UNIT 3 | FORM 1 | SESSION 2026

Wild weather

Notes, examples & 40 objective questions

Describe weather, understand an original weather story and explain what was happening when an event occurred. Practise reading, listening, speaking and writing with the past continuous and past simple.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 53-54

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

A longer action and an event

BACKGROUND	CONNECT	EVENT
I was reading	**when**	**the rain started.**
was / were + -ing	The event happens during it.	Use the past simple.

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

Learn the patterns

3.1 Words for weather and natural events

KPM DSKP pp. 33-54 | SP 3.1.3

Use the details in a sentence to choose a precise weather word.

• Rainy, cloudy, sunny and windy are adjectives: It was a windy afternoon.

• Lightning is the bright flash; thunder is the sound: We saw lightning and heard thunder.

• Fog is a cloud of tiny water drops near the ground. In the story, fog hid the distant hills.

• A flood covers normally dry land with water. A drought is a long period with very little rain.

• A landslide involves earth or rock moving down a slope. An earthquake involves shaking of the ground.

Worked example: Choose flood or drought: The field was usually dry, but water covered it after days of rain.

1. Find the usual condition: the field was dry.

2. Find the changed condition: water covered the field.

3. Choose the word for water covering normally dry land.

Answer: Flood.

Bantuan BM: Gunakan petunjuk dalam ayat untuk membezakan perkataan cuaca dan bencana alam.

Watch out: Do not use thunder for a flash of light. Read whether the person saw something or heard it.

Try: Complete: A bright flash of ___ lit the sky.

Lightning. The clue is a bright flash.

3.2 Past continuous: an action in progress

KPM DSKP pp. 53-54 | Language Awareness

The past continuous describes an action that was in progress at a particular time in the past.

• Use subject + was/were + verb ending in -ing: I was reading.

• Use was with I, he, she or it: The wind was blowing.

• Use were with you, we or they: We were drawing clouds.

• Add a clear past-time setting: At four yesterday, Nabil was checking his notes.

• For many verbs ending in silent e, remove e before -ing: shine becomes shining. Run becomes running.

Worked example: Describe what Iman was doing at ten yesterday: read / a weather chart.

1. The subject is Iman, one person.

2. Choose was.

3. Change read to reading.

4. Add the past-time phrase and the object.

Answer: At ten yesterday, Iman was reading a weather chart.

Bantuan BM: Past continuous menunjukkan perbuatan yang sedang berlaku pada masa tertentu yang telah lalu.

Watch out: Do not omit was or were: They watching is incomplete here.

Try: At two yesterday, the pupils ___ watching the rain.

Were. The pupils is plural.

3.3 Past continuous: negatives and questions

KPM DSKP pp. 53-54 | Language Awareness

Use not for a negative. Put was or were before the subject in a question.

• Negative: It was not raining. Was not can become wasn't.

• Plural negative: The children were not sleeping. Were not can become weren't.

• Yes/no question: Was Dina reading? Answer: Yes, she was. / No, she wasn't.

• With you, ask Were you watching? If one person replies about themselves, they say Yes, I was.

• Information question: What were they doing at noon? They were drawing clouds.

Worked example: Make a negative sentence and a question: Sara was taking photographs.

1. Keep was because Sara is one person.

2. Put not after was for the negative.

3. For the question, move was before Sara.

4. Keep taking in both forms.

Answer: Sara was not taking photographs. Was Sara taking photographs?

Bantuan BM: Untuk soalan, letakkan was atau were sebelum subjek. Jawapan ringkas mesti sepadan dengan subjek.

Watch out: Do not add did to a past continuous question: Did she was reading? is incorrect.

Try: Make a question: They were checking the chart.

Were they checking the chart?

3.4 Past continuous and past simple together

KPM DSKP pp. 53-54 | Language Awareness

Use the past continuous for an action in progress and the past simple for a completed event in the story.

• Background action: I was writing a report. Completed event: The bell rang.

• Combine them: I was writing a report when the bell rang.

• While can introduce an action in progress: While we were reading, the lights went out.

• Two actions can be in progress together: I was drawing while Amir was colouring.

• When and while do not choose the tense automatically. Think about the meaning and time of each action.

Worked example: Join: The class was working on a poster. Suddenly, the bell rang.

1. Identify the action already in progress: working.

2. Keep was working with the singular group noun the class.

3. Identify the sudden completed event: the bell rang.

4. Join the ideas with when.

Answer: The class was working on a poster when the bell rang.

Bantuan BM: Past continuous memberi latar perbuatan yang sedang berlaku; past simple menyatakan peristiwa yang berlaku.

Watch out: Do not assume every verb after when must be past simple. First decide what each part means.

Try: Complete: While I was reading, the phone ___ once. (ring)

Rang. It is a single completed event in the story.

3.5 Adjectives and adverbs

KPM DSKP pp. 53-54 | Language Awareness

Adjectives describe people or things. Adverbs can describe how an action happens.

• An adjective can describe a noun: a quiet room, a strong wind.

• Use an adjective after be to describe the subject: The rain was heavy.

• An adverb can describe an action: The rain fell heavily.

• Many adverbs end in -ly: slow becomes slowly; careful becomes carefully.

• Some spellings change: heavy becomes heavily. Not every adverb ends in -ly: fast stays fast.

Worked example: Rewrite using an adverb: The rain was heavy. It fell all evening.

1. Find the adjective heavy.

2. Change heavy to heavily.

3. Place heavily with the action fell.

Answer: The rain fell heavily all evening.

Bantuan BM: Adjektif menerangkan kata nama, manakala adverba boleh menerangkan cara sesuatu perbuatan berlaku.

Watch out: Do not write The wind blew strong when you mean how it blew. Use strongly.

Try: Choose: The leaves moved gentle / gently.

Gently. It describes how the leaves moved.

3.6 Read, plan and improve a weather story

KPM DSKP pp. 33-39 | SP 3.1.1, 3.1.2, 3.1.3, 4.1.3, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Find evidence in a text, then organise a short account into two clear paragraphs.

• For the main idea, ask what most of the text is about, not just what happens in one sentence.

• For a detail question, locate a matching name, time, place or action in the text.

• Use nearby words to guess a new word. Then check an appropriate dictionary entry if needed.

• Plan paragraph one: the place, time, weather and action in progress. Plan paragraph two: a new event and its result.

• Edit capitals, full stops and spelling. Link ideas with and, but or so, and use clear pronouns such as she or they.

• For an original story, explain a character's feeling with evidence from what the character does or says.

Worked example: Improve: yesterday, hana was drawing. the rain began. she closed her sketchbook.

1. Give Yesterday and Hana capital letters.
2. Use when to connect the ongoing action and the new event.
3. Keep a clear pronoun referring to Hana.
4. Check the full stops.

Answer: Yesterday, Hana was drawing when the rain began. She closed her sketchbook.

Bantuan BM: Rancang dua perenggan: latar dan aktiviti dahulu, kemudian peristiwa baharu serta kesudahannya.

Watch out: A sensible guess is not always a fact in the passage. Base a reading answer on the words provided.

Try: Which paragraph fits this detail: Later, we displayed our finished poster?

Paragraph two. It gives the later result.

Objective practice

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

My score: _____ / 40

01. At three yesterday, Mei ___ writing a weather report.

A. were

B. are

C. is

D. was

U3Q01 | Easy | Grammar

02. The two children ___ watching the clouds when the bell rang.

A. was

B. is

C. be

D. were

U3Q02 | Easy | Grammar

03. Choose the correct -ing form of shine.

A. shining

B. shinning

C. shined

D. shineing

U3Q03 | Easy | Grammar

04. Choose the correct negative past continuous sentence.

A. It was not rain at noon.

B. It not was raining at noon.

C. It did not raining at noon.

D. It was not raining at noon.

U3Q04 | Easy | Grammar

05. One pupil answers: "Were you waiting for the bus at four?" "Yes, I ___."

A. am

B. did

C. was

D. were

U3Q05 | Easy | Grammar

06. Choose the correct past continuous question.

A. What were they do at noon?

B. What they were doing at noon?

C. What were they doing at noon?

D. What did they doing at noon?

U3Q06 | Easy | Grammar

07. The wind was very ___ yesterday.

A. strongly

B. strong

C. strength

D. strongest

U3Q07 | Easy | Grammar

08. The leaves moved ___ in the breeze.

A. slowness

B. slowing

C. slow

D. slowly

U3Q08 | Easy | Grammar

09. While Dina was reading, the bell ___ once.

A. is ringing

B. rang

C. rings

D. ringing

U3Q09 | Developing | Grammar

10. "I was drawing when the phone rang." Which action was already in progress?

A. Making a call

B. Drawing

C. Answering the phone

D. Ringing a bell

U3Q10 | Developing | Grammar

11. At noon yesterday, Ali was drawing while Sara ___ checking the weather chart.

A. was

B. were

C. did

D. does

U3Q11 | Developing | Grammar

12. Choose the correct negative form: "The girls were taking photographs."

A. The girls did not taking photographs.

B. The girls was not taking photographs.

C. The girls were not taking photographs.

D. The girls were not took photographs.

U3Q12 | Developing | Grammar

13. Which sentence correctly combines an action in progress with a completed event?

A. We were read when the lights went out.

B. We was reading when the lights went out.

C. We were reading when the lights went out.

D. We were reading when the lights going out.

U3Q13 | Developing | Grammar

14. Nora read the weather report ___ before she answered the questions.

A. caring

B. carefully

C. care

D. careful

U3Q14 | Developing | Grammar

15. Which sentence shows two actions in progress at the same past time?

A. While Amir was drawing clouds, Lila was colouring a rainbow.

B. Amir drew clouds and then Lila coloured a rainbow.

C. Amir will draw clouds and Lila will colour a rainbow.

D. Amir draws clouds while Lila colours a rainbow.

U3Q15 | Challenge | Grammar

16. Choose the correction for BOTH errors: "At five yesterday, I was walk home and the wind was blowing strong."

A. At five yesterday, I was walking home and the wind was blowing strong.

B. At five yesterday, I were walking home and the wind was blowing strongly.

C. At five yesterday, I was walked home and the wind was blowing strongly.

D. At five yesterday, I was walking home and the wind was blowing strongly.

U3Q16 | Challenge | Grammar

17. Which word means a bright flash of electricity in the sky?

A. Drought

B. Thunder

C. Lightning

D. Fog

U3Q17 | Easy | Vocabulary

18. Which word names the loud sound heard during a thunderstorm?

A. Sunshine

B. Thunder

C. Lightning

D. Fog

U3Q18 | Easy | Vocabulary

19. Water covered land that was normally dry. Which word describes this event?

A. Flood

B. Breeze

C. Frost

D. Drought

U3Q19 | Easy | Vocabulary

20. The village experienced a long period with very little rain. This was a ___.

A. rainbow

B. flood

C. shower

D. drought

U3Q20 | Easy | Vocabulary

21. "A light breeze moved the curtains gently." What does breeze mean here?

A. A thick cloud near the ground

B. A sudden flash of light

C. A heavy fall of rain

D. A gentle wind

U3Q21 | Developing | Vocabulary

22. "Fog hid the far end of the field." What is fog?

A. A layer of dry soil covering the field

B. A cloud of tiny water drops near the ground

C. A bright band of colours across the sky

D. A loud sound coming from the clouds

U3Q22 | Developing | Vocabulary

23. Earth and rocks moved down a hillside. Which event does this describe?

A. A rainbow

B. A drought

C. A landslide

D. A breeze

U3Q23 | Developing | Vocabulary

24. Original dictionary entry: "shower (noun): a short period of rain". Which sentence uses shower with this meaning?

A. She took a shower after the match.

B. The shower in the bathroom was broken.

C. The bathroom has a new shower.

D. A brief shower wet the playground.

U3Q24 | Challenge | Vocabulary

Original reading | U3R1

Two weather pictures

On Saturday morning, Maya and her brother Jun were preparing a small weather display in their grandmother's sitting room. They wanted to show different weather conditions in an interesting way. At nine o'clock, Maya was drawing grey clouds while Jun was writing labels. Their grandmother was looking through a box of old family photographs. Maya hoped to find a photograph of a bright rainbow, but most of the pictures showed sunny holidays. A soft rain was falling outside, and the trees beyond the window were moving gently.

At half past nine, Jun found a photograph of their grandmother holding a red umbrella. Behind her, water covered the garden path. She explained that heavy rain flooded the garden many years earlier. Jun added the photograph to the display with a short label. Maya chose a second picture showing dry, cracked ground. Her grandmother explained that this picture showed a long period with very little rain. By lunchtime, the children had two different weather examples. They decided to call their display 'Too Much Rain, Too Little Rain'.

Word help: display = a collection arranged for people to look at; cracked = with narrow lines where the surface has split

25. In “Two weather pictures”, where were Maya and Jun preparing their display?

A. In a garden shelter

B. In their grandmother's sitting room

C. In the school library

D. In their classroom

U3Q25 | Easy | Reading | Read U3R1

26. What was Maya doing at nine o’clock?

A. Looking through the photograph box

B. Drawing grey clouds

C. Holding a red umbrella

D. Writing labels

U3Q26 | Easy | Reading | Read U3R1

27. What did Maya hope to find in the photographs?

A. A bright rainbow

B. A cloudy school field

C. A weather chart

D. A flooded garden path

U3Q27 | Developing | Reading | Read U3R1

28. Which detail showed a flood in the first chosen photograph?

A. Grandmother held a red umbrella.

B. The children wrote a short label.

C. The sky changed during the day.

D. Water covered the garden path.

U3Q28 | Developing | Reading | Read U3R1

29. What is the main idea of "Two weather pictures"?

A. Children use family photographs to compare two kinds of weather conditions.

B. A grandmother teaches the children how to repair umbrellas.

C. A family cancels a holiday because of a new flood.

D. Two children organise photographs of sunny holidays only.

U3Q29 | Challenge | Reading | Read U3R1

30. Why does the final title suit the two chosen pictures?

A. One shows the children, and the other shows their teacher.

B. Both show a bright rainbow after a short shower.

C. Both show the same garden on Saturday morning.

D. One shows a flood, and the other shows a long dry period.

U3Q30 | Challenge | Reading | Read U3R1

Original reading | U3R2

Four cards, different stories

Our English club held a weather story afternoon last Thursday. Each group received the same four picture cards: a cloudy sky, an open notebook, a bright flash and a smiling child. The pictures did not include instructions, so each group created its own story. My group decided that our main character, Ravi, was writing beside a window when he saw lightning. We described the bright flash, but we did not add a sound until the next sentence. This helped us use the words lightning and thunder correctly.

While we were practising our reading, another group was arranging its pictures in a different order. In their story, the smiling child appeared first. Our teacher asked both groups to explain their choices. We realised that the same pictures can lead to different stories. After the readings, everyone wrote one helpful comment for another group. One pupil told us that our ending was unclear. We added a final sentence explaining why Ravi was smiling. The club secretary put both groups' stories on the noticeboard.

Word help: arranging = putting things in a particular order; unclear = not easy to understand

31. When did the English club hold its weather story afternoon?

A. Last Thursday

B. Last Saturday

C. On Monday morning

D. On Friday evening

U3Q31 | Easy | Reading | Read U3R2

32. How many picture cards did each group receive?

A. Five

B. Three

C. Four

D. Two

U3Q32 | Easy | Reading | Read U3R2

33. What was Ravi doing when he saw lightning in the first group's story?

A. Arranging cards on a noticeboard

B. Reading beside a tree

C. Writing beside a window

D. Speaking to the club secretary

U3Q33 | Developing | Reading | Read U3R2

34. What does unclear mean in "our ending was unclear"?

A. Not easy to understand

B. Not possible to write

C. Not long enough to display

D. Not loud enough to hear

U3Q34 | Developing | Reading | Read U3R2

35. Which statement best gives the main idea of "Four cards, different stories"?

A. A teacher gives each group a finished story to memorise.

B. Pupils create different stories from the same pictures and improve them with feedback.

C. A secretary teaches pupils to predict tomorrow's weather.

D. Pupils compete to draw the most realistic weather pictures.

U3Q35 | Challenge | Reading | Read U3R2

36. Which event happened AFTER the groups read their stories?

A. The narrator's group chose Ravi as its main character.

B. Another group arranged the smiling child card first.

C. Each pupil wrote a helpful comment for another group.

D. Each group received four picture cards.

U3Q36 | Challenge | Reading | Read U3R2

37. Your partner says, "I was drawing when the bell rang." Which question checks your understanding of the order?

A. Do you mean you started drawing before the bell rang?

B. How many bells does our school have?

C. Where will we put the picture tomorrow?

D. What colour is your pencil now?

U3Q37 | Developing | Communication

38. Your group must agree on steps for a weather story. Which response proposes a clear sequence?

A. Our teacher likes colourful pictures.

B. Let's choose the pictures first, then plan the story.

C. I was reading a story last night.

D. The weather yesterday was cloudy.

U3Q38 | Developing | Communication

39. A partner asks, “What were you doing at eight last night?” Which answer gives the requested activity and time?

A. I was reading a weather story at eight.

B. I will borrow a weather story tomorrow.

C. I like stories about cloudy afternoons.

D. I read weather stories every Sunday.

U3Q39 | Developing | Communication

40. You did not hear whether your partner said “thunder” or “lightning”. Which response asks for clarification?

A. Let’s put a title on the display now.

B. Yes, your story is interesting.

C. Did you say the sound of thunder or the flash of lightning?

D. I prefer stories about sunny weather.

U3Q40 | Challenge | Communication

Answers & explanations

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

01. D | was

Yesterday sets the past. Mei is one person, so was writing is correct.

KPM DSKP pp. 53 | Language Awareness

02. D | were

The past continuous with a plural subject uses were + -ing.

KPM DSKP pp. 53 | Language Awareness

03. A | shining

Shine becomes shining. Shinning is a different verb form.

KPM DSKP pp. 53 | Language Awareness

04. D | It was not raining at noon.

Was not raining has the correct negative past continuous form.

KPM DSKP pp. 53 | Language Awareness

05. C | was

The short answer is Yes, I was. The question uses were with you.

KPM DSKP pp. 53 | Language Awareness

06. C | What were they doing at noon?

An information question uses question word + were + subject + -ing verb.

KPM DSKP pp. 53 | Language Awareness

07. B | strong

Strong is an adjective describing the wind. Strongly describes an action.

KPM DSKP pp. 53 | Language Awareness

08. D | slowly

Slowly is an adverb describing the action moved.

KPM DSKP pp. 53 | Language Awareness

09. B | rang

Rang is the past simple of ring. The reading was already in progress.

KPM DSKP pp. 53 | Language Awareness

10. B | Drawing

Was drawing describes the action in progress. The sentence does not say that the speaker answered the phone.

KPM DSKP pp. 53 | Language Awareness

11. A | was

Sara was checking uses the past continuous for a second action in progress.

KPM DSKP pp. 53 | Language Awareness

12. C | The girls were not taking photographs.

The negative is formed by putting not after were.

KPM DSKP pp. 53 | Language Awareness

13. C | We were reading when the lights went out.

Were reading is past continuous, and went out is a completed past event.

KPM DSKP pp. 53 | Language Awareness

14. B | carefully

Carefully is the adverb describing read.

KPM DSKP pp. 53 | Language Awareness

15. A | While Amir was drawing clouds, Lila was colouring a rainbow.

Was drawing and was colouring show simultaneous actions in progress. The other options give a sequence or a different time.

KPM DSKP pp. 53 | Language Awareness

16. D | At five yesterday, I was walking home and the wind was blowing strongly.

Was needs walking for the past continuous. Strongly describes how the wind was blowing.

KPM DSKP pp. 53 | Language Awareness

17. C | Lightning

Lightning is the bright flash; thunder is the sound.

KPM DSKP pp. 53 | Language Awareness

18. B | Thunder

Thunder is the sound associated with lightning.

KPM DSKP pp. 53 | Language Awareness

19. A | Flood

A flood covers normally dry land with water.

KPM DSKP pp. 53 | Language Awareness

20. D | drought

A drought is a long period with very little rain.

KPM DSKP pp. 53 | Language Awareness

21. D | A gentle wind

A breeze is a gentle wind. The moving curtains support this meaning.

KPM DSKP pp. 33 | SP 3.1.3

22. B | A cloud of tiny water drops near the ground

Fog consists of tiny water drops near the ground and can hide distant objects.

KPM DSKP pp. 53 | Language Awareness

23. C | A landslide

A landslide involves material such as earth and rock moving down a slope.

KPM DSKP pp. 53 | Language Awareness

24. D | A brief shower wet the playground.

Only the playground sentence uses shower to mean a short period of rain.

KPM DSKP pp. 33 | SP 3.1.4

25. B | In their grandmother's sitting room

The passage states that they were in their grandmother's sitting room.

KPM DSKP pp. 33 | SP 3.1.2

26. B | Drawing grey clouds

At nine o'clock, Maya was drawing grey clouds while Jun was writing labels.

KPM DSKP pp. 33 | SP 3.1.2

27. A | A bright rainbow

Maya hoped to find a photograph of a bright rainbow.

KPM DSKP pp. 33 | SP 3.1.2

28. D | Water covered the garden path.

The water covering the path is evidence of the flooded garden. An umbrella alone does not show a flood.

KPM DSKP pp. 33 | SP 3.1.2

29. A | Children use family photographs to compare two kinds of weather conditions.

The children select photographs showing too much rain and too little rain. This links the whole story.

KPM DSKP pp. 33 | SP 3.1.1

30. D | One shows a flood, and the other shows a long dry period.

Too Much Rain refers to the flooded garden. Too Little Rain refers to the dry, cracked ground.

KPM DSKP pp. 33 | SP 3.1.2

31. A | Last Thursday

The event took place last Thursday.

KPM DSKP pp. 33 | SP 3.1.2

32. C | Four

The passage explicitly says the groups received four picture cards.

KPM DSKP pp. 33 | SP 3.1.2

33. C | Writing beside a window

Ravi was writing beside a window when he saw lightning.

KPM DSKP pp. 33 | SP 3.1.2

34. A | Not easy to understand

They added a sentence explaining why Ravi smiled, making the ending easier to understand.

KPM DSKP pp. 33 | SP 3.1.3

35. B | Pupils create different stories from the same pictures and improve them with feedback.

The pupils create stories, compare choices and revise an ending after feedback.

KPM DSKP pp. 33 | SP 3.1.1

36. C | Each pupil wrote a helpful comment for another group.

The passage says that everyone wrote one helpful comment after the readings.

KPM DSKP pp. 33 | SP 3.1.2

37. A | Do you mean you started drawing before the bell rang?

The question restates the time relationship and asks the partner to confirm it.

KPM DSKP pp. 27 | SP 2.3.1

38. B | Let's choose the pictures first, then plan the story.

The response suggests two steps in a clear order for the shared task.

KPM DSKP pp. 27 | SP 2.3.2

39. A | I was reading a weather story at eight.

I was reading answers what the speaker was doing at the stated past time.

KPM DSKP pp. 27 | SP 2.1.1

40. C | Did you say the sound of thunder or the flash of lightning?

The response identifies the two possible meanings and asks the speaker to clarify.

KPM DSKP pp. 27 | SP 2.3.1

Sources and scope

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

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

Original AI-assisted revision material. Independent teacher review has not been completed. Not a KPM publication or endorsement. No textbook passages or prescribed literature are reproduced. Continue reading your teacher’s assigned literary work. © 2026 LauPeh, to the extent protectable.