UNIT 3 | FORM 1 | SESSION 2026

Wild weather

Written practice, listening & speaking

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

Name: _____ Class: _____

Date: _____

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

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

10 structured tasks + 5 short writing tasks

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

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

Structured practice | 10 tasks

U3S01 | Past continuous forms

Easy | 6 points | KPM DSKP pp. 53-54 | Language Awareness

At four yesterday, Hana was reading and her brothers were drawing clouds.

(a) Complete both sentences with was or were: (i) Hana ___ reading. (ii) Her brothers ___ drawing clouds. [2 points]

(b) Write one negative sentence about Hana reading and one yes/no question about her brothers drawing clouds. Use the past continuous. [4 points]

U3S02 | Adjectives and adverbs

Easy | 6 points | KPM DSKP pp. 53-54 | Language Awareness

Use words that describe things or explain how actions happen.

(a) Choose the correct word in each sentence: (i) The rain was heavy / heavily. (ii) The leaves moved gentle / gently. [2 points]

(b) Rewrite the four words in brackets in their correct forms: (i) The wind blew (strong). (ii) Sara drew (careful). (iii) The rain fell (heavy). (iv) It was a (cloud) afternoon. [4 points]

U3S03 | Read a short account

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

At ten on Friday, Ken and Laila were preparing a weather poster in the library. Ken was drawing a dark cloud. Laila was writing the title in blue. When their teacher arrived, she brought a photograph of a rainbow. The pupils placed it below their title. They finished the poster before lunch.

(a) Name the two pupils and state where they were working. [2 points]

(b) Give four details: (i) What was Ken drawing? (ii) What colour did Laila use for the title? (iii) What did the teacher bring? (iv) Where did the pupils place it? [4 points]

U3S04 | Spelling and punctuation

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

Proofread the short weather sentences. Keep the meaning.

(a) Correct the two misspelt words: “It was rainning. The rain was hevy.” [2 points]

(b) Rewrite with capital letters and end punctuation: “did nora hear thunder she was reading at home” [4 points]

U3S05 | Background action and new event

Developing | 6 points | KPM DSKP pp. 33-54 | SP 3.1.2, 4.1.3

Mira was writing a weather story at two yesterday. Suddenly, the school bell rang. She put her pencil down.

(a) Identify the action already in progress and the sudden event. [2 points]

(b) Combine the first two ideas into one sentence using when. Then write one sentence explaining why the two tenses fit. [4 points]

U3S06 | Use a reference entry

Developing | 6 points | KPM DSKP pp. 33-39 | SP 3.1.4, 4.1.3

Original mini-dictionary: shower, noun: a short period of rain. gust, noun: a sudden strong movement of wind. These entries are written for this activity.

(a) According to the entries, which word means (i) a short period of rain and (ii) a sudden strong movement of wind? [2 points]

(b) Write one complete past-tense sentence using shower with the weather meaning and one using gust. [4 points]

U3S07 | Literature in Action: a helpful partner

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

Original story: Omar was holding the group's weather story, but his hands were shaking. "I'm worried that I will forget my first line," he said. Lea gave him the first picture card. "Let's read the opening together," she said. Omar looked at the card and nodded. They began their reading side by side.

(a) How did Omar feel before the reading, and why did he feel that way? [2 points]

(b) Give two actions Lea took. Then describe one quality she showed and explain how her support helped Omar with this task. [4 points]

U3S08 | Plan and write two paragraphs

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

Writing situation: On a rainy afternoon, you and a friend were making a weather display at home. Your friend found a useful photograph. You finished the display together.

(a) Write a brief plan with one idea for paragraph one and one idea for paragraph two. [2 points]

(b) Use your plan to write two short paragraphs. Include an action in progress, a completed event and a clear result. [4 points]

U3S09 | Revise a short account

Challenge | 6 points | KPM DSKP pp. 39 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3

Draft: "Yesterday, my friends was preparing a weather show. I was draw a cloud. The teacher arrived. We showed our picture cards. She smiled. We felt proud." Feedback: Correct the verb errors. Use two paragraphs: preparation first, then the teacher's arrival and the result.

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

(b) Rewrite the whole account in two paragraphs, using the feedback. Keep the corrected grammar and connect at least two sentences using and, but or so. [4 points]

U3S10 | Separate evidence from guesses

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

Class report: "At two on Tuesday, rain was tapping against the classroom windows. We were drawing weather pictures. Nina finished her rainbow first. She used purple for the final stripe. The teacher collected our work at half past two."

(a) Who finished a rainbow first, and which colour did she use for its final stripe? [2 points]

(b) For each statement, write Supported or Not stated and give a reason: (i) Pupils were drawing at two. (ii) The school closed early because of the rain. [4 points]

Short writing | 5 tasks

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

U3E01 | Email about a rainy afternoon

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

Write an email to a friend about a real or imagined rainy afternoon. In two paragraphs, say when and where you were, what you were doing, what happened next and how the afternoon ended. Include a greeting and a closing.

Planning help

1. Plan the time, place and activity in paragraph one.
2. Plan one new event and the result in paragraph two.
3. Check one was/were + -ing form and your past simple verbs.

U3E02 | Article: our weather display

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

Write a short article for your class noticeboard about making a weather display. Use two paragraphs. Describe the pictures or materials, two people’s activities, and the completed display. Include one adjective and one adverb of manner.

Planning help

1. Name the display and describe its pictures or materials.
2. Use the past continuous for what two people were doing.
3. Finish with the result and check your adjective and adverb.

U3E03 | Creative continuation: the missing card

Developing | 8 points | KPM DSKP pp. 39-43 | SP 4.1.3, 4.1.5, 4.2.3, 5.3.1

Continue this original story in two paragraphs: "Lea and Omar were arranging picture cards for their weather story. Just before their turn, they noticed that the last card was missing." Explain what they did, how one character felt and how the story ended. Your continuation may be different from the model.

Planning help

1. Choose a simple solution, such as making a new card or changing the ending.
2. Show a feeling and give a reason for it.
3. Connect the solution to a clear ending.

U3E04 | Report from weather notes

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

Write a two-paragraph account using these invented club notes. Monday, 2 p.m.: cloudy; Lina drawing clouds; Adam writing labels. Tuesday, 2 p.m.: rainy; Lina adding a rain picture; Adam reading the labels aloud. Tuesday, 2.30 p.m.: display complete; teacher read it and smiled. Keep the days clear. Add only small details that fit the notes.

Planning help

1. Use the first paragraph for Monday and the second for Tuesday.
2. Use was/were + -ing for the activities at two.
3. Use past simple for the completion and the teacher’s response.

U3E05 | Improve a weather-story diary

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

Write a revised two-paragraph diary account from this plan: yesterday afternoon, school library; you and a partner preparing a weather story; partner drawing a picture while you wrote; teacher arrived; you explained the story; teacher asked about the ending; you added a final sentence. Feedback to apply: make the people clear, use the past continuous for background activities, and explain how the final sentence improved the story.

Planning help

1. Paragraph one: place, people and activities in progress.
2. Paragraph two: the teacher’s visit, the change and why it helped.
3. Check that each he, she or we has an obvious meaning.

Listening practice

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

U3L01 | The picture-card afternoon

Before listening, review rainy street, paragraph, flash and thunder. Listen once for the main idea and again for details.

1. What was the group mainly doing?

2. Where was the group working?

3. Which weather word matched the bright flash?

U3L02 | A change to our club display

Review display, indoors and contribute. Listen for the topic, the corrected word and the extra picture. The activity assesses listening when you hear the script, not when you read it.

1. What was the topic of the display?

2. Which word replaced gentle?

3. What did Asha bring?

Speaking practice

U3P01 | What was happening?

Work with a partner. Describe a real or imagined rainy afternoon. Ask what your partner was doing at a stated time, then check one detail you heard.

1. Choose a time, a place and an activity in progress.
2. Ask and answer a question using was or were.
3. Check one detail with a question such as Do you mean ...?

Partner checklist

☐ I gave a clear past time and activity.

☐ I used a correct was/were + -ing phrase.

☐ I asked a question to check a detail.

☐ I listened to the reply and responded to it.

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

U3P02 | Agree on a weather-story plan

With a partner, agree on the steps for making a two-paragraph weather story. Choose a setting and a character, then decide what event changes the situation. Retell the agreed story briefly.

1. Suggest an order for choosing pictures, planning and checking.
2. Ask for clarification if a partner’s idea is unclear.
3. Agree on the steps and tell the beginning and ending of your story.

Partner checklist

☐ I suggested a clear sequence of steps.

☐ I checked one unclear point.

☐ We reached an agreement.

☐ I helped retell the agreed story in a clear order.

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

Models & self-check criteria

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

U3S01 | Past continuous forms

(a) One possible answer

(i) was; (ii) were.

Check your work

☐ P1 (1 point): Uses was for Hana.

☐ P2 (1 point): Uses were for her brothers.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

Hana was not reading. Were her brothers drawing clouds?

Check your work

☐ P1 (1 point): Writes Hana was not reading, or Hana wasn't reading.

☐ P2 (1 point): Uses a capital letter and a full stop in the negative sentence.

☐ P3 (1 point): Writes Were her brothers drawing clouds? with correct word order.

☐ P4 (1 point): Uses a capital letter and a question mark in the question.

Accept wasn't. Punctuation points are separate from the correct verb form and word order.

U3S02 | Adjectives and adverbs

(a) One possible answer

(i) heavy; (ii) gently.

Check your work

☐ P1 (1 point): Chooses heavy in (i).

☐ P2 (1 point): Chooses gently in (ii).

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

(i) strongly; (ii) carefully; (iii) heavily; (iv) cloudy.

Check your work

☐ P1 (1 point): Uses strongly in (i).

☐ P2 (1 point): Uses carefully in (ii).

☐ P3 (1 point): Uses heavily in (iii).

☐ P4 (1 point): Uses cloudy in (iv).

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

U3S03 | Read a short account

(a) One possible answer

Ken and Laila were working in the library.

Check your work

☐ P1 (1 point): Names both Ken and Laila.

☐ P2 (1 point): States that they were working in the library.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

(i) A dark cloud. (ii) Blue. (iii) A photograph of a rainbow. (iv) Below the title.

Check your work

☐ P1 (1 point): States that Ken was drawing a dark cloud.

☐ P2 (1 point): States that the title was blue.

☐ P3 (1 point): States that the teacher brought a photograph of a rainbow.

☐ P4 (1 point): States that they placed the photograph below the title.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

U3S04 | Spelling and punctuation

(a) One possible answer

raining; heavy.

Check your work

☐ P1 (1 point): Corrects rainning to raining.

☐ P2 (1 point): Corrects hevy to heavy.

The corrected target spellings must be raining and heavy. Accept the words alone or complete corrected sentences.

(b) One possible answer

Did Nora hear thunder? She was reading at home.

Check your work

☐ P1 (1 point): Begins the question with Did.

☐ P2 (1 point): Capitalises the name Nora.

☐ P3 (1 point): Places a question mark after thunder.

☐ P4 (1 point): Begins the second sentence with She and ends it with a full stop.

Accept the exact corrected wording or an equivalent division into the same question and statement. Do not change the meaning.

U3S05 | Background action and new event

(a) One possible answer

Mira was writing a weather story. The sudden event was the bell ringing.

Check your work

☐ P1 (1 point): Identifies writing a weather story as the action in progress.

☐ P2 (1 point): Identifies the bell ringing as the sudden event.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

Mira was writing a weather story when the school bell rang. Was writing shows an action in progress, and rang shows a completed event during that action.

Check your work

☐ P1 (1 point): Uses Mira was writing a weather story in the combined sentence.

☐ P2 (1 point): Joins it correctly to when the school bell rang.

☐ P3 (1 point): Explains that was writing shows an action in progress.

☐ P4 (1 point): Explains that rang shows a completed event during that action.

Accept the when-clause first with suitable punctuation. Do not require grammatical labels if the explanation gives the correct meaning.

U3S06 | Use a reference entry

(a) One possible answer

(i) shower; (ii) gust.

Check your work

☐ P1 (1 point): Matches shower to (i).

☐ P2 (1 point): Matches gust to (ii).

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

A short shower wet the garden yesterday. A sudden gust moved the leaves.

Check your work

☐ P1 (1 point): Uses shower to mean a short period of rain.

☐ P2 (1 point): Makes the shower sentence a complete sentence with an appropriate past-tense verb.

☐ P3 (1 point): Uses gust to mean a sudden strong movement of wind.

☐ P4 (1 point): Makes the gust sentence a complete sentence with an appropriate past-tense verb.

Accept any clear, plausible sentences using the supplied meanings. The exact nouns and verbs in the model are not required.

U3S07 | Literature in Action: a helpful partner

(a) One possible answer

Omar felt nervous because he was afraid of forgetting his first line.

Check your work

☐ P1 (1 point): Describes Omar as worried or nervous.

☐ P2 (1 point): Explains that he feared forgetting his first line.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

Lea gave Omar the first picture card and offered to read the opening with him. She was supportive. Her offer meant that Omar did not have to begin alone.

Check your work

☐ P1 (1 point): States that Lea gave Omar the first picture card.

☐ P2 (1 point): States that she offered to read the opening with him.

☐ P3 (1 point): Describes Lea as helpful, supportive or considerate.

☐ P4 (1 point): Explains that her support meant Omar did not have to face the opening alone or could use the picture as a reminder.

Accept a suitable quality with a clear reason supported by the story. Do not require pupils to claim that Omar forgot a line; the story does not say this.

U3S08 | Plan and write two paragraphs

(a) One possible answer

Paragraph one: a rainy afternoon at home, making a display. Paragraph two: my friend found a photograph and we finished the display.

Check your work

☐ P1 (1 point): Plans paragraph one around the rainy afternoon and the activity in progress.

☐ P2 (1 point): Plans paragraph two around finding the photograph and completing the display.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

On a rainy afternoon, my friend Adam and I were making a weather display at my house. I was drawing clouds while he was looking for pictures.

Adam found a photograph of a rainbow in a box. We added it to our display and wrote a label below it. At last, our display was complete.

Check your work

☐ P1 (1 point): First paragraph gives the background setting and activity.

☐ P2 (1 point): Second paragraph gives the new event and a clear result.

☐ P3 (1 point): Uses at least one correct past continuous verb group.

☐ P4 (1 point): Uses at least one correct past simple verb for a completed event.

Accept different names and suitable details that fit the situation. The two paragraphs should have distinct purposes, not an arbitrary break in one sentence.

U3S09 | Revise a short account

(a) One possible answer

My friends were preparing a weather show. I was drawing a cloud.

Check your work

☐ P1 (1 point): Changes my friends was preparing to my friends were preparing.

☐ P2 (1 point): Changes I was draw to I was drawing.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

Yesterday, my friends were preparing a weather show, and I was drawing a cloud.

The teacher arrived, so we showed her our picture cards. She smiled, and we felt proud.

Check your work

☐ P1 (1 point): Groups the preparation details in paragraph one.

☐ P2 (1 point): Groups the teacher's arrival and the result in paragraph two.

☐ P3 (1 point): Uses and, but or so to link ideas logically.

☐ P4 (1 point): Uses clear capital letters and sentence-ending punctuation throughout.

Accept other coherent links and harmless extra details. The verb corrections are assessed in part (a), so do not award a second point for the same correction here.

U3S10 | Separate evidence from guesses

(a) One possible answer

Nina finished first, and she used purple for the final stripe.

Check your work

☐ P1 (1 point): Names Nina.

☐ P2 (1 point): Identifies purple.

Accept equivalent accurate wording. Minor spelling slips that do not change meaning need not lose a content point.

(b) One possible answer

(i) Supported. The report begins at two and says that the pupils were drawing weather pictures. (ii) Not stated. It describes rain and the collection of work, but it does not say that the school closed early.

Check your work

☐ P1 (1 point): Labels (i) Supported.

☐ P2 (1 point): Supports (i) with the report's time at two and the statement that pupils were drawing.

☐ P3 (1 point): Labels (ii) Not stated.

☐ P4 (1 point): Explains that the report says nothing about school closure or its closing time.

Accept a short quotation or accurate paraphrase for (i). For (ii), do not require a claim that the school definitely stayed open; its closing time is unknown.

U3E01 | Email about a rainy afternoon

One possible answer

Hi Jia,

Last Saturday afternoon, I was at home with my cousin. Rain was falling outside, so we stayed in the sitting room. I was drawing clouds while my cousin was colouring a rainbow. We were making a small weather poster for my room.

At three, my mother brought us a photograph of a rainy street. We added it to the poster and wrote a short label. Then we showed our work to her. She smiled and asked about the different pictures. It was a quiet afternoon, but we enjoyed working together.

Your friend,
Aiden

Check your work

☐ P1 (1 point): Includes an appropriate email greeting and closing.

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

☐ P3 (1 point): Describes the activity in progress.

☐ P4 (1 point): Describes a new event and an ending.

☐ P5 (1 point): Uses two coherent paragraphs for the body of the email.

☐ P6 (1 point): Uses at least one correct past continuous verb group.

☐ P7 (1 point): Uses at least one correct past simple verb for a completed event.

☐ P8 (1 point): Uses sentence capitals and end punctuation so that the email is easy to follow.

Accept other accurate, coherent responses that fulfil the task. Award points for the listed features, not for matching the model word for word. Minor A2-level slips do not remove a content point when the meaning remains clear. The model length is a guide, not an official KPM word limit.

U3E02 | Article: our weather display

One possible answer

Our class made a weather display for the school library last week. We used blue paper, picture cards and coloured pencils. At ten, I was drawing a dark cloud while Farah was writing labels. She wrote carefully because younger pupils needed to read the words. Our teacher gave us a photograph of a rainbow.

We placed the photograph in the centre and arranged the cards around it. The finished display showed rain, sunshine and wind. Two pupils from another class stopped to look at it. They liked the colourful pictures and asked us about our work.

Check your work

☐ P1 (1 point): Identifies the weather display and its purpose or audience.

☐ P2 (1 point): Describes pictures or materials used.

☐ P3 (1 point): Describes activities involving two people.

☐ P4 (1 point): Describes the finished display or people’s response to it.

☐ P5 (1 point): Organises the article into two coherent paragraphs.

☐ P6 (1 point): Uses a correct past continuous verb group.

☐ P7 (1 point): Uses a suitable adjective to describe a person or thing.

☐ P8 (1 point): Uses a suitable adverb of manner to describe an action.

Accept other accurate, coherent responses that fulfil the task. Award points for the listed features, not for matching the model word for word. Minor A2-level slips do not remove a content point when the meaning remains clear. The model length is a guide, not an official KPM word limit.

U3E03 | Creative continuation: the missing card

One possible answer

Omar was looking under the table while Lea was checking their bag. They could not find the card. Omar felt worried because it showed the end of their story. Lea found a blank piece of paper and a green pencil. She began drawing a new ending while Omar described their idea.

When the teacher called their names, Lea held up the new picture. It showed their character smiling beside a window after the rain. The pair told their story together. Omar smiled too because their problem was over. Their classmates enjoyed the unexpected ending.

Check your work

☐ P1 (1 point): Continues from the missing last card without contradicting the opening.

☐ P2 (1 point): Describes an action taken to solve the problem.

☐ P3 (1 point): Describes a character’s feeling with a clear reason.

☐ P4 (1 point): Gives a clear ending linked to the problem.

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

☐ P6 (1 point): Uses at least one correct past continuous verb group.

☐ P7 (1 point): Uses at least one correct past simple verb for an event.

☐ P8 (1 point): Links ideas with an appropriate conjunction or clear reference pronoun.

Accept other accurate, coherent responses that fulfil the task. Award points for the listed features, not for matching the model word for word. Minor A2-level slips do not remove a content point when the meaning remains clear. The model length is a guide, not an official KPM word limit.

U3E04 | Report from weather notes

One possible answer

On Monday at two, the weather was cloudy. Lina was drawing clouds for our English club display, and Adam was writing labels. They worked at the same table with a box of coloured pencils. Their pictures and words helped us describe the sky.

On Tuesday at two, it was rainy. Lina was adding a rain picture while Adam was reading the labels aloud. The display was complete at half past two. Our teacher read it and smiled. The two pupils put their pencils away and looked at their finished work.

Check your work

☐ P1 (1 point): Gives Monday's cloudy weather.

☐ P2 (1 point): Describes both pupils' Monday activities accurately.

☐ P3 (1 point): Gives Tuesday's rainy weather and both pupils' Tuesday activities accurately.

☐ P4 (1 point): Reports that the display was complete at 2.30 p.m. on Tuesday and that the teacher read it and smiled.

☐ P5 (1 point): Separates Monday and Tuesday into two coherent paragraphs.

☐ P6 (1 point): Uses correct was/were agreement in at least one past continuous verb group.

☐ P7 (1 point): Uses an appropriate past simple verb for a completed event.

☐ P8 (1 point): Uses clear pronouns or names so the reader knows who did each action.

Accept other accurate, coherent responses that fulfil the task. Award points for the listed features, not for matching the model word for word. Minor A2-level slips do not remove a content point when the meaning remains clear. The model length is a guide, not an official KPM word limit.

U3E05 | Improve a weather-story diary

One possible answer

Yesterday afternoon, I was preparing a weather story with Daniel in the school library. Daniel was drawing a picture while I was writing the words. Our main character was a boy looking at a rainbow. We liked the colourful picture, but our last sentence did not explain why the boy was smiling.

Our teacher arrived, and we explained the story to her. She asked us about the ending. We added a sentence saying that the boy was happy to see the rainbow with his grandmother. This made his feeling clear. Daniel read the new ending aloud, and we both liked it.

Check your work

☐ P1 (1 point): Sets the account in the school library yesterday afternoon.

☐ P2 (1 point): Describes the partners’ different activities before the teacher arrived.

☐ P3 (1 point): Includes the teacher’s arrival and question about the ending.

☐ P4 (1 point): Explains the added final sentence and how it made the ending clearer.

☐ P5 (1 point): Organises preparation and later events into two coherent paragraphs.

☐ P6 (1 point): Uses at least one correct past continuous verb group for a background activity.

☐ P7 (1 point): Uses correct past simple verbs for at least two completed events.

☐ P8 (1 point): Uses names or pronouns clearly so that people are not confused.

Accept other accurate, coherent responses that fulfil the task. Award points for the listed features, not for matching the model word for word. Minor A2-level slips do not remove a content point when the meaning remains clear. The model length is a guide, not an official KPM word limit.

Adult reader: listening scripts & keys

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

U3L01 | The picture-card afternoon

Yesterday afternoon, our English group was making a weather story. We were working in the school library. Sara was drawing a rainy street while I was writing the first paragraph. Hakim was choosing a title. At half past two, our teacher came to our table. She asked us to describe what our main character was doing. We told her that the girl in our story was reading beside a window when she saw a bright flash. The teacher asked which weather word matched the flash. We answered, lightning. Then we added a sentence about the sound of thunder. Before we finished, Sara read the whole story aloud. We checked the order together and put our work on the table.

Answers

1. Making a weather story.
2. In the school library.
3. Lightning.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.6

U3L02 | A change to our club display

On Friday, Ben and I were preparing a display for the English club. Our topic was a windy afternoon. At ten o’clock, I was drawing trees, and Ben was writing a short story. In his story, two children were sitting indoors and watching leaves move outside. Ben read his first paragraph to me. He used the sentence, The leaves moved gentle. I suggested changing gentle to gently because the word described the action. We checked the spelling together. Later, our friend Asha brought a picture of a cloudy sky. We added it above the story. By eleven, the display was ready. We were pleased because each person contributed something different to the same piece of work.

Answers

1. A windy afternoon.
2. Gently.
3. A picture of a cloudy sky.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.6

Speaking models

U3P01 | What was happening?

A: What were you doing at three yesterday?
B: I was drawing a weather picture at home. My brother was reading beside me.
A: Do you mean you were both in the same room?
B: Yes, we were in the sitting room. Then our mother called us for tea.

KPM DSKP pp. 27-28 | SP 2.1.1, 2.3.1, 2.4.1

U3P02 | Agree on a weather-story plan

A: Let’s choose a character first, then decide the weather.
B: Agreed. Our character can be drawing at home on a rainy day.
A: Do you mean that the drawing is the background activity?
B: Yes. Then her sister brings a photograph, and they make a display together.
A: Good. After planning, let’s write two paragraphs and check the verbs.

KPM DSKP pp. 27-28 | SP 2.3.1, 2.3.2, 2.4.1

Sources and scope

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

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