UNIT 2 | FORM 1 | SESSION 2026

Fact or fiction?

Notes, examples & 40 objective questions

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

Name: _____ Class: _____

Date: _____

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

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

Tell a finished story

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

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

Learn the patterns

2.1 Regular verbs: finished events

KPM DSKP pp. 52-53 | Language Awareness

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

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

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

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

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

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

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

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

1. Find the finished time: yesterday.

2. Change visit to the regular past form visited.

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

Answer: Yesterday, we visited a storyteller.

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

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

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

carried

2.2 Irregular verbs and past negatives

KPM DSKP pp. 52-53 | Language Awareness

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

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

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

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

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

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

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

1. Use bought for the completed purchase.

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

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

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

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

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

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

Amir did not see the final page.

2.3 Past questions and short answers

KPM DSKP pp. 52-53 | Language Awareness

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

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

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

• Information question: Where did they find the notebook?

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

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

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

1. Put Did before the subject you.

2. Keep enjoy in its base form.

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

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

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

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

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

Where did they meet the author?

2.4 Was and were

KPM DSKP pp. 52-53 | Language Awareness

Was and were describe past states, feelings and locations.

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

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

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

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

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

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

1. The singular subject the writer takes was.

2. The plural subject the photographers takes were.

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

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

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

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

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

Were

2.5 Could and could not: past ability

KPM DSKP pp. 52-53 | Language Awareness

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

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

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

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

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

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

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

1. Locate the past time: at age seven.

2. Use could + draw for the ability.

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

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

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

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

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

read

2.6 Genres, professions and clues

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

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

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

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

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

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

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

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

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

1. Identify the action: Iman returned the notebook.

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

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

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

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

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

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

A biography.

2.7 Plan, write and revise a short past account

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

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

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

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

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

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

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

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

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

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

2. Change find and return to found and returned.

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

Answer: Yesterday, Maya found a book.

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

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

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

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

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

2.8 Choose a text and read independently

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

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

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

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

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

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

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

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

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

1. Name the original story and explain your choice.

2. Give a response supported by one event.

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

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

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

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

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

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

Objective practice

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

My score: _____ / 40

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

A. read

B. is reading

C. reading

D. reads

U2Q01 | Easy | Grammar

02. Last week, we ___ the school play.

A. watched

B. watch

C. watching

D. watches

U2Q02 | Easy | Grammar

03. The writer ___ at our school yesterday.

A. is

B. are

C. was

D. were

U2Q03 | Easy | Grammar

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

A. were

B. be

C. was

D. is

U2Q04 | Easy | Grammar

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

A. could

B. could to

C. could reads

D. could reading

U2Q05 | Easy | Grammar

06. Amir did not ___ the book yesterday.

A. buys

B. buying

C. bought

D. buy

U2Q06 | Easy | Grammar

07. ___ you enjoy the story last night?

A. Did

B. Does

C. Do

D. Are

U2Q07 | Easy | Grammar

08. Lina ___ her first story two years ago.

A. writes

B. write

C. written

D. wrote

U2Q08 | Developing | Grammar

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

A. were not

B. did not

C. was not

D. not were

U2Q09 | Developing | Grammar

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

A. was not

B. could

C. can

D. could not

U2Q10 | Developing | Grammar

11. Choose the correct past question about a place.

A. Where did he went?

B. Where was he go?

C. Where did he go?

D. Where does he went?

U2Q11 | Developing | Grammar

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

A. could

B. does

C. did

D. was

U2Q12 | Developing | Grammar

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

A. carrying

B. carried

C. carries

D. carryed

U2Q13 | Developing | Grammar

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

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

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

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

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

U2Q14 | Challenge | Grammar

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

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

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

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

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

U2Q15 | Challenge | Grammar

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

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

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

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

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

U2Q16 | Challenge | Grammar

17. Who creates pictures for a book?

A. An actor

B. An editor

C. A librarian

D. An illustrator

U2Q17 | Easy | Vocabulary

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

A. An adventure

B. A mystery

C. A biography

D. A fantasy

U2Q18 | Easy | Vocabulary

19. Who performs a character in a play?

A. An actor

B. A journalist

C. An editor

D. A librarian

U2Q19 | Easy | Vocabulary

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

A. biography

B. mystery

C. fantasy

D. adventure

U2Q20 | Easy | Vocabulary

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

A. Photographer

B. Librarian

C. Actor

D. Editor

U2Q21 | Developing | Vocabulary

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

A. Mystery

B. Adventure

C. Fantasy

D. Biography

U2Q22 | Developing | Vocabulary

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

A. A small piece of land

B. The person who writes

C. The events in a story

D. The name of a book

U2Q23 | Developing | Vocabulary

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

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

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

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

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

U2Q24 | Challenge | Vocabulary

Original reading | U2R1

The missing page

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

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

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

25. What did Mina borrow on Monday?

A. A map

B. A notebook

C. A poster

D. A story

U2Q25 | Easy | Reading | Read U2R1

26. Where was the missing page?

A. Under a nearby table

B. Inside the back cover

C. On the library shelf

D. Beside a boat

U2Q26 | Easy | Reading | Read U2R1

27. Why was Mina disappointed at home?

A. She could not find the library.

B. The reading club cancelled its meeting.

C. Mr Tan refused to help her.

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

U2Q27 | Developing | Reading | Read U2R1

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

A. It became a different colour.

B. It became difficult to read.

C. It was no longer firmly attached.

D. It was copied into a notebook.

U2Q28 | Developing | Reading | Read U2R1

29. What is the main focus of the passage?

A. Mr Tan plans to write a new biography.

B. Mina learns how boats reach an island.

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

D. A class repairs every book in the library.

U2Q29 | Developing | Reading | Read U2R1

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

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

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

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

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

U2Q30 | Challenge | Reading | Read U2R1

Original reading | U2R2

A morning with book makers

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

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

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

31. Who showed the class pencil drawings?

A. Suri

B. Asha

C. Harun

D. Nadia

U2Q31 | Easy | Reading | Read U2R2

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

A. On the library shelf

B. Inside Nadia's notebook

C. Beside the classroom door

D. Above the workshop entrance

U2Q32 | Easy | Reading | Read U2R2

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

A. The author asked for a longer book.

B. The sequence of events was unclear.

C. The page had too many pictures.

D. The sentence described a red umbrella.

U2Q33 | Developing | Reading | Read U2R2

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

A. The teacher's display place

B. The words describing the umbrella

C. The colour in the drawings

D. The number of guests

U2Q34 | Developing | Reading | Read U2R2

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

A. Difficult to carry

B. Sharp enough to cut paper

C. Full of dark printed words

D. Not yet finished or exact

U2Q35 | Developing | Reading | Read U2R2

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

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

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

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

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

U2Q36 | Challenge | Reading | Read U2R2

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

A. When I was seven.

B. Because I liked pictures.

C. At my school art club.

D. With a blue pencil.

U2Q37 | Easy | Communication

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

A. Did you say the show was tomorrow?

B. Do you mean the starting time was ten?

C. So it began at nine?

D. Do you mean it ended at ten?

U2Q38 | Developing | Communication

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

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

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

C. So you did not read your poem aloud?

D. So you wrote and performed it on Tuesday?

U2Q39 | Challenge | Communication

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

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

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

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

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

U2Q40 | Challenge | Communication

Answers & explanations

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

01. A | read

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

KPM DSKP pp. 52 | Language Awareness

02. A | watched

A finished action last week uses the past form watched.

KPM DSKP pp. 52 | Language Awareness

03. C | was

A singular past subject takes was.

KPM DSKP pp. 52 | Language Awareness

04. A | were

Were agrees with the plural subject in the past.

KPM DSKP pp. 52 | Language Awareness

05. A | could

Could read describes an ability at age six.

KPM DSKP pp. 52 | Language Awareness

06. D | buy

Use the base verb buy after did not.

KPM DSKP pp. 52 | Language Awareness

07. A | Did

Did + you + enjoy forms a past simple question.

KPM DSKP pp. 52 | Language Awareness

08. D | wrote

The past simple form of write is wrote.

KPM DSKP pp. 52 | Language Awareness

09. A | were not

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

KPM DSKP pp. 52 | Language Awareness

10. D | could not

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

KPM DSKP pp. 52 | Language Awareness

11. C | Where did he go?

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

KPM DSKP pp. 52 | Language Awareness

12. C | did

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

KPM DSKP pp. 52 | Language Awareness

13. B | carried

Change y to i and add -ed: carried.

KPM DSKP pp. 52 | Language Awareness

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

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

KPM DSKP pp. 52 | Language Awareness

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

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

KPM DSKP pp. 52 | Language Awareness

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

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

KPM DSKP pp. 52 | Language Awareness

17. D | An illustrator

An illustrator creates pictures to accompany a text.

KPM DSKP pp. 53 | Language Awareness

18. B | A mystery

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

KPM DSKP pp. 53 | Language Awareness

19. A | An actor

An actor performs the role of a character.

KPM DSKP pp. 53 | Language Awareness

20. A | biography

A biography tells the life story of a real person.

KPM DSKP pp. 53 | Language Awareness

21. D | Editor

An editor checks and improves a text.

KPM DSKP pp. 53 | Language Awareness

22. C | Fantasy

The magical doorway and talking dragon are clear fantasy clues.

KPM DSKP pp. 53 | Language Awareness

23. C | The events in a story

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

KPM DSKP pp. 33 | SP 3.1.4

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

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

KPM DSKP pp. 53 | Language Awareness

25. D | A story

The first sentence says Mina borrowed a story.

KPM DSKP pp. 33 | SP 3.1.2

26. B | Inside the back cover

Mina noticed the folded sheet inside the back cover.

KPM DSKP pp. 33 | SP 3.1.2

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

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

KPM DSKP pp. 33 | SP 3.1.2

28. C | It was no longer firmly attached.

Loose means not firmly attached; the page needed repair.

KPM DSKP pp. 33 | SP 3.1.3

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

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

KPM DSKP pp. 33 | SP 3.1.1

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

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

KPM DSKP pp. 33 | SP 3.1.2

31. C | Harun

Harun was the illustrator who showed rough pencil drawings.

KPM DSKP pp. 33 | SP 3.1.2

32. C | Beside the classroom door

The finished page was displayed beside the classroom door.

KPM DSKP pp. 33 | SP 3.1.2

33. B | The sequence of events was unclear.

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

KPM DSKP pp. 33 | SP 3.1.2

34. B | The words describing the umbrella

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

KPM DSKP pp. 33 | SP 3.1.2

35. D | Not yet finished or exact

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

KPM DSKP pp. 33 | SP 3.1.3

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

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

KPM DSKP pp. 33 | SP 3.1.1

37. C | At my school art club.

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

KPM DSKP pp. 52 | Language Awareness

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

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

KPM DSKP pp. 52 | Language Awareness

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

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

KPM DSKP pp. 52 | Language Awareness

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

The response correctly confirms all three agreed steps in order.

KPM DSKP pp. 52 | Language Awareness

Sources and scope

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

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