breaks and simple situations.

D. School days leave no time for hobbies.

U1Q36 | Challenge | Reading | Read U1R2

37. A classmate says, "Our club meets at half past three." Which reply checks that you understand the time?

A. How many members are there?

B. So, it starts at three thirty, right?

C. Is the club in the library?

D. Do you enjoy the club?

U1Q37 | Developing | Communication

38. Choose the question that asks about a friend's usual hobby.

A. Who is standing by the door?

B. Where is your bag?

C. What are you doing right now?

D. What do you enjoy doing in your free time?

U1Q38 | Developing | Communication

39. Your partner says, “First, let’s choose pictures. Then we can write the labels.” Which reply agrees to those steps in the same order?

A. All right. We choose pictures first and write labels next.

B. Which colour is your bag?

C. I do not want to use pictures or labels.

D. Let’s write the labels before we choose any pictures.

U1Q39 | Developing | Communication

40. You hear, “I practise on Tuesday and Thursday,” but you are unsure about the second day. Which question checks exactly that missing information?

A. What hobby do you practise?

B. Did you say Thursday for the second practice day?

C. Where do you practise on Tuesdays?

D. Why do you practise twice a week?

U1Q40 | Challenge | Communication

Answers & explanations

01 D	**02 D**	**03 A**	**04 B**	**05 B**	**06 A**	**07 B**	**08 D**
09 A	**10 A**	**11 B**	**12 C**	**13 B**	**14 D**	**15 D**	**16 D**
17 C	**18 A**	**19 D**	**20 C**	**21 C**	**22 C**	**23 A**	**24 C**
25 C	**26 B**	**27 A**	**28 D**	**29 A**	**30 A**	**31 D**	**32 B**
33 B	**34 C**	**35 C**	**36 C**	**37 B**	**38 D**	**39 A**	**40 B**

01. D | plays

The present simple with a singular subject uses plays.

KPM DSKP pp. 50 | Language Awareness

02. D | attend

We takes the base form attend in the present simple.

KPM DSKP pp. 50 | Language Awareness

03. A | play

After does not, use the base form play.

KPM DSKP pp. 50 | Language Awareness

04. B | Do

Use Do with a plural subject and a base verb in a present simple question.

KPM DSKP pp. 50 | Language Awareness

05. B | am making

I am making describes the action happening now.

KPM DSKP pp. 50 | Language Awareness

06. A | are swimming

The plural subject takes are, followed by swimming.

KPM DSKP pp. 50 | Language Awareness

07. B | isn't

A question beginning Is takes a short answer with is or is not.

KPM DSKP pp. 50 | Language Awareness

08. D | She goes cycling every Sunday.

Goes is the present simple form used with she.

KPM DSKP pp. 50 | Language Awareness

09. A | practises / is practising

Every evening describes a routine. Right now describes an action in progress.

KPM DSKP pp. 50 | Language Awareness

10. A | Does Sara collect stamps?

Does Sara collect stamps? has the correct helping verb and base verb.

KPM DSKP pp. 50 | Language Awareness

11. B | The pupils are not making posters now.

In the present continuous, not follows am, is or are.

KPM DSKP pp. 50 | Language Awareness

12. C | How often

How often asks about how frequently an action happens.

KPM DSKP pp. 50 | Language Awareness

13. B | I never miss meetings.

I never miss meetings uses never before the main verb and needs no extra negative.

KPM DSKP pp. 50 | Language Awareness

14. D | are / making

What are the children making? is a present continuous question with a plural subject.

KPM DSKP pp. 50 | Language Awareness

15. D | Nora usually walks home, but she is waiting for a bus now.

Walks describes the habit. Is waiting describes the current action. The other choices contain incorrect verb forms.

KPM DSKP pp. 50 | Language Awareness

16. D | Does Mira study art on Tuesdays?

Does Mira study art on Tuesdays? keeps the same routine and has correct question word order.

KPM DSKP pp. 50 | Language Awareness

17. C | for enjoyment in your free time

A hobby is a chosen activity enjoyed in free time.

KPM DSKP pp. 51 | Language Awareness

18. A | play

The usual phrase is play badminton.

KPM DSKP pp. 51 | Language Awareness

19. D | drawing

Enjoys drawing is the correct phrase.

KPM DSKP pp. 51 | Language Awareness

20. C | beginner

A beginner is someone at the start of learning an activity.

KPM DSKP pp. 51 | Language Awareness

21. C | Two times

Twice a week means two times in one week.

KPM DSKP pp. 51 | Language Awareness

22. C | practise

In British English, practise is the verb and practice is the noun.

KPM DSKP pp. 51 | Language Awareness

23. A | at

Good at describes an activity that someone does well.

KPM DSKP pp. 51 | Language Awareness

24. C | Take turns using the brushes with other members.

Taking turns makes the equipment available to other members.

KPM DSKP pp. 51 | Language Awareness

25. C | To teach and learn different hobbies

The text says everyone teaches a hobby and learns another one.

KPM DSKP pp. 33 | SP 3.1.1

26. B | At ten on Saturday

The group meets on Saturdays from ten to eleven.

KPM DSKP pp. 33 | SP 3.1.2

27. A | Writing labels

Hana usually folds animals, but today she is writing labels.

KPM DSKP pp. 33 | SP 3.1.2

28. D | She is showing her pictures.

The passage states that Jo feels nervous about showing her pictures.

KPM DSKP pp. 33 | SP 3.1.2

29. A | are new to an activity

Beginners are people starting to learn, so they do not need expert skills.

KPM DSKP pp. 33 | SP 3.1.3

30. A | Members have usual interests but can do different jobs for a shared event.

The first paragraph describes normal activities. The second shows members doing different jobs to prepare the display.

KPM DSKP pp. 33 | SP 3.1.1, 3.1.2

31. D | Draw for twenty minutes

Rina finishes homework before dinner and then usually draws for twenty minutes.

KPM DSKP pp. 33 | SP 3.1.2

32. B | Twice a week

Two practice days each week mean twice a week.

KPM DSKP pp. 33 | SP 3.1.2

33. B | The back of an old envelope

Rina says she is drawing on the back of an old envelope.

KPM DSKP pp. 33 | SP 3.1.2

34. C | She finds their shapes interesting.

The email states that buildings' shapes interest Rina.

KPM DSKP pp. 33 | SP 3.1.2

35. C | The tune

Her brother plays a tune. Rina draws a picture that matches the feeling of that tune.

KPM DSKP pp. 33 | SP 3.1.2

36. C | A hobby can fit into short breaks and simple situations.

Both paragraphs show Rina finding simple opportunities to enjoy her hobby.

KPM DSKP pp. 33 | SP 3.1.1

37. B | So, it starts at three thirty, right?

Three thirty means half past three. The reply checks understanding rather than asking about a different detail.

KPM DSKP pp. 27 | SP 2.3.1

38. D | What do you enjoy doing in your free time?

The question asks about what the friend enjoys in free time.

KPM DSKP pp. 27 | SP 2.1.1

39. A | All right. We choose pictures first and write labels next.

The reply clearly accepts both steps and their order.

KPM DSKP pp. 27 | SP 2.3.2

40. B | Did you say Thursday for the second practice day?

The first question directly checks the second day without changing the topic.

KPM DSKP pp. 27 | SP 2.3.1

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

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UNIT 1 | FORM 1 | SESSION 2026

What do you like?

Written practice, listening & speaking

Talk about hobbies, routines and what is happening now. Read about young people's interests, ask clear questions and write two organised paragraphs.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 50-51

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

10 structured tasks + 5 short writing tasks

Write your own answer before opening the models. The 100 self-check points, suggested lengths and rubrics are learning guides, not official KPM examination rules.

Use extra paper for longer responses. Two connected paragraphs are enough for these short writing tasks. Listening and speaking are additional activities and are not included in the 55-question count.

Structured practice | 10 tasks

U1S01 | Read a club notice

Easy | 6 points | KPM DSKP pp. 33 | SP 3.1.2

PHOTO CLUB: We meet in Room 4 every Wednesday at 2.30 p.m. Beginners are welcome. Bring a notebook. The school provides the cameras. Today the members are choosing photographs for a noticeboard.

(a) State the meeting day and the room. [2 points]

(b) Give four other details: who may join, what to bring, who provides cameras, and what members are doing today. [4 points]

U1S02 | Use present verb forms

Easy | 6 points | KPM DSKP pp. 50-51 | Language Awareness

A routine: Amir plays chess every Friday. A current action: His friends are drawing now.

(a) Rewrite the routine as (i) a negative sentence and (ii) a yes/no question. [2 points]

(b) Write four complete sentences using these prompts: (i) I / read / every night; (ii) Sara / watch / birds / on Sundays; (iii) I / not draw / now; (iv) his friends / not paint / now. [4 points]

U1S03 | Use a dictionary entry

Easy | 6 points | KPM DSKP pp. 33-39 | SP 3.1.4, 4.2.2

A short original learner's dictionary entry: practice (noun): time spent repeating an activity to improve. Example: Our choir practice begins at four. practise (verb): to repeat an activity to improve. Example: We practise the song together. These are British English forms.

(a) Which word is a noun? Which word is a verb? [2 points]

(b) Complete all four gaps with practice or practise: (i) I ___ spelling. (ii) Our music ___ is on Tuesday. (iii) We ___ every day. (iv) The team needs more ___. [4 points]

U1S04 | Edit capitals, spelling and punctuation

Easy | 6 points | KPM DSKP pp. 39 | SP 4.2.1, 4.2.2

Draft A: my friend likes chess
Draft B: sara is swiming today do you enjoy swimming

(a) Rewrite Draft A with a capital letter and a full stop. [2 points]

(b) Rewrite Draft B as one statement and one question. Correct the name and the spelling mistake. [4 points]

U1S05 | Describe a routine and a current activity

Developing | 6 points | KPM DSKP pp. 33-39 | SP 3.1.2, 4.1.1, 4.1.5

Club record for Zaki: Tuesday, chess; Thursday, drawing; Saturday, chess. Today is Thursday. Zaki normally draws on Thursdays, but right now he is helping to arrange chairs for the club.

(a) How often does Zaki play chess each week? What is he doing right now? [2 points]

(b) Write two short paragraphs. In the first, describe Zaki’s usual Thursday activity and when he plays chess. In the second, explain how today is different. Use but to show the difference. [4 points]

U1S06 | Respond to an original story

Developing | 6 points | KPM DSKP pp. 43 | SP 5.1.1, 5.1.2

The Empty Seat: Nani holds her sketchbook close to her chest. At her new art club, she sits alone and does not open it. Across the room, Ben notices the empty seat beside her. He brings his paper over and says, “May I sit here? I find faces difficult to draw.” Nani opens her book and shows him a simple face. Soon they are both laughing at Ben’s picture. Nani no longer hides her drawings.

(a) Name the two main characters. [2 points]

(b) Describe how Nani seems to feel at the start and give evidence. Then name one helpful action Ben takes and explain why it helps her. [4 points]

U1S07 | Plan and connect two paragraphs

Developing | 6 points | KPM DSKP pp. 39 | SP 4.1.1, 4.1.5, 4.2.3

Notes about Iman: usual hobby, making paper models; usual place, at the kitchen table; regular day, Sunday; current project, a paper bus; current action, cutting blue windows. Writing feedback: Separate your usual routine from your current project. Avoid repeating Iman in every sentence.

(a) Give a short topic label for paragraph one and a short topic label for paragraph two. [2 points]

(b) Write the two paragraphs using all the notes. Use a pronoun clearly and include and to connect related information. [4 points]

U1S08 | Prepare questions and check a detail

Developing | 6 points | KPM DSKP pp. 27 | SP 2.1.1, 2.3.1

You are interviewing a classmate about a drawing club. You want to find out the usual meeting day and what members normally draw. Your classmate then says, "We meet at quarter past two," but you are unsure of the time.

(a) Write one question for the meeting day and one question about the things members normally draw. [2 points]

(b) Write a short exchange in which you check whether the time means 2.15 p.m., your classmate confirms it, you ask where to meet, and your classmate supplies a place. You may invent the place. [4 points]

U1S09 | Find and explain mistakes in a profile

Challenge | 6 points | KPM DSKP pp. 50-51 | Language Awareness

Draft profile: "My cousin Farid enjoy cycling. He ride every Sunday. At the moment, he repairs a bicycle in the garden." The writer explains that Farid is in the middle of repairing the bicycle right now.

(a) Correct the two routine verb forms in the first two sentences. [2 points]

(b) Rewrite the final sentence to match the writer's explanation. Then give three useful editing comments: why the tense changes, why the helping verb is is, and how to form the main verb. [4 points]

U1S10 | Revise a message after feedback

Challenge | 6 points | KPM DSKP pp. 39 | SP 4.1.1, 4.1.5, 4.2.3

Draft: "I like reading. I read comics. I read on Friday. I am making a bookmark now. My sister helps me now." Feedback: Keep the routine in paragraph one and the current activity in paragraph two. Say what you enjoy about comics. Correct the final verb to show an action happening now. Use and once to link related ideas.

(a) Write two planning notes: one for each paragraph's main focus. [2 points]

(b) Rewrite the message as two short paragraphs, following all the feedback. You may invent the reason you enjoy comics. [4 points]

Short writing | 5 tasks

Plan, draft and revise. A model of about 80-120 words is supplied later as an example, not as a fixed KPM word limit.

U1E01 | An email about my hobby

Easy | 8 points | KPM DSKP pp. 39 | SP 4.1.1, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Write an email to a new friend about one hobby. Use two paragraphs. Explain what the hobby is, when and where you do it, why you enjoy it, and one thing you are doing for the hobby now. End with a question about your friend’s interests.

Planning help

1. Plan the usual hobby details in paragraph one.
2. Use paragraph two for your current activity and a friendly question.
3. Check present simple, am/is/are plus -ing, capitals and question marks.

U1E02 | A friend’s interests

Easy | 8 points | KPM DSKP pp. 39 | SP 4.1.1, 4.1.4, 4.1.5, 4.2.2, 4.2.3

Write a short profile of an imaginary friend in two paragraphs. Describe the friend’s name, hobby, usual practice time and one skill. Then describe a shared hobby activity happening now. Include one example that shows the friend’s personality.

Planning help

1. Give the regular hobby details in paragraph one.
2. Describe a current shared activity in paragraph two.
3. Support the personality description with something the friend does.

U1E03 | A club newsletter update

Developing | 8 points | KPM DSKP pp. 39 | SP 4.1.1, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Write a two-paragraph newsletter update about an imaginary hobby club. Describe the club’s normal meeting day, place and activity. Then explain what members are doing differently today for a display. Mention at least two current jobs and connect the routine and today’s change with but.

Planning help

1. Choose one club and keep its details consistent.
2. Use present simple for routines and present continuous for today’s jobs.
3. Revise the update so a reader can clearly distinguish normal activities from today.

U1E04 | Continue an original story

Developing | 8 points | KPM DSKP pp. 39-43 | SP 4.1.3, 4.1.5, 4.2.1, 5.3.1

Continue this original story in two paragraphs using the present tense: “Rafi enjoys singing at home. At the school hobby fair, he stands beside the music table and holds his song sheet tightly. A girl called Suri smiles and asks, ‘Would you like to sing with us?’” Show what Rafi does, how he feels, what Suri does to help and how the scene ends.

Planning help

1. Use the first paragraph for Rafi’s first response and Suri’s help.
2. Use the second paragraph for the singing and a clear ending.
3. Show a feeling through an action, and keep the story understandable.

U1E05 | Improve an article using feedback

Challenge | 8 points | KPM DSKP pp. 39 | SP 4.1.1, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Write a two-paragraph article called “A Hobby in Small Moments”. Use this plan: paragraph one explains a hobby, a usual time and place, and why it is enjoyable; paragraph two describes a current situation where the normal equipment is unavailable and explains a sensible way to enjoy the hobby anyway. Editor’s feedback: Make the routine/current contrast clear; link related ideas; avoid repeating the same name in every sentence. Apply all three comments in your final article.

Planning help

1. Choose a hobby that has a believable alternative when equipment is missing.
2. Plan the routine first and the current problem and response second.
3. Edit tense choices, and/but and pronouns before checking spelling.

Listening practice

Student: read the questions, keep the scripts later in this booklet hidden, and listen twice. Adult: read each script at a clear, natural pace. If you read the transcript yourself, you are practising reading rather than listening.

U1L01 | Choose a club

Before listening, check these words: club, art room, library and display. Listen once for the topic and again for details. A teacher or family member can read the script aloud while the learner keeps it hidden.

1. What is the speaker mainly giving information about?

2. Where does the chess club meet?

3. What should drawing club members bring?

U1L02 | Make a hobby card

Before listening, look at a piece of paper and identify its left and right sides. Listen for sequence words such as first, then and when. The reader may pause briefly between steps.

1. What should you do immediately after folding the paper in half?

2. What should the first sentence tell the reader?

3. Where should you leave the finished card?

Speaking practice

U1P01 | Interview a hobby partner

Work with a partner. Find out their hobby, how often they do it and what they are doing for it now. Check one detail by repeating it as a question. Swap roles. Also describe a friend who shares the hobby using one personality word and an example of their behaviour.

1. Ask three questions, one at a time.

2. Answer in complete short sentences and add one useful detail. Describe the friend as helpful, patient or friendly and give an example.

3. Repeat one detail to check understanding, then confirm or correct it.

Partner checklist

☐ I ask about the hobby and frequency.

☐ I give clear answers and describe a friend's personality with a suitable example.

☐ I use a suitable present form for the current activity.

☐ I check or clarify one detail politely.

Speak aloud. Use the model later only when you need support.

U1P02 | Agree on a hobby display

In pairs, agree on three steps for making a classroom hobby display. Decide what to do first, next and last. Check that both partners understand the order.

1. Suggest three simple steps such as choosing work, writing labels and arranging the display.

2. Listen to your partner and agree on one order.

3. Repeat the agreed order and ask for confirmation.

Partner checklist

☐ I suggest a clear step.

☐ I listen and respond to my partner's suggestion.

☐ We agree on the same three-step order.

☐ I check the order or confirm my partner's understanding.

Speak aloud. Use the model later only when you need support.

Models & self-check criteria

There can be more than one good answer. Award each point once for the feature listed. These are transparent self-check guides; they do not grade your writing automatically.

U1S01 | Read a club notice

(a) One possible answer

The club meets on Wednesday in Room 4.

Check your work

☐ P1 (1 point): Gives Wednesday as the meeting day.

☐ P2 (1 point): Gives Room 4 as the meeting place.

Accept equivalent clear answers. Minor spelling slips are acceptable if the meaning stays clear.

(b) One possible answer

Beginners may join. Members bring a notebook. The school provides the cameras. Today the members are choosing photographs for a noticeboard.

Check your work

☐ P1 (1 point): States that beginners may join.

☐ P2 (1 point): States that members bring a notebook.

☐ P3 (1 point): States that the school provides cameras.

☐ P4 (1 point): States that members are choosing photographs for a noticeboard today.

Accept equivalent clear answers. Minor spelling slips are acceptable if the meaning stays clear.

U1S02 | Use present verb forms

(a) One possible answer

(i) Amir does not play chess every Friday. (ii) Does Amir play chess every Friday?

Check your work

☐ P1 (1 point): Writes Amir does not/doesn't play chess every Friday.

☐ P2 (1 point): Writes Does Amir play chess every Friday?

Award for the correct verb pattern; accept contractions and minor punctuation slips here.

(b) One possible answer

(i) I read every night. (ii) Sara watches birds on Sundays. (iii) I am not drawing now. (iv) His friends are not painting now.

Check your work

☐ P1 (1 point): Uses I read every night.

☐ P2 (1 point): Uses Sara watches birds on Sundays.

☐ P3 (1 point): Uses I am not drawing now.

☐ P4 (1 point): Uses His friends are not painting now.

Accept equivalent word order and contractions. Each mark requires its complete correct verb phrase.

U1S03 | Use a dictionary entry

(a) One possible answer

Practice is a noun. Practise is a verb.

Check your work

☐ P1 (1 point): Identifies practice as a noun.

☐ P2 (1 point): Identifies practise as a verb.

Accept equivalent clear answers. Minor spelling slips are acceptable if the meaning stays clear.

(b) One possible answer

(i) practise; (ii) practice; (iii) practise; (iv) practice.

Check your work

☐ P1 (1 point): Uses practise in gap i.

☐ P2 (1 point): Uses practice in gap ii.

☐ P3 (1 point): Uses practise in gap iii.

☐ P4 (1 point): Uses practice in gap iv.

The exact distinction is the target, so the final -ce or -se spelling must be correct.

U1S04 | Edit capitals, spelling and punctuation

(a) One possible answer

My friend likes chess.

Check your work

☐ P1 (1 point): Changes my to My.

☐ P2 (1 point): Adds a full stop after chess.

Award only the two specified editing changes.

(b) One possible answer

Sara is swimming today. Do you enjoy swimming?

Check your work

☐ P1 (1 point): Capitalises Sara.

☐ P2 (1 point): Corrects swiming to swimming.

☐ P3 (1 point): Ends the statement after today with a full stop and begins Do with a capital.

☐ P4 (1 point): Ends the question with a question mark.

These four marks assess the named editing changes. Each criterion is separate.

U1S05 | Describe a routine and a current activity

(a) One possible answer

He plays chess twice a week. He is helping to arrange chairs right now.

Check your work

☐ P1 (1 point): States twice a week/two times each week.

☐ P2 (1 point): States that he is helping to arrange chairs.

Accept equivalent clear answers. Minor spelling slips are acceptable if the meaning stays clear.

(b) One possible answer

Zaki normally draws on Thursdays. He plays chess on Tuesdays and Saturdays.

Today is Thursday, but he is helping to arrange chairs instead of drawing.

Check your work

☐ P1 (1 point): States that he normally draws on Thursdays.

☐ P2 (1 point): Gives Tuesday and Saturday as his chess days.

☐ P3 (1 point): Separates routine information and today's change into two coherent paragraphs.

☐ P4 (1 point): Uses but to connect his usual Thursday activity with helping to arrange chairs now.

Accept equivalent clear wording. The frequency fact from part a is not marked again; part b requires the actual two days.

U1S06 | Respond to an original story

(a) One possible answer

The main characters are Nani and Ben.

Check your work

☐ P1 (1 point): Names Nani.

☐ P2 (1 point): Names Ben.

Accept equivalent clear answers. Minor spelling slips are acceptable if the meaning stays clear.

(b) One possible answer

Nani seems nervous because she keeps her sketchbook closed and sits alone. Ben asks to sit beside her. His friendly company helps her feel comfortable enough to open her book and share a drawing.

Check your work

☐ P1 (1 point): Describes Nani as shy, nervous or unsure at the start.

☐ P2 (1 point): Uses her closed sketchbook, sitting alone or holding it close as evidence of that feeling.

☐ P3 (1 point): Identifies Ben sitting beside her/asking to sit there/admitting that he finds faces difficult.

☐ P4 (1 point): Explains that his action offers friendly company or shows she does not need to be perfect, helping her feel comfortable.

Accept another reasonable feeling or explanation if it is supported by the story. This is original practice, not a prescribed literary text.

U1S07 | Plan and connect two paragraphs

(a) One possible answer

Paragraph one: Iman's usual hobby. Paragraph two: Iman's current project.

Check your work

☐ P1 (1 point): Labels paragraph one as Iman's usual hobby/routine.

☐ P2 (1 point): Labels paragraph two as Iman's current project/activity.

Accept equivalent clear answers. Minor spelling slips are acceptable if the meaning stays clear.

(b) One possible answer

Iman makes paper models on Sundays. He works at the kitchen table, and he enjoys this quiet hobby.

His current project is a paper bus. He is cutting blue windows for it now.

Check your work

☐ P1 (1 point): Includes making paper models at the kitchen table on Sunday in the routine paragraph.

☐ P2 (1 point): Includes the paper bus and cutting blue windows in the current-project paragraph.

☐ P3 (1 point): Uses he or his with Iman as its clear reference.

☐ P4 (1 point): Uses and to join related ideas in a complete sentence.

Accept another pronoun consistently chosen for Iman. Award content marks when details are clear even with minor language slips.

U1S08 | Prepare questions and check a detail

(a) One possible answer

On which day does the club meet? What do the members usually draw?

Check your work

☐ P1 (1 point): Asks When/On which day does the club meet?

☐ P2 (1 point): Asks What do the members/you usually draw?

Accept clear equivalent questions that ask the two requested details.

(b) One possible answer

Me: Do you mean two fifteen?
Classmate: Yes, that is right.
Me: Where do we meet?
Classmate: We meet in the art room.

Check your work

☐ P1 (1 point): Checks the meaning of quarter past two as 2.15.

☐ P2 (1 point): Includes a classmate's clear confirmation.

☐ P3 (1 point): Asks a question about the meeting place.

☐ P4 (1 point): Includes a clear suitable meeting place in the reply.

Accept equivalent polite exchanges and any sensible school meeting place. This written rehearsal supports speaking; it does not assess spoken delivery.

U1S09 | Find and explain mistakes in a profile

(a) One possible answer

My cousin Farid enjoys cycling. He rides every Sunday.

Check your work

☐ P1 (1 point): Changes enjoy to enjoys.

☐ P2 (1 point): Changes ride to rides.

Accept just enjoys and rides if their order is clear.

(b) One possible answer

At the moment, he is repairing a bicycle in the garden. Use the present continuous because the action is happening now. The subject he takes is. Add -ing to repair to make repairing.

Check your work

☐ P1 (1 point): Writes At the moment, he is repairing a bicycle in the garden.

☐ P2 (1 point): Explains that the repair is happening/in progress right now.

☐ P3 (1 point): Explains that he is singular and takes is.

☐ P4 (1 point): Explains that repair takes -ing to become repairing.

Accept equivalent explanations without technical grammar terms. The complete rewritten form and the three explanations are separate skills.

U1S10 | Revise a message after feedback

(a) One possible answer

Paragraph one: my reading routine and why I enjoy comics. Paragraph two: making a bookmark with my sister now.

Check your work

☐ P1 (1 point): Plans a first paragraph about the reading routine and enjoyment.

☐ P2 (1 point): Plans a second paragraph about making the bookmark now.

Accept equivalent clear answers. Minor spelling slips are acceptable if the meaning stays clear.

(b) One possible answer

I like reading comics, and I read them on Fridays. I enjoy their funny characters.

I am making a bookmark now. My sister is helping me choose the colours.

Check your work

☐ P1 (1 point): Separates the reading routine and current bookmark activity into two coherent paragraphs.

☐ P2 (1 point): Adds a sensible reason for enjoying comics.

☐ P3 (1 point): Changes the sister's current action to is helping.

☐ P4 (1 point): Uses and correctly to connect related ideas.

Accept other sensible reasons and clear wording. Do not require the model's exact wording or a fixed word count.

U1E01 | An email about my hobby

One possible answer

Hi Adam,
I enjoy drawing cartoons in my free time. I usually draw at the dining table after dinner, and I spend about twenty minutes on each picture. I like this hobby because I can invent funny characters. My sister sometimes suggests names for them.

At the moment, I am drawing a comic about a cat in a school library. The cat is looking for a quiet place to sleep. I am using a pencil first and adding colours later. What do you enjoy doing after school?
Your friend,
Aiden

Check your work

☐ P1 (1 point): Names one hobby clearly.

☐ P2 (1 point): Gives a usual time, day or frequency.

☐ P3 (1 point): Gives a usual place.

☐ P4 (1 point): Explains a relevant reason for enjoyment.

☐ P5 (1 point): Describes one current hobby activity using a suitable present continuous form.

☐ P6 (1 point): Asks a relevant question about the friend's interests.

☐ P7 (1 point): Organises the email into two coherent paragraphs.

☐ P8 (1 point): Uses capital letters and sentence-ending punctuation accurately in most sentences.

Accept other relevant, intelligible responses. Use the criteria rather than exact model matching. Minor language slips may remain at this level. There is no fixed KPM word limit for this original practice task.

U1E02 | A friend’s interests

One possible answer

My friend Devi enjoys making paper models. She practises at home every Saturday morning. She is good at folding neat edges and reading simple picture instructions. Her favourite models are small houses, and she keeps them on a shelf beside her desk. We often talk about new ideas at school.

Today we are making a paper street together. Devi is showing me how to fold a roof. She is patient because she explains each step again when I do not understand. I am adding doors and windows. We enjoy working together because we share our ideas.

Check your work

☐ P1 (1 point): Names the friend and a hobby.

☐ P2 (1 point): Gives a usual practice time or frequency.

☐ P3 (1 point): Describes one relevant skill.

☐ P4 (1 point): Describes a current shared activity clearly.

☐ P5 (1 point): Uses a suitable present continuous verb form for the current activity.

☐ P6 (1 point): Names a personality quality and supports it with a relevant action.

☐ P7 (1 point): Uses two coherent paragraphs and a clear reference pronoun.

☐ P8 (1 point): Spells most familiar hobby and routine words correctly.

Accept other relevant, intelligible responses. Use the criteria rather than exact model matching. Minor language slips may remain at this level. There is no fixed KPM word limit for this original practice task.

U1E03 | A club newsletter update

One possible answer

Our Model Club meets in Room 6 every Thursday. We usually make small vehicles from clean paper and card. Members work in pairs, and we share our scissors and rulers. At the end of a meeting, everyone explains one useful idea from their model. Beginners learn by asking questions and watching other members.

We normally build new models, but today we are preparing a display. Kai is arranging finished models on a table. I am writing labels to explain how we make them. Two friends are drawing a welcome sign. Everyone is helping to make our display easy to enjoy.

Check your work

☐ P1 (1 point): Identifies one club and its normal activity.

☐ P2 (1 point): Gives a normal meeting day.

☐ P3 (1 point): Gives a meeting place.

☐ P4 (1 point): Describes one clear current display job.

☐ P5 (1 point): Describes a second distinct current display job.

☐ P6 (1 point): Uses present simple and present continuous appropriately to distinguish routine from current action.

☐ P7 (1 point): Uses but to express a meaningful contrast.

☐ P8 (1 point): Organises the update into two coherent paragraphs.

Accept other relevant, intelligible responses. Use the criteria rather than exact model matching. Minor language slips may remain at this level. There is no fixed KPM word limit for this original practice task.

U1E04 | Continue an original story

One possible answer

Rafi nods, but his voice is very quiet. He feels nervous because he does not usually sing in front of other people. Suri places another song sheet on the table and points to the first line. She sings it softly with him, so he does not feel alone. Rafi takes a breath and tries again.

Soon their voices become stronger. Two other pupils join them, and Rafi starts to smile. He is enjoying the song instead of worrying about every note. When the song ends, he thanks Suri. He puts his sheet on the table and asks to sing another song.

Check your work

☐ P1 (1 point): Continues with Rafi at the music table rather than beginning an unrelated story.

☐ P2 (1 point): Describes Rafi’s next action.

☐ P3 (1 point): Describes a feeling and gives a relevant reason or action that shows it.

☐ P4 (1 point): Includes a helpful action by Suri.

☐ P5 (1 point): Gives the scene a clear ending.

☐ P6 (1 point): Uses two coherent paragraphs with a logical order.

☐ P7 (1 point): Uses present forms consistently enough to keep the time clear.

☐ P8 (1 point): Uses capital letters and sentence-ending punctuation accurately in most sentences.

Accept other relevant, intelligible responses. Use the criteria rather than exact model matching. Minor language slips may remain at this level. There is no fixed KPM word limit for this original practice task.

U1E05 | Improve an article using feedback

One possible answer

A Hobby in Small Moments

Maya enjoys drawing because it helps her notice small details. She usually draws at her desk after dinner. She keeps coloured pencils beside her sketchbook, and she often fills a page with pictures of familiar objects. Her favourite subjects are cups, shoes and little plants.

Today Maya is visiting her cousin, but her sketchbook and coloured pencils are at home. She is using a borrowed pencil and the blank side of some old paper instead. She is drawing the cousin’s toy train. The picture has no colours yet, but she is still practising shapes and enjoying her hobby.

Check your work

☐ P1 (1 point): Identifies a hobby and explains why it is enjoyable.

☐ P2 (1 point): Gives both a usual time and a usual place.

☐ P3 (1 point): Describes a clear current equipment problem.

☐ P4 (1 point): Gives a sensible alternative that still relates to the hobby.

☐ P5 (1 point): Distinguishes routines and current actions with suitable present forms.

☐ P6 (1 point): Uses and or but meaningfully to link related ideas.

☐ P7 (1 point): Uses a clear reference pronoun instead of unnecessary name repetition.

☐ P8 (1 point): Separates the routine and current situation into two coherent paragraphs.

Accept other relevant, intelligible responses. Use the criteria rather than exact model matching. Minor language slips may remain at this level. There is no fixed KPM word limit for this original practice task.

Adult reader: listening scripts & keys

Keep these scripts out of the learner’s view during the listening activity. Read twice. The online module also offers optional device speech.

U1L01 | Choose a club

Hello, everyone. My name is Hana, and I help with our school hobby groups. Our drawing club meets on Tuesdays in the art room. Members usually draw for half an hour, then share their pictures. The chess club meets on Thursdays in the library. New players are welcome, so you do not need to know all the rules. Both groups start at two thirty. Please bring a pencil to the drawing club. You do not need to bring a chessboard because the school provides the boards. Today the members are putting up a display near the office. You can look at their work after lunch and ask them about their favourite activities.

Answers

1. School hobby groups/the drawing and chess clubs.

2. In the library.

3. A pencil.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2

U1L02 | Make a hobby card

We are making hobby cards for our classroom wall. First, take one piece of paper from the front table. Fold it in half, then open it again. On the left side, write your first name and draw a small picture of a hobby you enjoy. On the right side, write two sentences. The first sentence tells us how often you do the hobby. The second explains why you like it. When you finish, show the card to your partner. Ask your partner to check the spelling with you. Do not put your card on the wall yet. Leave it on your desk so I can read it first.

Answers

1. Open it again.

2. How often you do the hobby.

3. On your desk.

KPM DSKP p. 23 | SP 1.1.4, 1.1.2

Speaking models

U1P01 | Interview a hobby partner

A: What do you enjoy doing?
B: I enjoy making models.
A: How often do you make them?
B: Twice a week, on Tuesday and Saturday.
A: Did you say Tuesday and Saturday?
B: Yes, that is right.
A: What are you making now?
B: I am making a paper bus.
A: What is your model-making friend like?
B: She is patient. She explains a difficult step again when I need help.

KPM DSKP pp. 27-28 | SP 2.1.1, 2.3.1, 2.1.5

U1P02 | Agree on a hobby display

A: First, let's choose three pictures.
B: All right. Next, let's write a label for each one.
A: Then we can arrange them on the board.
B: So, pictures first, labels next and the board last?
A: Yes. We agree on those steps.

KPM DSKP pp. 27-28 | SP 2.3.2, 2.3.1

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

Official BPK directory | KPM-authored DSKP, full-text copy | KPM ELTC textbook listing

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UNIT 2 | FORM 1 | SESSION 2026

Fact or fiction?

Notes, examples & 40 objective questions

Explore stories and the people who create them. Practise past events, past ability and clear two-paragraph writing through original texts.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 52-53

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

Tell a finished story

AFFIRMATIVE	NEGATIVE	QUESTION
We visited the library.	**We did not visit it.**	**Did you visit it?**
Use a past verb.	did not + base verb	Did + subject + base verb

Study the examples, answer independently, then read the explanation for each answer. All reading passages are original.

Learn the patterns

2.1 Regular verbs: finished events

KPM DSKP pp. 52-53 | Language Awareness

Use the past simple for an action completed in the past.

• A finished time helps you choose the past simple: yesterday, last week or two days ago.

• For many verbs, add -ed: visit becomes visited. Yesterday, we visited a bookshop.

• If the verb ends in -e, add -d: like becomes liked.

• For consonant + y, change y to i and add -ed: carry becomes carried. For vowel + y, add -ed: play becomes played.

• Some short verbs double the final consonant: stop becomes stopped. Check unfamiliar forms in a dictionary.

• The affirmative past form stays the same: I watched, she watched, they watched.

Worked example: Write a past sentence using yesterday / we / visit / a storyteller.

1. Find the finished time: yesterday.

2. Change visit to the regular past form visited.

3. Put the subject before the verb and add the remaining details.

Answer: Yesterday, we visited a storyteller.

Bantuan BM: Gunakan past simple untuk peristiwa yang sudah selesai; bentuk kata kerja tidak berubah mengikut subjek.

Watch out: Do not add -s after a past verb: she visited, not she visiteds.

Try: Complete: Last Friday, Nabil ___ (carry) three books to class.

carried

2.2 Irregular verbs and past negatives

KPM DSKP pp. 52-53 | Language Awareness

Some verbs change differently in the past. After did not, use the base form.

• Learn useful pairs in a short sentence: go/went, see/saw, write/wrote, buy/bought and take/took.

• The past form of read has the same spelling, but its pronunciation sounds like red.

• Affirmative: Sara wrote a story last night. Negative: Sara did not write a story last night.

• Did not and its short form didn't are followed by the base form: did not buy, not did not bought.

• Choose a negative only when the information says an action did not happen.

Worked example: Notes: yesterday / I / buy a comic; not / buy a novel. Write two sentences.

1. Use bought for the completed purchase.

2. Use did not for the action that did not happen.

3. After did not, keep buy in its base form.

Answer: Yesterday, I bought a comic. I did not buy a novel.

Bantuan BM: Selepas did not atau didn't, gunakan kata kerja dasar seperti go, bukan went.

Watch out: Do not mark the past twice in did not went. Write did not go.

Try: Correct this sentence: Amir did not saw the final page.

Amir did not see the final page.

2.3 Past questions and short answers

KPM DSKP pp. 52-53 | Language Awareness

Use did + subject + base verb to ask about a finished action.

• Yes/no question: Did you finish the story yesterday?

• Short answers use did or did not: Yes, I did. No, I didn't.

• Information question: Where did they find the notebook?

• The main verb stays in its base form after did: Where did she go?

• The question word must match the information needed: when for time, where for place and why for a reason.

Worked example: Make a question from you / enjoy / the play / last night and give a positive short answer.

1. Put Did before the subject you.

2. Keep enjoy in its base form.

3. Finish with a question mark. Answer with I did.

Answer: Did you enjoy the play last night? Yes, I did.

Bantuan BM: Soalan past simple menggunakan did + subjek + kata kerja dasar.

Watch out: Write Did he write?, not Did he wrote? Do not use did with was or were.

Try: Ask about the place: They met the author at the library.

Where did they meet the author?

2.4 Was and were

KPM DSKP pp. 52-53 | Language Awareness

Was and were describe past states, feelings and locations.

• Use was with I, he, she and it: I was excited. The hall was quiet.

• Use were with you, we and they: You were early. The actors were ready.

• Add not for a negative: was not/wasn't and were not/weren't.

• Move was or were before the subject in a question: Was the play funny? Were the seats free?

• Keep the same verb in a short answer: Yes, it was. No, they weren't.

Worked example: Notes: the writer / at school yesterday; the photographers / not there. Write two sentences.

1. The singular subject the writer takes was.

2. The plural subject the photographers takes were.

3. Add not to show that the photographers were absent.

Answer: The writer was at school yesterday. The photographers were not there.

Bantuan BM: Was digunakan dengan I/he/she/it; were digunakan dengan you/we/they dalam masa lampau.

Watch out: A question about a past state uses Was she tired?, not Did she was tired?

Try: Complete: ___ you at the book fair yesterday?

Were

2.5 Could and could not: past ability

KPM DSKP pp. 52-53 | Language Awareness

Describe a general ability or lack of ability at a time in the past.

• Could describes past ability: When Lila was six, she could read short poems.

• Could not or couldn't describes a lack of past ability: At four, she couldn't write her name.

• Use the base verb after could: could draw, not could drew.

• The form stays the same for every subject: I could, he could, they could.

• Ask about past ability with Could + subject + base verb: Could you swim when you were eight?

Worked example: At age seven, Dev knew how to draw faces but did not know how to write poems. Describe his abilities.

1. Locate the past time: at age seven.

2. Use could + draw for the ability.

3. Use could not + write for the lack of ability.

Answer: At seven, Dev could draw faces, but he could not write poems.

Bantuan BM: Could dan couldn't menerangkan kebolehan atau ketidakbolehan pada masa lampau.

Watch out: In this unit, could means past ability. It is not a prediction or a guess.

Try: Complete: At five, Mira could ___ (read) simple words.

read

2.6 Genres, professions and clues

KPM DSKP pp. 33-53 | SP 3.1.3, 3.1.4, 5.1.1

Read the description before choosing a genre, a job or the meaning of a word.

• A mystery centres on a puzzle, such as a missing object. A fantasy includes imagined magic or impossible worlds.

• An adventure centres on exciting experiences or a journey. A biography tells the life story of a real person.

• An author writes books. An illustrator creates pictures for a text. An editor checks and improves a text.

• An actor performs a character. A journalist reports news. A librarian helps people find and use library materials.

• A word can have several meanings. Use nearby words and a dictionary entry to select the meaning that fits.

• When reading a story, name the character's action or feeling, then give a reason supported by the text.

Worked example: Original story: Iman returned a lost notebook because its owner needed it for a play. Describe Iman with evidence.

1. Identify the action: Iman returned the notebook.

2. Choose a trait supported by that action: helpful.

3. Link the trait to the owner's need without inventing extra events.

Answer: Iman was helpful because he returned the notebook that its owner needed for a play.

Bantuan BM: Pilih genre atau pekerjaan berdasarkan petunjuk dalam teks; semak maksud perkataan mengikut konteks.

Watch out: Do not assume every exciting story is fantasy. Look for evidence of magic or an impossible world.

Try: A true book describes a real musician's childhood and career. What genre is it?

A biography.

2.7 Plan, write and revise a short past account

KPM DSKP pp. 33-53 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Make two connected paragraphs: introduce the event, then explain what happened and how it ended.

• Before drafting, note who, where and when. Put the setting in the first paragraph.

• Choose a few clear events in a sensible order. Use the second paragraph for a development and ending.

• Use past simple forms for finished actions and was/were for past states.

• Connect ideas with and or but. Use a pronoun such as she only when its reference is clear.

• Reread for capital letters, full stops and question marks. Check tricky spellings such as library and beginning.

• Revise a draft after feedback. For example, if a reader cannot tell who she is, replace she with the character's name.

Worked example: Improve: yesterday maya find a book. maya was happy maya return it to her teacher.

1. Add a capital letter and comma to the time opening.

2. Change find and return to found and returned.

3. Divide the setting and outcome into two short paragraphs; use she clearly for Maya.

Answer: Yesterday, Maya found a book.

She was happy, and she returned it to her teacher.

Bantuan BM: Rancang dua perenggan, tulis peristiwa dengan jelas, kemudian semak ejaan, tanda baca dan rujukan kata ganti nama.

Watch out: Two paragraph breaks alone do not create clear organisation. Group related ideas and give the account an ending.

Try: In a story about two girls, why can She found it be unclear?

The reader may not know which girl she refers to. Use her name.

2.8 Choose a text and read independently

KPM DSKP pp. 33-43 | SP 3.2.1, 5.1.1

Choose a suitable text for yourself and read it at your own pace. Notice what interests you and how a character feels.

• Choose either original passage in this unit, or a suitable English text assigned by your teacher. Choose because its topic or story interests you.

• Read the whole text independently once. Do not stop at every unfamiliar word; try to follow the main idea.

• Read again and choose one useful new word. Use the sentence around it, then a dictionary if you need help.

• For a story, name one character's feeling and the action or event that explains it. For a non-fiction text, choose one interesting detail.

• Write a short personal reading note: title, why you chose it, one response and one new word. Your response can differ from another reader's.

• Tell a partner whether you would choose a similar text next time and explain why. Continue reading your teacher's assigned literature as well.

Worked example: Make a reading note after choosing The missing page.

1. Name the original story and explain your choice.

2. Give a response supported by one event.

3. Record one word and its meaning in this text.

Answer: I chose The missing page because I enjoy library stories. I felt relieved when Mina found the folded sheet because she could finish the story. Loose means no longer firmly attached.

Bantuan BM: Pilih teks yang sesuai dan baca sendiri. Catat sebab pilihan, respons peribadi dan satu perkataan baharu.

Watch out: Independent reading means choosing and engaging with a text yourself, not only searching for quiz answers.

Try: Must two readers enjoy the same part of a story?

No. Personal responses can differ. Explain your response using a detail from the text.

Objective practice

Choose one answer, A, B, C or D. Use the linked original passage for each reading question. Total: 40 practice points.

My score: _____ / 40

01. Yesterday, Hana ___ a comic in the library.

A. read

B. is reading

C. reading

D. reads

U2Q01 | Easy | Grammar

02. Last week, we ___ the school play.

A. watched

B. watch

C. watching

D. watches

U2Q02 | Easy | Grammar

03. The writer ___ at our school yesterday.

A. is

B. are

C. was

D. were

U2Q03 | Easy | Grammar

04. The actors ___ tired after the show last night.

A. were

B. be

C. was

D. is

U2Q04 | Easy | Grammar

05. At the age of six, I ___ read simple poems. I knew all the words.

A. could

B. could to

C. could reads

D. could reading

U2Q05 | Easy | Grammar

06. Amir did not ___ the book yesterday.

A. buys

B. buying

C. bought

D. buy

U2Q06 | Easy | Grammar

07. ___ you enjoy the story last night?

A. Did

B. Does

C. Do

D. Are

U2Q07 | Easy | Grammar

08. Lina ___ her first story two years ago.

A. writes

B. write

C. written

D. wrote

U2Q08 | Developing | Grammar

09. We ___ happy yesterday because the library was closed.

A. were not

B. did not

C. was not

D. not were

U2Q09 | Developing | Grammar

10. When she was four, Mia did not know how to write her name. She ___ write it then.

A. was not

B. could

C. can

D. could not

U2Q10 | Developing | Grammar

11. Choose the correct past question about a place.

A. Where did he went?

B. Where was he go?

C. Where did he go?

D. Where does he went?

U2Q11 | Developing | Grammar

12. Did Sara return the book yesterday? Yes, she ___.

A. could

B. does

C. did

D. was

U2Q12 | Developing | Grammar

13. Last Friday, the librarian ___ the books into the hall.

A. carrying

B. carried

C. carries

D. carryed

U2Q13 | Developing | Grammar

14. Notes: At age five, Dan knew how to draw a face. He did not know how to write a poem. Which sentence matches BOTH notes?

A. Dan could not draw a face, but he could write a poem.

B. Dan could draw a face and write a poem.

C. Dan could not draw a face or write a poem.

D. Dan could draw a face, but he could not write a poem.

U2Q14 | Challenge | Grammar

15. Choose the sentence that corrects BOTH verb errors in: Yesterday, we goed to the hall, but we did not saw the actor.

A. Yesterday, we go to the hall, but we did not seen the actor.

B. Yesterday, we went to the hall, but we did not see the actor.

C. Yesterday, we goed to the hall, but we did not see the actor.

D. Yesterday, we went to the hall, but we did not saw the actor.

U2Q15 | Challenge | Grammar

16. Nora was at home yesterday. Which question and short answer correctly check that past location?

A. Was Nora at home? Yes, she did.

B. Was Nora at home? Yes, she was.

C. Were Nora at home? Yes, she were.

D. Did Nora was at home? Yes, she did.

U2Q16 | Challenge | Grammar

17. Who creates pictures for a book?

A. An actor

B. An editor

C. A librarian

D. An illustrator

U2Q17 | Easy | Vocabulary

18. A story centres on finding out who took a missing necklace. Which genre fits this central puzzle?

A. An adventure

B. A mystery

C. A biography

D. A fantasy

U2Q18 | Easy | Vocabulary

19. Who performs a character in a play?

A. An actor

B. A journalist

C. An editor

D. A librarian

U2Q19 | Easy | Vocabulary

20. A true book tells the life story of a real artist. It is a ___.

A. biography

B. mystery

C. fantasy

D. adventure

U2Q20 | Easy | Vocabulary

21. Suri checked the spelling and improved the order of sentences in a book draft. What was her job?

A. Photographer

B. Librarian

C. Actor

D. Editor

U2Q21 | Developing | Vocabulary

22. A child enters a magic doorway and talks to a dragon. Which genre is most clearly signalled by these details?

A. Mystery

B. Adventure

C. Fantasy

D. Biography

U2Q22 | Developing | Vocabulary

23. Original dictionary entry: plot (noun) 1. the events in a story; 2. a small piece of land. In "The writer changed the plot before finishing the story", what does plot mean?

A. A small piece of land

B. The person who writes

C. The events in a story

D. The name of a book

U2Q23 | Developing | Vocabulary

24. A journalist and an author visit a school. Which description correctly distinguishes the two jobs?

A. A journalist performs plays; an author reports only weather.

B. A journalist reports news; an author writes books.

C. A journalist lends library books; an author edits only photographs.

D. A journalist illustrates novels; an author repairs books.

U2Q24 | Challenge | Vocabulary

Original reading | U2R1

The missing page

On Monday, Mina borrowed a story from the school library. The cover showed a small boat beside an island. At home, she reached the last part, but one page was missing. The story stopped in the middle of an exciting scene. Mina was disappointed because she wanted to know who found the lost key. She did not write a new ending immediately. Instead, she put a note in the book and took it back the next morning.

The librarian, Mr Tan, listened carefully. He checked the shelf, but he did not find another copy. Then Mina noticed a folded sheet inside the back cover. It was the missing page. A previous reader left it there after it came loose. Mr Tan repaired the book while Mina waited. She thanked him and finished the story at a nearby table. Later, she wrote her own different ending for the reading club. Her version ended on the island, but the original story ended at the harbour.

Word help: loose = no longer firmly attached; harbour = a sheltered place where boats stay

25. What did Mina borrow on Monday?

A. A map

B. A notebook

C. A poster

D. A story

U2Q25 | Easy | Reading | Read U2R1

26. Where was the missing page?

A. Under a nearby table

B. Inside the back cover

C. On the library shelf

D. Beside a boat

U2Q26 | Easy | Reading | Read U2R1

27. Why was Mina disappointed at home?

A. She could not find the library.

B. The reading club cancelled its meeting.

C. Mr Tan refused to help her.

D. She could not read what happened to the lost key.

U2Q27 | Developing | Reading | Read U2R1

28. In the passage, the page "came loose". What does this mean?

A. It became a different colour.

B. It became difficult to read.

C. It was no longer firmly attached.

D. It was copied into a notebook.

U2Q28 | Developing | Reading | Read U2R1

29. What is the main focus of the passage?

A. Mr Tan plans to write a new biography.

B. Mina learns how boats reach an island.

C. Mina solves a reading problem and later creates an ending.

D. A class repairs every book in the library.

U2Q29 | Developing | Reading | Read U2R1

30. Which statement is supported by the order of events?

A. Mina read the original ending before she wrote her own version.

B. Mr Tan found a second copy before he repaired the first one.

C. Mina wrote her different ending before she found the page.

D. The previous reader wrote Mina's new ending.

U2Q30 | Challenge | Reading | Read U2R1

Original reading | U2R2

A morning with book makers

Last Thursday, our class visited a small book workshop. Three guests explained their work. Nadia was an author. She brought a notebook of ideas and read a short adventure about two cousins on a journey. Harun was an illustrator. He showed us rough pencil drawings before he showed the finished colour pictures. The third guest, Suri, was an editor. She checked a sample page and found two spelling mistakes. She also moved one sentence because the order of events was unclear.

After the talks, we worked in groups. Our group wrote six sentences about a lost umbrella. I drew the pictures, and Asha checked our spelling. At first, my pictures showed a red umbrella, but the writing described a yellow one. We discussed the problem and changed the words to match the pictures. We did not finish a whole book that morning. However, we learned that different jobs could help one story become clear. Our teacher displayed our finished page beside the classroom door.

Word help: rough = not yet finished or exact; displayed = put where people could see it

31. Who showed the class pencil drawings?

A. Suri

B. Asha

C. Harun

D. Nadia

U2Q31 | Easy | Reading | Read U2R2

32. Where did the teacher display the group's page?

A. On the library shelf

B. Inside Nadia's notebook

C. Beside the classroom door

D. Above the workshop entrance

U2Q32 | Easy | Reading | Read U2R2

33. Why did Suri move a sentence in the sample page?

A. The author asked for a longer book.

B. The sequence of events was unclear.

C. The page had too many pictures.

D. The sentence described a red umbrella.

U2Q33 | Developing | Reading | Read U2R2

34. What did the group change to solve the umbrella problem?

A. The teacher's display place

B. The words describing the umbrella

C. The colour in the drawings

D. The number of guests

U2Q34 | Developing | Reading | Read U2R2

35. What does "rough" mean in "rough pencil drawings" here?

A. Difficult to carry

B. Sharp enough to cut paper

C. Full of dark printed words

D. Not yet finished or exact

U2Q35 | Developing | Reading | Read U2R2

36. Which lesson from the visit is best supported by BOTH the guest talks and the group activity?

A. A story can only have one person working on it.

B. Pictures are always correct, so written words do not matter.

C. Every school group can finish a whole book in one morning.

D. Writing, pictures and checking can work together to make a story clear.

U2Q36 | Challenge | Reading | Read U2R2

37. In an interview, Hana asks, "Where did you learn to draw?" Which reply gives the place she asks for?

A. When I was seven.

B. Because I liked pictures.

C. At my school art club.

D. With a blue pencil.

U2Q37 | Easy | Communication

38. A speaker says, "The show began at ten, not at nine." Which reply checks this information accurately?

A. Did you say the show was tomorrow?

B. Do you mean the starting time was ten?

C. So it began at nine?

D. Do you mean it ended at ten?

U2Q38 | Developing | Communication

39. Asha: “Did you write the poem yesterday?” Ben: “No. I wrote it on Tuesday and read it aloud yesterday.” Which reply accurately checks Ben's account?

A. So you wrote it on Tuesday and performed it yesterday?

B. So you wrote it yesterday and read it on Tuesday?

C. So you did not read your poem aloud?

D. So you wrote and performed it on Tuesday?

U2Q39 | Challenge | Communication

40. A group agrees: first read the story, next choose two scenes, then draw them. Which pupil correctly confirms the agreed order?

A. We draw two scenes before we read the story.

B. We read the story, choose two scenes, then draw those scenes.

C. We choose the scenes, draw them, then read the story.

D. We read the story after we choose and draw the scenes.

U2Q40 | Challenge | Communication

Answers & explanations

01 A	**02 A**	**03 C**	**04 A**	**05 A**	**06 D**	**07 A**	**08 D**
09 A	**10 D**	**11 C**	**12 C**	**13 B**	**14 D**	**15 B**	**16 B**
17 D	**18 B**	**19 A**	**20 A**	**21 D**	**22 C**	**23 C**	**24 B**
25 D	**26 B**	**27 D**	**28 C**	**29 C**	**30 A**	**31 C**	**32 C**
33 B	**34 B**	**35 D**	**36 D**	**37 C**	**38 B**	**39 A**	**40 B**

01. A | read

Read is the past simple spelling as well as the base spelling. Yesterday fixes the action in the past.

KPM DSKP pp. 52 | Language Awareness

02. A | watched

A finished action last week uses the past form watched.

KPM DSKP pp. 52 | Language Awareness

03. C | was

A singular past subject takes was.

KPM DSKP pp. 52 | Language Awareness

04. A | were

Were agrees with the plural subject in the past.

KPM DSKP pp. 52 | Language Awareness

05. A | could

Could read describes an ability at age six.

KPM DSKP pp. 52 | Language Awareness

06. D | buy

Use the base verb buy after did not.

KPM DSKP pp. 52 | Language Awareness

07. A | Did

Did + you + enjoy forms a past simple question.

KPM DSKP pp. 52 | Language Awareness

08. D | wrote

The past simple form of write is wrote.

KPM DSKP pp. 52 | Language Awareness

09. A | were not

Were not is the negative past form of be with we.

KPM DSKP pp. 52 | Language Awareness

10. D | could not

Could not + write expresses the lack of ability at that time.

KPM DSKP pp. 52 | Language Awareness

11. C | Where did he go?

Where did he go? correctly asks about a place in the past.

KPM DSKP pp. 52 | Language Awareness

12. C | did

A positive short answer to Did Sara ...? is Yes, she did.

KPM DSKP pp. 52 | Language Awareness

13. B | carried

Change y to i and add -ed: carried.

KPM DSKP pp. 52 | Language Awareness

14. D | Dan could draw a face, but he could not write a poem.

Only this option preserves both facts: drawing was possible for Dan, but writing a poem was not.

KPM DSKP pp. 52 | Language Awareness

15. B | Yesterday, we went to the hall, but we did not see the actor.

Went is the past of go, and see follows did not.

KPM DSKP pp. 52 | Language Awareness

16. B | Was Nora at home? Yes, she was.

Move was before Nora to form the question. The matching short answer uses was.

KPM DSKP pp. 52 | Language Awareness

17. D | An illustrator

An illustrator creates pictures to accompany a text.

KPM DSKP pp. 53 | Language Awareness

18. B | A mystery

A mystery centres on a puzzle such as the identity of someone who took an object.

KPM DSKP pp. 53 | Language Awareness

19. A | An actor

An actor performs the role of a character.

KPM DSKP pp. 53 | Language Awareness

20. A | biography

A biography tells the life story of a real person.

KPM DSKP pp. 53 | Language Awareness

21. D | Editor

An editor checks and improves a text.

KPM DSKP pp. 53 | Language Awareness

22. C | Fantasy

The magical doorway and talking dragon are clear fantasy clues.

KPM DSKP pp. 53 | Language Awareness

23. C | The events in a story

The sentence is about writing a story, so plot means the events in that story.

KPM DSKP pp. 33 | SP 3.1.4

24. B | A journalist reports news; an author writes books.

Journalists report news, while authors write books. The other options assign different jobs or unjustified limits.

KPM DSKP pp. 53 | Language Awareness

25. D | A story

The first sentence says Mina borrowed a story.

KPM DSKP pp. 33 | SP 3.1.2

26. B | Inside the back cover

Mina noticed the folded sheet inside the back cover.

KPM DSKP pp. 33 | SP 3.1.2

27. D | She could not read what happened to the lost key.

The text explains that she wanted to know who found the lost key, but the page was missing.

KPM DSKP pp. 33 | SP 3.1.2

28. C | It was no longer firmly attached.

Loose means not firmly attached; the page needed repair.

KPM DSKP pp. 33 | SP 3.1.3

29. C | Mina solves a reading problem and later creates an ending.

The passage follows the missing-page problem, its solution and Mina's later writing.

KPM DSKP pp. 33 | SP 3.1.1

30. A | Mina read the original ending before she wrote her own version.

She finished the repaired story at a table. Later, she wrote a different ending.

KPM DSKP pp. 33 | SP 3.1.2

31. C | Harun

Harun was the illustrator who showed rough pencil drawings.

KPM DSKP pp. 33 | SP 3.1.2

32. C | Beside the classroom door

The finished page was displayed beside the classroom door.

KPM DSKP pp. 33 | SP 3.1.2

33. B | The sequence of events was unclear.

Suri moved the sentence because the order of events was unclear.

KPM DSKP pp. 33 | SP 3.1.2

34. B | The words describing the umbrella

They changed the words to match the pictures, which showed a red umbrella.

KPM DSKP pp. 33 | SP 3.1.2

35. D | Not yet finished or exact

Rough drawings are early, unfinished drawings rather than the finished pictures.

KPM DSKP pp. 33 | SP 3.1.3

36. D | Writing, pictures and checking can work together to make a story clear.

The visitors explained different roles. The group then combined writing, illustration and checking to improve its page.

KPM DSKP pp. 33 | SP 3.1.1

37. C | At my school art club.

At my school art club gives a place; the other replies give time, reason or an object.

KPM DSKP pp. 52 | Language Awareness

38. B | Do you mean the starting time was ten?

The reply checks the stated start time of ten. The other options change the time, event or day.

KPM DSKP pp. 52 | Language Awareness

39. A | So you wrote it on Tuesday and performed it yesterday?

This reply preserves both times and uses performed for read it aloud.

KPM DSKP pp. 52 | Language Awareness

40. B | We read the story, choose two scenes, then draw those scenes.

The response correctly confirms all three agreed steps in order.

KPM DSKP pp. 52 | Language Awareness

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

Official BPK directory | KPM-authored DSKP, full-text copy | KPM ELTC textbook listing

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UNIT 2 | FORM 1 | SESSION 2026

Fact or fiction?

Written practice, listening & speaking

Explore stories and the people who create them. Practise past events, past ability and clear two-paragraph writing through original texts.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 52-53

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

10 structured tasks + 5 short writing tasks

Write your own answer before opening the models. The 100 self-check points, suggested lengths and rubrics are learning guides, not official KPM examination rules.

Use extra paper for longer responses. Two connected paragraphs are enough for these short writing tasks. Listening and speaking are additional activities and are not included in the 55-question count.

Structured practice | 10 tasks

U2S01 | Past events

Easy | 6 points | KPM DSKP pp. 33-53 | SP 3.1.2, 4.1.3

Yesterday, Farah visited the library. She borrowed a mystery. She did not buy a book. She returned home at four o'clock.

(a) Write two sentences: say where Farah went and what she borrowed. [2 points]

(b) Write four items: (1) a negative sentence about buying a book; (2) a question asking when she returned home; (3) the correct answer to that question; (4) a past yes/no question asking whether she visited the library. [4 points]

U2S02 | Past states

Easy | 6 points | KPM DSKP pp. 52-53 | Language Awareness

Complete each numbered gap using was or were. Use only these two words.

(a) (1) The library ___ quiet yesterday. (2) The pupils ___ excited. [2 points]

(b) (3) I ___ near the door. (4) You ___ beside me. (5) ___ the author happy? (6) ___ the books on the desk? [4 points]

U2S03 | Past ability

Easy | 6 points | KPM DSKP pp. 52-53 | Language Awareness

At age six, Kim knew how to read poems and draw animals. Kim did not know how to swim or ride a bicycle.

(a) Write two sentences about Kim's abilities at six, using could. [2 points]

(b) Write four items: two sentences with could not about Kim's missing abilities, a question asking about past swimming ability, and its negative short answer. [4 points]

U2S04 | Word meanings and genres

Easy | 6 points | KPM DSKP pp. 33-53 | SP 3.1.4

Original reference entry: novel (noun): a long written story with invented characters and events. biography (noun): a book about the life of a real person. illustrator (noun): a person who creates pictures for a text. editor (noun): a person who checks and improves a text.

(a) Using the entries, name the type of book: (1) the true life story of a real dancer; (2) a long story about invented neighbours. [2 points]

(b) Write four items: (1) name the person who draws pictures for a story; (2) name the person who checks its wording; (3) give the phrase in the novel entry that shows it is fiction; (4) give the phrase in the biography entry that shows it concerns someone real. [4 points]

U2S05 | Original story: character and evidence

Developing | 6 points | KPM DSKP pp. 43 | SP 5.1.1, 5.1.2

Original practice story: Before the school play, Nisha noticed that her friend Arun had no costume hat. Arun looked at the floor and said nothing. Nisha gave him her spare hat. She did not tell the audience about her help. After the play, Arun smiled and thanked her. Nisha smiled too.

(a) Name the two key characters in the story. [2 points]

(b) Give four items: (1) one supported feeling Arun had before the play; (2) a text detail supporting that feeling; (3) one personality quality shown by Nisha; (4) a text detail supporting that quality. [4 points]

U2S06 | Read and retell a visit

Developing | 6 points | KPM DSKP pp. 33-39 | SP 3.1.2, 4.1.3

Email from Joel: Yesterday, our class met an author in the hall. Her name was Mrs Lim. She read a mystery and showed us her notebook. The microphone did not work, so she moved closer to us. We could hear her clearly then. At the end, I asked how she chose names for characters. She said she kept a list of interesting names.

(a) Where did the class meet Mrs Lim, and what type of story did she read? [2 points]

(b) Retell the problem and solution in four short sentences: state the equipment problem, her action, its result and what Joel asked about. [4 points]

U2S07 | Edit spelling and punctuation

Developing | 6 points | KPM DSKP pp. 39 | SP 4.2.1, 4.2.2

An early draft contains these sentences. Correct only the features requested in each part.

(a) Correct the two misspelt words: "I borrowed a book from the libary. Its begining was exciting." [2 points]

(b) Rewrite these sentences with the requested corrections: (1) "amina read a story." Add the missing capital letter. (2) "Did she like it." Correct the end punctuation. (3) "She packed pens books and paper." Add the missing comma in the list. (4) "She smiled" Add the missing full stop. [4 points]

U2S08 | Plan and improve two paragraphs

Developing | 6 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.3

Notes for an original story: Saturday; Ravi at the library; found a notebook; owner's name on first page; returned it to the librarian; owner collected it and was happy. Reader feedback: "Please group the finding and the return in separate paragraphs, and make clear who was happy."

(a) Make a two-line plan: what belongs in paragraph one, and what belongs in paragraph two? [2 points]

(b) Use the notes and feedback to write two short paragraphs. Include the discovery, the return and the result. Use at least one clear pronoun and one joining word such as and. [4 points]

U2S09 | Compare two accounts

Challenge | 6 points | KPM DSKP pp. 33 | SP 3.1.2

Account A, by Mei: "I reached the hall at nine. The author was already there. I sat in the front row. The talk began at ten." Account B, by Omar: "I reached the hall at half past nine and sat in the back row. Mei was there before me. The author began the talk at ten."

(a) State the starting time of the talk reported by both writers. Then compare their arrival times and say who arrived first. [2 points]

(b) Correct each false statement using the accounts: (1) Mei arrived at ten. (2) Omar arrived before nine. (3) Mei sat at the back. (4) Omar sat at the front. [4 points]

U2S10 | A short interview account

Challenge | 6 points | KPM DSKP pp. 39-53 | SP 4.1.1, 4.1.3

Interview notes about an imagined illustrator, Ms Noor: started drawing at age five; studied art in Penang; at seven could draw birds; at seven could not draw horses. Write only from these notes.

(a) Write two interview questions: ask when Ms Noor started drawing and where she studied art. [2 points]

(b) Write four complete past sentences reporting all four notes about Ms Noor. [4 points]

Short writing | 5 tasks

Plan, draft and revise. A model of about 80-120 words is supplied later as an example, not as a fixed KPM word limit.

U2E01 | Email about a library visit

Easy | 8 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3

Write a friendly email in two paragraphs to a friend about a real or imagined library visit last Saturday. Say where you went, what you chose, one thing you did there, how you felt and why. Plan before writing, then check your past verbs.

Planning help

1. Paragraph one: give the time, place and book choice.
2. Paragraph two: describe an activity, feeling and reason.
3. Check past forms and use and or but with a clear pronoun.

U2E02 | A childhood ability profile

Easy | 8 points | KPM DSKP pp. 39 | SP 4.1.1, 4.1.3, 4.1.5, 4.2.1

Write two paragraphs about yourself or an imagined young reader at age six. Include two things the child could do, one thing the child could not do, one person who helped, and an example of that help. Keep the description in the past.

Planning help

1. Introduce the child and age in paragraph one.
2. Describe the missing ability and help in paragraph two.
3. Use could/could not + base verb and past verbs for the help.

U2E03 | An article about book makers

Developing | 8 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3

Write a two-paragraph article for a class page about an imagined visit by an author and an illustrator. State when and where they visited, explain one task each person demonstrated, and describe what you learned by working with a classmate afterwards.

Planning help

1. Introduce the visitors, time and place.
2. Describe their different tasks without mixing up the jobs.
3. Explain the class activity and one lesson from it.

U2E04 | Continue an original story

Developing | 8 points | KPM DSKP pp. 39-43 | SP 4.1.3, 4.1.5, 4.2.1, 5.3.1

Original opening: “At the reading club, Amir found a small envelope inside a book. It had his friend Jia's name on it.” Continue this imagined story in two paragraphs. Explain what Amir did, what was inside the envelope, why it mattered to Jia and how the story ended. Do not copy a published story.

Planning help

1. Keep Amir, Jia and the envelope connected to the opening.
2. Choose a clear discovery and explain Jia's response.
3. Give the story an ending, then check past tense and pronouns.

U2E05 | Revise a confusing account

Challenge | 8 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3

Draft notes: Saturday; school book fair; I went with Rani; we met an author; Rani asked about story ideas; author showed a notebook; Rani was nervous before asking but pleased afterwards; I bought a mystery. Feedback: “Tell the events in order. Use two paragraphs. Make clear who asked the question and who felt pleased.” Write an improved account using every note.

Planning help

1. Plan the visit and meeting in paragraph one, then the question and outcome in paragraph two.
2. Name Rani where a pronoun could refer to the author or narrator.
3. Reread the feedback and check the sequence before finishing.

Listening practice

Student: read the questions, keep the scripts later in this booklet hidden, and listen twice. Adult: read each script at a clear, natural pace. If you read the transcript yourself, you are practising reading rather than listening.

U2L01 | A lost folder

Before listening, discuss folder, chair and desk. Listen once for the main event, then again for the two details.

1. What is the main event in this account?

2. What colour was the folder?

3. Where did the teacher put it?

U2L02 | An illustrator's early years

Before listening, explain illustrator and sketchbook. Keep flowers, people and the day of the lessons separate in your notes.

1. What is Lian mainly talking about?

2. What could she draw when she was six?

3. When did she draw with her uncle?

Speaking practice

U2P01 | Interview about past reading

With a partner, ask about a book or story they read recently. Use a real experience or an invented one. Check one detail before changing roles.

1. Ask what your partner read and when.
2. Ask where they read it and one thing they remember.
3. Repeat one detail as a checking question, listen to the reply and change roles.

Partner checklist

☐ I asked at least two clear questions about the past.

☐ I gave answers that matched my partner's questions.

☐ I checked one detail and listened to the correction or confirmation.

☐ We both had a turn asking and answering.

Speak aloud. Use the model later only when you need support.

U2P02 | Tell a short story together

With a partner, create a short story about a lost book. Agree on the characters, the problem and the ending. Then take turns telling it aloud.

1. Agree on who lost the book and where the story happened.
2. Choose how someone helped and decide the ending together.
3. Tell the story in order, with each partner narrating a part.

Partner checklist

☐ We agreed on the characters, problem and ending.

☐ We both contributed to the decisions and the telling.

☐ I used past verbs that made the events understandable.

☐ Our story had a clear order and ending.

Speak aloud. Use the model later only when you need support.

Models & self-check criteria

There can be more than one good answer. Award each point once for the feature listed. These are transparent self-check guides; they do not grade your writing automatically.

U2S01 | Past events

(a) One possible answer

Farah went to the library. She borrowed a mystery.

Check your work

☐ P1 (1 point): Correctly states that she went to the library in a past sentence.

☐ P2 (1 point): Correctly states that she borrowed a mystery in a past sentence.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

(b) One possible answer

She did not buy a book. When did she return home? She returned home at four o'clock. Did she visit the library?

Check your work

☐ P1 (1 point): Writes She did not buy a book or its contracted equivalent.

☐ P2 (1 point): Forms When did she return home? correctly.

☐ P3 (1 point): Answers with four o'clock.

☐ P4 (1 point): Forms Did she visit the library? correctly.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

U2S02 | Past states

(a) One possible answer

(1) was; (2) were.

Check your work

☐ P1 (1 point): Gap 1: was.

☐ P2 (1 point): Gap 2: were.

Each gap has one required verb.

(b) One possible answer

(3) was; (4) were; (5) Was; (6) Were.

Check your work

☐ P1 (1 point): Gap 3: was.

☐ P2 (1 point): Gap 4: were.

☐ P3 (1 point): Gap 5: Was.

☐ P4 (1 point): Gap 6: Were.

Accept lower-case verbs in gap-only answers.

U2S03 | Past ability

(a) One possible answer

At six, Kim could read poems. Kim could draw animals.

Check your work

☐ P1 (1 point): States Kim could read poems at six.

☐ P2 (1 point): States Kim could draw animals at six.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

(b) One possible answer

Kim could not swim. Kim could not ride a bicycle. Could Kim swim at six? No, Kim could not.

Check your work

☐ P1 (1 point): States Kim could not swim.

☐ P2 (1 point): States Kim could not ride a bicycle.

☐ P3 (1 point): Forms Could Kim swim at six? or an equivalent past-ability question.

☐ P4 (1 point): Gives No, Kim could not or No, Kim couldn't.

Accept contractions. Keep all answers about age six, not current ability.

U2S04 | Word meanings and genres

(a) One possible answer

(1) Biography. (2) Novel.

Check your work

☐ P1 (1 point): Identifies biography for the real dancer.

☐ P2 (1 point): Identifies novel for the invented neighbours.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

(b) One possible answer

(1) Illustrator. (2) Editor. (3) Invented characters and events. (4) The life of a real person.

Check your work

☐ P1 (1 point): Identifies illustrator.

☐ P2 (1 point): Identifies editor.

☐ P3 (1 point): Selects invented characters and events.

☐ P4 (1 point): Selects the life of a real person or real person.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

U2S05 | Original story: character and evidence

(a) One possible answer

The two key characters are Nisha and Arun.

Check your work

☐ P1 (1 point): Identifies Nisha.

☐ P2 (1 point): Identifies Arun.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

(b) One possible answer

Arun felt worried. He had no costume hat and looked at the floor. Nisha was helpful. She gave him her spare hat.

Check your work

☐ P1 (1 point): Gives a plausible before-play feeling, such as worried, sad or embarrassed.

☐ P2 (1 point): Links that feeling to looking at the floor, silence or having no hat.

☐ P3 (1 point): Gives a supported quality, such as helpful, kind or modest.

☐ P4 (1 point): Links the chosen quality to giving a spare hat, or not telling the audience if modest is chosen.

Accept other defensible feelings and qualities with matching text evidence. Do not assume why the hat was missing.

U2S06 | Read and retell a visit

(a) One possible answer

They met her in the hall. She read a mystery.

Check your work

☐ P1 (1 point): States in the hall.

☐ P2 (1 point): States a mystery.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

(b) One possible answer

The microphone did not work. Mrs Lim moved closer to the pupils. They could hear her clearly then. Joel asked how she chose names for characters.

Check your work

☐ P1 (1 point): States the microphone did not work.

☐ P2 (1 point): States Mrs Lim moved closer to the pupils.

☐ P3 (1 point): States they could then hear her clearly.

☐ P4 (1 point): States Joel asked how she chose names for characters.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

U2S07 | Edit spelling and punctuation

(a) One possible answer

I borrowed a book from the library. Its beginning was exciting.

Check your work

☐ P1 (1 point): Corrects libary to library.

☐ P2 (1 point): Corrects begining to beginning.

Accept just the two corrected words.

(b) One possible answer

Amina read a story. Did she like it? She packed pens, books and paper. She smiled.

Check your work

☐ P1 (1 point): Changes amina to Amina.

☐ P2 (1 point): Ends Did she like it with a question mark.

☐ P3 (1 point): Places a comma after pens.

☐ P4 (1 point): Adds a full stop after She smiled.

An additional serial comma after books is acceptable. Do not remove the mark for that optional style choice.

U2S08 | Plan and improve two paragraphs

(a) One possible answer

Paragraph one: Ravi at the library on Saturday and the discovery of the notebook. Paragraph two: returning it to the librarian and the happy owner collecting it.

Check your work

☐ P1 (1 point): Plans the setting and finding of the notebook in paragraph one.

☐ P2 (1 point): Plans returning the notebook and the happy owner in paragraph two.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

(b) One possible answer

On Saturday, Ravi was at the library. He found a notebook, and the owner's name was on its first page.

Ravi returned it to the librarian. The owner collected the notebook and was happy.

Check your work

☐ P1 (1 point): Includes Saturday at the library and Ravi finding a notebook.

☐ P2 (1 point): Includes the return to the librarian and identifies the owner as the happy person who collected it.

☐ P3 (1 point): Uses two paragraphs that separate the discovery from the return/result.

☐ P4 (1 point): Uses at least one pronoun with a clear reference and one appropriate joining word.

Accept other coherent wording and paragraph lengths. Give the final point only when both the pronoun and joining word work clearly.

U2S09 | Compare two accounts

(a) One possible answer

The talk began at ten. Mei arrived before Omar.

Check your work

☐ P1 (1 point): States that the talk began at ten.

☐ P2 (1 point): States that Mei arrived before Omar.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

(b) One possible answer

Mei arrived at nine. Omar arrived at half past nine. Mei sat in the front row. Omar sat in the back row.

Check your work

☐ P1 (1 point): Corrects Mei's arrival to nine.

☐ P2 (1 point): Corrects Omar's arrival to half past nine.

☐ P3 (1 point): Corrects Mei's seat to the front row.

☐ P4 (1 point): Corrects Omar's seat to the back row.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

U2S10 | A short interview account

(a) One possible answer

When did you start drawing? Where did you study art?

Check your work

☐ P1 (1 point): Forms When did you start drawing? or a correct third-person equivalent.

☐ P2 (1 point): Forms Where did you study art? or a correct third-person equivalent.

Accept equivalent accurate wording. Minor errors that do not change the required meaning need not remove a content point.

(b) One possible answer

Ms Noor started drawing at five. She studied art in Penang. At seven, she could draw birds. She could not draw horses then.

Check your work

☐ P1 (1 point): Reports starting to draw at age five using a correct past form.

☐ P2 (1 point): Reports studying art in Penang using a correct past form.

☐ P3 (1 point): Reports being able to draw birds at seven using could + draw.

☐ P4 (1 point): Reports being unable to draw horses at seven using could not + draw.

Accept contractions and equivalent accurate sentences. Do not assume her present abilities.

U2E01 | Email about a library visit

One possible answer

Hi Asha,
Last Saturday, I went to the town library with my brother. I chose a mystery about a missing bicycle. Its cover was bright, and the first page made me curious. We found a quiet table beside a window and sat there together.

I read the first two chapters and wrote down three new words. My brother helped me check their meanings. I was happy because I understood the story and learned useful vocabulary. We borrowed our books before we left. What did you read last weekend?
Your friend,
Mira

Check your work

☐ P1 (1 point): Gives last Saturday and a library location.

☐ P2 (1 point): Identifies a book or genre chosen.

☐ P3 (1 point): Describes an activity during the visit.

☐ P4 (1 point): Gives a feeling and a reason that fits the visit.

☐ P5 (1 point): Uses two coherent paragraphs.

☐ P6 (1 point): Uses at least one correct past event verb and one correct was/were form.

☐ P7 (1 point): Uses a joining word and a pronoun with a clear reference.

☐ P8 (1 point): Uses a friendly greeting or closing and readable sentence punctuation.

Accept other accurate and coherent responses that meet the task. Use the criteria, not exact matching to this model. Minor A2 spelling or grammar errors need not remove content points. No official word limit is implied.

U2E02 | A childhood ability profile

One possible answer

When I was six, I enjoyed pictures and stories. I could draw simple animals, and I could read short sentences. My favourite books had large pictures of birds. I often showed my drawings to my younger cousin. She liked the funny eyes that I drew on each animal.

However, I could not spell many long words. My sister helped me after school. She wrote one difficult word on a card and read it with me. We put the card beside a matching picture. Her help made our short reading time enjoyable, and I was proud of my small notebook.

Check your work

☐ P1 (1 point): Identifies the child and age six.

☐ P2 (1 point): Gives one clear past ability.

☐ P3 (1 point): Gives a second, different past ability.

☐ P4 (1 point): Gives one clear lack of past ability.

☐ P5 (1 point): Identifies a helper and a concrete example of help.

☐ P6 (1 point): Groups ideas into two coherent paragraphs.

☐ P7 (1 point): Uses could and could not correctly with base verbs.

☐ P8 (1 point): Uses readable sentences, with a clear pronoun reference and suitable end punctuation.

Accept other accurate and coherent responses that meet the task. Use the criteria, not exact matching to this model. Minor A2 spelling or grammar errors need not remove content points. No official word limit is implied.

U2E03 | An article about book makers

One possible answer

Last Monday, an author and an illustrator visited our classroom. The author, Mr Dev, showed us how he planned a short adventure. He wrote the main events in a notebook. The illustrator, Ms Lian, drew a picture of the first scene. She explained how pictures helped readers imagine a place.

After their demonstrations, I worked with Sara on a story page. I wrote four sentences, and she drew the main character. We checked the picture against my words and changed one detail. I learned that partners needed to discuss their ideas carefully. Our page was clearer when the picture and writing agreed.

Check your work

☐ P1 (1 point): Introduces an author and an illustrator with a past time and place.

☐ P2 (1 point): Describes an author demonstrating writing or planning a text.

☐ P3 (1 point): Describes an illustrator demonstrating pictures for a text.

☐ P4 (1 point): Describes the writer's own work with a classmate after the demonstrations.

☐ P5 (1 point): States a lesson connected to that group activity.

☐ P6 (1 point): Uses two coherent paragraphs with a clear connection.

☐ P7 (1 point): Uses past event verbs accurately enough to make the sequence clear.

☐ P8 (1 point): Uses a clear pronoun and appropriate sentence punctuation.

Accept other accurate and coherent responses that meet the task. Use the criteria, not exact matching to this model. Minor A2 spelling or grammar errors need not remove content points. No official word limit is implied.

U2E04 | Continue an original story

One possible answer

Amir took the envelope to Jia before the club meeting began. She opened it carefully and found a drawing of her old pet rabbit. Her little brother drew it for her birthday, but she lost it the week before. Jia was pleased because the drawing reminded her of their happy afternoons with the rabbit.

She thanked Amir and put the picture in a folder. Then they read a story together. At the end of the meeting, Jia drew a small rabbit on a card for Amir. He smiled when she gave it to him. Both friends went home with a picture to keep.

Check your work

☐ P1 (1 point): Continues with Amir and the envelope from the opening.

☐ P2 (1 point): Describes an action Amir took to find out about or return it.

☐ P3 (1 point): Identifies plausible contents for this imagined story.

☐ P4 (1 point): Explains why those contents mattered to Jia.

☐ P5 (1 point): Gives a clear ending linked to the discovery.

☐ P6 (1 point): Uses two coherent paragraphs to develop and resolve the event.

☐ P7 (1 point): Uses understandable past verbs consistently for the main events.

☐ P8 (1 point): Uses clear character references and suitable sentence punctuation.

Accept other accurate and coherent responses that meet the task. Use the criteria, not exact matching to this model. Minor A2 spelling or grammar errors need not remove content points. No official word limit is implied.

U2E05 | Revise a confusing account

One possible answer

On Saturday, I went to the school book fair with Rani. We walked past several colourful book tables and met an author near the stage. Rani wanted to ask about story ideas, but she was nervous. I waited beside her while the author finished speaking to another pupil.

Then Rani asked her question. The author showed us a notebook full of short notes and explained that small daily events gave her ideas. Rani was pleased after the conversation because she understood how to begin a story. Before we left, I bought a mystery. We talked about our visit on the way home.

Check your work

☐ P1 (1 point): Sets the visit at the school book fair on Saturday with Rani.

☐ P2 (1 point): States that the narrator and Rani met an author.

☐ P3 (1 point): Clearly identifies Rani as the person who asked about story ideas.

☐ P4 (1 point): States that the author showed a notebook.

☐ P5 (1 point): Clearly identifies Rani as nervous before asking and pleased afterwards.

☐ P6 (1 point): Includes the narrator buying a mystery and keeps events in a sensible order.

☐ P7 (1 point): Uses two coherent paragraphs and makes the requested references unambiguous.

☐ P8 (1 point): Uses appropriate past forms, sentence capitals and end punctuation.

Accept other accurate and coherent responses that meet the task. Use the criteria, not exact matching to this model. Minor A2 spelling or grammar errors need not remove content points. No official word limit is implied.

Adult reader: listening scripts & keys

Keep these scripts out of the learner’s view during the listening activity. Read twice. The online module also offers optional device speech.

U2L01 | A lost folder

Yesterday, I took a blue folder to the reading club. It held my new story and two drawings. Before the meeting, I put it on a chair beside the window. Then I helped our teacher move some books. When I returned, the folder was not on the chair. I was worried because I needed my story for the meeting. My friend Ella helped me look. We checked under the tables, but we did not find it there. Finally, our teacher came back with the folder. She moved it to her desk while she cleaned the chair. I thanked her and read my story to the group. Everyone listened quietly.

Answers

1. The speaker could not find a folder, then learned that the teacher moved it.

2. Blue.

3. On her desk.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.6

U2L02 | An illustrator's early years

Hello, I am Lian, and I draw pictures for children's books. Today I want to tell you about my childhood. When I was six, I could draw flowers, but I could not draw people well. My uncle was an art teacher. He gave me a small sketchbook and taught me to look carefully at faces. We did not practise every day. We drew together on Saturday mornings at his kitchen table. I liked those lessons because we laughed at our funny first drawings. At school, I drew pictures for a story by my friend. Our teacher put our page on the classroom wall. That was my first picture for someone else's story.

Answers

1. Her childhood drawing experiences.

2. Flowers.

3. On Saturday mornings.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.6

Speaking models

U2P01 | Interview about past reading

A: What did you read last weekend?
B: I read a mystery called The Green Door.
A: Where did you read it?
B: At home, on Sunday morning.
A: So you read it on Sunday, not Saturday?
B: Yes, on Sunday.
A: What happened in the story?
B: A child found a key in a garden.

KPM DSKP pp. 27-28 | SP 2.1.1, 2.3.1

U2P02 | Tell a short story together

A: Let's make the main character a pupil called Nuri. Did she lose the book at school?
B: Yes. Let's say her friend found it near the classroom.
A: Good. First, Nuri looked in her bag, but the book was not there.
B: She was worried. Her friend Ali checked the corridor and found it beside a bench.
A: He gave it back to Nuri, and she thanked him.
B: They returned the book to the library together.

KPM DSKP pp. 27-28 | SP 2.3.2, 2.4.1

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

Official BPK directory | KPM-authored DSKP, full-text copy | KPM ELTC textbook listing

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UNIT 3 | FORM 1 | SESSION 2026

Wild weather

Notes, examples & 40 objective questions

Describe weather, understand an original weather story and explain what was happening when an event occurred. Practise reading, listening, speaking and writing with the past continuous and past simple.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 53-54

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

A longer action and an event

BACKGROUND	CONNECT	EVENT
I was reading	**when**	**the rain started.**
was / were + -ing	The event happens during it.	Use the past simple.

Study the examples, answer independently, then read the explanation for each answer. All reading passages are original.

Learn the patterns

3.1 Words for weather and natural events

KPM DSKP pp. 33-54 | SP 3.1.3

Use the details in a sentence to choose a precise weather word.

• Rainy, cloudy, sunny and windy are adjectives: It was a windy afternoon.

• Lightning is the bright flash; thunder is the sound: We saw lightning and heard thunder.

• Fog is a cloud of tiny water drops near the ground. In the story, fog hid the distant hills.

• A flood covers normally dry land with water. A drought is a long period with very little rain.

• A landslide involves earth or rock moving down a slope. An earthquake involves shaking of the ground.

Worked example: Choose flood or drought: The field was usually dry, but water covered it after days of rain.

1. Find the usual condition: the field was dry.

2. Find the changed condition: water covered the field.

3. Choose the word for water covering normally dry land.

Answer: Flood.

Bantuan BM: Gunakan petunjuk dalam ayat untuk membezakan perkataan cuaca dan bencana alam.

Watch out: Do not use thunder for a flash of light. Read whether the person saw something or heard it.

Try: Complete: A bright flash of ___ lit the sky.

Lightning. The clue is a bright flash.

3.2 Past continuous: an action in progress

KPM DSKP pp. 53-54 | Language Awareness

The past continuous describes an action that was in progress at a particular time in the past.

• Use subject + was/were + verb ending in -ing: I was reading.

• Use was with I, he, she or it: The wind was blowing.

• Use were with you, we or they: We were drawing clouds.

• Add a clear past-time setting: At four yesterday, Nabil was checking his notes.

• For many verbs ending in silent e, remove e before -ing: shine becomes shining. Run becomes running.

Worked example: Describe what Iman was doing at ten yesterday: read / a weather chart.

1. The subject is Iman, one person.

2. Choose was.

3. Change read to reading.

4. Add the past-time phrase and the object.

Answer: At ten yesterday, Iman was reading a weather chart.

Bantuan BM: Past continuous menunjukkan perbuatan yang sedang berlaku pada masa tertentu yang telah lalu.

Watch out: Do not omit was or were: They watching is incomplete here.

Try: At two yesterday, the pupils ___ watching the rain.

Were. The pupils is plural.

3.3 Past continuous: negatives and questions

KPM DSKP pp. 53-54 | Language Awareness

Use not for a negative. Put was or were before the subject in a question.

• Negative: It was not raining. Was not can become wasn't.

• Plural negative: The children were not sleeping. Were not can become weren't.

• Yes/no question: Was Dina reading? Answer: Yes, she was. / No, she wasn't.

• With you, ask Were you watching? If one person replies about themselves, they say Yes, I was.

• Information question: What were they doing at noon? They were drawing clouds.

Worked example: Make a negative sentence and a question: Sara was taking photographs.

1. Keep was because Sara is one person.

2. Put not after was for the negative.

3. For the question, move was before Sara.

4. Keep taking in both forms.

Answer: Sara was not taking photographs. Was Sara taking photographs?

Bantuan BM: Untuk soalan, letakkan was atau were sebelum subjek. Jawapan ringkas mesti sepadan dengan subjek.

Watch out: Do not add did to a past continuous question: Did she was reading? is incorrect.

Try: Make a question: They were checking the chart.

Were they checking the chart?

3.4 Past continuous and past simple together

KPM DSKP pp. 53-54 | Language Awareness

Use the past continuous for an action in progress and the past simple for a completed event in the story.

• Background action: I was writing a report. Completed event: The bell rang.

• Combine them: I was writing a report when the bell rang.

• While can introduce an action in progress: While we were reading, the lights went out.

• Two actions can be in progress together: I was drawing while Amir was colouring.

• When and while do not choose the tense automatically. Think about the meaning and time of each action.

Worked example: Join: The class was working on a poster. Suddenly, the bell rang.

1. Identify the action already in progress: working.

2. Keep was working with the singular group noun the class.

3. Identify the sudden completed event: the bell rang.

4. Join the ideas with when.

Answer: The class was working on a poster when the bell rang.

Bantuan BM: Past continuous memberi latar perbuatan yang sedang berlaku; past simple menyatakan peristiwa yang berlaku.

Watch out: Do not assume every verb after when must be past simple. First decide what each part means.

Try: Complete: While I was reading, the phone ___ once. (ring)

Rang. It is a single completed event in the story.

3.5 Adjectives and adverbs

KPM DSKP pp. 53-54 | Language Awareness

Adjectives describe people or things. Adverbs can describe how an action happens.

• An adjective can describe a noun: a quiet room, a strong wind.

• Use an adjective after be to describe the subject: The rain was heavy.

• An adverb can describe an action: The rain fell heavily.

• Many adverbs end in -ly: slow becomes slowly; careful becomes carefully.

• Some spellings change: heavy becomes heavily. Not every adverb ends in -ly: fast stays fast.

Worked example: Rewrite using an adverb: The rain was heavy. It fell all evening.

1. Find the adjective heavy.

2. Change heavy to heavily.

3. Place heavily with the action fell.

Answer: The rain fell heavily all evening.

Bantuan BM: Adjektif menerangkan kata nama, manakala adverba boleh menerangkan cara sesuatu perbuatan berlaku.

Watch out: Do not write The wind blew strong when you mean how it blew. Use strongly.

Try: Choose: The leaves moved gentle / gently.

Gently. It describes how the leaves moved.

3.6 Read, plan and improve a weather story

KPM DSKP pp. 33-39 | SP 3.1.1, 3.1.2, 3.1.3, 4.1.3, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Find evidence in a text, then organise a short account into two clear paragraphs.

• For the main idea, ask what most of the text is about, not just what happens in one sentence.

• For a detail question, locate a matching name, time, place or action in the text.

• Use nearby words to guess a new word. Then check an appropriate dictionary entry if needed.

• Plan paragraph one: the place, time, weather and action in progress. Plan paragraph two: a new event and its result.

• Edit capitals, full stops and spelling. Link ideas with and, but or so, and use clear pronouns such as she or they.

• For an original story, explain a character's feeling with evidence from what the character does or says.

Worked example: Improve: yesterday, hana was drawing. the rain began. she closed her sketchbook.

1. Give Yesterday and Hana capital letters.
2. Use when to connect the ongoing action and the new event.
3. Keep a clear pronoun referring to Hana.
4. Check the full stops.

Answer: Yesterday, Hana was drawing when the rain began. She closed her sketchbook.

Bantuan BM: Rancang dua perenggan: latar dan aktiviti dahulu, kemudian peristiwa baharu serta kesudahannya.

Watch out: A sensible guess is not always a fact in the passage. Base a reading answer on the words provided.

Try: Which paragraph fits this detail: Later, we displayed our finished poster?

Paragraph two. It gives the later result.

Objective practice

Choose one answer, A, B, C or D. Use the linked original passage for each reading question. Total: 40 practice points.

My score: _____ / 40

01. At three yesterday, Mei ___ writing a weather report.

A. were

B. are

C. is

D. was

U3Q01 | Easy | Grammar

02. The two children ___ watching the clouds when the bell rang.

A. was

B. is

C. be

D. were

U3Q02 | Easy | Grammar

03. Choose the correct -ing form of shine.

A. shining

B. shinning

C. shined

D. shineing

U3Q03 | Easy | Grammar

04. Choose the correct negative past continuous sentence.

A. It was not rain at noon.

B. It not was raining at noon.

C. It did not raining at noon.

D. It was not raining at noon.

U3Q04 | Easy | Grammar

05. One pupil answers: "Were you waiting for the bus at four?" "Yes, I ___."

A. am

B. did

C. was

D. were

U3Q05 | Easy | Grammar

06. Choose the correct past continuous question.

A. What were they do at noon?

B. What they were doing at noon?

C. What were they doing at noon?

D. What did they doing at noon?

U3Q06 | Easy | Grammar

07. The wind was very ___ yesterday.

A. strongly

B. strong

C. strength

D. strongest

U3Q07 | Easy | Grammar

08. The leaves moved ___ in the breeze.

A. slowness

B. slowing

C. slow

D. slowly

U3Q08 | Easy | Grammar

09. While Dina was reading, the bell ___ once.

A. is ringing

B. rang

C. rings

D. ringing

U3Q09 | Developing | Grammar

10. "I was drawing when the phone rang." Which action was already in progress?

A. Making a call

B. Drawing

C. Answering the phone

D. Ringing a bell

U3Q10 | Developing | Grammar

11. At noon yesterday, Ali was drawing while Sara ___ checking the weather chart.

A. was

B. were

C. did

D. does

U3Q11 | Developing | Grammar

12. Choose the correct negative form: "The girls were taking photographs."

A. The girls did not taking photographs.

B. The girls was not taking photographs.

C. The girls were not taking photographs.

D. The girls were not took photographs.

U3Q12 | Developing | Grammar

13. Which sentence correctly combines an action in progress with a completed event?

A. We were read when the lights went out.

B. We was reading when the lights went out.

C. We were reading when the lights went out.

D. We were reading when the lights going out.

U3Q13 | Developing | Grammar

14. Nora read the weather report ___ before she answered the questions.

A. caring

B. carefully

C. care

D. careful

U3Q14 | Developing | Grammar

15. Which sentence shows two actions in progress at the same past time?

A. While Amir was drawing clouds, Lila was colouring a rainbow.

B. Amir drew clouds and then Lila coloured a rainbow.

C. Amir will draw clouds and Lila will colour a rainbow.

D. Amir draws clouds while Lila colours a rainbow.

U3Q15 | Challenge | Grammar

16. Choose the correction for BOTH errors: "At five yesterday, I was walk home and the wind was blowing strong."

A. At five yesterday, I was walking home and the wind was blowing strong.

B. At five yesterday, I were walking home and the wind was blowing strongly.

C. At five yesterday, I was walked home and the wind was blowing strongly.

D. At five yesterday, I was walking home and the wind was blowing strongly.

U3Q16 | Challenge | Grammar

17. Which word means a bright flash of electricity in the sky?

A. Drought

B. Thunder

C. Lightning

D. Fog

U3Q17 | Easy | Vocabulary

18. Which word names the loud sound heard during a thunderstorm?

A. Sunshine

B. Thunder

C. Lightning

D. Fog

U3Q18 | Easy | Vocabulary

19. Water covered land that was normally dry. Which word describes this event?

A. Flood

B. Breeze

C. Frost

D. Drought

U3Q19 | Easy | Vocabulary

20. The village experienced a long period with very little rain. This was a ___.

A. rainbow

B. flood

C. shower

D. drought

U3Q20 | Easy | Vocabulary

21. "A light breeze moved the curtains gently." What does breeze mean here?

A. A thick cloud near the ground

B. A sudden flash of light

C. A heavy fall of rain

D. A gentle wind

U3Q21 | Developing | Vocabulary

22. "Fog hid the far end of the field." What is fog?

A. A layer of dry soil covering the field

B. A cloud of tiny water drops near the ground

C. A bright band of colours across the sky

D. A loud sound coming from the clouds

U3Q22 | Developing | Vocabulary

23. Earth and rocks moved down a hillside. Which event does this describe?

A. A rainbow

B. A drought

C. A landslide

D. A breeze

U3Q23 | Developing | Vocabulary

24. Original dictionary entry: "shower (noun): a short period of rain". Which sentence uses shower with this meaning?

A. She took a shower after the match.

B. The shower in the bathroom was broken.

C. The bathroom has a new shower.

D. A brief shower wet the playground.

U3Q24 | Challenge | Vocabulary

Original reading | U3R1

Two weather pictures

On Saturday morning, Maya and her brother Jun were preparing a small weather display in their grandmother's sitting room. They wanted to show different weather conditions in an interesting way. At nine o'clock, Maya was drawing grey clouds while Jun was writing labels. Their grandmother was looking through a box of old family photographs. Maya hoped to find a photograph of a bright rainbow, but most of the pictures showed sunny holidays. A soft rain was falling outside, and the trees beyond the window were moving gently.

At half past nine, Jun found a photograph of their grandmother holding a red umbrella. Behind her, water covered the garden path. She explained that heavy rain flooded the garden many years earlier. Jun added the photograph to the display with a short label. Maya chose a second picture showing dry, cracked ground. Her grandmother explained that this picture showed a long period with very little rain. By lunchtime, the children had two different weather examples. They decided to call their display 'Too Much Rain, Too Little Rain'.

Word help: display = a collection arranged for people to look at; cracked = with narrow lines where the surface has split

25. In “Two weather pictures”, where were Maya and Jun preparing their display?

A. In a garden shelter

B. In their grandmother's sitting room

C. In the school library

D. In their classroom

U3Q25 | Easy | Reading | Read U3R1

26. What was Maya doing at nine o’clock?

A. Looking through the photograph box

B. Drawing grey clouds

C. Holding a red umbrella

D. Writing labels

U3Q26 | Easy | Reading | Read U3R1

27. What did Maya hope to find in the photographs?

A. A bright rainbow

B. A cloudy school field

C. A weather chart

D. A flooded garden path

U3Q27 | Developing | Reading | Read U3R1

28. Which detail showed a flood in the first chosen photograph?

A. Grandmother held a red umbrella.

B. The children wrote a short label.

C. The sky changed during the day.

D. Water covered the garden path.

U3Q28 | Developing | Reading | Read U3R1

29. What is the main idea of "Two weather pictures"?

A. Children use family photographs to compare two kinds of weather conditions.

B. A grandmother teaches the children how to repair umbrellas.

C. A family cancels a holiday because of a new flood.

D. Two children organise photographs of sunny holidays only.

U3Q29 | Challenge | Reading | Read U3R1

30. Why does the final title suit the two chosen pictures?

A. One shows the children, and the other shows their teacher.

B. Both show a bright rainbow after a short shower.

C. Both show the same garden on Saturday morning.

D. One shows a flood, and the other shows a long dry period.

U3Q30 | Challenge | Reading | Read U3R1

Original reading | U3R2

Four cards, different stories

Our English club held a weather story afternoon last Thursday. Each group received the same four picture cards: a cloudy sky, an open notebook, a bright flash and a smiling child. The pictures did not include instructions, so each group created its own story. My group decided that our main character, Ravi, was writing beside a window when he saw lightning. We described the bright flash, but we did not add a sound until the next sentence. This helped us use the words lightning and thunder correctly.

While we were practising our reading, another group was arranging its pictures in a different order. In their story, the smiling child appeared first. Our teacher asked both groups to explain their choices. We realised that the same pictures can lead to different stories. After the readings, everyone wrote one helpful comment for another group. One pupil told us that our ending was unclear. We added a final sentence explaining why Ravi was smiling. The club secretary put both groups' stories on the noticeboard.

Word help: arranging = putting things in a particular order; unclear = not easy to understand

31. When did the English club hold its weather story afternoon?

A. Last Thursday

B. Last Saturday

C. On Monday morning

D. On Friday evening

U3Q31 | Easy | Reading | Read U3R2

32. How many picture cards did each group receive?

A. Five

B. Three

C. Four

D. Two

U3Q32 | Easy | Reading | Read U3R2

33. What was Ravi doing when he saw lightning in the first group's story?

A. Arranging cards on a noticeboard

B. Reading beside a tree

C. Writing beside a window

D. Speaking to the club secretary

U3Q33 | Developing | Reading | Read U3R2

34. What does unclear mean in "our ending was unclear"?

A. Not easy to understand

B. Not possible to write

C. Not long enough to display

D. Not loud enough to hear

U3Q34 | Developing | Reading | Read U3R2

35. Which statement best gives the main idea of "Four cards, different stories"?

A. A teacher gives each group a finished story to memorise.

B. Pupils create different stories from the same pictures and improve them with feedback.

C. A secretary teaches pupils to predict tomorrow's weather.

D. Pupils compete to draw the most realistic weather pictures.

U3Q35 | Challenge | Reading | Read U3R2

36. Which event happened AFTER the groups read their stories?

A. The narrator's group chose Ravi as its main character.

B. Another group arranged the smiling child card first.

C. Each pupil wrote a helpful comment for another group.

D. Each group received four picture cards.

U3Q36 | Challenge | Reading | Read U3R2

37. Your partner says, "I was drawing when the bell rang." Which question checks your understanding of the order?

A. Do you mean you started drawing before the bell rang?

B. How many bells does our school have?

C. Where will we put the picture tomorrow?

D. What colour is your pencil now?

U3Q37 | Developing | Communication

38. Your group must agree on steps for a weather story. Which response proposes a clear sequence?

A. Our teacher likes colourful pictures.

B. Let's choose the pictures first, then plan the story.

C. I was reading a story last night.

D. The weather yesterday was cloudy.

U3Q38 | Developing | Communication

39. A partner asks, “What were you doing at eight last night?” Which answer gives the requested activity and time?

A. I was reading a weather story at eight.

B. I will borrow a weather story tomorrow.

C. I like stories about cloudy afternoons.

D. I read weather stories every Sunday.

U3Q39 | Developing | Communication

40. You did not hear whether your partner said “thunder” or “lightning”. Which response asks for clarification?

A. Let’s put a title on the display now.

B. Yes, your story is interesting.

C. Did you say the sound of thunder or the flash of lightning?

D. I prefer stories about sunny weather.

U3Q40 | Challenge | Communication

Answers & explanations

01 D	**02 D**	**03 A**	**04 D**	**05 C**	**06 C**	**07 B**	**08 D**
09 B	**10 B**	**11 A**	**12 C**	**13 C**	**14 B**	**15 A**	**16 D**
17 C	**18 B**	**19 A**	**20 D**	**21 D**	**22 B**	**23 C**	**24 D**
25 B	**26 B**	**27 A**	**28 D**	**29 A**	**30 D**	**31 A**	**32 C**
33 C	**34 A**	**35 B**	**36 C**	**37 A**	**38 B**	**39 A**	**40 C**

01. D | was

Yesterday sets the past. Mei is one person, so was writing is correct.

KPM DSKP pp. 53 | Language Awareness

02. D | were

The past continuous with a plural subject uses were + -ing.

KPM DSKP pp. 53 | Language Awareness

03. A | shining

Shine becomes shining. Shinning is a different verb form.

KPM DSKP pp. 53 | Language Awareness

04. D | It was not raining at noon.

Was not raining has the correct negative past continuous form.

KPM DSKP pp. 53 | Language Awareness

05. C | was

The short answer is Yes, I was. The question uses were with you.

KPM DSKP pp. 53 | Language Awareness

06. C | What were they doing at noon?

An information question uses question word + were + subject + -ing verb.

KPM DSKP pp. 53 | Language Awareness

07. B | strong

Strong is an adjective describing the wind. Strongly describes an action.

KPM DSKP pp. 53 | Language Awareness

08. D | slowly

Slowly is an adverb describing the action moved.

KPM DSKP pp. 53 | Language Awareness

09. B | rang

Rang is the past simple of ring. The reading was already in progress.

KPM DSKP pp. 53 | Language Awareness

10. B | Drawing

Was drawing describes the action in progress. The sentence does not say that the speaker answered the phone.

KPM DSKP pp. 53 | Language Awareness

11. A | was

Sara was checking uses the past continuous for a second action in progress.

KPM DSKP pp. 53 | Language Awareness

12. C | The girls were not taking photographs.

The negative is formed by putting not after were.

KPM DSKP pp. 53 | Language Awareness

13. C | We were reading when the lights went out.

Were reading is past continuous, and went out is a completed past event.

KPM DSKP pp. 53 | Language Awareness

14. B | carefully

Carefully is the adverb describing read.

KPM DSKP pp. 53 | Language Awareness

15. A | While Amir was drawing clouds, Lila was colouring a rainbow.

Was drawing and was colouring show simultaneous actions in progress. The other options give a sequence or a different time.

KPM DSKP pp. 53 | Language Awareness

16. D | At five yesterday, I was walking home and the wind was blowing strongly.

Was needs walking for the past continuous. Strongly describes how the wind was blowing.

KPM DSKP pp. 53 | Language Awareness

17. C | Lightning

Lightning is the bright flash; thunder is the sound.

KPM DSKP pp. 53 | Language Awareness

18. B | Thunder

Thunder is the sound associated with lightning.

KPM DSKP pp. 53 | Language Awareness

19. A | Flood

A flood covers normally dry land with water.

KPM DSKP pp. 53 | Language Awareness

20. D | drought

A drought is a long period with very little rain.

KPM DSKP pp. 53 | Language Awareness

21. D | A gentle wind

A breeze is a gentle wind. The moving curtains support this meaning.

KPM DSKP pp. 33 | SP 3.1.3

22. B | A cloud of tiny water drops near the ground

Fog consists of tiny water drops near the ground and can hide distant objects.

KPM DSKP pp. 53 | Language Awareness

23. C | A landslide

A landslide involves material such as earth and rock moving down a slope.

KPM DSKP pp. 53 | Language Awareness

24. D | A brief shower wet the playground.

Only the playground sentence uses shower to mean a short period of rain.

KPM DSKP pp. 33 | SP 3.1.4

25. B | In their grandmother's sitting room

The passage states that they were in their grandmother's sitting room.

KPM DSKP pp. 33 | SP 3.1.2

26. B | Drawing grey clouds

At nine o'clock, Maya was drawing grey clouds while Jun was writing labels.

KPM DSKP pp. 33 | SP 3.1.2

27. A | A bright rainbow

Maya hoped to find a photograph of a bright rainbow.

KPM DSKP pp. 33 | SP 3.1.2

28. D | Water covered the garden path.

The water covering the path is evidence of the flooded garden. An umbrella alone does not show a flood.

KPM DSKP pp. 33 | SP 3.1.2

29. A | Children use family photographs to compare two kinds of weather conditions.

The children select photographs showing too much rain and too little rain. This links the whole story.

KPM DSKP pp. 33 | SP 3.1.1

30. D | One shows a flood, and the other shows a long dry period.

Too Much Rain refers to the flooded garden. Too Little Rain refers to the dry, cracked ground.

KPM DSKP pp. 33 | SP 3.1.2

31. A | Last Thursday

The event took place last Thursday.

KPM DSKP pp. 33 | SP 3.1.2

32. C | Four

The passage explicitly says the groups received four picture cards.

KPM DSKP pp. 33 | SP 3.1.2

33. C | Writing beside a window

Ravi was writing beside a window when he saw lightning.

KPM DSKP pp. 33 | SP 3.1.2

34. A | Not easy to understand

They added a sentence explaining why Ravi smiled, making the ending easier to understand.

KPM DSKP pp. 33 | SP 3.1.3

35. B | Pupils create different stories from the same pictures and improve them with feedback.

The pupils create stories, compare choices and revise an ending after feedback.

KPM DSKP pp. 33 | SP 3.1.1

36. C | Each pupil wrote a helpful comment for another group.

The passage says that everyone wrote one helpful comment after the readings.

KPM DSKP pp. 33 | SP 3.1.2

37. A | Do you mean you started drawing before the bell rang?

The question restates the time relationship and asks the partner to confirm it.

KPM DSKP pp. 27 | SP 2.3.1

38. B | Let's choose the pictures first, then plan the story.

The response suggests two steps in a clear order for the shared task.

KPM DSKP pp. 27 | SP 2.3.2

39. A | I was reading a weather story at eight.

I was reading answers what the speaker was doing at the stated past time.

KPM DSKP pp. 27 | SP 2.1.1

40. C | Did you say the sound of thunder or the flash of lightning?

The response identifies the two possible meanings and asks the speaker to clarify.

KPM DSKP pp. 27 | SP 2.3.1

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

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UNIT 3 | FORM 1 | SESSION 2026

Wild weather

Written practice, listening & speaking

Describe weather, understand an original weather story and explain what was happening when an event occurred. Practise reading, listening, speaking and writing with the past continuous and past simple.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 53-54

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

10 structured tasks + 5 short writing tasks

Write your own answer before opening the models. The 100 self-check points, suggested lengths and rubrics are learning guides, not official KPM examination rules.

Use extra paper for longer responses. Two connected paragraphs are enough for these short writing tasks. Listening and speaking are additional activities and are not included in the 55-question count.

Structured practice | 10 tasks

U3S01 | Past continuous forms

Easy | 6 points | KPM DSKP pp. 53-54 | Language Awareness

At four yesterday, Hana was reading and her brothers were drawing clouds.

(a) Complete both sentences with was or were: (i) Hana ___ reading. (ii) Her brothers ___ drawing clouds. [2 points]

(b) Write one negative sentence about Hana reading and one yes/no question about her brothers drawing clouds. Use the past continuous. [4 points]

U3S02 | Adjectives and adverbs

Easy | 6 points | KPM DSKP pp. 53-54 | Language Awareness

Use words that describe things or explain how actions happen.

(a) Choose the correct word in each sentence: (i) The rain was heavy / heavily. (ii) The leaves moved gentle / gently. [2 points]

(b) Rewrite the four words in brackets in their correct forms: (i) The wind blew (strong). (ii) Sara drew (careful). (iii) The rain fell (heavy). (iv) It was a (cloud) afternoon. [4 points]

U3S03 | Read a short account

Easy | 6 points | KPM DSKP pp. 33 | SP 3.1.2

At ten on Friday, Ken and Laila were preparing a weather poster in the library. Ken was drawing a dark cloud. Laila was writing the title in blue. When their teacher arrived, she brought a photograph of a rainbow. The pupils placed it below their title. They finished the poster before lunch.

(a) Name the two pupils and state where they were working. [2 points]

(b) Give four details: (i) What was Ken drawing? (ii) What colour did Laila use for the title? (iii) What did the teacher bring? (iv) Where did the pupils place it? [4 points]

U3S04 | Spelling and punctuation

Easy | 6 points | KPM DSKP pp. 39 | SP 4.2.1, 4.2.2

Proofread the short weather sentences. Keep the meaning.

(a) Correct the two misspelt words: "It was rainning. The rain was hevy." [2 points]

(b) Rewrite with capital letters and end punctuation: "did nora hear thunder she was reading at home" [4 points]

U3S05 | Background action and new event

Developing | 6 points | KPM DSKP pp. 33-54 | SP 3.1.2, 4.1.3

Mira was writing a weather story at two yesterday. Suddenly, the school bell rang. She put her pencil down.

(a) Identify the action already in progress and the sudden event. [2 points]

(b) Combine the first two ideas into one sentence using when. Then write one sentence explaining why the two tenses fit. [4 points]

U3S06 | Use a reference entry

Developing | 6 points | KPM DSKP pp. 33-39 | SP 3.1.4, 4.1.3

Original mini-dictionary: shower, noun: a short period of rain. gust, noun: a sudden strong movement of wind. These entries are written for this activity.

(a) According to the entries, which word means (i) a short period of rain and (ii) a sudden strong movement of wind? [2 points]

(b) Write one complete past-tense sentence using shower with the weather meaning and one using gust. [4 points]

U3S07 | Literature in Action: a helpful partner

Developing | 6 points | KPM DSKP pp. 43 | SP 5.1.1, 5.1.2

Original story: Omar was holding the group's weather story, but his hands were shaking. "I'm worried that I will forget my first line," he said. Lea gave him the first picture card. "Let's read the opening together," she said. Omar looked at the card and nodded. They began their reading side by side.

(a) How did Omar feel before the reading, and why did he feel that way? [2 points]

(b) Give two actions Lea took. Then describe one quality she showed and explain how her support helped Omar with this task. [4 points]

U3S08 | Plan and write two paragraphs

Developing | 6 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.3

Writing situation: On a rainy afternoon, you and a friend were making a weather display at home. Your friend found a useful photograph. You finished the display together.

(a) Write a brief plan with one idea for paragraph one and one idea for paragraph two. [2 points]

(b) Use your plan to write two short paragraphs. Include an action in progress, a completed event and a clear result. [4 points]

U3S09 | Revise a short account

Challenge | 6 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3

Draft: "Yesterday, my friends was preparing a weather show. I was draw a cloud. The teacher arrived. We showed our picture cards. She smiled. We felt proud." Feedback: Correct the verb errors. Use two paragraphs: preparation first, then the teacher's arrival and the result.

(a) Correct the two verb errors in the first two sentences. [2 points]

(b) Rewrite the whole account in two paragraphs, using the feedback. Keep the corrected grammar and connect at least two sentences using and, but or so. [4 points]

U3S10 | Separate evidence from guesses

Challenge | 6 points | KPM DSKP pp. 33 | SP 3.1.2

Class report: "At two on Tuesday, rain was tapping against the classroom windows. We were drawing weather pictures. Nina finished her rainbow first. She used purple for the final stripe. The teacher collected our work at half past two."

(a) Who finished a rainbow first, and which colour did she use for its final stripe? [2 points]

(b) For each statement, write Supported or Not stated and give a reason: (i) Pupils were drawing at two. (ii) The school closed early because of the rain. [4 points]

Short writing | 5 tasks

Plan, draft and revise. A model of about 80-120 words is supplied later as an example, not as a fixed KPM word limit.

U3E01 | Email about a rainy afternoon

Easy | 8 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3

Write an email to a friend about a real or imagined rainy afternoon. In two paragraphs, say when and where you were, what you were doing, what happened next and how the afternoon ended. Include a greeting and a closing.

Planning help

1. Plan the time, place and activity in paragraph one.
2. Plan one new event and the result in paragraph two.
3. Check one was/were + -ing form and your past simple verbs.

U3E02 | Article: our weather display

Easy | 8 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3

Write a short article for your class noticeboard about making a weather display. Use two paragraphs. Describe the pictures or materials, two people’s activities, and the completed display. Include one adjective and one adverb of manner.

Planning help

1. Name the display and describe its pictures or materials.
2. Use the past continuous for what two people were doing.
3. Finish with the result and check your adjective and adverb.

U3E03 | Creative continuation: the missing card

Developing | 8 points | KPM DSKP pp. 39-43 | SP 4.1.3, 4.1.5, 4.2.3, 5.3.1

Continue this original story in two paragraphs: "Lea and Omar were arranging picture cards for their weather story. Just before their turn, they noticed that the last card was missing." Explain what they did, how one character felt and how the story ended. Your continuation may be different from the model.

Planning help

1. Choose a simple solution, such as making a new card or changing the ending.
2. Show a feeling and give a reason for it.
3. Connect the solution to a clear ending.

U3E04 | Report from weather notes

Developing | 8 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3

Write a two-paragraph account using these invented club notes. Monday, 2 p.m.: cloudy; Lina drawing clouds; Adam writing labels. Tuesday, 2 p.m.: rainy; Lina adding a rain picture; Adam reading the labels aloud. Tuesday, 2.30 p.m.: display complete; teacher read it and smiled. Keep the days clear. Add only small details that fit the notes.

Planning help

1. Use the first paragraph for Monday and the second for Tuesday.
2. Use was/were + -ing for the activities at two.
3. Use past simple for the completion and the teacher’s response.

U3E05 | Improve a weather-story diary

Challenge | 8 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3

Write a revised two-paragraph diary account from this plan: yesterday afternoon, school library; you and a partner preparing a weather story; partner drawing a picture while you wrote; teacher arrived; you explained the story; teacher asked about the ending; you added a final sentence. Feedback to apply: make the people clear, use the past continuous for background activities, and explain how the final sentence improved the story.

Planning help

1. Paragraph one: place, people and activities in progress.
2. Paragraph two: the teacher’s visit, the change and why it helped.
3. Check that each he, she or we has an obvious meaning.

Listening practice

Student: read the questions, keep the scripts later in this booklet hidden, and listen twice. Adult: read each script at a clear, natural pace. If you read the transcript yourself, you are practising reading rather than listening.

U3L01 | The picture-card afternoon

Before listening, review rainy street, paragraph, flash and thunder. Listen once for the main idea and again for details.

1. What was the group mainly doing?

2. Where was the group working?

3. Which weather word matched the bright flash?

U3L02 | A change to our club display

Review display, indoors and contribute. Listen for the topic, the corrected word and the extra picture. The activity assesses listening when you hear the script, not when you read it.

1. What was the topic of the display?

2. Which word replaced gentle?

3. What did Asha bring?

Speaking practice

U3P01 | What was happening?

Work with a partner. Describe a real or imagined rainy afternoon. Ask what your partner was doing at a stated time, then check one detail you heard.

1. Choose a time, a place and an activity in progress.

2. Ask and answer a question using was or were.

3. Check one detail with a question such as Do you mean ...?

Partner checklist

☐ I gave a clear past time and activity.

☐ I used a correct was/were + -ing phrase.

☐ I asked a question to check a detail.

☐ I listened to the reply and responded to it.

Speak aloud. Use the model later only when you need support.

U3P02 | Agree on a weather-story plan

With a partner, agree on the steps for making a two-paragraph weather story. Choose a setting and a character, then decide what event changes the situation. Retell the agreed story briefly.

1. Suggest an order for choosing pictures, planning and checking.

2. Ask for clarification if a partner’s idea is unclear.

3. Agree on the steps and tell the beginning and ending of your story.

Partner checklist

☐ I suggested a clear sequence of steps.

☐ I checked one unclear point.

☐ We reached an agreement.

☐ I helped retell the agreed story in a clear order.

Speak aloud. Use the model later only when you need support.

Models & self-check criteria

There can be more than one good answer. Award each point once for the feature listed. These are transparent self-check guides; they do not grade your writing automatically.

U3S01 | Past continuous forms

(a) One possible answer

(i) was; (ii) were.

Check your work

☐ P1 (1 point): Uses was for Hana.

☐ P2 (1 point): Uses were for her brothers.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

Hana was not reading. Were her brothers drawing clouds?

Check your work

☐ P1 (1 point): Writes Hana was not reading, or Hana wasn't reading.

☐ P2 (1 point): Uses a capital letter and a full stop in the negative sentence.

☐ P3 (1 point): Writes Were her brothers drawing clouds? with correct word order.

☐ P4 (1 point): Uses a capital letter and a question mark in the question.

Accept wasn't. Punctuation points are separate from the correct verb form and word order.

U3S02 | Adjectives and adverbs

(a) One possible answer

(i) heavy; (ii) gently.

Check your work

☐ P1 (1 point): Chooses heavy in (i).

☐ P2 (1 point): Chooses gently in (ii).

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

(i) strongly; (ii) carefully; (iii) heavily; (iv) cloudy.

Check your work

☐ P1 (1 point): Uses strongly in (i).

☐ P2 (1 point): Uses carefully in (ii).

☐ P3 (1 point): Uses heavily in (iii).

☐ P4 (1 point): Uses cloudy in (iv).

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

U3S03 | Read a short account

(a) One possible answer

Ken and Laila were working in the library.

Check your work

☐ P1 (1 point): Names both Ken and Laila.

☐ P2 (1 point): States that they were working in the library.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

(i) A dark cloud. (ii) Blue. (iii) A photograph of a rainbow. (iv) Below the title.

Check your work

☐ P1 (1 point): States that Ken was drawing a dark cloud.

☐ P2 (1 point): States that the title was blue.

☐ P3 (1 point): States that the teacher brought a photograph of a rainbow.

☐ P4 (1 point): States that they placed the photograph below the title.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

U3S04 | Spelling and punctuation

(a) One possible answer

raining; heavy.

Check your work

☐ P1 (1 point): Corrects rainning to raining.

☐ P2 (1 point): Corrects hevy to heavy.

The corrected target spellings must be raining and heavy. Accept the words alone or complete corrected sentences.

(b) One possible answer

Did Nora hear thunder? She was reading at home.

Check your work

☐ P1 (1 point): Begins the question with Did.

☐ P2 (1 point): Capitalises the name Nora.

☐ P3 (1 point): Places a question mark after thunder.

☐ P4 (1 point): Begins the second sentence with She and ends it with a full stop.

Accept the exact corrected wording or an equivalent division into the same question and statement. Do not change the meaning.

U3S05 | Background action and new event

(a) One possible answer

Mira was writing a weather story. The sudden event was the bell ringing.

Check your work

☐ P1 (1 point): Identifies writing a weather story as the action in progress.

☐ P2 (1 point): Identifies the bell ringing as the sudden event.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

Mira was writing a weather story when the school bell rang. Was writing shows an action in progress, and rang shows a completed event during that action.

Check your work

☐ P1 (1 point): Uses Mira was writing a weather story in the combined sentence.

☐ P2 (1 point): Joins it correctly to when the school bell rang.

☐ P3 (1 point): Explains that was writing shows an action in progress.

☐ P4 (1 point): Explains that rang shows a completed event during that action.

Accept the when-clause first with suitable punctuation. Do not require grammatical labels if the explanation gives the correct meaning.

U3S06 | Use a reference entry

(a) One possible answer

(i) shower; (ii) gust.

Check your work

☐ P1 (1 point): Matches shower to (i).

☐ P2 (1 point): Matches gust to (ii).

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

A short shower wet the garden yesterday. A sudden gust moved the leaves.

Check your work

☐ P1 (1 point): Uses shower to mean a short period of rain.

☐ P2 (1 point): Makes the shower sentence a complete sentence with an appropriate past-tense verb.

☐ P3 (1 point): Uses gust to mean a sudden strong movement of wind.

☐ P4 (1 point): Makes the gust sentence a complete sentence with an appropriate past-tense verb.

Accept any clear, plausible sentences using the supplied meanings. The exact nouns and verbs in the model are not required.

U3S07 | Literature in Action: a helpful partner

(a) One possible answer

Omar felt nervous because he was afraid of forgetting his first line.

Check your work

☐ P1 (1 point): Describes Omar as worried or nervous.

☐ P2 (1 point): Explains that he feared forgetting his first line.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

Lea gave Omar the first picture card and offered to read the opening with him. She was supportive. Her offer meant that Omar did not have to begin alone.

Check your work

☐ P1 (1 point): States that Lea gave Omar the first picture card.

☐ P2 (1 point): States that she offered to read the opening with him.

☐ P3 (1 point): Describes Lea as helpful, supportive or considerate.

☐ P4 (1 point): Explains that her support meant Omar did not have to face the opening alone or could use the picture as a reminder.

Accept a suitable quality with a clear reason supported by the story. Do not require pupils to claim that Omar forgot a line; the story does not say this.

U3S08 | Plan and write two paragraphs

(a) One possible answer

Paragraph one: a rainy afternoon at home, making a display. Paragraph two: my friend found a photograph and we finished the display.

Check your work

☐ P1 (1 point): Plans paragraph one around the rainy afternoon and the activity in progress.

☐ P2 (1 point): Plans paragraph two around finding the photograph and completing the display.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

On a rainy afternoon, my friend Adam and I were making a weather display at my house. I was drawing clouds while he was looking for pictures.

Adam found a photograph of a rainbow in a box. We added it to our display and wrote a label below it. At last, our display was complete.

Check your work

☐ P1 (1 point): First paragraph gives the background setting and activity.

☐ P2 (1 point): Second paragraph gives the new event and a clear result.

☐ P3 (1 point): Uses at least one correct past continuous verb group.

☐ P4 (1 point): Uses at least one correct past simple verb for a completed event.

Accept different names and suitable details that fit the situation. The two paragraphs should have distinct purposes, not an arbitrary break in one sentence.

U3S09 | Revise a short account

(a) One possible answer

My friends were preparing a weather show. I was drawing a cloud.

Check your work

☐ P1 (1 point): Changes my friends was preparing to my friends were preparing.

☐ P2 (1 point): Changes I was draw to I was drawing.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

Yesterday, my friends were preparing a weather show, and I was drawing a cloud.

The teacher arrived, so we showed her our picture cards. She smiled, and we felt proud.

Check your work

☐ P1 (1 point): Groups the preparation details in paragraph one.

☐ P2 (1 point): Groups the teacher's arrival and the result in paragraph two.

☐ P3 (1 point): Uses and, but or so to link ideas logically.

☐ P4 (1 point): Uses clear capital letters and sentence-ending punctuation throughout.

Accept other coherent links and harmless extra details. The verb corrections are assessed in part (a), so do not award a second point for the same correction here.

U3S10 | Separate evidence from guesses

(a) One possible answer

Nina finished first, and she used purple for the final stripe.

Check your work

☐ P1 (1 point): Names Nina.

☐ P2 (1 point): Identifies purple.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

(i) Supported. The report begins at two and says that the pupils were drawing weather pictures. (ii) Not stated. It describes rain and the collection of work, but it does not say that the school closed early.

Check your work

☐ P1 (1 point): Labels (i) Supported.

☐ P2 (1 point): Supports (i) with the report's time at two and the statement that pupils were drawing.

☐ P3 (1 point): Labels (ii) Not stated.

☐ P4 (1 point): Explains that the report says nothing about school closure or its closing time.

Accept a short quotation or accurate paraphrase for (i). For (ii), do not require a claim that the school definitely stayed open; its closing time is unknown.

U3E01 | Email about a rainy afternoon

One possible answer

Hi Jia,

Last Saturday afternoon, I was at home with my cousin. Rain was falling outside, so we stayed in the sitting room. I was drawing clouds while my cousin was colouring a rainbow. We were making a small weather poster for my room.

At three, my mother brought us a photograph of a rainy street. We added it to the poster and wrote a short label. Then we showed our work to her. She smiled and asked about the different pictures. It was a quiet afternoon, but we enjoyed working together.

Your friend,
Aiden

Check your work

☐ P1 (1 point): Includes an appropriate email greeting and closing.

☐ P2 (1 point): Gives a clear time and place.

☐ P3 (1 point): Describes the activity in progress.

☐ P4 (1 point): Describes a new event and an ending.

☐ P5 (1 point): Uses two coherent paragraphs for the body of the email.

☐ P6 (1 point): Uses at least one correct past continuous verb group.

☐ P7 (1 point): Uses at least one correct past simple verb for a completed event.

☐ P8 (1 point): Uses sentence capitals and end punctuation so that the email is easy to follow.

Accept other accurate, coherent responses that fulfil the task. Award points for the listed features, not for matching the model word for word. Minor A2-level slips do not remove a content point when the meaning remains clear. The model length is a guide, not an official KPM word limit.

U3E02 | Article: our weather display

One possible answer

Our class made a weather display for the school library last week. We used blue paper, picture cards and coloured pencils. At ten, I was drawing a dark cloud while Farah was writing labels. She wrote carefully because younger pupils needed to read the words. Our teacher gave us a photograph of a rainbow.

We placed the photograph in the centre and arranged the cards around it. The finished display showed rain, sunshine and wind. Two pupils from another class stopped to look at it. They liked the colourful pictures and asked us about our work.

Check your work

☐ P1 (1 point): Identifies the weather display and its purpose or audience.

☐ P2 (1 point): Describes pictures or materials used.

☐ P3 (1 point): Describes activities involving two people.

☐ P4 (1 point): Describes the finished display or people’s response to it.

☐ P5 (1 point): Organises the article into two coherent paragraphs.

☐ P6 (1 point): Uses a correct past continuous verb group.

☐ P7 (1 point): Uses a suitable adjective to describe a person or thing.

☐ P8 (1 point): Uses a suitable adverb of manner to describe an action.

Accept other accurate, coherent responses that fulfil the task. Award points for the listed features, not for matching the model word for word. Minor A2-level slips do not remove a content point when the meaning remains clear. The model length is a guide, not an official KPM word limit.

U3E03 | Creative continuation: the missing card

One possible answer

Omar was looking under the table while Lea was checking their bag. They could not find the card. Omar felt worried because it showed the end of their story. Lea found a blank piece of paper and a green pencil. She began drawing a new ending while Omar described their idea.

When the teacher called their names, Lea held up the new picture. It showed their character smiling beside a window after the rain. The pair told their story together. Omar smiled too because their problem was over. Their classmates enjoyed the unexpected ending.

Check your work

☐ P1 (1 point): Continues from the missing last card without contradicting the opening.

☐ P2 (1 point): Describes an action taken to solve the problem.

☐ P3 (1 point): Describes a character’s feeling with a clear reason.

☐ P4 (1 point): Gives a clear ending linked to the problem.

☐ P5 (1 point): Uses two coherent paragraphs.

☐ P6 (1 point): Uses at least one correct past continuous verb group.

☐ P7 (1 point): Uses at least one correct past simple verb for an event.

☐ P8 (1 point): Links ideas with an appropriate conjunction or clear reference pronoun.

Accept other accurate, coherent responses that fulfil the task. Award points for the listed features, not for matching the model word for word. Minor A2-level slips do not remove a content point when the meaning remains clear. The model length is a guide, not an official KPM word limit.

U3E04 | Report from weather notes

One possible answer

On Monday at two, the weather was cloudy. Lina was drawing clouds for our English club display, and Adam was writing labels. They worked at the same table with a box of coloured pencils. Their pictures and words helped us describe the sky.

On Tuesday at two, it was rainy. Lina was adding a rain picture while Adam was reading the labels aloud. The display was complete at half past two. Our teacher read it and smiled. The two pupils put their pencils away and looked at their finished work.

Check your work

☐ P1 (1 point): Gives Monday's cloudy weather.

☐ P2 (1 point): Describes both pupils' Monday activities accurately.

☐ P3 (1 point): Gives Tuesday's rainy weather and both pupils' Tuesday activities accurately.

☐ P4 (1 point): Reports that the display was complete at 2.30 p.m. on Tuesday and that the teacher read it and smiled.

☐ P5 (1 point): Separates Monday and Tuesday into two coherent paragraphs.

☐ P6 (1 point): Uses correct was/were agreement in at least one past continuous verb group.

☐ P7 (1 point): Uses an appropriate past simple verb for a completed event.

☐ P8 (1 point): Uses clear pronouns or names so the reader knows who did each action.

Accept other accurate, coherent responses that fulfil the task. Award points for the listed features, not for matching the model word for word. Minor A2-level slips do not remove a content point when the meaning remains clear. The model length is a guide, not an official KPM word limit.

U3E05 | Improve a weather-story diary

One possible answer

Yesterday afternoon, I was preparing a weather story with Daniel in the school library. Daniel was drawing a picture while I was writing the words. Our main character was a boy looking at a rainbow. We liked the colourful picture, but our last sentence did not explain why the boy was smiling.

Our teacher arrived, and we explained the story to her. She asked us about the ending. We added a sentence saying that the boy was happy to see the rainbow with his grandmother. This made his feeling clear. Daniel read the new ending aloud, and we both liked it.

Check your work

☐ P1 (1 point): Sets the account in the school library yesterday afternoon.

☐ P2 (1 point): Describes the partners’ different activities before the teacher arrived.

☐ P3 (1 point): Includes the teacher’s arrival and question about the ending.

☐ P4 (1 point): Explains the added final sentence and how it made the ending clearer.

☐ P5 (1 point): Organises preparation and later events into two coherent paragraphs.

☐ P6 (1 point): Uses at least one correct past continuous verb group for a background activity.

☐ P7 (1 point): Uses correct past simple verbs for at least two completed events.

☐ P8 (1 point): Uses names or pronouns clearly so that people are not confused.

Accept other accurate, coherent responses that fulfil the task. Award points for the listed features, not for matching the model word for word. Minor A2-level slips do not remove a content point when the meaning remains clear. The model length is a guide, not an official KPM word limit.

Adult reader: listening scripts & keys

Keep these scripts out of the learner’s view during the listening activity. Read twice. The online module also offers optional device speech.

U3L01 | The picture-card afternoon

Yesterday afternoon, our English group was making a weather story. We were working in the school library. Sara was drawing a rainy street while I was writing the first paragraph. Hakim was choosing a title. At half past two, our teacher came to our table. She asked us to describe what our main character was doing. We told her that the girl in our story was reading beside a window when she saw a bright flash. The teacher asked which weather word matched the flash. We answered, lightning. Then we added a sentence about the sound of thunder. Before we finished, Sara read the whole story aloud. We checked the order together and put our work on the table.

Answers

1. Making a weather story.

2. In the school library.

3. Lightning.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.6

U3L02 | A change to our club display

On Friday, Ben and I were preparing a display for the English club. Our topic was a windy afternoon. At ten o’clock, I was drawing trees, and Ben was writing a short story. In his story, two children were sitting indoors and watching leaves move outside. Ben read his first paragraph to me. He used the sentence, The leaves moved gentle. I suggested changing gentle to gently because the word described the action. We checked the spelling together. Later, our friend Asha brought a picture of a cloudy sky. We added it above the story. By eleven, the display was ready. We were pleased because each person contributed something different to the same piece of work.

Answers

1. A windy afternoon.

2. Gently.

3. A picture of a cloudy sky.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.6

Speaking models

U3P01 | What was happening?

A: What were you doing at three yesterday?
B: I was drawing a weather picture at home. My brother was reading beside me.
A: Do you mean you were both in the same room?
B: Yes, we were in the sitting room. Then our mother called us for tea.

KPM DSKP pp. 27-28 | SP 2.1.1, 2.3.1, 2.4.1

U3P02 | Agree on a weather-story plan

A: Let’s choose a character first, then decide the weather.
B: Agreed. Our character can be drawing at home on a rainy day.
A: Do you mean that the drawing is the background activity?
B: Yes. Then her sister brings a photograph, and they make a display together.
A: Good. After planning, let’s write two paragraphs and check the verbs.

KPM DSKP pp. 27-28 | SP 2.3.1, 2.3.2, 2.4.1

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

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UNIT 4 | FORM 1 | SESSION 2026

Life on Earth

Notes, examples & 40 objective questions

Explore landscapes and animals while learning to compare things, describe quantities and explain ideas clearly. All reading texts, examples and tasks in this unit are original.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 54-55

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

Compare the given facts

TWO HILLS	COMPARATIVE	THREE HILLS
Hill A: 200 m	**B is higher than A.**	**Hill C: 500 m**
Hill B: 350 m	Use than to compare two.	C is the highest of the three.

Study the examples, answer independently, then read the explanation for each answer. All reading passages are original.

Learn the patterns

4.1 Words for landscapes and animals

KPM DSKP pp. 54-55 | SP 3.1.3, 3.1.4

Use the words around an unfamiliar word and a dictionary entry to check its meaning.

• A valley is an area of lower land between hills or mountains: The river runs through the valley.

• An island has water all around it. A waterfall is water falling from a height.

• Use exact animal words: A bird has feathers. A cat has fur. These are language examples, not a complete animal classification.

• Look for context clues: The fox went into its den, a sheltered place where it rested. Here the second part explains den.

• A dictionary can give a word class and more than one meaning. In bank (noun): land beside a river; place that keeps money, choose the meaning that fits the sentence.

Worked example: Read: The animal returned to its habitat, the place where it normally lives. What does habitat mean?

1. Read the whole sentence, including the part after the comma.

2. Notice that the second part explains the unfamiliar word.

3. Check that the meaning fits an animal context.

Answer: Habitat means the place where an animal normally lives.

Bantuan BM: Gunakan petunjuk dalam ayat dan kamus untuk memilih maksud perkataan yang sesuai.

Watch out: Do not choose the first dictionary meaning without checking the sentence.

Try: In The students sat on the river bank, does bank mean land or a place that keeps money?

Land beside a river.

4.2 Comparing two things

KPM DSKP pp. 54-55 | Language Awareness

Use a comparative adjective and than to show a difference between two things.

• For many short adjectives, add -er: small becomes smaller. The blue pond is smaller than the green pond.

• For an adjective ending in e, add -r: large becomes larger.

• With a short stressed vowel followed by one final consonant, some words double that consonant: big becomes bigger and wet becomes wetter.

• For many adjectives ending in consonant + y, change y to i before adding -er: noisy becomes noisier.

• Use more with many longer adjectives: more interesting. Some forms change completely: good becomes better and bad becomes worse.

• Use than before the second thing: Our new map is clearer than the old map.

Worked example: Tree A is 5 metres tall. Tree B is 3 metres tall. Compare them using tall.

1. Identify which tree has the larger height: Tree A.

2. Change tall to taller.

3. Join the two things with than.

Answer: Tree A is taller than Tree B.

Bantuan BM: Bandingkan dua perkara dengan kata perbandingan dan than, contohnya taller than.

Watch out: Avoid two comparative markers together: write bigger, not more bigger.

Try: Complete: The second path is ___ (narrow) than the first.

narrower

4.3 Finding the biggest in a group

KPM DSKP pp. 54-55 | Language Awareness

Use a superlative adjective to identify an extreme within a stated group.

• For many short adjectives, use the + adjective + -est: the tallest tree in the garden.

• Spelling changes also appear in superlatives: large becomes largest, big becomes biggest, and noisy becomes noisiest.

• Use the most with many longer adjectives: the most interesting display in the room.

• Learn the irregular sets: good, better, best; bad, worse, worst.

• Name the group so the comparison is clear: This is the widest river on our imaginary map.

• A comparison in a classroom table describes that table. It does not prove a worldwide record.

Worked example: Three paths are 200 m, 350 m and 120 m long. Describe the 120 m path using short.

1. Find the smallest length: 120 m.

2. Change short to shortest.

3. Use the and state the comparison group.

Answer: The 120 m path is the shortest of the three paths.

Bantuan BM: Gunakan the dan bentuk paling untuk membandingkan satu perkara dengan kumpulannya.

Watch out: Do not write the most tallest. Choose the tallest.

Try: Three model hills are 8 cm, 12 cm and 6 cm high. Which is the highest?

The 12 cm hill is the highest.

4.4 Countable and uncountable nouns

KPM DSKP pp. 54-55 | Language Awareness

Check how a noun is used before choosing a/an or a quantity word.

• Countable nouns can have singular and plural forms: an egg, two eggs; a tree, three trees.

• Uncountable nouns often name materials or substances in a general sense: water, sand and rice.

• Use a before a consonant sound and an before a vowel sound with a singular countable noun: a river, an island.

• Do not put a/an directly before an uncountable noun in its general meaning: some water, not a water.

• A unit or container can make an amount countable: two bottles of water. Bottles is countable; water still names the substance.

• Some nouns have different uses. For these exercises, rice means the food in general, not different varieties of rice.

Worked example: Complete: We packed ___ bottle of water and ___ orange.

1. Bottle is singular and begins with a consonant sound.

2. Orange is singular and begins with a vowel sound.

3. Use a before bottle and an before orange.

Answer: We packed a bottle of water and an orange.

Bantuan BM: Benda yang boleh dibilang mempunyai bentuk tunggal dan jamak; bahan seperti air biasanya tidak dibilang secara terus.

Watch out: Use the sound, not just the first written letter, when choosing a or an.

Try: Choose a or an: ___ animal.

an animal

4.5 Some, any, much, many and a lot of

KPM DSKP pp. 54-55 | Language Awareness

Match a quantity word to the noun and the purpose of the sentence.

• Use some with plural countable nouns or uncountable nouns in ordinary affirmative statements: some leaves; some soil.

• Any is common in ordinary questions and negatives: Are there any birds? There is not any rice.

• Some is also natural in offers and requests: Would you like some water? Do not treat every question as an automatic any rule.

• Use how many with plural countable nouns: How many trees are there?

• Use how much with uncountable nouns: How much water is in the jug?

• A lot of works with both types: a lot of stones; a lot of sand. In ordinary affirmative statements it is often more natural than much.

Worked example: Write questions asking for the number of pots and the amount of soil.

1. Pots are separate objects, so pots is a plural countable noun.

2. Soil names a material, so it is uncountable here.

3. Use how many for pots and how much for soil.

Answer: How many pots do we need? How much soil do we need?

Bantuan BM: Many untuk kata nama jamak yang boleh dibilang; much untuk kata nama yang tidak boleh dibilang.

Watch out: Several quantity expressions can be grammatical. Use the sentence context and the exact choices given.

Try: Complete the question: How ___ leaves are on this branch?

many

4.6 Read, plan and improve a description

KPM DSKP pp. 33-39 | SP 3.1.1, 3.1.2, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Find evidence in a text, then organise your own ideas into two connected paragraphs.

• Read once for the main idea. Then underline details that answer who, where, what or why.

• Keep an inference close to the evidence. If a character shares a pencil, this action can support helpful; it does not prove that the character is always helpful.

• Plan paragraph one around the place or animal. Plan paragraph two around a comparison and your response.

• Join related ideas with and, but or because. Use it or they only when the noun they refer to is clear.

• Check capital letters, full stops and question marks. Write a comma between items in a list.

• Revise after feedback: correct spelling, remove a repeated idea and check each comparison against the information provided.

Worked example: Improve this two-paragraph draft: our garden has trees. it has flowers

the garden is quietter than the court. i like it

1. Add capital letters at the start of each sentence and for I.

2. Correct quietter to quieter and add the missing full stops.

3. Join the first two sentences with and while keeping the paragraph break.

Answer: Our garden has trees and flowers.

The garden is quieter than the court. I like it.

Bantuan BM: Rancang dua perenggan, gunakan bukti daripada teks, kemudian semak ejaan dan tanda baca.

Watch out: Do not replace evidence with facts you remember from outside the supplied text.

Try: A draft repeats The garden has trees three times. What is one useful revision?

Keep the point once and add a different relevant detail or comparison.

Objective practice

Choose one answer, A, B, C or D. Use the linked original passage for each reading question. Total: 40 practice points.

My score: _____ / 40

01. Complete: We drew ___ elephant on our animal poster.

A. any

B. a

C. an

D. some

U4Q01 | Easy | Grammar

02. Complete: There is ___ river through the valley.

A. a

B. any

C. an

D. many

U4Q02 | Easy | Grammar

03. Complete: There are not ___ apples in the basket.

A. much

B. an

C. any

D. a

U4Q03 | Easy | Grammar

04. Complete: There is ___ sand in the tray.

A. some

B. an

C. a

D. many

U4Q04 | Easy | Grammar

05. Complete: How ___ eggs are in the nest?

A. any

B. many

C. a

D. much

U4Q05 | Easy | Grammar

06. Complete: How ___ water is in the jug?

A. much

B. many

C. a

D. an

U4Q06 | Easy | Grammar

07. Complete: This pond is ___ than that pond.

A. larger

B. largest

C. large

D. most large

U4Q07 | Easy | Grammar

08. Complete: After the rain, the grass is ___ than the path.

A. wettest

B. more wetter

C. wetter

D. wet

U4Q08 | Developing | Grammar

09. Complete: Of the five displays, this one is the ___ interesting.

A. more

B. most

C. much

D. many

U4Q09 | Developing | Grammar

10. Model hills A, B and C are 10 cm, 18 cm and 12 cm high. Complete: Hill B is ___ of the three.

A. most higher

B. the highest

C. high

D. higher

U4Q10 | Developing | Grammar

11. Complete both questions: How ___ tents are there? How ___ rice do we need?

A. many / many

B. many / much

C. much / much

D. much / many

U4Q11 | Developing | Grammar

12. Which sentence uses a/an correctly?

A. There is a water in the river.

B. There is a island on the map.

C. There is an river on the map.

D. There is an island on the map.

U4Q12 | Developing | Grammar

13. Which expression can complete BOTH statements: There are ___ trees. There is ___ sand?

A. many

B. a few

C. much

D. a lot of

U4Q13 | Challenge | Grammar

14. A teacher rates three maps: A is good, B is better than A, and C is better than B. Which statement follows?

A. A is the best of the three.

B. All three maps are equally good.

C. B is worse than A.

D. C is the best of the three.

U4Q14 | Challenge | Grammar

15. Complete: This is the ___ peaceful corner in our school garden.

A. most

B. many

C. more

D. much

U4Q15 | Developing | Grammar

16. Three paths are 120 m, 200 m and 350 m long. Which sentence is correct?

A. The 350 m path is shorter than both other paths.

B. The 200 m path is the shortest of the three.

C. The 200 m path is shorter than the 350 m path but longer than the 120 m path.

D. The 120 m path is longer than the 350 m path.

U4Q16 | Challenge | Grammar

17. Which word means a piece of land with water all around it?

A. island

B. forest

C. valley

D. mountain

U4Q17 | Easy | Vocabulary

18. Which word names lower land between hills or mountains?

A. waterfall

B. cliff

C. island

D. valley

U4Q18 | Easy | Vocabulary

19. Complete: We watched water falling down from a high rock at the ___.

A. waterfall

B. desert

C. forest

D. field

U4Q19 | Easy | Vocabulary

20. Complete: The bird has two ___ covered with feathers.

A. paws

B. fins

C. roots

D. wings

U4Q20 | Easy | Vocabulary

21. Complete: The cat has soft ___ covering its body.

A. scales

B. feathers

C. shell

D. fur

U4Q21 | Easy | Vocabulary

22. Read: The trail passes through a forest, where trees grow close together. What does forest mean here?

A. A bare area of rock

B. A large area with many trees

C. A pool of salt water

D. A narrow bridge

U4Q22 | Developing | Vocabulary

23. Read: The hillside is steep, so it rises sharply rather than gently. What does steep mean?

A. Rising sharply

B. Very far away

C. Flat and level

D. Covered with sand

U4Q23 | Developing | Vocabulary

24. Dictionary entry: bank (noun) 1 land beside a river; 2 a business that keeps money. In The otter rested on the bank beside the water, which meaning fits?

A. Meaning 2: a business that keeps money

B. Meaning 1: land beside a river

C. Both meanings are required

D. Neither meaning can fit

U4Q24 | Challenge | Vocabulary

Original reading | U4R1

A small garden with many uses

Our class looks after a small garden beside the library. It is narrower than the football field, but it has several places to explore. A low hedge stands along one side, and two trees grow near the gate. The tree with the round leaves is taller than the other one. Under it, there are some dry leaves and a pile of small branches. We leave this corner undisturbed because we sometimes see insects there. A sign asks visitors to stay on the path.

Every Wednesday, four volunteers check the plants with our teacher. They count the pots and write down how much water they use. This week, the ground is still damp after rain, so they use less water than last week. Hana records the visitors too. She notices that more pupils visit during the quiet morning than after school. She thinks the shade makes the garden a pleasant place to read. Next to her notebook, she keeps a simple map so new volunteers can find each plant.

Word help: undisturbed = left without being moved or interrupted; damp = slightly wet; volunteer = someone who chooses to help

25. Where is the class garden?

A. Next to the school gate

B. Beside the library

C. Behind a shop

D. Inside the football field

U4Q25 | Easy | Reading | Read U4R1

26. How many volunteers check the plants every Wednesday?

A. Five

B. Three

C. Four

D. Two

U4Q26 | Easy | Reading | Read U4R1

27. Why does the class leave one corner undisturbed?

A. To make room for more notebooks

B. Because they sometimes see insects there

C. To keep visitors away from all the plants

D. To build a new football field

U4Q27 | Developing | Reading | Read U4R1

28. What does damp mean in paragraph two?

A. Slightly wet

B. Covered with ice

C. Completely empty

D. Very noisy

U4Q28 | Developing | Reading | Read U4R1

29. Which sentence best gives the main idea of the whole article?

A. Volunteers want to remove all the trees from a garden.

B. A class cares for a garden that supports plants, small animals and readers.

C. A class is replacing its library with a garden.

D. A class uses a garden only for football practice.

U4Q29 | Developing | Reading | Read U4R1

30. Which conclusion is supported by the article?

A. Every pupil visits the garden each morning.

B. The volunteers always use the same amount of water.

C. The volunteers consider the ground condition when deciding how much water to use.

D. Afternoons are always colder than mornings.

U4Q30 | Challenge | Reading | Read U4R1

Original reading | U4R2

Two islands on a table

For a classroom exhibition, Arif and Mei made two imaginary island models. Arif built a tall mountain from folded card. Mei made a lower hill and a wide valley from reused paper. Both islands had a river, but Mei added a small forest beside hers. Arif wanted the tallest mountain on the table, so he added another piece of card. His mountain leaned to one side. He frowned and put his glue down. Mei moved closer and asked if he wanted help.

Together, they made a wider base for the mountain. It was shorter after the repair, but it stood firmly. Then Arif noticed that Mei had no label for her valley. He wrote one neatly and placed it beside the river. During the exhibition, visitors asked questions about both landscapes. Arif did not win the prize for the tallest model. However, he smiled when a visitor said their labels were the clearest on the table. He realised that a useful display needed more than height.

Word help: exhibition = an event where people display things; base = the bottom part that supports something; firmly = in a steady way without moving easily

31. What did Mei add beside her model river?

A. A road

B. A bridge

C. A house

D. A small forest

U4Q31 | Easy | Reading | Read U4R2

32. What happened when Arif added another piece of card?

A. His mountain leaned to one side.

B. His river became wider.

C. His labels disappeared.

D. His model won a prize immediately.

U4Q32 | Easy | Reading | Read U4R2

33. How did the pupils make Arif's mountain stand firmly?

A. They replaced every label.

B. They removed Mei's valley.

C. They made a wider base.

D. They added another tall top.

U4Q33 | Developing | Reading | Read U4R2

34. Read: "Then Arif noticed that Mei had no label for her valley. He wrote one neatly and placed it beside the river." What does one refer to?

A. A prize

B. A mountain

C. A label

D. A river

U4Q34 | Developing | Reading | Read U4R2

35. Why did Arif smile during the exhibition?

A. Mei removed her island.

B. His mountain became taller than every other model.

C. He won the tallest-model prize.

D. A visitor praised the clarity of their labels.

U4Q35 | Developing | Reading | Read U4R2

36. Which lesson is most strongly supported by Arif's experience?

A. Every tall model is a poor display.

B. Exhibitions are only about winning height prizes.

C. Working alone always produces a better model.

D. Clear information and a stable model can matter more than height alone.

U4Q36 | Challenge | Reading | Read U4R2

37. Sara says, The green path is shorter than the blue path. Which reply checks the meaning of her comparison?

A. How many trees are there?

B. What colour is your bag?

C. Is there any water in the jug?

D. Do you mean the blue path is longer?

U4Q37 | Developing | Communication

38. Ali says, We need three pots. You want to check the number. Which reply does that?

A. Do we need any soil?

B. Where is the garden?

C. Did you say three pots?

D. Are the pots heavy?

U4Q38 | Developing | Communication

39. Your partner says, First choose two animals, then compare their sizes. Which response confirms that order and agrees to it?

A. Yes, let us compare their sizes before choosing them.

B. Yes, let us choose the animals first and compare their sizes next.

C. No, the task is only to count plants.

D. Yes, let us choose three landscapes first.

U4Q39 | Challenge | Communication

40. A partner says, Bring a lot of paper. You need to find out the exact number of sheets. Which question asks for that information?

A. How wide is the table?

B. Which animal is the tallest?

C. How many sheets of paper do we need?

D. Is the paper colourful?

U4Q40 | Challenge | Communication

Answers & explanations

01 C	**02 A**	**03 C**	**04 A**	**05 B**	**06 A**	**07 A**	**08 C**
09 B	**10 B**	**11 B**	**12 D**	**13 D**	**14 D**	**15 A**	**16 C**
17 A	**18 D**	**19 A**	**20 D**	**21 D**	**22 B**	**23 A**	**24 B**
25 B	**26 C**	**27 B**	**28 A**	**29 B**	**30 C**	**31 D**	**32 A**
33 C	**34 C**	**35 D**	**36 D**	**37 D**	**38 C**	**39 B**	**40 C**

01. C | an

Elephant begins with a vowel sound and is singular here, so an is correct.

KPM DSKP pp. 54 | Language Awareness

02. A | a

Use a before a singular countable noun that starts with a consonant sound.

KPM DSKP pp. 54 | Language Awareness

03. C | any

Any is natural in this negative sentence. A and an need singular nouns, and much does not match apples.

KPM DSKP pp. 54 | Language Awareness

04. A | some

Some can describe an unspecified amount of sand. Many needs a plural countable noun; a and an do not directly fit sand here.

KPM DSKP pp. 54 | Language Awareness

05. B | many

How many asks for a number of countable things.

KPM DSKP pp. 54 | Language Awareness

06. A | much

How much asks about an amount of an uncountable substance.

KPM DSKP pp. 54 | Language Awareness

07. A | larger

The comparative form of large is larger.

KPM DSKP pp. 54 | Language Awareness

08. C | wetter

Wetter is the comparative form of wet. More wetter uses two comparative markers.

KPM DSKP pp. 54 | Language Awareness

09. B | most

The superlative form of interesting is the most interesting.

KPM DSKP pp. 54 | Language Awareness

10. B | the highest

Hill B is 18 cm high, the greatest height, so it is the highest of the three.

KPM DSKP pp. 54 | Language Awareness

11. B | many / much

Use many with the plural countable noun tents and much with rice.

KPM DSKP pp. 54 | Language Awareness

12. D | There is an island on the map.

Island is singular and starts with a vowel sound, so an island is correct.

KPM DSKP pp. 54 | Language Awareness

13. D | a lot of

A lot of works with plural countable trees and uncountable sand.

KPM DSKP pp. 54 | Language Awareness

14. D | C is the best of the three.

C ranks above B, and B ranks above A. Good has the superlative form best.

KPM DSKP pp. 54 | Language Awareness

15. A | most

The most peaceful identifies one corner within the garden.

KPM DSKP pp. 54 | Language Awareness

16. C | The 200 m path is shorter than the 350 m path but longer than the 120 m path.

120 is less than 200, and 200 is less than 350. The first sentence expresses both comparisons correctly.

KPM DSKP pp. 54 | Language Awareness

17. A | island

An island is surrounded by water.

KPM DSKP pp. 54 | Language Awareness

18. D | valley

A valley is an area of lower land between hills or mountains.

KPM DSKP pp. 54 | Language Awareness

19. A | waterfall

A waterfall is a place where water falls from a height.

KPM DSKP pp. 54 | Language Awareness

20. D | wings

Wings are bird body parts covered with feathers. The other options do not fit the description.

KPM DSKP pp. 54 | Language Awareness

21. D | fur

Fur is the hair covering a cat's body.

KPM DSKP pp. 54 | Language Awareness

22. B | A large area with many trees

The context describes an area where many trees grow.

KPM DSKP pp. 33 | SP 3.1.3

23. A | Rising sharply

Steep describes a slope that rises sharply.

KPM DSKP pp. 33 | SP 3.1.3

24. B | Meaning 1: land beside a river

The water context points to land beside a river, not a financial business.

KPM DSKP pp. 33 | SP 3.1.4

25. B | Beside the library

The first sentence places the garden beside the library.

KPM DSKP pp. 33 | SP 3.1.2

26. C | Four

Four volunteers check the plants with their teacher.

KPM DSKP pp. 33 | SP 3.1.2

27. B | Because they sometimes see insects there

They leave the dry leaves and branches undisturbed because insects sometimes appear there.

KPM DSKP pp. 33 | SP 3.1.2

28. A | Slightly wet

Rain leaves moisture in the ground. Damp means slightly wet.

KPM DSKP pp. 33 | SP 3.1.3

29. B | A class cares for a garden that supports plants, small animals and readers.

The article describes garden features, care, insects and reading, so the broad garden-use statement fits.

KPM DSKP pp. 33 | SP 3.1.1

30. C | The volunteers consider the ground condition when deciding how much water to use.

The ground is damp after rain, so the volunteers use less water. The other claims are unsupported.

KPM DSKP pp. 33 | SP 3.1.2

31. D | A small forest

Mei added a small forest beside her river.

KPM DSKP pp. 33 | SP 3.1.2

32. A | His mountain leaned to one side.

The text states that the mountain leaned to one side.

KPM DSKP pp. 33 | SP 3.1.2

33. C | They made a wider base.

Together they made a wider base, which supported the repaired model.

KPM DSKP pp. 33 | SP 3.1.2

34. C | A label

One replaces a label, the object Mei was missing.

KPM DSKP pp. 33 | SP 3.1.2

35. D | A visitor praised the clarity of their labels.

He smiled when a visitor said their labels were the clearest on the table.

KPM DSKP pp. 43 | SP 3.1.2, 5.1.1

36. D | Clear information and a stable model can matter more than height alone.

Arif first focused on height, but the repair and useful labels made the display successful in other ways.

KPM DSKP pp. 33 | SP 3.1.1

37. D | Do you mean the blue path is longer?

If green is shorter than blue, blue is longer than green. The reply checks that understanding.

KPM DSKP pp. 27 | SP 2.3.1

38. C | Did you say three pots?

Did you say three pots? checks the specific number.

KPM DSKP pp. 27 | SP 2.3.1

39. B | Yes, let us choose the animals first and compare their sizes next.

The response keeps the two animals, the size comparison and the requested order.

KPM DSKP pp. 27 | SP 2.3.2

40. C | How many sheets of paper do we need?

How many sheets asks for an exact number. The other questions ask about different details.

KPM DSKP pp. 27 | SP 2.3.1

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

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UNIT 4 | FORM 1 | SESSION 2026

Life on Earth

Written practice, listening & speaking

Explore landscapes and animals while learning to compare things, describe quantities and explain ideas clearly. All reading texts, examples and tasks in this unit are original.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 54-55

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

10 structured tasks + 5 short writing tasks

Write your own answer before opening the models. The 100 self-check points, suggested lengths and rubrics are learning guides, not official KPM examination rules.

Use extra paper for longer responses. Two connected paragraphs are enough for these short writing tasks. Listening and speaking are additional activities and are not included in the 55-question count.

Structured practice | 10 tasks

U4S01 | Articles and noun types

Easy | 6 points | KPM DSKP pp. 54-55 | Language Awareness

Trip list: one umbrella, one notebook, three bottles of water and some rice.

(a) Complete the two phrases with a or an: ___ umbrella; ___ notebook. [2 points]

(b) Classify bottles and rice as countable or uncountable in this list. Then write one how many question about bottles and one how much question about rice. [4 points]

U4S02 | Comparison table

Easy | 6 points | KPM DSKP pp. 54-55 | Language Awareness

Three model trees: Oak is 15 cm tall; Pine is 22 cm tall; Palm is 18 cm tall. These names label classroom models.

(a) Which model is the tallest? Which is the shortest? [2 points]

(b) Write two different comparative sentences using the table. Use taller than in one and shorter than in the other. [4 points]

U4S03 | Quantity words

Easy | 6 points | KPM DSKP pp. 54-55 | Language Awareness

The gardening box contains six small pots and some soil. There are no labels in the box. A jug beside it contains some water.

(a) Complete: How ___ pots are there? How ___ soil is there? [2 points]

(b) Write one sentence about the soil using some and one about the labels using any. Use the information given. [4 points]

U4S04 | Reading a garden notice

Easy | 6 points | KPM DSKP pp. 33 | SP 3.1.2

GARDEN DRAWING CLUB
Meet beside the library at 8.30 on Saturday morning. Bring a pencil, a notebook and a water bottle. The group will draw trees from the marked path. Ask Ms Lim if you need a spare pencil.

(a) Where does the group meet, and at what time? [2 points]

(b) Name the three items to bring. Who can help with a spare pencil? [4 points]

U4S05 | Dictionary skills and context

Developing | 6 points | KPM DSKP pp. 33 | SP 3.1.3, 3.1.4

A small learner dictionary gives two meanings:
bank (noun): 1 land beside a river; 2 a business that keeps money.
light (adjective): 1 not heavy; 2 pale in colour.
Sentences: The frog sat on the river bank. Our cardboard island is light enough to carry.

(a) Which meaning of bank fits the first sentence? Which meaning of light fits the second? [2 points]

(b) For each sentence, copy a context clue and explain how it supports your chosen meaning. [4 points]

U4S06 | Editing a description

Developing | 6 points | KPM DSKP pp. 39 | SP 4.2.1, 4.2.2, 4.2.3

Draft: our garden has trees flowres and a pond. it is quietter than the playground

Feedback: Check the spelling of flowres and quietter. Start sentences with capitals, separate the first two list items with a comma, and end both sentences correctly.

(a) Correct these two spellings from the draft: flowres; quietter. [2 points]

(b) Rewrite the whole draft following the punctuation feedback. [4 points]

U4S07 | Character and evidence

Developing | 6 points | KPM DSKP pp. 43 | SP 5.1.1, 5.1.2

Original short story: Nisa and Ben were making animal cards for their class. Nisa finished first. Ben could not read his own tiny labels and began to look worried. Nisa put away her finished card and helped him write larger labels. When Ben thanked her, she said, "Now everyone can read both cards."

(a) Name both characters. [2 points]

(b) Describe one helpful action by Nisa and explain why it helps. Then state how Ben feels before the help and give the reason. [4 points]

U4S08 | Planning two paragraphs

Developing | 6 points | KPM DSKP pp. 39 | SP 4.1.5, 4.2.3

Facts for an imaginary park: north garden, 12 trees, quiet reading corner; south garden, 7 trees, wide play area. Task: describe both gardens and explain where you prefer to read.

(a) Make a two-paragraph plan. State what each paragraph will cover. [2 points]

(b) Write a short two-paragraph draft from your plan. Include one accurate comparison and link an idea with because. [4 points]

U4S09 | Comparisons and supported conclusions

Challenge | 6 points | KPM DSKP pp. 33-55 | SP 3.1.2

Three imaginary nature displays:
A: 8 animal pictures, 2 large labels, 1 landscape model.
B: 12 animal pictures, 5 large labels, 1 landscape model.
C: 6 animal pictures, 4 large labels, 3 landscape models.
The table gives counts only; it does not give visitors' opinions.

(a) Which display has the fewest large labels? Which has the most landscape models? [2 points]

(b) A pupil says, B is the most popular display because it has the most animal pictures. State the supported fact, explain why the popularity claim is not proved, suggest one useful missing piece of information, and write one other true comparative sentence from the table. [4 points]

U4S10 | Revise from specific feedback

Challenge | 6 points | KPM DSKP pp. 39-55 | SP 4.1.5, 4.2.3

First draft:
The river model is big. The river model has a bridge. It is good.

The hill model is small. I like it.
Facts: river model, 40 cm wide and a bridge; hill model, 25 cm wide and green paths.
Feedback: Avoid repeating the river model. Replace big and small with one precise comparison. Explain your preference using one supplied feature.

(a) Identify two different weaknesses named in the feedback. [2 points]

(b) Rewrite the draft as two connected paragraphs. Apply all three feedback points and keep the facts accurate. [4 points]

Short writing | 5 tasks

Plan, draft and revise. A model of about 80-120 words is supplied later as an example, not as a fixed KPM word limit.

U4E01 | Email about a favourite place

Easy | 8 points | KPM DSKP pp. 39 | SP 4.1.1, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Write a short email to a friend about a real or imaginary garden you enjoy. In two paragraphs, describe two features, compare it with another familiar place, and explain why you like it. Plan before writing and check your draft.

Planning help

1. Paragraph 1: Name the garden and describe two things there.
2. Paragraph 2: Compare it with another place and explain your preference.
3. Check comparison forms, capitals, full stops and common spellings.

U4E02 | Two animal drawings

Easy | 8 points | KPM DSKP pp. 39 | SP 4.1.5, 4.2.1, 4.2.2, 4.2.3

Imagine two animal drawings for your class display. Write a two-paragraph description. Name both animals, give one visible feature of each, compare the drawings and explain which drawing you prefer. Your comparison describes your drawings, not a worldwide animal fact.

Planning help

1. Paragraph 1: Identify the animals and describe each drawing.
2. Paragraph 2: Compare the drawings and explain your choice.
3. Use a or an correctly, and check the comparative sentence.

U4E03 | A report about two model landscapes

Developing | 8 points | KPM DSKP pp. 39 | SP 4.1.5, 4.2.1, 4.2.2, 4.2.3

Use these classroom model facts: Lake model, 45 cm wide, 6 trees, blue paper water; Valley model, 30 cm wide, 9 trees, a paper river. Write a short report in two paragraphs. Describe both models, make two different accurate comparisons, and recommend one for a tree-focused display with a reason.

Planning help

1. Paragraph 1: Describe the supplied features of both models.
2. Paragraph 2: Compare width and tree number, then give your recommendation.
3. Check every number and use than in your comparisons.

U4E04 | Continue an original story

Developing | 8 points | KPM DSKP pp. 39-43 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3, 5.3.1

Continue this original story in two paragraphs: Lina carried her cardboard island to school. At the classroom door, one of its trees fell off. She looked at the empty space and sighed. In your continuation, describe a helpful action, Lina's response and an ending. Include one comparison naturally. This is original literature practice, not an assigned school text.

Planning help

1. Paragraph 1: Introduce a simple action that helps Lina with her model.
2. Paragraph 2: Explain her response and bring the event to a clear ending.
3. Use past forms for the story and one accurate comparative or superlative.

U4E05 | Improve a display description

Challenge | 8 points | KPM DSKP pp. 39 | SP 4.1.5, 4.2.1, 4.2.2, 4.2.3

Write a revised two-paragraph article using this draft and feedback. Draft: Our class made an island. It has things. It is the best. Our class made an island. I like it. Facts: island model, 35 cm wide, 4 trees, a river; mountain model, 50 cm wide, 2 trees. Feedback: remove repetition, replace vague words with facts, make two supported comparisons, and explain a personal preference. Do not present a preference as a proved fact.

Planning help

1. Plan paragraph 1 around the two models and their supplied features.
2. Plan paragraph 2 around two different comparisons and a reasoned preference.
3. Revise repeated nouns, unsupported the best claims and vague things.

Listening practice

Student: read the questions, keep the scripts later in this booklet hidden, and listen twice. Adult: read each script at a clear, natural pace. If you read the transcript yourself, you are practising reading rather than listening.

U4L01 | Planning a nature poster

Before listening, review landscape, centre and comparative. Listen once for the task, then again for the number and location. Use audio or a reader without looking at the script first.

1. What is the group making?

2. How many animal pictures should pupils add?

3. Where are the coloured pencils?

U4L02 | The display table

Before listening, review model, label and details. Listen for the event first and the two specific details second. Audio or a teacher-read version is needed for listening practice.

1. What is the speaker mainly describing?

2. Who helped the speaker write a clearer label?

3. How many trees did the island have?

Speaking practice

U4P01 | Compare our two drawings

Work with a partner. Draw two imaginary animals or landscapes. Agree which two features to compare, then take turns making comparisons and checking your partner's meaning. Compare the drawings, not unsupported real-world records.

1. Agree on two visible features, such as picture height and number of trees.
2. Each partner makes one clear comparison using the drawings.
3. Ask a checking question and respond to your partner's check.

Partner checklist

☐ We agreed on two features.

☐ Each person gave a comparison supported by the drawings.

☐ We asked and answered a checking question.

☐ Our partner could understand our sentences.

Speak aloud. Use the model later only when you need support.

U4P02 | Tell a small display story

Tell a partner a short real or imagined story about making an animal or landscape display. Include one problem, a helpful action and an ending. Use one comparison and invite a checking question.

1. Choose the setting, problem and person who helps.
2. Tell the events in a clear order with one comparison.
3. Answer a partner's checking question about a detail.

Partner checklist

☐ I gave a clear problem.

☐ I described a helpful action and an ending.

☐ My comparison fitted the story.

☐ I answered a checking question clearly.

Speak aloud. Use the model later only when you need support.

Models & self-check criteria

There can be more than one good answer. Award each point once for the feature listed. These are transparent self-check guides; they do not grade your writing automatically.

U4S01 | Articles and noun types

(a) One possible answer

an umbrella; a notebook.

Check your work

☐ P1 (1 point): Writes an umbrella.

☐ P2 (1 point): Writes a notebook.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

Bottles is countable. Rice is uncountable here. How many bottles are on the list? How much rice do we need?

Check your work

☐ P1 (1 point): Identifies bottles as countable.

☐ P2 (1 point): Identifies rice as uncountable in this context.

☐ P3 (1 point): Writes a correct how many question about bottles.

☐ P4 (1 point): Writes a correct how much question about rice.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

U4S02 | Comparison table

(a) One possible answer

Pine is the tallest. Oak is the shortest.

Check your work

☐ P1 (1 point): Identifies Pine as the tallest.

☐ P2 (1 point): Identifies Oak as the shortest.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

Pine is taller than Palm. Oak is shorter than Palm.

Check your work

☐ P1 (1 point): First sentence gives a true taller comparison from the table.

☐ P2 (1 point): First sentence correctly uses taller than with the two models.

☐ P3 (1 point): Second sentence gives a true shorter comparison from the table.

☐ P4 (1 point): Second sentence correctly uses shorter than with the two models.

Accept any two accurate comparisons using the requested forms. The facts and grammatical forms are separate checks.

U4S03 | Quantity words

(a) One possible answer

How many pots are there? How much soil is there?

Check your work

☐ P1 (1 point): Uses many for pots.

☐ P2 (1 point): Uses much for soil.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

There is some soil in the box. There are not any labels in the box.

Check your work

☐ P1 (1 point): Soil sentence accurately states that soil is present.

☐ P2 (1 point): Soil sentence correctly uses some with soil.

☐ P3 (1 point): Labels sentence accurately states that no labels are present.

☐ P4 (1 point): Labels sentence correctly uses any in a negative construction.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

U4S04 | Reading a garden notice

(a) One possible answer

The group meets beside the library at 8.30 on Saturday morning.

Check your work

☐ P1 (1 point): States beside the library.

☐ P2 (1 point): States 8.30 on Saturday morning.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

Bring a pencil, a notebook and a water bottle. Ask Ms Lim for a spare pencil.

Check your work

☐ P1 (1 point): Names a pencil.

☐ P2 (1 point): Names a notebook.

☐ P3 (1 point): Names a water bottle.

☐ P4 (1 point): Identifies Ms Lim as the person to ask.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

U4S05 | Dictionary skills and context

(a) One possible answer

Bank means land beside a river. Light means not heavy.

Check your work

☐ P1 (1 point): Chooses bank meaning 1, land beside a river.

☐ P2 (1 point): Chooses light meaning 1, not heavy.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

River is the clue for bank because the sentence is about land beside water, not money. Enough to carry is the clue for light because it concerns weight, not colour.

Check your work

☐ P1 (1 point): Identifies river as the clue for bank.

☐ P2 (1 point): Explains that river links bank to land beside water rather than a money business.

☐ P3 (1 point): Identifies carry or enough to carry as the clue for light.

☐ P4 (1 point): Explains that carrying links light to weight rather than colour.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

U4S06 | Editing a description

(a) One possible answer

flowers; quieter.

Check your work

☐ P1 (1 point): Corrects flowres to flowers.

☐ P2 (1 point): Corrects quietter to quieter.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

Our garden has trees, flowers and a pond. It is quieter than the playground.

Check your work

☐ P1 (1 point): Begins the first sentence with Our.

☐ P2 (1 point): Begins the second sentence with It.

☐ P3 (1 point): Places a comma between trees and flowers.

☐ P4 (1 point): Uses a full stop at the end of each of the two sentences.

A comma before and in the list is optional. The two spelling corrections are assessed in part (a), so do not award them again here.

U4S07 | Character and evidence

(a) One possible answer

The characters are Nisa and Ben.

Check your work

☐ P1 (1 point): Names Nisa.

☐ P2 (1 point): Names Ben.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

Nisa helps Ben write larger labels, making his card easier to read. Ben feels worried before she helps because he cannot read his own tiny labels.

Check your work

☐ P1 (1 point): States that Nisa helps Ben write larger labels.

☐ P2 (1 point): Explains that the larger labels make Ben's card easier to read.

☐ P3 (1 point): Identifies Ben as worried before the help.

☐ P4 (1 point): Explains that he cannot read his own tiny labels.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

U4S08 | Planning two paragraphs

(a) One possible answer

Paragraph 1: Describe the two gardens and compare their number of trees. Paragraph 2: Explain which garden I prefer for reading and why.

Check your work

☐ P1 (1 point): Paragraph-one plan describes or compares the two gardens.

☐ P2 (1 point): Paragraph-two plan gives a reading preference with a reason.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

The north garden has more trees than the south garden. It has twelve trees, while the south garden has seven and a wide play area.

I prefer reading in the north garden because it has a quiet reading corner. This place suits a peaceful reading session.

Check your work

☐ P1 (1 point): Uses two paragraphs with a clear description then preference focus.

☐ P2 (1 point): Includes an accurate comparison using more trees than or fewer trees than.

☐ P3 (1 point): States a reading preference with a reason supported by the supplied facts.

☐ P4 (1 point): Correctly connects the preference and reason with because.

Accept a different coherent preference if its reason fits the facts. Do not require the exact wording or a fixed word count.

U4S09 | Comparisons and supported conclusions

(a) One possible answer

A has the fewest large labels. C has the most landscape models.

Check your work

☐ P1 (1 point): Identifies A for the fewest large labels.

☐ P2 (1 point): Identifies C for the most landscape models.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

B has the most animal pictures, but the table does not show which display visitors prefer. A visitor survey asking for their favourite display would help. B has more large labels than C.

Check your work

☐ P1 (1 point): States that B has the most animal pictures as the supported fact.

☐ P2 (1 point): Explains that the table gives no evidence about popularity or visitor preferences.

☐ P3 (1 point): Suggests relevant popularity evidence, such as a visitor preference survey.

☐ P4 (1 point): Writes one additional accurate comparative sentence using a different table fact.

For the last point, accept another accurate comparison that does not simply repeat that B has the most animal pictures.

U4S10 | Revise from specific feedback

(a) One possible answer

The river model is repeated unnecessarily. The draft gives a preference without explaining why.

Check your work

☐ P1 (1 point): Identifies one valid weakness: repeated noun phrase, vague size words or unsupported preference.

☐ P2 (1 point): Identifies a different valid weakness: repeated noun phrase, vague size words or unsupported preference.

Accept any two distinct weaknesses named in the feedback: repeated noun phrase, vague size words, unsupported preference.

(b) One possible answer

The river model is 40 cm wide. It has a bridge and is wider than the hill model. The hill model is 25 cm wide.

I like the hill model because its green paths make it attractive to me. The paths are my favourite feature.

Check your work

☐ P1 (1 point): Uses a clear pronoun to avoid repeated river model wording.

☐ P2 (1 point): Writes an accurate wider than or narrower than comparison from 40 cm and 25 cm.

☐ P3 (1 point): Explains a preference using the bridge or green paths as a supplied feature.

☐ P4 (1 point): Keeps two coherent paragraphs with a clear description then preference focus.

Accept a preference for either model with a reason based on a supplied feature. Relative clauses are not required.

U4E01 | Email about a favourite place

One possible answer

Hi Maya, I enjoy the little garden beside our community hall. There are some flowering plants near the entrance and three trees beside a wooden bench. I usually sit there with a book on Saturday mornings. The garden is small, but there is enough space for a quiet visit.

It is quieter than the playground near my home. I like it because the bench is a comfortable place to read, and I can see the flowers from there. Sometimes my brother joins me, and we talk about our books. I hope you can visit it with me.

Check your work

☐ P1 (1 point): Clearly identifies the garden being described.

☐ P2 (1 point): Describes one relevant feature of the garden.

☐ P3 (1 point): Describes a second different feature.

☐ P4 (1 point): Makes a clear comparison with another familiar place using a suitable comparative form.

☐ P5 (1 point): Explains a personal preference with a relevant reason.

☐ P6 (1 point): Organises the message into two coherent paragraphs.

☐ P7 (1 point): Uses a conjunction or a clear reference pronoun to connect ideas.

☐ P8 (1 point): Uses sentence capitals and full stops clearly and spells common topic words recognisably.

Accept other accurate, relevant responses and natural A2 wording. Minor errors need not remove a content point when meaning is clear. Check the listed content, organisation and language features rather than matching the model. There is no fixed KPM word limit for this original practice task.

U4E02 | Two animal drawings

One possible answer

My first drawing shows an elephant beside a tree. It has large ears and a long trunk. My second drawing shows a bird on a branch. The bird has colourful feathers and a small beak. I use a grey pencil for the elephant and several coloured pencils for the bird.

The elephant drawing is larger than the bird drawing on my paper. However, I prefer the bird drawing because I enjoy its bright colours. Its green and yellow feathers make the page cheerful. Both pictures have simple labels, and they fit nicely on our classroom display.

Check your work

☐ P1 (1 point): Names both animals.

☐ P2 (1 point): Gives a visible feature of the first drawing.

☐ P3 (1 point): Gives a different visible feature of the second drawing.

☐ P4 (1 point): Makes one clear comparison between the drawings.

☐ P5 (1 point): States a preferred drawing and a relevant reason.

☐ P6 (1 point): Uses two coherent paragraphs.

☐ P7 (1 point): Correctly uses a or an with at least one singular countable noun.

☐ P8 (1 point): Connects ideas with a conjunction or clear pronoun and keeps meaning readable.

Accept other accurate, relevant responses and natural A2 wording. Minor errors need not remove a content point when meaning is clear. Check the listed content, organisation and language features rather than matching the model. There is no fixed KPM word limit for this original practice task.

U4E03 | A report about two model landscapes

One possible answer

Our class made two landscape models. The Lake model is 45 centimetres wide and has six trees. Its water is made from blue paper. The Valley model is 30 centimetres wide and has nine trees beside a paper river. Both models are easy to place on a classroom table.

The Lake model is wider than the Valley model, but the Valley model has more trees. For a display focused on trees, I recommend the Valley model because it includes nine of them. Visitors can count the trees and compare their positions. The two models also show different ways to include water in a landscape.

Check your work

☐ P1 (1 point): Accurately describes a supplied feature of the Lake model.

☐ P2 (1 point): Accurately describes a supplied feature of the Valley model.

☐ P3 (1 point): Makes an accurate comparison of the widths.

☐ P4 (1 point): Makes an accurate comparison of the tree numbers.

☐ P5 (1 point): Recommends the Valley model for a tree-focused display and links the choice to its greater number of trees.

☐ P6 (1 point): Organises the report into two coherent paragraphs.

☐ P7 (1 point): Correctly forms the comparative expressions used for width and number.

☐ P8 (1 point): Connects ideas with conjunctions or reference pronouns while keeping model names clear.

Accept other accurate, relevant responses and natural A2 wording. Minor errors need not remove a content point when meaning is clear. Check the listed content, organisation and language features rather than matching the model. There is no fixed KPM word limit for this original practice task.

U4E04 | Continue an original story

One possible answer

Her friend Dan saw the tree on the floor and picked it up. He brought some glue from the classroom materials box. Lina held the island steady while he put the tree back in its place. They added a wider paper base to help it stand. The tree was shorter than before, but it looked neat.

Lina smiled and thanked Dan for helping her. She wrote his name beside hers on the display label because they both worked on the repair. During the lesson, she explained what happened to the tree. Her classmates listened, and she felt proud of their careful teamwork.

Check your work

☐ P1 (1 point): Continues the given situation with Lina and her damaged model.

☐ P2 (1 point): Describes a clear helpful action.

☐ P3 (1 point): Shows Lina's feeling or response to that help.

☐ P4 (1 point): Gives a coherent ending to the event.

☐ P5 (1 point): Includes one meaningful, correctly formed comparison.

☐ P6 (1 point): Uses two connected paragraphs.

☐ P7 (1 point): Uses past forms consistently enough for the event sequence to be clear.

☐ P8 (1 point): Connects ideas clearly and uses basic sentence punctuation.

Accept other accurate, relevant responses and natural A2 wording. Minor errors need not remove a content point when meaning is clear. Check the listed content, organisation and language features rather than matching the model. There is no fixed KPM word limit for this original practice task.

U4E05 | Improve a display description

One possible answer

Our class made an island model and a mountain model for a small exhibition. The island is 35 centimetres wide and has four trees beside a river. The mountain model is 50 centimetres wide and has two trees. Both models stand on the same table, so visitors can look at them together.

The island model is narrower than the mountain model, but it has more trees. I prefer the island because I like the river running through its landscape. This is my personal choice, and another visitor may enjoy the mountain more. The labels give the measurements so everyone can make accurate comparisons.

Check your work

☐ P1 (1 point): Accurately includes the island model's width and at least one other supplied feature.

☐ P2 (1 point): Accurately includes the mountain model's width and tree count.

☐ P3 (1 point): Makes an accurate comparison of model widths.

☐ P4 (1 point): Makes an accurate comparison of tree counts.

☐ P5 (1 point): States a personal preference with a reason instead of an unsupported factual best claim.

☐ P6 (1 point): Uses two coherent paragraphs with distinct description and comparison/preference purposes.

☐ P7 (1 point): Uses clear reference pronouns or varied wording to remove unnecessary repetition.

☐ P8 (1 point): Uses the comparative expressions correctly and checks basic punctuation and common spellings.

Accept other accurate, relevant responses and natural A2 wording. Minor errors need not remove a content point when meaning is clear. Check the listed content, organisation and language features rather than matching the model. There is no fixed KPM word limit for this original practice task.

Adult reader: listening scripts & keys

Keep these scripts out of the learner’s view during the listening activity. Read twice. The online module also offers optional device speech.

U4L01 | Planning a nature poster

Hello, everyone. Today our group is making a nature poster. We have pictures of three landscapes: a forest, an island and a valley. First, choose one landscape picture and put it in the centre of your paper. Next, add two animal pictures around it. We are comparing the pictures, so you do not need to know facts about real animal sizes. The blue bird picture is larger than the green bird picture. Finally, write one comparative sentence under your pictures. There are some coloured pencils in the red box, but there are not any rulers there. Ask me for a ruler if you need one. Keep your labels large enough for the class to read.

Answers

1. A nature poster.

2. Two.

3. In the red box.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.4

U4L02 | The display table

Yesterday, our class arranged a display of model landscapes. I put my small island beside Ravi's mountain. His model was taller than mine, but mine had more trees. At first, I worried that nobody would notice my island. Then Ravi asked me to explain the little river running through it. He listened carefully and helped me write a clearer label. During the afternoon, several visitors stopped to read that label. One pupil asked how much paper I used for the island, and another counted its four trees. I felt happier because people were interested in the details. The tallest model was easy to see, but clear information helped visitors understand the smaller model too.

Answers

1. A class display of model landscapes and how a clearer label helped visitors understand the speaker's island.

2. Ravi.

3. Four.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.6

Speaking models

U4P01 | Compare our two drawings

A: Let us compare the height and the number of trees. B: Agreed. My mountain is taller than yours. A: Do you mean your drawing reaches higher on the page? B: Yes. A: My island has more trees than yours. B: Did you say more trees? A: Yes, mine has five and yours has three.

KPM DSKP pp. 27-28 | SP 2.3.1, 2.3.2

U4P02 | Tell a small display story

I made a paper forest for class. One tree fell over before the lesson. My friend helped me add a wider base, and the tree stood up again. I felt relieved. Partner: Do you mean the new base was wider than the old one? Speaker: Yes, that is right.

KPM DSKP pp. 27-28 | SP 2.4.1, 2.3.1

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

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UNIT 5 | FORM 1 | SESSION 2026

Let's experiment

Notes, examples & 40 objective questions

Explore imaginary inventions while practising future predictions, first conditional sentences, reading, listening, speaking and original two-paragraph writing.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 55-56

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

A real future possibility

CONDITION	RESULT	REMEMBER
If the class likes it,	**we will make a poster.**	**Not: if the class will like it**
if + present simple	will + base verb	Keep will in the result.

Study the examples, answer independently, then read the explanation for each answer. All reading passages are original.

Learn the patterns

5.1 Predict with will and won't

KPM DSKP pp. 55-56 | Language Awareness

Use will or will not to say what you think will happen in the future.

• Put will before the base form of the verb: Our imagined robot will carry books.

• The form stays the same with every subject: I will help. She will help. They will help.

• Will not is the negative form. Its short form is won't: The robot won't climb stairs.

• A prediction says what someone thinks will happen. It is not proof that it will happen.

• Future time phrases can make the time clear: tomorrow, next week and in ten years.

Worked example: Write a positive and a negative prediction about an imagined classroom robot. Use carry and break.

1. Choose the subject: The robot.

2. Put will or won't after the subject.

3. Use carry and break without adding -s.

Answer: The robot will carry books. It won't break them.

Bantuan BM: Gunakan will atau won't diikuti kata kerja dasar untuk ramalan masa hadapan.

Watch out: Do not add -s or to after will: write will move, not will moves or will to move.

Try: Complete the prediction: The new model ___ make a loud noise. It will be quiet.

won't / will not

5.2 Ask about the future

KPM DSKP pp. 55-56 | Language Awareness

Move will before the subject to ask a yes/no question about the future.

• A yes/no question begins with will: Will the screen show a picture?

• The main verb stays in its base form: Will Sara design the poster?

• Use a matching pronoun in a short answer: Yes, she will. No, she won't.

• Put a question word before will when you need information: Where will the club meet?

• Do not use do or does with will: Will it work? is correct.

Worked example: Turn The club will meet in Room Four into a question asking for the place, then answer it.

1. Choose Where because the missing information is a place.

2. Write Where + will + the club + meet?

3. Use the original place in the answer.

Answer: Where will the club meet? The club will meet in Room Four.

Bantuan BM: Dalam soalan masa hadapan, letakkan will sebelum subjek.

Watch out: The short answer to Will they help? is Yes, they will, not Yes, they do.

Try: Put these words in order: the class / will / visit / when / the display?

When will the class visit the display?

5.3 Link a possible condition and result

KPM DSKP pp. 55-56 | Language Awareness

Use the first conditional to describe a possible future situation and its expected result.

• In this pattern, the if-clause uses the present simple: If the light turns green, ...

• The result clause uses will and a base verb: ... the imaginary door will open.

• Join the clauses: If the light turns green, the imaginary door will open.

• The condition may not happen. The sentence tells us the result if it does happen.

• When the if-clause comes first, put a comma after it. The door will open if the light turns green needs no comma.

• Both clauses can be negative: If we don't finish the poster, we won't display it tomorrow.

Worked example: Join these ideas using if: We have enough card. We will make two models.

1. Identify the possible condition: having enough card.

2. Use the present simple after if: If we have enough card.

3. Add the future result and a comma after the first clause.

Answer: If we have enough card, we will make two models.

Bantuan BM: Dalam pola ini, if diikuti present simple; bahagian hasil menggunakan will dan kata kerja dasar.

Watch out: For the first-conditional pattern in this unit, write If it works, we will show it, not If it will work, we will show it.

Try: Complete: If Lina ___ early, she will help with the display. (arrive)

arrives

5.4 Understand science and classroom words

KPM DSKP pp. 55-56 | SP 3.1.3, 3.1.4

Use the sentence around a word and a suitable dictionary meaning to understand it.

• A model can be a small representation of an object: Our card model shows an imagined classroom.

• A label is a short piece of information attached to something: The label says Start.

• A prediction is an idea about what may happen: My prediction is that more pupils will choose blue.

• A result is what happens or what you find out: The result of our class vote is ten votes for blue.

• To record information means to write or save it so that you can use it later.

• A word may have more than one meaning. In a dictionary, choose the meaning that fits the context.

Worked example: Read this original dictionary entry: display (noun): an arrangement of things for people to look at; display (verb): to show something. Which meaning fits Our display has three models?

1. Find the target word in the sentence.

2. Notice that Our display names a thing.

3. Choose the noun meaning that fits the three models.

Answer: Display is a noun here. It means an arrangement of things for people to look at.

Bantuan BM: Gunakan konteks ayat dan makna kamus yang sesuai untuk memahami perkataan.

Watch out: A prediction and a result are different: one comes before the event; the other tells you what happened.

Try: In We will record the visitors' comments, does record mean save information or a best-ever performance?

It means save information.

5.5 Read a plan and check its evidence

KPM DSKP pp. 55-56 | SP 3.1.1, 3.1.2

Read first for the main idea, then return to the text to check details and conditions.

• Ask what the whole text is mainly about. One small detail is usually not its main idea.

• Find names, times and places by returning to the relevant sentence.

• Keep planned actions separate from finished actions: will record means the recording is still in the future.

• Read both parts of an if-sentence. A result may depend on a condition.

• Support an inference with a detail in the text. Do not add knowledge about real machines to a story about an invented one.

Worked example: Read: The club will show a paper model on Monday. If more than ten pupils visit, the team will use a second table. What is certain in the plan, and what depends on visitor numbers?

1. Identify the action stated without if.

2. Find the condition after if.

3. Match that condition to its result.

Answer: The plan is to show a paper model on Monday. Using a second table depends on more than ten pupils visiting.

Bantuan BM: Cari idea utama dahulu, kemudian semak butiran dan syarat terus dalam teks.

Watch out: If twenty visitors come, we will use two tables does not prove that twenty visitors will come.

Try: A notice says If the hall is free, we will use it. Is the hall definitely free?

No. The notice gives a condition, not a confirmed fact.

5.6 Plan, draft and improve two paragraphs

KPM DSKP pp. 55-56 | SP 4.1.2, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Organise an original explanation of an imagined invention into two linked paragraphs.

• Before writing, plan three details: the name, its purpose and what you think it will do.

• Use paragraph one to introduce the imagined invention and its main job.

• Use paragraph two for a possible situation, its result and a useful next step.

• Link ideas with words such as and, but, because and if. Use it to refer clearly to one device.

• After drafting, check capital letters, full stops, question marks and the apostrophe in won't.

• Check common spelling such as science, classroom and experiment. Read your draft again to improve unclear sentences.

Worked example: Plan two paragraphs about an imagined Bag Finder, then write a short draft.

1. Plan paragraph one: name, purpose and a prediction.

2. Plan paragraph two: a possible condition, its result and a next step.

3. Check the base verb after will and the present simple after if.

Answer: My imagined Bag Finder will help pupils find their bags. It will show the owner's chosen colour on a small screen.

If a pupil presses the wrong button, the screen will show a question. We will improve the labels because they need to be clear.

Bantuan BM: Rancang dua perenggan, tulis draf, kemudian semak isi, tanda baca dan ejaan.

Watch out: Do not promise that an invented device really works. Make clear that it is an idea or an imagined design.

Try: Which paragraph should introduce an invention before you explain a possible problem with it?

The first paragraph.

Objective practice

Choose one answer, A, B, C or D. Use the linked original passage for each reading question. Total: 40 practice points.

My score: _____ / 40

01. Complete the prediction: I think our display ___ attract many visitors tomorrow.

A. was

B. will

C. did

D. has

U5Q01 | Easy | Grammar

02. Complete: The imaginary robot will ___ the books.

A. carries

B. carry

C. carried

D. carrying

U5Q02 | Easy | Grammar

03. Which word is the short form of will not?

A. doesn't

B. isn't

C. don't

D. won't

U5Q03 | Easy | Grammar

04. Complete the question: ___ the team display its model tomorrow?

A. Did

B. Was

C. Will

D. Doing

U5Q04 | Easy | Grammar

05. Choose the correct positive short answer: Will Sara explain the drawing?

A. Yes, she did.

B. Yes, she is.

C. Yes, she does.

D. Yes, she will.

U5Q05 | Easy | Grammar

06. Complete: If the screen lights up, we ___ see the message.

A. seeing

B. are

C. will

D. saw

U5Q06 | Easy | Grammar

07. Complete: If Amir ___ early, he will help with the posters.

A. arrives

B. will arrive

C. arrive

D. arriving

U5Q07 | Easy | Grammar

08. Choose the negative prediction.

A. The model worked yesterday.

B. The model won't make a noise.

C. Does the model work?

D. The model works quietly.

U5Q08 | Easy | Grammar

09. Choose the correctly formed question.

A. Will Hana writes the labels?

B. Does Hana will write the labels?

C. Will Hana write the labels?

D. Will write Hana the labels?

U5Q09 | Developing | Grammar

10. Complete: If the visitors ___ the drawing, they will ask a question.

A. don't understand

B. won't understand

C. doesn't understand

D. not understand

U5Q10 | Developing | Grammar

11. Which sentence has the same meaning as If the card is missing, we will make another one?

A. The card will be missing if we make another one.

B. We will make another card before the first one is missing.

C. We will make another card if the first one is missing.

D. If we make another card, the first one will be missing.

U5Q11 | Developing | Grammar

12. Choose the correctly punctuated first-conditional sentence.

A. If the hall is free we, will use it.

B. If the hall, is free we will use it.

C. If, the hall is free we will use it.

D. If the hall is free, we will use it.

U5Q12 | Developing | Grammar

13. Mina asks about the place: ___ will the club meet tomorrow?

A. Who

B. Where

C. Why

D. When

U5Q13 | Developing | Grammar

14. Choose the sentence that uses this unit's first-conditional pattern correctly.

A. If it rain, we will move the display.

B. If it rains, we will move the display.

C. If it will rain, we will move the display.

D. If it rains, we moved the display.

U5Q14 | Developing | Grammar

15. A team promises: If we receive ten comments, we will add another page. Which statement keeps that meaning?

A. Adding another page will make exactly ten people comment.

B. The team will add another page even if nobody comments.

C. The team has already received ten comments.

D. Receiving ten comments is the condition for adding another page.

U5Q15 | Challenge | Grammar

16. Choose the sentence in which both clauses are correctly negative in this first-conditional pattern.

A. If we don't finish today, we won't display the model tomorrow.

B. If we doesn't finish today, we won't display the model tomorrow.

C. If we won't finish today, we won't display the model tomorrow.

D. If we don't finish today, we won't displayed the model tomorrow.

U5Q16 | Challenge | Grammar

17. Which word means a small representation of an object?

A. model

B. result

C. question

D. comment

U5Q17 | Easy | Vocabulary

18. The short pieces of text beside the parts of a drawing are its ___.

A. labels

B. shelves

C. votes

D. wheels

U5Q18 | Easy | Vocabulary

19. Before a class vote, Hana says, I think blue will win. Her idea is a ___.

A. prediction

B. result

C. instruction

D. measurement

U5Q19 | Easy | Vocabulary

20. We will ___ the visitors' comments in a notebook so we can read them later.

A. record

B. forget

C. replace

D. invent

U5Q20 | Easy | Vocabulary

21. The class has finished counting. Blue received twelve votes and green received eight. These numbers are the ___.

A. questions

B. instructions

C. predictions

D. results

U5Q21 | Developing | Vocabulary

22. In The team will improve the label by making it clearer, improve means ___.

A. make better

B. make smaller

C. copy exactly

D. remove completely

U5Q22 | Developing | Vocabulary

23. Dictionary: screen (noun): 1 a flat surface that shows pictures or information; 2 a divider that separates parts of a room. Which sentence uses meaning 1?

A. The changing area has a screen for privacy.

B. A screen divides the reading corner from the tables.

C. The device shows the answer on its screen.

D. We placed a screen between the two groups.

U5Q23 | Developing | Vocabulary

24. Our invention is imaginary: it exists only in our story. What does imaginary mean here?

A. tested in a laboratory

B. created in someone's mind

C. made by a factory

D. already on sale

U5Q24 | Challenge | Vocabulary

Original reading | U5R1

The Quiet Cart

On Friday, the English Club will share ideas for an imaginary classroom helper. Maya and her team call their idea the Quiet Cart. In their drawing, the cart has four wheels, a screen and three shelves. Maya thinks it will carry exercise books between tables. Her friend Ravi says it won't replace the teacher because it cannot explain a difficult lesson. The team will show a paper model, not a working machine. They will also display a large labelled drawing so that visitors can understand their idea.

Before the event, each team member has a job. Maya will write a short introduction, Ravi will draw the wheels, and Hana will prepare question cards. If visitors want more details, Hana will give them a card to write on. The team will read the cards after the event and record the most common questions. If many visitors ask about the same part, they will improve its label. They hope the comments will help them explain their idea more clearly next time.

Word help: labelled = marked with words that identify or explain parts; record = write down or save information; replace = take the place of someone or something

25. Who will prepare the question cards?

A. Ravi

B. Maya

C. The teacher

D. Hana

U5Q25 | Easy | Reading | Read U5R1

26. What is the main purpose of the passage The Quiet Cart?

A. To explain how to repair a real machine

B. To describe a plan for presenting an imaginary classroom helper

C. To compare two working classroom carts

D. To report the sale of a finished robot

U5Q26 | Developing | Reading | Read U5R1

27. According to Ravi, why won't the Quiet Cart replace the teacher?

A. It has only three shelves.

B. It cannot carry question cards.

C. It cannot explain a difficult lesson.

D. It has four wheels.

U5Q27 | Developing | Reading | Read U5R1

28. When will the team read the visitors' question cards?

A. While Ravi draws the wheels

B. After the event

C. Before the visitors arrive

D. Before Maya writes the introduction

U5Q28 | Developing | Reading | Read U5R1

29. What will happen if many visitors ask about the same part?

A. The visitors will build the cart.

B. The team will improve that part's label.

C. The team will replace the teacher.

D. The team will cancel the next event.

U5Q29 | Challenge | Reading | Read U5R1

30. Which conclusion is supported by the passage?

A. Ravi will teach a lesson instead of displaying the drawing.

B. The paper model can already carry real exercise books.

C. Every visitor has asked the same question.

D. The team wants to use feedback to make its explanation clearer.

U5Q30 | Challenge | Reading | Read U5R1

Original reading | U5R2

Ideas Morning

The school library will hold an Ideas Morning next Wednesday. Pupils will present imaginary devices designed to make school life easier. One group will show a drawing of a Book Buddy. In their story, this device will help a reader choose a book by asking about favourite topics. The group says it won't decide for the reader. Choosing the book will still be the reader's job. The display will include a short conversation between an invented reader and the Book Buddy, plus a list of questions for visitors.

Visitors will receive one voting card each. They will choose the clearest explanation, not the most expensive-looking model. Before the morning starts, the librarian will count the chairs. If more than twenty visitors arrive, the helpers will bring extra chairs from the next room. The final vote will take place at ten o'clock. After that, the presenters will collect the cards and count the votes together. The winning team will explain one change it will make after reading the visitors' comments.

Word help: presenters = people who show and explain something to an audience; vote = a choice that is counted with other people's choices; device = an object designed to do a particular job

31. What time will the final vote take place?

A. Eleven o'clock

B. Nine o'clock

C. Ten o'clock

D. Twelve o'clock

U5Q31 | Easy | Reading | Read U5R2

32. What should visitors choose when they vote?

A. The most expensive-looking model

B. The group with the most pupils

C. The clearest explanation

D. The largest device

U5Q32 | Developing | Reading | Read U5R2

33. Which job will remain with the reader in the Book Buddy story?

A. Writing the visitor list

B. Choosing the book

C. Counting the voting cards

D. Bringing extra chairs

U5Q33 | Developing | Reading | Read U5R2

34. Exactly twenty visitors arrive. Based only on the stated condition, must the helpers bring extra chairs?

A. No. The library has no extra chairs.

B. Yes. The condition includes exactly twenty visitors.

C. Yes. Extra chairs are needed for every visitor.

D. No. The condition says more than twenty visitors.

U5Q34 | Challenge | Reading | Read U5R2

35. What does After that refer to in the second paragraph?

A. After each visitor chooses a library book

B. After the winning team changes its device

C. After the librarian counts the chairs

D. After the final vote at ten o'clock

U5Q35 | Challenge | Reading | Read U5R2

36. Which statement about Ideas Morning is supported by the whole passage?

A. The event rewards the model that costs the most money.

B. Visitors will test working inventions in a laboratory.

C. The event combines explaining ideas with listening to visitors' views.

D. Book Buddy will make every reader's final choice.

U5Q36 | Challenge | Reading | Read U5R2

37. Which reply gives the requested time? A: When will your group present its idea?

A. In Room Two.

B. With three classmates.

C. At nine o'clock.

D. Because it is useful.

U5Q37 | Easy | Communication

38. Which sentence asks someone to repeat an instruction because you did not hear it?

A. Could you say that again, please?

B. I will finish the poster tomorrow.

C. I agree with the first step.

D. That label is blue.

U5Q38 | Easy | Communication

39. A: We will label the drawing first, then write the introduction. B: ___. Which reply checks that B understands the order?

A. Our teacher likes the introduction.

B. The drawing has four wheels.

C. I prefer blue labels.

D. So the labels come before the introduction, right?

U5Q39 | Developing | Communication

40. Which reply agrees to a proposed next step? A: Shall we collect the question cards after the display?

A. Yes, let's collect them then.

B. What colour are the cards?

C. The display is in the hall.

D. I collected cards last week.

U5Q40 | Developing | Communication

Answers & explanations

01 B	**02 B**	**03 D**	**04 C**	**05 D**	**06 C**	**07 A**	**08 B**
09 C	**10 A**	**11 C**	**12 D**	**13 B**	**14 B**	**15 D**	**16 A**
17 A	**18 A**	**19 A**	**20 A**	**21 D**	**22 A**	**23 C**	**24 B**
25 D	**26 B**	**27 C**	**28 B**	**29 B**	**30 D**	**31 C**	**32 C**
33 B	**34 D**	**35 D**	**36 C**	**37 C**	**38 A**	**39 D**	**40 A**

01. B | will

Will introduces the prediction about tomorrow. The verb attract is in its base form.

KPM DSKP pp. 55 | Language Awareness

02. B | carry

Use the base form carry after will, for every subject.

KPM DSKP pp. 55 | Language Awareness

03. D | won't

Won't is the contracted form of will not.

KPM DSKP pp. 55 | Language Awareness

04. C | Will

Will + subject + base verb forms this future question.

KPM DSKP pp. 55 | Language Awareness

05. D | Yes, she will.

The question uses will, so the positive short answer is Yes, she will.

KPM DSKP pp. 55 | Language Awareness

06. C | will

Will see is the correct future result in this first-conditional sentence.

KPM DSKP pp. 55 | Language Awareness

07. A | arrives

Amir is singular, so the present-simple verb in the if-clause is arrives.

KPM DSKP pp. 55 | Language Awareness

08. B | The model won't make a noise.

Won't make gives a negative prediction about the future.

KPM DSKP pp. 55 | Language Awareness

09. C | Will Hana write the labels?

Will Hana write the labels? has the correct order and the base form write.

KPM DSKP pp. 55 | Language Awareness

10. A | don't understand

Don't understand is the present-simple negative for visitors. The result clause already uses will.

KPM DSKP pp. 55 | Language Awareness

11. C | We will make another card if the first one is missing.

Only the last option keeps the missing card as the condition and making another card as its result.

KPM DSKP pp. 55 | Language Awareness

12. D | If the hall is free, we will use it.

The complete opening if-clause is If the hall is free. Put the comma after that clause.

KPM DSKP pp. 55 | Language Awareness

13. B | Where

Where asks about the meeting place. When asks about time, who about a person, and why about a reason.

KPM DSKP pp. 55 | Language Awareness

14. B | If it rains, we will move the display.

It rains has the correct present-simple form. We will move gives the possible future result.

KPM DSKP pp. 55 | Language Awareness

15. D | Receiving ten comments is the condition for adding another page.

The if-clause gives receiving ten comments as the condition. It does not say the comments have already arrived.

KPM DSKP pp. 55 | Language Awareness

16. A | If we don't finish today, we won't display the model tomorrow.

Don't finish correctly forms the if-clause with we. Won't display uses the base verb in the result clause.

KPM DSKP pp. 55 | Language Awareness

17. A | model

A model represents an object, often in a smaller or simpler form.

KPM DSKP pp. 55 | SP 3.1.3

18. A | labels

Labels identify or explain parts of a drawing or object.

KPM DSKP pp. 55 | SP 3.1.3

19. A | prediction

A prediction says what someone thinks will happen before the event.

KPM DSKP pp. 55 | SP 3.1.3

20. A | record

To record comments means to write or save them for later use.

KPM DSKP pp. 55 | SP 3.1.3

21. D | results

Results tell us what happened. Predictions are made before the result is known.

KPM DSKP pp. 55 | SP 3.1.3

22. A | make better

Making a label clearer makes it better, so improve means make better.

KPM DSKP pp. 55 | SP 3.1.3

23. C | The device shows the answer on its screen.

The device shows an answer, so its screen matches meaning 1. The other screens are dividers.

KPM DSKP pp. 55 | SP 3.1.4

24. B | created in someone's mind

The sentence says the invention exists only in the story, so imaginary means created in someone's mind.

KPM DSKP pp. 55 | SP 3.1.3

25. D | Hana

The second paragraph says Hana will prepare question cards.

KPM DSKP pp. 33 | SP 3.1.2

26. B | To describe a plan for presenting an imaginary classroom helper

The passage introduces the imaginary Quiet Cart and explains how the team will present it and collect comments.

KPM DSKP pp. 33 | SP 3.1.1

27. C | It cannot explain a difficult lesson.

Ravi says the cart cannot explain a difficult lesson. The passage does not give the other options as his reason.

KPM DSKP pp. 33 | SP 3.1.2

28. B | After the event

The second paragraph says the team will read the cards after the event.

KPM DSKP pp. 33 | SP 3.1.2

29. B | The team will improve that part's label.

Repeated questions about one part lead the team to improve its label. No other result is stated.

KPM DSKP pp. 33 | SP 3.1.2

30. D | The team wants to use feedback to make its explanation clearer.

The team will record common questions and improve labels. Its stated hope is to explain the idea more clearly next time.

KPM DSKP pp. 33 | SP 3.1.2

31. C | Ten o'clock

The final vote will take place at ten o'clock.

KPM DSKP pp. 33 | SP 3.1.2

32. C | The clearest explanation

Visitors will choose the clearest explanation, not the most expensive-looking model.

KPM DSKP pp. 33 | SP 3.1.2

33. B | Choosing the book

The passage explicitly says choosing the book will still be the reader's job.

KPM DSKP pp. 33 | SP 3.1.2

34. D | No. The condition says more than twenty visitors.

Exactly twenty does not meet the stated condition of more than twenty. The text does not say extra chairs are always needed or unavailable.

KPM DSKP pp. 33 | SP 3.1.2

35. D | After the final vote at ten o'clock

The previous sentence gives the final vote at ten o'clock. After that means after the vote.

KPM DSKP pp. 33 | SP 3.1.2

36. C | The event combines explaining ideas with listening to visitors' views.

Pupils will explain imaginary ideas, visitors will vote on clarity, and the winners will respond to comments. The other claims contradict the text.

KPM DSKP pp. 33 | SP 3.1.1, 3.1.2

37. C | At nine o'clock.

At nine o'clock supplies a time. The other replies answer different questions.

KPM DSKP pp. 33 | SP 3.1.2

38. A | Could you say that again, please?

Could you say that again, please? asks the speaker to repeat the instruction.

KPM DSKP pp. 55 | Language Awareness

39. D | So the labels come before the introduction, right?

The last reply restates the order and asks for confirmation. This written item practises recognising an understanding check; it does not assess speech.

KPM DSKP pp. 55 | Language Awareness

40. A | Yes, let's collect them then.

Yes, let's collect them then agrees to collect the cards after the display.

KPM DSKP pp. 55 | Language Awareness

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

Official BPK directory | KPM-authored DSKP, full-text copy | KPM ELTC textbook listing

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UNIT 5 | FORM 1 | SESSION 2026

Let's experiment

Written practice, listening & speaking

Explore imaginary inventions while practising future predictions, first conditional sentences, reading, listening, speaking and original two-paragraph writing.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 55-56

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

10 structured tasks + 5 short writing tasks

Write your own answer before opening the models. The 100 self-check points, suggested lengths and rubrics are learning guides, not official KPM examination rules.

Use extra paper for longer responses. Two connected paragraphs are enough for these short writing tasks. Listening and speaking are additional activities and are not included in the 55-question count.

Structured practice | 10 tasks

U5S01 | Future forms

Easy | 6 points | KPM DSKP pp. 55-56 | Language Awareness

Our group is imagining a classroom helper. These sentences describe what the group thinks will happen tomorrow.

(a) Complete both sentences using the correct form of the verb in brackets: (i) The helper will ___ books. (carry) (ii) It will not ___ the teacher. (replace) [2 points]

(b) Rewrite each item correctly: (i) Will Sara draws the poster? (ii) They won't arrived late. (iii) Write will not as one contracted word. (iv) Give a positive short answer to Will they help? [4 points]

U5S02 | Read an event notice

Easy | 6 points | KPM DSKP pp. 33-39 | SP 3.1.2

IDEA DAY: The event will be on Thursday in Room Six. Each group will show one paper model. Visitors will arrive at nine o'clock. Nila will welcome them at the door. Faiz will record their comments in a notebook. If more than fifteen visitors arrive, the class will use a second table.

(a) Give the day and room for Idea Day. [2 points]

(b) Give four details: (i) what each group will show; (ii) the visitors' arrival time; (iii) Nila's job; (iv) where Faiz will record the comments. [4 points]

U5S03 | Use words and a dictionary

Easy | 6 points | KPM DSKP pp. 33-56 | SP 3.1.3, 3.1.4

Original dictionary entries: prediction (noun): an idea about what may happen; result (noun): what happens or what is found out; label (noun): short written information attached to an object; record (verb): to write or save information; display (verb): to show something; improve (verb): to make something better.

(a) Choose prediction or result for each sentence: (i) Before voting, I think green will win. (ii) After counting, green has twelve votes and blue has nine. [2 points]

(b) Use each of these words once: label, record, display, improve. Complete: (i) We will ___ the answers in a notebook. (ii) The ___ says Start. (iii) We will ___ our model so that everyone can see it. (iv) We will ___ the explanation by making it clearer. [4 points]

U5S04 | Write a short invitation

Easy | 6 points | KPM DSKP pp. 33-39 | SP 4.1.2, 4.2.1

Plan: Imagination Club display; Friday; school library; you will explain the poster; your friend Ben will collect comment cards.

(a) Write the day and place that belong in the invitation. [2 points]

(b) Write two sentences about the two jobs. Say what you will do and what Ben will do. Use will in both sentences, with a capital letter and full stop for each. [4 points]

U5S05 | Build first-conditional sentences

Developing | 6 points | KPM DSKP pp. 55-56 | Language Awareness

The team has two plans. Plan A: a visitor asks a question; Mina will show the labelled drawing. Plan B: the printer does not work; the team will write the labels by hand.

(a) For the first-conditional pattern in this unit, name the tense normally used after if and the modal used for a positive future result. [2 points]

(b) Write one first-conditional sentence for each plan. Begin each sentence with If. [4 points]

U5S06 | Edit a two-paragraph draft

Developing | 6 points | KPM DSKP pp. 33-39 | SP 4.1.5, 4.2.1, 4.2.2, 4.2.3

Draft, with four editing tasks: my imagined device is a Desk Guide it will show the next lesson. If the words are too small, we will use a larger screen. We will not add music because the classroom needs to stay quiet. Extra spelling checks: experimant; clasroom.

(a) Correct the spelling of experimant and clasroom. [2 points]

(b) Rewrite the draft in two paragraphs. Use paragraph one for the device and its main job, and paragraph two for the possible change and music decision. Correct the opening capital, add the missing full stop after Desk Guide, and change will not to its contracted form. [4 points]

U5S07 | Respond to an original story

Developing | 6 points | KPM DSKP pp. 33-39 | SP 3.1.2, 5.1.1, 5.1.2

Original story: Omar looked at his model of a Bag Finder. The labels were tiny, and the first visitor could not read them. Omar felt embarrassed. His teammate Lea sat beside him and offered to help. Together, they wrote larger labels. When the next visitor smiled and understood the drawing, Omar relaxed. He said, If anyone has another question, I will listen carefully. Lea nodded and put a blank comment card beside the model.

(a) Name the teammate who helps Omar, and describe how Omar feels when the first visitor cannot read the labels. [2 points]

(b) Explain one helpful action Lea takes and why it helps. Then write Omar's stated condition and his promised result. [4 points]

U5S08 | Distinguish predictions and results

Developing | 6 points | KPM DSKP pp. 33-39 | SP 3.1.2

Monday's completed class vote: Clear Desk idea, 12 votes; Book Buddy idea, 8 votes. Before Monday's vote, Asha said, "I think Book Buddy will receive more votes." A different class will vote on Tuesday. The team will add a second comment box if more than twenty pupils take part on Tuesday. No Tuesday votes have been counted yet.

(a) State the winning idea on Monday and the difference between the two vote totals. [2 points]

(b) Answer all four items: (i) Was Asha's Monday prediction correct? (ii) Give the vote evidence for your answer. (iii) Is Tuesday's winner already known from this text? Give a reason. (iv) State the condition for adding a second comment box on Tuesday. [4 points]

U5S09 | Plan and write a message

Challenge | 6 points | KPM DSKP pp. 33-39 | SP 4.1.2, 4.1.5, 4.2.3

Your class will display imaginary inventions on Tuesday in the library. You will present a Paper Helper. Your partner will write labels. If visitors find the labels unclear, you will rewrite them. Send your partner a short message with two paragraphs. This is an English writing task, not a real experiment.

(a) Plan the message by stating the main purpose of each paragraph. Put the event and invention in paragraph one, and the jobs and response to comments in paragraph two. [2 points]

(b) Write the two-paragraph message using the plan. Include the event details, both jobs, and the if-condition with its result. [4 points]

U5S10 | Read conditions precisely

Challenge | 6 points | KPM DSKP pp. 33-56 | SP 3.1.2

Two display plans: Plan A says, If more than ten visitors come, we will open Table Two. Plan B says, If ten or more visitors come, we will open Table Three. Exactly ten visitors come. A pupil then says, Both plans require the extra tables to open. There is no other instruction about opening tables.

(a) For exactly ten visitors, identify which plan's condition is met and which plan's condition is not met. [2 points]

(b) Correct the pupil's claim with two reasons, one for each plan. Then rewrite Plan A with the result clause first, keeping its meaning and correct verb forms. [4 points]

Short writing | 5 tasks

Plan, draft and revise. A model of about 80-120 words is supplied later as an example, not as a fixed KPM word limit.

U5E01 | Describe an imaginary helper

Easy | 8 points | KPM DSKP pp. 39-56 | SP 4.1.2, 4.1.5, 4.2.3

Invent a classroom helper. In two paragraphs, name it, explain its purpose, and predict one thing it will do and one thing it won't do. Include one possible condition and its future result. Make clear that the invention is imaginary. Aim for about 80-120 words as practice guidance.

Planning help

1. Plan the name and purpose before writing paragraph one.
2. In paragraph two, use If + present simple, followed by will + a base verb.
3. Check that it refers clearly to your invention, and check the apostrophe in won't.

U5E02 | Email a teammate

Easy | 8 points | KPM DSKP pp. 39-56 | SP 4.1.2, 4.1.5, 4.2.1, 4.2.3

Write a two-paragraph email to a teammate about an imaginary-invention display. Give the day and place, your job, your teammate's job, and a possible problem with the response you plan. Include a reason for one choice. Aim for about 80-120 words as practice guidance.

Planning help

1. Use paragraph one for the event and your two jobs.
2. Use paragraph two for a possible problem and an if-sentence explaining the response.
3. Include a greeting, and check capitals and full stops before finishing.

U5E03 | Explain and improve an idea

Developing | 8 points | KPM DSKP pp. 39-56 | SP 4.1.2, 4.1.5, 4.2.3

Write a two-paragraph article called Our Imaginary Classroom Screen. Explain its main job and one thing it won't do. Describe a possible difficulty, its conditional solution, how you will collect comments and how the comments will help you improve the explanation. Aim for about 80-120 words as practice guidance.

Planning help

1. Introduce the screen and its purpose in paragraph one.
2. Use paragraph two for the difficulty, planned response and comments.
3. Separate a predicted action from something already tested; this is an imagined idea.

U5E04 | Continue an original story

Developing | 8 points | KPM DSKP pp. 39-56 | SP 4.1.3, 4.1.5, 5.1.1, 5.3.1

Original story opening: Ella's paper model fell over just before the class display. Her friend Jun picked up the drawing and said, We still have a clear idea to share. Continue the story in two paragraphs. Show what Ella and Jun do, how Ella's feelings change and why, and one promise for their next display using will. Include a first-conditional sentence. Aim for about 80-120 words as practice guidance.

Planning help

1. Use the first paragraph to show a helpful action and Ella's first reaction.
2. Use the second paragraph to show the display, a change of feeling and a future promise.
3. Keep Ella and Jun as the characters; create an ending rather than copying the opening.

U5E05 | Use feedback in a future plan

Challenge | 8 points | KPM DSKP pp. 39-56 | SP 3.1.2, 4.1.2, 4.1.5, 4.2.3

Original feedback for an imaginary Bag Guide display: six visitors say the labels are too small; three ask what the red button means; one says the introduction is clear. Write a two-paragraph message to your group. Summarise all three findings accurately. Plan two different improvements, one for labels and one for the red-button explanation. Include a first-conditional response to a future visitor question and explain how you will collect fresh feedback. Aim for about 80-120 words as practice guidance.

Planning help

1. Use paragraph one for the three feedback findings, including the numbers.
2. Use paragraph two for two targeted improvements and a response to a future question.
3. Reread the data and check that each planned action responds to an actual finding.

Listening practice

Student: read the questions, keep the scripts later in this booklet hidden, and listen twice. Adult: read each script at a clear, natural pace. If you read the transcript yourself, you are practising reading rather than listening.

U5L01 | A plan for the class display

Before listening, check these words: imaginary means invented; label identifies a part; comment card is a card for a visitor's response. Listen first for the purpose and then for details. Use audio or ask someone to read the script aloud; reading the script yourself is reading practice.

1. What is the main aim of the group's display?

2. What time will visitors arrive?

3. What will visitors do if they want to ask a question?

U5L02 | Responding to a visitor

Before listening, predict which question words a visitor may use. Listen for who makes the choice and what happens under the stated condition. Use the audio or a reader; reveal the printed script only after the listening attempt.

1. What is the conversation mainly about?

2. Who will make the final book choice?

3. In the imagined design, what will the screen show if a picture is unclear?

Speaking practice

U5P01 | Agree on a display plan

With a partner, plan a display of an imaginary classroom invention. Decide on two jobs and their order. Ask one question to check understanding and agree on the next step.

1. Suggest an invention and say what each person will do.
2. Check the order by restating it as a question.
3. Agree on the first action and say the plan together.

Partner checklist

☐ I explain a future plan using will and a base verb.

☐ I give my partner a chance to speak.

☐ I check that I understand the plan or its order.

☐ We agree clearly on a next step.

Speak aloud. Use the model later only when you need support.

U5P02 | Present an imaginary invention

Give a short talk about an imaginary device for school. Name it, explain its purpose and predict one thing it will and will not do. Add a possible condition and its result. Invite a partner to ask a question and check that you understand it.

1. Plan three or four key words rather than a full script.
2. Speak clearly and use an if-sentence for a possible situation.
3. Listen to a partner's question, check its meaning if needed, and answer it.

Partner checklist

☐ I make clear that the device is an imagined idea.

☐ I communicate a purpose and positive and negative future predictions.

☐ My if-sentence has a clear condition and a logical result.

☐ I listen to the question and check its meaning when necessary.

Speak aloud. Use the model later only when you need support.

Models & self-check criteria

There can be more than one good answer. Award each point once for the feature listed. These are transparent self-check guides; they do not grade your writing automatically.

U5S01 | Future forms

(a) One possible answer

(i) carry
(ii) replace

Check your work

☐ P1 (1 point): Writes carry for (i).

☐ P2 (1 point): Writes replace for (ii).

Accept the two completed sentences or just the correct verb forms.

(b) One possible answer

(i) Will Sara draw the poster?
(ii) They won't arrive late.
(iii) won't
(iv) Yes, they will.

Check your work

☐ P1 (1 point): Corrects (i) to Will Sara draw the poster?

☐ P2 (1 point): Corrects (ii) to They won't arrive late.

☐ P3 (1 point): Writes won't for (iii), including the apostrophe.

☐ P4 (1 point): Writes Yes, they will for (iv).

Accept curly or straight apostrophes. Accept will not instead of won't in item (ii), but item (iii) requires the contracted form.

U5S02 | Read an event notice

(a) One possible answer

Idea Day will be on Thursday in Room Six.

Check your work

☐ P1 (1 point): Gives Thursday as the day.

☐ P2 (1 point): Gives Room Six as the place.

Accept a list. Minor spelling errors are acceptable if the day and room are unambiguous.

(b) One possible answer

(i) Each group will show one paper model.
(ii) Visitors will arrive at nine o'clock.
(iii) Nila will welcome them at the door.
(iv) Faiz will record the comments in a notebook.

Check your work

☐ P1 (1 point): States one paper model for (i).

☐ P2 (1 point): States nine o'clock for (ii).

☐ P3 (1 point): States that Nila will welcome visitors at the door for (iii).

☐ P4 (1 point): States a notebook for (iv).

Accept short answers that preserve the stated detail. Do not require exact sentence wording.

U5S03 | Use words and a dictionary

(a) One possible answer

(i) prediction
(ii) result

Check your work

☐ P1 (1 point): Chooses prediction for (i).

☐ P2 (1 point): Chooses result for (ii).

Accept a clear explanation with the correct word.

(b) One possible answer

(i) record
(ii) label
(iii) display
(iv) improve

Check your work

☐ P1 (1 point): Writes record for (i).

☐ P2 (1 point): Writes label for (ii).

☐ P3 (1 point): Writes display for (iii).

☐ P4 (1 point): Writes improve for (iv).

The target dictionary word is required for each item; capitalisation at the start of a listed answer does not matter.

U5S04 | Write a short invitation

(a) One possible answer

Friday; the school library.

Check your work

☐ P1 (1 point): Identifies Friday.

☐ P2 (1 point): Identifies the school library.

Accept the details in a full sentence.

(b) One possible answer

I will explain the poster. Ben will collect comment cards.

Check your work

☐ P1 (1 point): States that the writer will explain the poster.

☐ P2 (1 point): States that Ben will collect comment cards.

☐ P3 (1 point): Uses will + a base verb correctly in both sentences.

☐ P4 (1 point): Uses an initial capital and final full stop in each sentence.

Accept equivalent wording such as describe the poster or gather comment cards. Award task-content marks independently from the specified grammar and punctuation marks.

U5S05 | Build first-conditional sentences

(a) One possible answer

The if-clause uses the present simple. The positive future result uses will.

Check your work

☐ P1 (1 point): Names the present simple / simple present for the if-clause.

☐ P2 (1 point): Names will for a positive future result.

Accept simple present for present simple. The modal answer must be will.

(b) One possible answer

If a visitor asks a question, Mina will show the labelled drawing.
If the printer doesn't work, the team will write the labels by hand.

Check your work

☐ P1 (1 point): Plan A has the faithful present-simple condition If a visitor asks a question.

☐ P2 (1 point): Plan A has the faithful result Mina will show the labelled drawing.

☐ P3 (1 point): Plan B has the faithful negative condition If the printer does not work / doesn't work.

☐ P4 (1 point): Plan B has the faithful result the team will write the labels by hand.

Accept equivalent wording and expanded or contracted negative forms. A minor punctuation error does not remove a correctly formed clause mark.

U5S06 | Edit a two-paragraph draft

(a) One possible answer

experiment; classroom

Check your work

☐ P1 (1 point): Corrects experimant to experiment.

☐ P2 (1 point): Corrects clasroom to classroom.

Award one mark for each correctly spelt target word.

(b) One possible answer

My imagined device is a Desk Guide. It will show the next lesson.

If the words are too small, we will use a larger screen. We won't add music because the classroom needs to stay quiet.

Check your work

☐ P1 (1 point): Begins My with a capital M.

☐ P2 (1 point): Places a full stop after Desk Guide and begins It as the next sentence.

☐ P3 (1 point): Starts a new paragraph with the possible change, If the words are too small.

☐ P4 (1 point): Replaces will not with won't using an apostrophe.

Accept equivalent punctuation that correctly separates the two opening sentences. The two-paragraph structure and the contracted won't must remain visible.

U5S07 | Respond to an original story

(a) One possible answer

Lea helps Omar. He feels embarrassed when the first visitor cannot read the labels.

Check your work

☐ P1 (1 point): Names Lea as the teammate.

☐ P2 (1 point): Identifies embarrassment as Omar's initial feeling.

Accept an accurate feeling such as uncomfortable or self-conscious if it fits the stated embarrassment.

(b) One possible answer

Lea helps Omar write larger labels. This helps visitors read the words and understand the drawing. If anyone has another question, Omar will listen carefully.

Check your work

☐ P1 (1 point): Identifies Lea helping to write larger labels.

☐ P2 (1 point): Explains that larger labels are easier for visitors to read or help them understand the drawing.

☐ P3 (1 point): States the condition: if anyone has another question.

☐ P4 (1 point): States the result: Omar will listen carefully.

For the first two points, also accept Lea offering support with the reason that it helps Omar feel less alone, provided the action and reason are linked. Accept clear paraphrases of the condition and result.

U5S08 | Distinguish predictions and results

(a) One possible answer

Clear Desk won on Monday by four votes.

Check your work

☐ P1 (1 point): Identifies Clear Desk as Monday's winner.

☐ P2 (1 point): Gives a difference of four votes.

Accept 4 instead of four. Do not use the prediction as the result.

(b) One possible answer

(i) No.
(ii) Book Buddy received eight votes, but Clear Desk received twelve.
(iii) No. No Tuesday votes have been counted yet.
(iv) More than twenty pupils must take part on Tuesday.

Check your work

☐ P1 (1 point): States that Asha's prediction was not correct.

☐ P2 (1 point): Supports this with Book Buddy receiving 8 votes while Clear Desk received 12.

☐ P3 (1 point): States that Tuesday's winner is not yet known because no Tuesday votes have been counted.

☐ P4 (1 point): States the condition as more than twenty pupils taking part on Tuesday.

Accept equivalent explanations. For (iv), exactly twenty is not enough to meet the stated condition.

U5S09 | Plan and write a message

(a) One possible answer

Paragraph one: Introduce Tuesday's library display and the Paper Helper idea.
Paragraph two: Explain our jobs and our response to unclear labels.

Check your work

☐ P1 (1 point): Plans paragraph one around the Tuesday library display and Paper Helper idea.

☐ P2 (1 point): Plans paragraph two around the jobs and what to do if the labels are unclear.

Accept concise notes or full sentences. The two purposes must be distinct.

(b) One possible answer

Hi Sam,
Our class will display imaginary inventions on Tuesday in the library. I will present our Paper Helper idea.

You will write the labels, and I will explain the idea to visitors. If visitors find the labels unclear, we will rewrite them. Please tell me if you want to add another idea.

Check your work

☐ P1 (1 point): Includes the Tuesday library display and the Paper Helper idea accurately.

☐ P2 (1 point): States both jobs accurately: the writer presents and the partner writes labels.

☐ P3 (1 point): Gives the intended first conditional accurately: if visitors find the labels unclear, we will rewrite them.

☐ P4 (1 point): Organises the message into two coherent paragraphs following the planned purposes.

Accept a different partner name and reasonable additional details. Do not require the model wording. The main message must preserve the given plans and condition.

U5S10 | Read conditions precisely

(a) One possible answer

Plan B's condition is met. Plan A's condition is not met.

Check your work

☐ P1 (1 point): States that Plan B's condition is met.

☐ P2 (1 point): States that Plan A's condition is not met.

Accept references to Table Three and Table Two if the intended plans are clear.

(b) One possible answer

The claim is incorrect. Ten visitors meets Plan B's condition of ten or more, so Table Three will open. Ten is not more than ten, so Plan A does not require Table Two to open.

We will open Table Two if more than ten visitors come.

Check your work

☐ P1 (1 point): Explains that exactly ten satisfies ten or more, so Plan B requires Table Three to open.

☐ P2 (1 point): Explains that exactly ten is not more than ten, so Plan A does not require Table Two to open in this situation.

☐ P3 (1 point): The rewrite begins with the correct result clause We will open Table Two.

☐ P4 (1 point): The rewrite keeps the correct condition if more than ten visitors come.

Accept accurate paraphrases. Do not claim that Plan A forbids Table Two from opening: the text only says its condition has not been met.

U5E01 | Describe an imaginary helper

One possible answer

My imaginary invention is the Desk Friend. Its purpose is to help pupils organise their school things. I think it will show a picture of the books for the next lesson. It won't do anyone's homework or give answers during a test. Every pupil will still do their own work.

If a pupil chooses the wrong lesson, the screen will show a simple question. The pupil will check the timetable and choose again. I will draw clear labels because people need to understand the idea. Then I will ask my classmates for comments.

Check your work

☐ P1 (1 point): Names an invention and makes clear that it is an imagined idea.

☐ P2 (1 point): Explains a clear classroom purpose for the invention.

☐ P3 (1 point): Gives an appropriate positive prediction using will + a base verb.

☐ P4 (1 point): Gives an appropriate negative prediction using won't / will not + a base verb.

☐ P5 (1 point): Includes a possible condition in the present simple after if.

☐ P6 (1 point): Links that condition to a logical future result using will + a base verb.

☐ P7 (1 point): Uses two coherent paragraphs: introduction first, possible situation next.

☐ P8 (1 point): Uses it or another pronoun with a clear reference to avoid unnecessary repetition.

Accept other original, accurate responses that meet the task. Award each observable criterion once, using reasonable A2 expectations. Minor errors that do not block meaning do not cancel content marks. The suggested length is practice guidance, not an official KPM word limit; do not match the model word for word.

U5E02 | Email a teammate

One possible answer

Hi Noor,
Our imaginary-invention display will be on Monday in the school library. I will explain our Book Finder idea to visitors. You will draw the poster and label its main parts. I think our classmates will enjoy the pictures because they make the idea easy to understand.

If visitors cannot read the small labels, we will write bigger ones. We will also put blank cards beside the display for their questions. After the event, we will read the cards together and choose one part to improve. Please tell me what you think of this plan.

Check your work

☐ P1 (1 point): Makes the email's purpose clear: arranging an imaginary-invention display.

☐ P2 (1 point): Gives both a day and a place for the display.

☐ P3 (1 point): States a clear job for the writer.

☐ P4 (1 point): States a different clear job for the teammate.

☐ P5 (1 point): Uses will + a base verb accurately to describe the future jobs.

☐ P6 (1 point): Includes a logical first-conditional problem and response.

☐ P7 (1 point): Uses two coherent paragraphs with a clear change of focus.

☐ P8 (1 point): Gives an understandable reason for a choice, linked with because or an equivalent connector.

Accept other original, accurate responses that meet the task. Award each observable criterion once, using reasonable A2 expectations. Minor errors that do not block meaning do not cancel content marks. The suggested length is practice guidance, not an official KPM word limit; do not match the model word for word.

U5E03 | Explain and improve an idea

One possible answer

Our imaginary classroom screen will show the names of the books for each lesson. It will also show a picture beside each name. This idea will help pupils organise their desks, but it won't choose their answers or complete their homework. The pupils will still do their own learning.

Some visitors may find the pictures unclear. If a visitor cannot understand a picture, we will add a word below it. We will collect comments on paper cards because we want useful suggestions. After the display, we will read them and redraw the pictures that cause the most confusion.

Check your work

☐ P1 (1 point): Introduces the screen as an imaginary idea and states its main classroom job.

☐ P2 (1 point): Describes one limitation using a clear negative future prediction.

☐ P3 (1 point): Identifies a plausible difficulty for users of the imagined screen.

☐ P4 (1 point): Gives a logical response in a correctly formed first-conditional sentence.

☐ P5 (1 point): Explains a practical way to collect visitors' comments.

☐ P6 (1 point): Explains how the team will use those comments to improve its explanation.

☐ P7 (1 point): Organises the article into two coherent paragraphs with the requested focus.

☐ P8 (1 point): Links related ideas clearly with at least two suitable connectors, such as and, because or if.

Accept other original, accurate responses that meet the task. Award each observable criterion once, using reasonable A2 expectations. Minor errors that do not block meaning do not cancel content marks. The suggested length is practice guidance, not an official KPM word limit; do not match the model word for word.

U5E04 | Continue an original story

One possible answer

Ella felt worried because the model could not stand. Jun put the drawing on the table and helped her point to the labelled parts. They decided to explain the idea with the picture. Ella took a deep breath and welcomed the first visitor.

The visitor listened and asked a friendly question. Ella answered it, and she felt calmer because the visitor understood their idea. Jun smiled beside her. Ella said, "I will make a stronger paper model for our next display. If it falls again, we will still use our drawing." They thanked the visitor and prepared for the next question.

Check your work

☐ P1 (1 point): Continues the original situation with Ella, Jun and their damaged paper model.

☐ P2 (1 point): Describes a helpful action taken by one of the characters.

☐ P3 (1 point): Shows Ella's initial feeling in a way that fits the problem.

☐ P4 (1 point): Shows a later change in Ella's feeling and gives a clear reason.

☐ P5 (1 point): Includes a relevant future promise using will + a base verb.

☐ P6 (1 point): Includes a meaningful and correctly formed first-conditional sentence.

☐ P7 (1 point): Uses two coherent paragraphs with a clear sequence of events.

☐ P8 (1 point): Links sentences using clear pronouns or conjunctions so that the characters' actions are easy to follow.

Accept other original, accurate responses that meet the task. Award each observable criterion once, using reasonable A2 expectations. Minor errors that do not block meaning do not cancel content marks. The suggested length is practice guidance, not an official KPM word limit; do not match the model word for word.

U5E05 | Use feedback in a future plan

One possible answer

Hi team,
The comments give us useful information about our imaginary Bag Guide. Six visitors say the labels are too small. Three visitors ask what the red button means, and one says our introduction is clear. We need to make the parts easier to understand while keeping our clear introduction.

We will write larger labels and add a short explanation beside the red button. If a visitor asks about another part, we will point to its label and explain it. At the next display, we will give visitors new comment cards. Their answers will help us check whether our changes are clear.

Check your work

☐ P1 (1 point): Reports accurately that six visitors find the labels too small.

☐ P2 (1 point): Reports accurately that three visitors ask what the red button means.

☐ P3 (1 point): Reports accurately that one visitor finds the introduction clear.

☐ P4 (1 point): Proposes an improvement that directly addresses the small labels.

☐ P5 (1 point): Proposes a separate improvement that explains the red button.

☐ P6 (1 point): Includes a logical future response to a visitor question in a first-conditional sentence.

☐ P7 (1 point): States a clear method for collecting fresh feedback.

☐ P8 (1 point): Uses two coherent paragraphs, separating the findings from the future plan.

Accept other original, accurate responses that meet the task. Award each observable criterion once, using reasonable A2 expectations. Minor errors that do not block meaning do not cancel content marks. The suggested length is practice guidance, not an official KPM word limit; do not match the model word for word.

Adult reader: listening scripts & keys

Keep these scripts out of the learner’s view during the listening activity. Read twice. The online module also offers optional device speech.

U5L01 | A plan for the class display

Hello, everyone. Tomorrow our group will show an imaginary classroom helper called the Pencil Partner. We will use a drawing and a paper model. Sara will introduce the idea, and I will point to the labels while she speaks. Our main aim is to explain the idea clearly. We will not bring a working machine. Visitors will arrive at half past nine. Please put the comment cards beside the drawing before then. If visitors want to ask a question, they will write it on a card. After the display, we will read the cards together. We will choose one part of our explanation to improve for next week.

Answers

1. To explain its imaginary classroom-helper idea clearly.

2. At half past nine.

3. They will write the question on a comment card.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2

U5L02 | Responding to a visitor

Here is a short conversation at an imaginary-invention display. A visitor asks, "Will your Book Guide choose my book for me?" The presenter answers, "No, it will not. In our story, it will ask about your favourite topics. You will make the final choice." The visitor asks another question. "What will happen if I do not understand a picture on the screen?" The presenter says, "If a picture is unclear, the screen will show a word below it. This is only an imagined idea, so today we are showing a drawing." The visitor smiles and says the explanation is clear. The presenter thanks the visitor and offers a comment card.

Answers

1. Explaining how an imaginary Book Guide is intended to help readers.

2. The reader or visitor, not the device.

3. A word below the picture.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.5

Speaking models

U5P01 | Agree on a display plan

A: We will show our imaginary Desk Friend. I will draw it, and you will write the labels.
B: So you will finish the drawing before I write the labels, right?
A: Yes. Shall we choose the main parts first?
B: Yes, let's choose them now. Then I will list the words we need.

KPM DSKP pp. 27-28 | SP 2.1.3, 2.3.1, 2.3.2

U5P02 | Present an imaginary invention

Speaker: My imaginary device is a Bag Guide. It will help pupils identify their bags, but it won't carry the bags for them. If a pupil selects a colour, the screen will show that colour.
Partner: Will it show names too?
Speaker: Do you mean the pupils' names?
Partner: Yes.
Speaker: No, it won't. In my idea, each pupil will choose a symbol instead.

KPM DSKP pp. 27-28 | SP 2.1.3, 2.3.1

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

Official BPK directory | KPM-authored DSKP, full-text copy | KPM ELTC textbook listing

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SKILLS LAB | FORM 1 | SESSION 2026

Syllabus Skills Lab

Notes, examples & 40 objective questions

Practise the additional grammar and language skills in the Form 1 DSKP through shopping, school projects and original stories. This is a revision skills lab, not an official sixth textbook unit.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 46-58

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

Rules, choices and advice

REQUIRED

You must add a label.

It is necessary.

OPTIONAL

You do not have to colour it.

It is not necessary.

ADVICE

You should write clearly.

It is a useful suggestion.

Study the examples, answer independently, then read the explanation for each answer. All reading passages are original.

Learn the patterns

6.1 Polite indirect questions

KPM DSKP pp. 58 | Language Awareness

Put a question inside a polite opening, then use statement word order.

• Direct: Where is the price label? Indirect: Could you tell me where the price label is?

• After where, when or what in an indirect question, put the subject before its verb.

• Direct: What does the ticket cost? Indirect: Do you know what the ticket costs?

• For a past question, keep the past meaning: Where did Sam buy it? becomes Do you know where Sam bought it?

• The complete question still ends with a question mark when its opening is a question.

Worked example: Make this polite: When did the sale begin?

1. Choose a polite opening: Could you tell me ...?

2. Keep when, then place the subject the sale before the verb.

3. Change did begin to the past form began.

Answer: Could you tell me when the sale began?

Bantuan BM: Dalam soalan tidak langsung, susun subjek sebelum kata kerja.

Watch out: Do not keep did or does before the subject inside the indirect question.

Try: Complete: Could you tell me where the bus stop ___?

is

6.2 Put past events in order

KPM DSKP pp. 39-58 | SP 4.1.3

Use time words to help a reader follow what happened.

• Use past simple verbs for completed events: We checked the list and visited the stall.

• First introduces the starting event; next and then introduce later events.

• Finally introduces the last event in your sequence.

• Before and after connect events: We compared prices before we paid.

• Keep the order logical. Buying an item normally comes before taking it home.

Worked example: Order these events: paid, checked the price, took the notebook home.

1. Find the action that must come before payment.

2. Put payment after the price check.

3. End with taking the item home and use past verbs.

Answer: First, I checked the price. Then, I paid. Finally, I took the notebook home.

Bantuan BM: Gunakan penanda urutan untuk menyusun peristiwa lalu.

Watch out: Do not change to present tense halfway through a completed past story without a reason.

Try: First, we chose a book. Next, we paid. ___, we took it home.

Finally

6.3 Rules and obligations

KPM DSKP pp. 27-58 | SP 2.1.2

Tell the difference between something required, forbidden and optional.

• Must and have to can express a requirement: We must return borrowed books.

• Must not or mustn't means something is forbidden: You mustn't write on library books.

• Do not have to or don't have to means something is not required: You don't have to buy a new bag.

• After must or mustn't, use the base verb: must bring, not must brings.

• With he or she, use has to: She has to show her ticket.

Worked example: Write a rule: Eating in the computer room is forbidden.

1. Decide whether the action is required, forbidden or optional.

2. Choose must not because eating is forbidden.

3. Use the base verb eat after must not.

Answer: You must not eat in the computer room.

Bantuan BM: Mustn't bermaksud dilarang; don't have to bermaksud tidak diwajibkan.

Watch out: Optional does not mean forbidden.

Try: The club lends pencils, so bringing your own is optional. You ___ bring your own pencil.

do not have to

6.4 Future arrangements, intentions and decisions

KPM DSKP pp. 27-58 | SP 2.1.3, 4.1.2

Use future forms with a clear purpose and time context.

• Present continuous can describe a future arrangement: We are meeting the librarian at ten tomorrow.

• Be going to can describe an intention: I am going to save part of my pocket money.

• Will can express a decision made while speaking: That box is heavy. I will carry it.

• Form present continuous with am, is or are plus a verb ending in -ing.

• Form going to with am, is or are plus going to and the base verb.

• Different future forms can sometimes fit the same situation. Follow the meaning or form requested in the task.

Worked example: Write an arrangement using meet: Zara and I, librarian, Monday at noon.

1. Find the plural subject Zara and I.

2. Use are plus meeting for the requested arrangement form.

3. Add the person and the future time.

Answer: Zara and I are meeting the librarian on Monday at noon.

Bantuan BM: Bezakan janji temu, niat dan keputusan spontan melalui konteks.

Watch out: Do not write I going to or she are meeting.

Try: Use present continuous: We ___ (visit) the school shop tomorrow.

are visiting

6.5 Advice with a reason

KPM DSKP pp. 27-58 | SP 2.1.4

Make useful suggestions and explain why they help.

• Use should plus a base verb for advice: You should check the price.

• Use should not or shouldn't for advice against an action: You shouldn't buy something only for its colour.

• Use because to explain a reason: You should make a list because it helps you remember what you need.

• Advice is a suggestion; it is not automatically a rule or a guarantee.

• Make the advice fit the stated problem, such as a broken zip or a forgotten notebook.

Worked example: Advise a friend who often forgets what to buy for school.

1. Identify the problem: forgetting needed items.

2. Suggest one practical action with should.

3. Explain how that action addresses the problem.

Answer: You should write a shopping list because it can help you remember the things you need.

Bantuan BM: Beri nasihat dengan should dan sertakan sebab yang sesuai.

Watch out: Use should compare, not should compares or should to compare.

Try: Complete: You should ___ the label before choosing a size.

read

6.6 Defining relative clauses

KPM DSKP pp. 58 | Language Awareness

Add essential information to identify a person or thing.

• Use who or that for a person: The student who runs the stall is in my class.

• Use which or that for a thing: The bag which has a red handle is mine.

• A defining clause tells the reader which person or thing you mean.

• Do not repeat the subject inside the clause: the shop that sells pens, not the shop that it sells pens.

• Do not put commas around the defining information in these examples.

Worked example: Join: We chose a notebook. The notebook has thick pages.

1. Find the repeated thing: the notebook.

2. Replace the second notebook with which or that.

3. Keep the identifying information next to notebook.

Answer: We chose a notebook that has thick pages.

Bantuan BM: Who merujuk orang; which merujuk benda; that boleh digunakan untuk kedua-duanya.

Watch out: Who and that may both be correct for a person, so do not treat one as universally wrong.

Try: Join: I met a girl. She designed the poster.

I met a girl who designed the poster.

6.7 Prepositions of place and time

KPM DSKP pp. 58 | Language Awareness

Small words show where and when things happen.

• Use at with clock times: at nine o'clock.

• Use on with days or dates: on Friday; on 12 June.

• Use in with months or years: in August; in 2026.

• Use in for being inside: The receipt is in the envelope.

• Use between for a position with something on each side: The stall is between the library and the hall.

• Read the whole sentence because prepositions depend on meaning, not only the next word.

Worked example: Complete: The fair is ___ June. Our class visits ___ Thursday ___ ten.

1. June is a month, so choose in.

2. Thursday is a day, so choose on.

3. Ten is a clock time, so choose at.

Answer: The fair is in June. Our class visits on Thursday at ten.

Bantuan BM: At untuk waktu, on untuk hari atau tarikh, in untuk bulan atau tahun.

Watch out: Do not use on before a month alone: in July, not on July.

Try: Complete: The club meets ___ Tuesday ___ three o'clock.

on; at

6.8 Infinitives of purpose

KPM DSKP pp. 58 | Language Awareness

Use to plus a base verb to explain why someone does something.

• Purpose answers the question Why?: I went to the shop to buy a ruler.

• Use to plus a base verb: to compare, to learn, to help.

• The first to in go to the library gives a destination; to read a book gives a purpose.

• Keep the intended meaning: We reused paper to reduce waste.

• A purpose describes an intention. It does not promise that the goal was achieved.

Worked example: Join using to: I checked two price labels. I wanted to compare the prices.

1. Identify the action: checked two price labels.

2. Find the purpose: compare the prices.

3. Replace I wanted to with to and keep the base verb.

Answer: I checked two price labels to compare the prices.

Bantuan BM: To diikuti kata kerja dasar boleh menerangkan tujuan sesuatu tindakan.

Watch out: Write to save money, not for save money or to saving money.

Try: Why did Amir take a cloth bag? He took it ___ his books.

to carry

6.9 Present and past simple passive

KPM DSKP pp. 58 | Language Awareness

Focus on the thing affected by an action.

• Present simple passive uses am, is or are plus a past participle: The posters are displayed every Friday.

• Past simple passive uses was or were plus a past participle: The posters were displayed yesterday.

• Match be to the new subject: one ticket is printed; two tickets are printed.

• Some past participles are irregular: make becomes made, and write becomes written.

• Use by when the person doing the action matters: The sign was painted by Rina.

• Only use this simple pattern with an action that affects an object, such as making a bag or writing a note.

Worked example: Change to passive: Our class made the bags yesterday.

1. Move the affected thing, the bags, to the start.

2. Use were because bags is plural and the action happened yesterday.

3. Add the participle made and the doer if useful.

Answer: The bags were made by our class yesterday.

Bantuan BM: Ayat pasif ringkas menggunakan is/are atau was/were bersama past participle.

Watch out: The participle does not become past tense by itself: was made, not was make.

Try: Change to passive: Pupils collect paper every week.

Paper is collected by pupils every week.

6.10 Read, plan and revise

KPM DSKP pp. 33-58 | SP 3.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 5.1.1

Use consumer texts and original stories to practise connected language skills.

• A need is something required for a stated purpose; a want is something desired. A choice can depend on the situation.

• Look for the total price, what is included and the item's condition in a shopping text.

• A dictionary entry gives a word class and a meaning. Use its example and the sentence context to choose the right meaning.

• Plan two paragraphs before writing: for example, explain the problem first and suggest actions second.

• Check capitals, sentence endings and familiar spellings when you revise a draft.

• For an original story, support a character description with an action from the text. These practice stories do not replace your teacher's assigned literature.

Worked example: Plan a short message about choosing a school bag.

1. Paragraph one: explain what the bag must hold and your price limit.

2. Paragraph two: describe two checks you will make before buying.

3. Revise: check names, full stops and the spelling of because.

Answer: Paragraph 1: I need a bag for my books. My limit is thirty ringgit.

Paragraph 2: I will check the size and the zip before I choose one.

Bantuan BM: Rancang dua perenggan dan semak isi, ejaan serta tanda baca.

Watch out: Do not invent details when answering a reading question. Use evidence from the text.

Try: A story says Mila returned a lost coin to its owner. Which action supports describing her as honest?

She returned the coin to its owner.

Objective practice

Choose one answer, A, B, C or D. Use the linked original passage for each reading question. Total: 40 practice points.

My score: _____ / 40

01. Complete the indirect question: Could you tell me where the hall ___?

A. are

B. does

C. is

D. did

U6Q01 | Easy | Grammar

02. Which indirect question keeps the meaning of "Where did Nadia buy the folder?"

A. Do you know where Nadia bought the folder?

B. Do you know where Nadia buy the folder?

C. Do you know where bought Nadia the folder?

D. Do you know where did Nadia buy the folder?

U6Q02 | Developing | Grammar

03. Choose the word for the last event: First, I chose a pen. Next, I paid. ___, I put it in my bag.

A. Because

B. While

C. Before

D. Finally

U6Q03 | Easy | Grammar

04. The rule says that writing on borrowed books is forbidden. You ___ write on them.

A. have to

B. must not

C. must

D. do not have to

U6Q04 | Easy | Grammar

05. The club provides glue. Bringing your own is optional. Which sentence has the same meaning?

A. You must bring glue.

B. You have to bring glue.

C. You must not bring glue.

D. You do not have to bring glue.

U6Q05 | Developing | Grammar

06. Use the present continuous for this arrangement: Hana ___ the librarian at ten tomorrow.

A. are meeting

B. meet

C. is meeting

D. will meets

U6Q06 | Easy | Grammar

07. Complete the going-to form: We ___ save for a class banner.

A. going to

B. are go to

C. are going to

D. is going to

U6Q07 | Developing | Grammar

08. Use will correctly: "That box is heavy. I ___ it for you."

A. will carrying

B. will carry

C. will carries

D. will to carry

U6Q08 | Easy | Grammar

09. Complete the advice: You should ___ the prices before choosing.

A. compares

B. comparing

C. compare

D. compared

U6Q09 | Easy | Grammar

10. Choose a relative pronoun for a person: The pupil ___ designed this poster is in my class.

A. who

B. which

C. where

D. when

U6Q10 | Easy | Grammar

11. Which sentence correctly joins "I chose a bag. The bag has two pockets"?

A. I chose a bag which it has two pockets.

B. I chose a bag who has two pockets.

C. I chose a bag which have two pockets.

D. I chose a bag which has two pockets.

U6Q11 | Developing | Grammar

12. Complete the three time phrases: The fair is ___ May. We will visit ___ Friday ___ noon.

A. at; on; in

B. in; at; on

C. in; on; at

D. on; in; at

U6Q12 | Challenge | Grammar

13. Which sentence uses an infinitive to express purpose correctly?

A. I took a bag to carrying the books.

B. I took a bag to carry the books.

C. I took a bag to carried the books.

D. I took a bag for carry the books.

U6Q13 | Developing | Grammar

14. Change to present simple passive: "Pupils collect old paper every Friday."

A. Old paper is collected by pupils every Friday.

B. Old paper are collected by pupils every Friday.

C. Old paper was collect by pupils every Friday.

D. Old paper collects by pupils every Friday.

U6Q14 | Developing | Grammar

15. Choose the past simple passive sentence for "The class made three signs yesterday."

A. Three signs were make by the class yesterday.

B. Three signs are made by the class yesterday.

C. Three signs was made by the class yesterday.

D. Three signs were made by the class yesterday.

U6Q15 | Challenge | Grammar

16. Which sentence changes "What does this ticket include?" into an indirect question correctly?

A. Could you tell me what this ticket includes?

B. Could you tell me what this ticket include?

C. Could you tell me what does this ticket include?

D. Could you tell me what include this ticket?

U6Q16 | Challenge | Grammar

17. A shopper keeps a paper showing what was bought and paid for. What is this paper called?

A. invitation

B. map

C. receipt

D. poster

U6Q17 | Easy | Vocabulary

18. "My price limit is ten ringgit." What does limit mean here?

A. the amount already borrowed

B. the largest amount allowed

C. the smallest amount offered

D. the number of shops visited

U6Q18 | Easy | Vocabulary

19. A pupil gives a puzzle to a friend and receives a book in return. They ___ the items.

A. hide

B. borrow

C. repair

D. swap

U6Q19 | Easy | Vocabulary

20. The zip is broken. Mei repairs it. What does repairs mean?

A. describes it on a label

B. sells it to another person

C. makes it work properly again

D. compares it with another zip

U6Q20 | Easy | Vocabulary

21. "The key ring is sold separately from the bag." What does separately mean?

A. inside the bag at no extra cost

B. as a free part of every bag

C. only when the bag is returned

D. as a different item, not included with the bag

U6Q21 | Developing | Vocabulary

22. Lina needs a working ruler for tomorrow's lesson. Her ruler is broken. Which item meets the stated need?

A. a decorative key ring

B. a usable ruler

C. a second pencil case

D. a colourful sticker

U6Q22 | Developing | Vocabulary

23. "The seller described the scratch honestly." Which meaning fits honestly?

A. without using any details

B. in a very quiet voice

C. truthfully, without hiding it

D. only after changing the price

U6Q23 | Developing | Vocabulary

24. Mini-dictionary: "change (noun): 1. money returned when a payment is more than the price; 2. an alteration." In "I paid ten ringgit for an eight-ringgit book and received change", which meaning fits?

A. Meaning 2: the price was altered later.

B. Meaning 2: the book had a new cover.

C. Meaning 1: money was returned after payment.

D. Neither meaning: the book was exchanged.

U6Q24 | Challenge | Vocabulary

Original reading | U6R1

A Prize with a Price Limit

On Saturday, Asha and Ben visited a school market to buy a pencil case for their class prize. Their teacher gave them a limit of fifteen ringgit. Before they left, they wrote down two needs: space for six pencils and a zip that closed properly. At the first stall, they found a shiny case for twelve ringgit. It looked attractive, but its zip stuck. At the second stall, a plain case cost fourteen ringgit. It held six pencils, and the zip worked smoothly. A matching key ring cost another three ringgit, but it was sold separately.

Ben wanted the key ring because he liked its bright colour. Asha checked their list and reminded him that the prize did not need one. They bought only the plain case and kept the receipt in an envelope. Back in class, they explained their choice. Their teacher praised them for checking the condition and staying within the limit, rather than choosing only by appearance.

Word help: limit = the largest amount allowed in this situation; condition = the state of something, including whether it works

25. What did Asha and Ben go to the market to buy?

A. a pencil case for a class prize

B. six pencils for a club

C. a new bag for their teacher

D. a key ring for a birthday

U6Q25 | Easy | Reading | Read U6R1

26. What was their spending limit?

A. three ringgit

B. fifteen ringgit

C. twelve ringgit

D. fourteen ringgit

U6Q26 | Easy | Reading | Read U6R1

27. Why did they reject the shiny case?

A. Its zip did not work smoothly.

B. It was too small for one pencil.

C. It was more than fifteen ringgit.

D. It came with a compulsory key ring.

U6Q27 | Developing | Reading | Read U6R1

28. In the phrase “staying within the limit”, within means ___.

A. visiting only the first stall

B. spending exactly every ringgit

C. buying every matching item

D. not spending more than the allowed amount

U6Q28 | Developing | Reading | Read U6R1

29. Where did they put the receipt?

A. in an envelope

B. on the first stall

C. in the teacher’s notebook

D. inside the key ring

U6Q29 | Developing | Reading | Read U6R1

30. Which statement best gives the main point of the passage?

A. Checking needs, condition and cost can guide a purchase.

B. A bright colour proves that an item is in good condition.

C. A matching accessory is the most important part of a prize.

D. The cheapest item always meets every buyer’s needs.

U6Q30 | Challenge | Reading | Read U6R1

Original reading | U6R2

The Note beside the Box

Imran carried a small wooden box to the class exchange table. He wanted to swap it for a comic, but one corner of the lid was loose. He placed a note beside the box: "The lid needs repair." When Mei arrived, she read the note and opened the box carefully. She collected small shells, so the box was useful to her. She offered Imran a comic and said that her father could help her fix the corner at home.

During lunch, another pupil asked why Imran wrote about the broken part. "Someone might choose it without seeing the problem," he replied. The next day, Mei showed him the repaired box. She thanked him for the clear note. Imran felt relieved because the swap worked well for both of them. For the next exchange, he made a sign asking everyone to describe their items honestly. Mei helped him colour the sign, and they placed it at the front of the table.

Word help: swap = give one thing and receive another in exchange; relieved = less worried because a problem is over

31. What was wrong with Imran's box?

A. It was too small for any shells.

B. Its base was missing.

C. One corner of its lid was loose.

D. Its colour had completely faded.

U6Q31 | Easy | Reading | Read U6R2

32. What did Mei offer in exchange for the box?

A. a shell

B. a comic

C. a sign

D. a pencil

U6Q32 | Easy | Reading | Read U6R2

33. Why was the box useful to Mei?

A. She planned to hide the exchange sign.

B. She wanted to replace her father's toolbox.

C. She wanted a new lunch box for school.

D. She needed somewhere for her small shells.

U6Q33 | Developing | Reading | Read U6R2

34. What does relieved suggest about Imran at the end?

A. He was confused about who owned the comic.

B. He was less worried because the swap worked well.

C. He was angry that Mei repaired the box.

D. He was bored because nobody came to the table.

U6Q34 | Developing | Reading | Read U6R2

35. Which action most directly shows that Imran did not want to hide the problem?

A. He wrote a note about the loose lid.

B. He carried the box to school.

C. He accepted a comic from Mei.

D. He stood near the exchange table.

U6Q35 | Challenge | Reading | Read U6R2

36. Which summary is supported by the whole story?

A. The pupils ended the exchange because nobody wanted the box.

B. An honest description helped two pupils make a useful exchange.

C. Imran repaired every item at the class exchange table.

D. Mei refused a damaged item and asked for a new comic.

U6Q36 | Challenge | Reading | Read U6R2

37. Your partner says, "Put the labels in the blue box." You want to check which box. Which reply asks for clarification?

A. The labels are made of paper.

B. I brought a box yesterday.

C. I like the colour blue very much.

D. Do you mean the blue box beside the door?

U6Q37 | Easy | Communication

38. A friend asks for advice because a bag may be too small for her books. Which reply gives advice with a relevant reason?

A. You should check the size because your books need to fit inside.

B. The bag is on the second shelf near the window.

C. You should choose it because the shop closes at five.

D. My brother bought a different bag last week.

U6Q38 | Developing | Communication

39. Your group must agree on steps for making price labels. Which reply proposes an order and checks agreement?

A. My pen is in my pencil case beside the ruler.

B. Our labels are green and our table is brown.

C. The school market was busy last Saturday.

D. Shall we list the items first and write the prices next?

U6Q39 | Developing | Communication

40. The organiser says, "A name label is required, but a coloured border is optional." Which reply checks the two rules accurately?

A. So we must add both a name and a border?

B. So we have to include a name, but we do not have to add a border?

C. So we must add a border and must not write a name?

D. So neither the name nor the border is needed?

U6Q40 | Challenge | Communication

Answers & explanations

01 C	**02 A**	**03 D**	**04 B**	**05 D**	**06 C**	**07 C**	**08 B**
09 C	**10 A**	**11 D**	**12 C**	**13 B**	**14 A**	**15 D**	**16 A**
17 C	**18 B**	**19 D**	**20 C**	**21 D**	**22 B**	**23 C**	**24 C**
25 A	**26 B**	**27 A**	**28 D**	**29 A**	**30 A**	**31 C**	**32 B**
33 D	**34 B**	**35 A**	**36 B**	**37 D**	**38 A**	**39 D**	**40 B**

01. C | is

After where, the clause uses subject + verb: the hall is.

KPM DSKP pp. 58 | Language Awareness

02. A | Do you know where Nadia bought the folder?

Nadia comes before bought. The indirect clause does not keep did before Nadia.

KPM DSKP pp. 58 | Language Awareness

03. D | Finally

Finally introduces the last event in the list.

KPM DSKP pp. 58 | Language Awareness

04. B | must not

Must not expresses a prohibition. Do not have to means optional.

KPM DSKP pp. 58 | Language Awareness

05. D | You do not have to bring glue.

Do not have to means there is no requirement to bring it.

KPM DSKP pp. 58 | Language Awareness

06. C | is meeting

Is meeting is the requested present continuous form and matches Hana.

KPM DSKP pp. 58 | Language Awareness

07. C | are going to

We takes are. The complete structure is are going to + save.

KPM DSKP pp. 58 | Language Awareness

08. B | will carry

Will carry is the correct form for this offer.

KPM DSKP pp. 58 | Language Awareness

09. C | compare

Compare is the base verb after should.

KPM DSKP pp. 58 | Language Awareness

10. A | who

Who can introduce a defining clause about a person. That would also work, but it is not an option.

KPM DSKP pp. 58 | Language Awareness

11. D | I chose a bag which has two pockets.

Which replaces the repeated bag, and the singular bag takes has.

KPM DSKP pp. 58 | Language Awareness

12. C | in; on; at

Use in May, on Friday and at noon.

KPM DSKP pp. 58 | Language Awareness

13. B | I took a bag to carry the books.

To carry explains why the bag was taken.

KPM DSKP pp. 58 | Language Awareness

14. A | Old paper is collected by pupils every Friday.

The passive uses singular is plus the participle collected.

KPM DSKP pp. 58 | Language Awareness

15. D | Three signs were made by the class yesterday.

Signs takes were, and the past participle of make is made.

KPM DSKP pp. 58 | Language Awareness

16. A | Could you tell me what this ticket includes?

This ticket comes before includes. The singular ticket takes includes.

KPM DSKP pp. 58 | Language Awareness

17. C | receipt

A receipt records the purchase and payment.

KPM DSKP pp. 46 | Language Awareness

18. B | the largest amount allowed

Here, a limit is the maximum amount the shopper allows.

KPM DSKP pp. 46 | Language Awareness

19. D | swap

Swap means exchange one thing for another.

KPM DSKP pp. 46 | Language Awareness

20. C | makes it work properly again

To repair something is to fix it.

KPM DSKP pp. 46 | Language Awareness

21. D | as a different item, not included with the bag

Separately means the key ring is a different item, rather than part of the bag purchase.

KPM DSKP pp. 46 | Language Awareness

22. B | a usable ruler

The stated need is a working ruler. The other items do not meet it.

KPM DSKP pp. 46 | Language Awareness

23. C | truthfully, without hiding it

Honestly means truthfully. It does not mean a particular volume or price.

KPM DSKP pp. 46 | Language Awareness

24. C | Meaning 1: money was returned after payment.

The payment was greater than the price, so change refers to money returned.

KPM DSKP pp. 33 | SP 3.1.4

25. A | a pencil case for a class prize

The first sentence states that they needed a pencil case for the class prize.

KPM DSKP pp. 33 | SP 3.1.2

26. B | fifteen ringgit

Their teacher gave them a limit of fifteen ringgit.

KPM DSKP pp. 33 | SP 3.1.2

27. A | Its zip did not work smoothly.

The text says that the shiny case had a zip that stuck.

KPM DSKP pp. 33 | SP 3.1.2

28. D | not spending more than the allowed amount

They spent fourteen ringgit, less than the fifteen-ringgit maximum.

KPM DSKP pp. 33 | SP 3.1.3

29. A | in an envelope

The passage says they kept the receipt in an envelope.

KPM DSKP pp. 33 | SP 3.1.2

30. A | Checking needs, condition and cost can guide a purchase.

The children considered the stated needs, the working zip and the price limit.

KPM DSKP pp. 33 | SP 3.1.1

31. C | One corner of its lid was loose.

One corner of the lid was loose.

KPM DSKP pp. 33 | SP 3.1.2

32. B | a comic

She offered Imran a comic.

KPM DSKP pp. 33 | SP 3.1.2

33. D | She needed somewhere for her small shells.

She collected small shells, so the box suited that purpose.

KPM DSKP pp. 33 | SP 3.1.2

34. B | He was less worried because the swap worked well.

He felt relieved because the exchange worked well for both pupils.

KPM DSKP pp. 33 | SP 3.1.3

35. A | He wrote a note about the loose lid.

His note told other pupils that the lid needed repair.

KPM DSKP pp. 33 | SP 3.1.2

36. B | An honest description helped two pupils make a useful exchange.

The clear note helped Mei decide, and both pupils were pleased with the exchange.

KPM DSKP pp. 33 | SP 3.1.1

37. D | Do you mean the blue box beside the door?

The reply checks whether you understood which box your partner meant.

KPM DSKP pp. 27 | SP 2.3.1

38. A | You should check the size because your books need to fit inside.

Checking the size helps determine whether the bag can hold her books.

KPM DSKP pp. 27 | SP 2.1.4

39. D | Shall we list the items first and write the prices next?

Shall we invites agreement, and first and next give the sequence.

KPM DSKP pp. 27 | SP 2.3.2

40. B | So we have to include a name, but we do not have to add a border?

Have to matches required, while do not have to matches optional.

KPM DSKP pp. 27 | SP 2.1.2, 2.3.1

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

Official BPK directory | KPM-authored DSKP, full-text copy | KPM ELTC textbook listing

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SKILLS LAB | FORM 1 | SESSION 2026

Syllabus Skills Lab

Written practice, listening & speaking

Practise the additional grammar and language skills in the Form 1 DSKP through shopping, school projects and original stories. This is a revision skills lab, not an official sixth textbook unit.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 46-58

This is original practice, not an official exam or prediction. Easy, Developing and Challenge are our practice levels.

10 structured tasks + 5 short writing tasks

Write your own answer before opening the models. The 100 self-check points, suggested lengths and rubrics are learning guides, not official KPM examination rules.

Use extra paper for longer responses. Two connected paragraphs are enough for these short writing tasks. Listening and speaking are additional activities and are not included in the 55-question count.

Structured practice | 10 tasks

U6S01 | Indirect questions

Easy | 6 points | KPM DSKP pp. 58 | Language Awareness

Direct questions: 1. Where is the school shop? 2. When did the market close?

(a) In “Could you tell me where the office is?”, identify the subject and the verb of the clause after where. [2 points]

(b) Rewrite both direct questions using “Could you tell me ...?” [4 points]

U6S02 | Rules and obligations

Easy | 6 points | KPM DSKP pp. 33-58 | SP 3.1.2

The exchange table is in Room 2. It opens at nine. Exchange table rules: Pupils are required to attach a name label. Opening another person’s box without permission is forbidden. Coloured labels are optional.

(a) Where is the exchange table? At what time does it open? [2 points]

(b) Write one sentence with must not about the forbidden action. Then write one sentence with do not have to about the optional action. [4 points]

U6S03 | Future plans

Easy | 6 points | KPM DSKP pp. 33-58 | SP 3.1.2, 4.1.2

Class plan: On Monday at ten, Sara and Dan have an arrangement to meet the librarian. They intend to make a reading display on Tuesday. The meeting will be in the library, and the pupils will bring two notebooks.

(a) Where will the meeting take place, and what will the pupils bring? [2 points]

(b) Describe the meeting using present continuous. Describe their intention using going to. [4 points]

U6S04 | Place, time and purpose

Easy | 6 points | KPM DSKP pp. 33-58 | SP 3.1.2

A notice says: "Visit our book table in the hall on Friday at noon. Bring a bag to carry your books."

(a) Where is the book table? At what time should pupils visit it? [2 points]

(b) Write two complete sentences: one gives the day and time using on and at; the other explains the purpose of bringing a bag using to. [4 points]

U6S05 | Passive forms

Developing | 6 points | KPM DSKP pp. 58 | Language Awareness

The club prints tickets every week. Yesterday, Mira painted two signs.

(a) Identify the object receiving the action in each sentence. [2 points]

(b) Rewrite both sentences in the passive. Keep the original present or past time, and include the doer in each sentence. [4 points]

U6S06 | Relative clauses

Developing | 6 points | KPM DSKP pp. 58 | Language Awareness

Pairs: 1. We spoke to a pupil. The pupil repairs toys. 2. I chose a folder. The folder has a strong cover.

(a) For each pair, say whether the repeated noun refers to a person or a thing. [2 points]

(b) Join each pair into one sentence using a defining relative clause. [4 points]

U6S07 | Advice and reasons

Developing | 6 points | KPM DSKP pp. 33-58 | SP 3.1.2

Farah needs a bag for five large books. She has a limit of thirty ringgit. She likes a tiny bag costing twenty-five ringgit and a larger bag costing thirty-five ringgit. She has not checked any other bags.

(a) State the two needs that should guide Farah’s search. [2 points]

(b) Give two pieces of advice using should, each with a different reason relevant to this problem. [4 points]

U6S08 | Sequence and revision

Developing | 6 points | KPM DSKP pp. 33-58 | SP 3.1.2, 4.1.3, 4.2.1, 4.2.2

Draft: “first lina checked the price. next she paid for the notebook. finally she put the receit in her bag.”

(a) What happened immediately before Lina paid? What happened immediately after she paid? [2 points]

(b) Rewrite the draft, correcting sentence-start capitals, the name, the spelling error and punctuation after the sequence words. [4 points]

U6S09 | Literature in Action: an original story

Challenge | 6 points | KPM DSKP pp. 43 | SP 5.1.1, 5.1.2, 5.3.1

Original practice story: Nuri wanted the last blue bookmark at the class stall. She saw a younger pupil searching through his empty pockets. "I forgot my coins," he said sadly. Nuri bought the bookmark and gave it to him. He smiled and promised to make her one from paper. Nuri walked away without a bookmark, but she felt pleased.

(a) Name the main character and describe one action she takes. [2 points]

(b) Explain why Nuri could feel pleased, using a detail from the story. Then write two sentences about a possible next event in which the younger pupil keeps his promise. [4 points]

U6S10 | Dictionary use and two-paragraph revision

Challenge | 6 points | KPM DSKP pp. 33-58 | SP 3.1.4, 4.1.2, 4.1.5, 4.2.3

Mini-dictionary: "budget (noun): an amount of money planned for a purpose. Example: Our poster budget is ten ringgit." Draft notes: class needs poster materials; limit ten ringgit; compare prices; use paper already in the classroom. Feedback: Group the need and limit together, then put the actions in a second paragraph.

(a) What word class is budget in this entry? Explain its meaning for the poster task. [2 points]

(b) Use all four draft notes to write two short paragraphs, following the feedback. [4 points]

Short writing | 5 tasks

Plan, draft and revise. A model of about 80-120 words is supplied later as an example, not as a fixed KPM word limit.

U6E01 | Email about a shopping plan

Easy | 8 points | KPM DSKP pp. 39-58 | SP 4.1.2, 4.1.5, 4.2.3

Write a short email to your cousin about a planned visit to a school market. Say when you are meeting, what you need to buy, your price limit and two checks you plan to make. Use two paragraphs, a greeting and a closing.

Planning help

1. Paragraph one: give the meeting arrangement and explain your need and limit.
2. Paragraph two: describe two checks using going to or will.
3. Revise your future verb forms, capitals and full stops.

U6E02 | Advice for a class exchange

Easy | 8 points | KPM DSKP pp. 39-58 | SP 4.1.5, 4.2.3

Write two paragraphs for a class noticeboard about choosing an item at an exchange table. Give two pieces of advice with reasons. Explain one rule that is required and one thing that is optional. You may invent reasonable class rules.

Planning help

1. Paragraph one: give two useful suggestions and explain each one.
2. Paragraph two: distinguish a requirement from something optional.
3. Check should, must or have to, and do not have to.

U6E03 | Report on a class sale

Developing | 8 points | KPM DSKP pp. 39-58 | SP 4.1.3, 4.1.5, 4.2.3

Imagine your class held a small sale yesterday. Write a two-paragraph report that explains the preparation, two later events and the result. Include first, next and finally. Use at least one past simple passive sentence.

Planning help

1. Plan the events in their actual order before you write.
2. Use paragraph one for preparation and paragraph two for the sale and its result.
3. Check past verbs and one was/were + past participle sentence.

U6E04 | Describe a repair club

Developing | 8 points | KPM DSKP pp. 39-58 | SP 4.1.2, 4.1.4, 4.1.5, 4.2.3

Invent a school club that repairs simple classroom items under a teacher’s guidance. In two paragraphs, describe a helpful pupil, what the club does and its next meeting. Include one defining relative clause, one present simple passive sentence and an infinitive of purpose. Do not give technical repair instructions.

Planning help

1. Describe the pupil and the club’s normal activities in paragraph one.
2. Give the next meeting arrangement and purpose in paragraph two.
3. Check who/which/that, is/are + participle and to + base verb.

U6E05 | An original story continuation

Challenge | 8 points | KPM DSKP pp. 39-43 | SP 4.1.3, 4.1.5, 5.3.1

Original story opening: "Tara placed her favourite handmade bookmark on the exchange table. A younger pupil admired it, but he had nothing to swap. Tara looked at the bookmark and paused." Continue the story in two paragraphs. Explain Tara's choice and a feeling with a reason. Include a response from the younger pupil and a clear ending.

Planning help

1. Decide what Tara does and why; more than one choice can make a good story.
2. Use the younger pupil's response to move the story towards an ending.
3. Check past verbs and use a pronoun or conjunction to connect ideas.

Listening practice

Student: read the questions, keep the scripts later in this booklet hidden, and listen twice. Adult: read each script at a clear, natural pace. If you read the transcript yourself, you are practising reading rather than listening.

U6L01 | Getting Ready for the Book Table

Preview these words: label, storybook, information book, exchange. Listen once for the main task, then again for the sequence. Keep the transcript hidden until after listening.

1. What is the class preparing?

2. Which box is for information books?

3. What should pupils do after sorting the books?

U6L02 | A Different Choice

Preview these words: shiny, plain, pages, receipt. Listen for the two choices and the reason for the final decision. Keep the transcript hidden until after listening.

1. What is the main idea of this story?

2. How many pages did the plain notebook have?

3. Why did the speaker choose the plain notebook?

Speaking practice

U6P01 | Agree on a Market Visit

With a partner, agree on a day, time and meeting place for an imaginary school market visit. Decide two things to do at the market and check one detail you hear.

1. Speaker A suggests a meeting arrangement and a first activity.
2. Speaker B asks a question to check one detail and suggests a next activity.
3. Both speakers confirm the final plan in order.

Partner checklist

☐ I give a clear future meeting arrangement.

☐ I ask or answer a clarification question.

☐ We agree on two steps in a logical order.

☐ My partner can understand my words and follow the plan.

Speak aloud. Use the model later only when you need support.

U6P02 | Explain a Rule and Give Advice

Role-play a class exchange organiser and a new pupil. The rule requires name labels; coloured labels are optional. The pupil wants a box for large cards. Explain the rule, give size advice with a reason and check understanding.

1. The pupil asks what labels are required and explains what the box must hold.
2. The organiser explains required versus optional and gives relevant advice.
3. The pupil checks the rule or advice in their own words.

Partner checklist

☐ I distinguish a required action from an optional one.

☐ I use should with a relevant suggestion.

☐ I explain a reason for the suggestion.

☐ I check or confirm my partner’s understanding.

Speak aloud. Use the model later only when you need support.

Models & self-check criteria

There can be more than one good answer. Award each point once for the feature listed. These are transparent self-check guides; they do not grade your writing automatically.

U6S01 | Indirect questions

(a) One possible answer

The subject is the office. The verb is is.

Check your work

☐ P1 (1 point): Identifies the office as the subject.

☐ P2 (1 point): Identifies is as the verb.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Could you tell me where the school shop is?
Could you tell me when the market closed?

Check your work

☐ P1 (1 point): Question 1 uses where the school shop, with the subject before the verb.

☐ P2 (1 point): Question 1 uses is correctly and retains a question mark.

☐ P3 (1 point): Question 2 uses when the market, with the subject before the verb.

☐ P4 (1 point): Question 2 uses closed without did and retains a question mark.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S02 | Rules and obligations

(a) One possible answer

It is in Room 2. It opens at nine.

Check your work

☐ P1 (1 point): Identifies Room 2.

☐ P2 (1 point): States that the table opens at nine.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Pupils must not open another person's box without permission. They do not have to use coloured labels.

Check your work

☐ P1 (1 point): Uses must not to express prohibition.

☐ P2 (1 point): Completes that sentence with opening another person's box without permission.

☐ P3 (1 point): Uses do not have to to express no requirement.

☐ P4 (1 point): Completes that sentence with using coloured labels.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S03 | Future plans

(a) One possible answer

The meeting will be in the library. They will bring two notebooks.

Check your work

☐ P1 (1 point): Identifies the library as the meeting place.

☐ P2 (1 point): States that the pupils will bring two notebooks.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Sara and Dan are meeting the librarian on Monday at ten. They are going to make a reading display on Tuesday.

Check your work

☐ P1 (1 point): Uses Sara and Dan or they with are meeting.

☐ P2 (1 point): Includes the librarian and Monday at ten in the meeting sentence.

☐ P3 (1 point): Uses they are going to make.

☐ P4 (1 point): Includes a reading display and Tuesday in the intention sentence.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S04 | Place, time and purpose

(a) One possible answer

The book table is in the hall. Pupils should visit at noon.

Check your work

☐ P1 (1 point): States in the hall.

☐ P2 (1 point): States noon.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Pupils should visit on Friday at noon. They should bring a bag to carry their books.

Check your work

☐ P1 (1 point): Uses on Friday correctly.

☐ P2 (1 point): Uses at noon correctly in the visit sentence.

☐ P3 (1 point): Uses to carry as an infinitive of purpose.

☐ P4 (1 point): Identifies books as the things to carry in the bag.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S05 | Passive forms

(a) One possible answer

The objects are tickets and two signs.

Check your work

☐ P1 (1 point): Identifies tickets in the first sentence.

☐ P2 (1 point): Identifies two signs in the second sentence.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Tickets are printed by the club every week. Two signs were painted by Mira yesterday.

Check your work

☐ P1 (1 point): First sentence uses Tickets are printed.

☐ P2 (1 point): First sentence preserves every week and identifies the club as the doer.

☐ P3 (1 point): Second sentence uses Two signs were painted.

☐ P4 (1 point): Second sentence preserves yesterday and identifies Mira as the doer.

Accept an alternative word order that preserves every detail. The question asks learners to retain the original doer as well as the time.

U6S06 | Relative clauses

(a) One possible answer

Pupil refers to a person. Folder refers to a thing.

Check your work

☐ P1 (1 point): Identifies pupil as a person.

☐ P2 (1 point): Identifies folder as a thing.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

We spoke to a pupil who repairs toys. I chose a folder that has a strong cover.

Check your work

☐ P1 (1 point): Uses who or that to introduce the clause about the pupil.

☐ P2 (1 point): Preserves repairs toys without a repeated subject such as he.

☐ P3 (1 point): Uses which or that to introduce the clause about the folder.

☐ P4 (1 point): Preserves has a strong cover without a repeated subject such as it.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S07 | Advice and reasons

(a) One possible answer

Her bag must hold five large books and cost no more than thirty ringgit.

Check your work

☐ P1 (1 point): States that the bag must hold five large books.

☐ P2 (1 point): States that it must cost no more than thirty ringgit.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Farah should check the size because the tiny bag may not hold her five large books. She should look at other bags because the larger one costs more than her limit.

Check your work

☐ P1 (1 point): Gives advice to check whether a bag holds her books.

☐ P2 (1 point): Explains that a tiny bag may not hold the five large books.

☐ P3 (1 point): Gives advice to look for another bag within the limit.

☐ P4 (1 point): Explains that the larger bag described costs more than the stated limit.

Accept two other distinct, relevant advice-and-reason pairs. Do not require the exact model wording.

U6S08 | Sequence and revision

(a) One possible answer

Before paying, Lina checked the price. After paying, she put the receipt in her bag.

Check your work

☐ P1 (1 point): States that she checked the price before paying.

☐ P2 (1 point): States that she put the receipt in her bag after paying.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

First, Lina checked the price. Next, she paid for the notebook. Finally, she put the receipt in her bag.

Check your work

☐ P1 (1 point): Capitalises First, Next and Finally at the starts of the sentences.

☐ P2 (1 point): Capitalises the name Lina.

☐ P3 (1 point): Corrects receit to receipt.

☐ P4 (1 point): Uses a comma after each introductory sequence word while retaining sentence endings.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S09 | Literature in Action: an original story

(a) One possible answer

The main character is Nuri. She buys the bookmark and gives it to the younger pupil.

Check your work

☐ P1 (1 point): Names Nuri.

☐ P2 (1 point): States that she buys the bookmark and gives it to the younger pupil.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Nuri could feel pleased because she helped the younger pupil, who smiled when he received the bookmark. The next day, he made a paper bookmark with a blue star. He gave it to Nuri after class.

Check your work

☐ P1 (1 point): Explains that Nuri could feel pleased because her action helped or cheered the pupil.

☐ P2 (1 point): Uses his smile as evidence of the positive effect.

☐ P3 (1 point): Continues with the younger pupil making a paper bookmark.

☐ P4 (1 point): Continues with him giving it to Nuri, fulfilling his promise.

Accept an evidence-based explanation and a different coherent continuation that clearly fulfils the same promise. This is original practice, not prescribed literature.

U6S10 | Dictionary use and two-paragraph revision

(a) One possible answer

Budget is a noun. It is the amount of money planned for the poster materials.

Check your work

☐ P1 (1 point): Identifies noun.

☐ P2 (1 point): Explains that it is the amount planned or allowed for the poster materials.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Our class needs materials for a poster. Our limit is ten ringgit.

We will compare prices, and we will use paper that is already in the classroom.

Check your work

☐ P1 (1 point): Paragraph one states that the class needs poster materials.

☐ P2 (1 point): Paragraph one includes the ten-ringgit limit.

☐ P3 (1 point): Paragraph two states that pupils will compare prices.

☐ P4 (1 point): Paragraph two states that they will use classroom paper and connects the two actions clearly.

Accept different accurate wording with the required ideas grouped into two paragraphs. The planning guidance, not an official word count, controls this task.

U6E01 | Email about a shopping plan

One possible answer

Hi Adam,

We are meeting at the school gate on Saturday at nine. I need a pencil case because my old one is too small. My price limit is fifteen ringgit, so I will take only that amount to the market.

I am going to check whether each case holds all my pencils. I will also open and close the zip to see whether it works properly. You can help me compare the choices before I pay. Please bring your shopping list too.

See you soon,
Asha

Check your work

☐ P1 (1 point): Includes an email greeting and a closing.

☐ P2 (1 point): States a clear future meeting arrangement with a day and time.

☐ P3 (1 point): Identifies a school item needed.

☐ P4 (1 point): States a clear price limit.

☐ P5 (1 point): Describes a check of the item’s size or ability to meet the stated need.

☐ P6 (1 point): Describes a different check of condition or price.

☐ P7 (1 point): Groups the message into two coherent paragraphs.

☐ P8 (1 point): Uses at least two understandable, correctly formed future expressions.

Accept alternative accurate responses that fulfil the task. Use the criteria to guide self-checking, not exact matching to the model. Minor errors that do not obscure the required meaning may be accepted. There is no official KPM word limit attached to this practice task.

U6E02 | Advice for a class exchange

One possible answer

You should check an item carefully because a broken part may be difficult to use. You should also think about what you need because an attractive object may not be useful to you. Ask the owner questions when a label is unclear, and take your time before making a choice.

At our class exchange, everyone must write a name on each item. This helps us find the owner if we have a question. You do not have to decorate the label because a plain, clear label is enough. Remember to thank your partner after the exchange.

Check your work

☐ P1 (1 point): Gives a useful first piece of advice about choosing an exchange item.

☐ P2 (1 point): Gives a relevant reason for the first advice.

☐ P3 (1 point): Gives a different useful piece of advice.

☐ P4 (1 point): Gives a relevant reason for the second advice.

☐ P5 (1 point): Expresses one clear requirement with must or have to.

☐ P6 (1 point): Expresses an optional action with do not have to.

☐ P7 (1 point): Organises the response into two coherent paragraphs.

☐ P8 (1 point): Uses correct verb forms after should and the chosen obligation expression, must or have to.

Accept alternative accurate responses that fulfil the task. Use the criteria to guide self-checking, not exact matching to the model. Minor errors that do not obscure the required meaning may be accepted. There is no official KPM word limit attached to this practice task.

U6E03 | Report on a class sale

One possible answer

Yesterday, our class held a small sale to buy new storybooks. First, we sorted the donated notebooks and pencils. Price labels were written by three volunteers, and I arranged the items on a table. We checked the labels before the first visitors arrived.

Next, we welcomed the visitors and answered their questions. Some pupils bought notebooks, while others chose pencils. Finally, we counted the money and packed the remaining items. We collected enough money for two storybooks. Everyone felt pleased because we worked together and completed the task on time.

Check your work

☐ P1 (1 point): Describes a concrete preparation action.

☐ P2 (1 point): Describes the first event during the sale.

☐ P3 (1 point): Describes a later event during or after the sale.

☐ P4 (1 point): States a clear result of the activity.

☐ P5 (1 point): Uses first, next and finally in a logical sequence.

☐ P6 (1 point): Includes an accurate past simple passive sentence.

☐ P7 (1 point): Uses two coherent paragraphs with preparation separate from the later events.

☐ P8 (1 point): Uses past forms consistently for the main completed events.

Accept alternative accurate responses that fulfil the task. Use the criteria to guide self-checking, not exact matching to the model. Minor errors that do not obscure the required meaning may be accepted. There is no official KPM word limit attached to this practice task.

U6E04 | Describe a repair club

One possible answer

Our repair club meets with a teacher after school. Ravi is the pupil who welcomes new members. He is patient because he listens carefully when someone explains a problem. Simple items such as folders and book covers are checked at our table. We ask our teacher before starting any repair task.

We are meeting in the art room on Thursday at three. We are going there to prepare labels for our classroom boxes. I will bring paper, and Ravi will bring the list of box names. Together, we will make the labels clear and easy to read.

Check your work

☐ P1 (1 point): Describes a pupil with a personality quality and an action that supports it.

☐ P2 (1 point): Names the classroom items or general activity of the club.

☐ P3 (1 point): Includes a clear future meeting day and time.

☐ P4 (1 point): States the purpose of the next meeting using to + base verb.

☐ P5 (1 point): Includes an accurate defining relative clause.

☐ P6 (1 point): Includes an accurate present simple passive sentence.

☐ P7 (1 point): Organises the response into two coherent paragraphs.

☐ P8 (1 point): Uses appropriate sentence-start capitals and sentence-ending punctuation.

Accept alternative accurate responses that fulfil the task. Use the criteria to guide self-checking, not exact matching to the model. Minor errors that do not obscure the required meaning may be accepted. There is no official KPM word limit attached to this practice task.

U6E05 | An original story continuation

One possible answer

Tara decided to lend him the bookmark for a week because he was reading his first long story. She wrote her name on the back and explained that it was special to her. The younger pupil smiled and promised to return it on Friday. Tara felt a little worried because she used it every evening.

On Friday, he returned the bookmark with a small paper flower. He thanked Tara for trusting him and told her about the story he finished. She felt pleased because her bookmark helped him enjoy reading. They agreed to exchange book recommendations at the next class meeting.

Check your work

☐ P1 (1 point): Gives Tara a clear choice consistent with the opening.

☐ P2 (1 point): Explains a reason for her choice.

☐ P3 (1 point): Describes a feeling experienced by Tara.

☐ P4 (1 point): Links that feeling to a clear reason or event.

☐ P5 (1 point): Includes a plausible response from the younger pupil.

☐ P6 (1 point): Provides an ending connected to the bookmark or exchange.

☐ P7 (1 point): Develops the continuation in two coherent paragraphs with a clear link between events.

☐ P8 (1 point): Uses understandable past-time narration and at least one appropriate connecting pronoun or conjunction.

Accept alternative accurate responses that fulfil the task. Use the criteria to guide self-checking, not exact matching to the model. Minor errors that do not obscure the required meaning may be accepted. There is no official KPM word limit attached to this practice task.

Adult reader: listening scripts & keys

Keep these scripts out of the learner’s view during the listening activity. Read twice. The online module also offers optional device speech.

U6L01 | Getting Ready for the Book Table

Good morning, everyone. We are preparing a book table for Friday. First, look at the books in your group and check that each one has a name label. Next, put the storybooks in the blue box and the information books in the green box. Do not write prices on the books because this is an exchange, not a sale. After sorting, place both boxes beside the classroom door. We are meeting the librarian at ten tomorrow to choose a place for our table. Please bring your list of book titles to that meeting. You do not have to bring coloured pens. I will provide plain pencils. Finally, tell your group leader when your sorting is finished.

Answers

1. A book table for Friday.

2. The green box.

3. Place both boxes beside the classroom door.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.4

U6L02 | A Different Choice

Yesterday, I went to the school market with my sister. I wanted a notebook with a shiny cover, but my main need was enough space for class notes. The shiny notebook had only twenty pages. A plain notebook at another stall had sixty pages and cost the same amount. I compared them carefully before choosing the plain one. My sister asked why I changed my mind. I explained that the extra pages were more useful for my lessons than a shiny cover. She nodded and helped me check the pages. We paid for the notebook, and I kept the receipt in my bag. At home, I wrote my name inside the cover. I felt pleased with my choice.

Answers

1. The speaker chose a notebook that better met the need for class notes.

2. Sixty pages.

3. Its extra pages were more useful for lessons; both notebooks cost the same amount.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.6, 1.2.1

Speaking models

U6P01 | Agree on a Market Visit

A: Shall we meet at the school gate on Saturday at nine? First, we can look for a folder.
B: Do you mean the gate beside the hall?
A: Yes, that gate.
B: Then, shall we compare the prices at two stalls?
A: Good idea. We are meeting at nine, looking for a folder and comparing prices before we choose.

KPM DSKP pp. 27-28 | SP 2.1.3, 2.3.1, 2.3.2

U6P02 | Explain a Rule and Give Advice

Pupil: Do I have to use a coloured label? I also need a box for large cards.
Organiser: You must include your name, but you do not have to use a coloured label. You should check the box size because your cards need to fit inside.
Pupil: So a plain name label is enough, and I should check the size before choosing?
Organiser: Yes, that is right.

KPM DSKP pp. 27-28 | SP 2.1.2, 2.1.4, 2.3.1

Sources and scope

KPM/BPK, DSKP KSSM Bahasa Inggeris Tingkatan 1, CEFR version, 2017. Reference pages are printed DSKP pages, not textbook pages. Scope: Pulse 2 Units 1-5 (pp. 50-56), additional grammar (p. 58) and four themes (p. 46).

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