LAUPEH | AIDEN’S STUDY CORNER

ENGLISH FORM 1

KSSM / CEFR | 2026 cohort

90 written tasks, 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?

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?

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

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).

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

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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).

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

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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