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).

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