UNIT 4 | FORM 1 | SESSION 2026

Life on Earth

Notes, examples & 40 objective questions

Explore landscapes and animals while learning to compare things, describe quantities and explain ideas clearly. All reading texts, examples and tasks in this unit are original.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 54-55

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

Compare the given facts

TWO HILLS	COMPARATIVE	THREE HILLS
Hill A: 200 m	**B is higher than A.**	**Hill C: 500 m**
Hill B: 350 m	Use than to compare two.	C is the highest of the three.

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

Learn the patterns

4.1 Words for landscapes and animals

KPM DSKP pp. 54-55 | SP 3.1.3, 3.1.4

Use the words around an unfamiliar word and a dictionary entry to check its meaning.

• A valley is an area of lower land between hills or mountains: The river runs through the valley.

• An island has water all around it. A waterfall is water falling from a height.

• Use exact animal words: A bird has feathers. A cat has fur. These are language examples, not a complete animal classification.

• Look for context clues: The fox went into its den, a sheltered place where it rested. Here the second part explains den.

• A dictionary can give a word class and more than one meaning. In bank (noun): land beside a river; place that keeps money, choose the meaning that fits the sentence.

Worked example: Read: The animal returned to its habitat, the place where it normally lives. What does habitat mean?

1. Read the whole sentence, including the part after the comma.

2. Notice that the second part explains the unfamiliar word.

3. Check that the meaning fits an animal context.

Answer: Habitat means the place where an animal normally lives.

Bantuan BM: Gunakan petunjuk dalam ayat dan kamus untuk memilih maksud perkataan yang sesuai.

Watch out: Do not choose the first dictionary meaning without checking the sentence.

Try: In The students sat on the river bank, does bank mean land or a place that keeps money?

Land beside a river.

4.2 Comparing two things

KPM DSKP pp. 54-55 | Language Awareness

Use a comparative adjective and than to show a difference between two things.

• For many short adjectives, add -er: small becomes smaller. The blue pond is smaller than the green pond.

• For an adjective ending in e, add -r: large becomes larger.

• With a short stressed vowel followed by one final consonant, some words double that consonant: big becomes bigger and wet becomes wetter.

• For many adjectives ending in consonant + y, change y to i before adding -er: noisy becomes noisier.

• Use more with many longer adjectives: more interesting. Some forms change completely: good becomes better and bad becomes worse.

• Use than before the second thing: Our new map is clearer than the old map.

Worked example: Tree A is 5 metres tall. Tree B is 3 metres tall. Compare them using tall.

1. Identify which tree has the larger height: Tree A.

2. Change tall to taller.

3. Join the two things with than.

Answer: Tree A is taller than Tree B.

Bantuan BM: Bandingkan dua perkara dengan kata perbandingan dan than, contohnya taller than.

Watch out: Avoid two comparative markers together: write bigger, not more bigger.

Try: Complete: The second path is ___ (narrow) than the first.

narrower

4.3 Finding the biggest in a group

KPM DSKP pp. 54-55 | Language Awareness

Use a superlative adjective to identify an extreme within a stated group.

• For many short adjectives, use the + adjective + -est: the tallest tree in the garden.

• Spelling changes also appear in superlatives: large becomes largest, big becomes biggest, and noisy becomes noisiest.

• Use the most with many longer adjectives: the most interesting display in the room.

• Learn the irregular sets: good, better, best; bad, worse, worst.

• Name the group so the comparison is clear: This is the widest river on our imaginary map.

• A comparison in a classroom table describes that table. It does not prove a worldwide record.

Worked example: Three paths are 200 m, 350 m and 120 m long. Describe the 120 m path using short.

1. Find the smallest length: 120 m.

2. Change short to shortest.

3. Use the and state the comparison group.

Answer: The 120 m path is the shortest of the three paths.

Bantuan BM: Gunakan the dan bentuk paling untuk membandingkan satu perkara dengan kumpulannya.

Watch out: Do not write the most tallest. Choose the tallest.

Try: Three model hills are 8 cm, 12 cm and 6 cm high. Which is the highest?

The 12 cm hill is the highest.

4.4 Countable and uncountable nouns

KPM DSKP pp. 54-55 | Language Awareness

Check how a noun is used before choosing a/an or a quantity word.

• Countable nouns can have singular and plural forms: an egg, two eggs; a tree, three trees.

• Uncountable nouns often name materials or substances in a general sense: water, sand and rice.

• Use a before a consonant sound and an before a vowel sound with a singular countable noun: a river, an island.

• Do not put a/an directly before an uncountable noun in its general meaning: some water, not a water.

• A unit or container can make an amount countable: two bottles of water. Bottles is countable; water still names the substance.

• Some nouns have different uses. For these exercises, rice means the food in general, not different varieties of rice.

Worked example: Complete: We packed ___ bottle of water and ___ orange.

1. Bottle is singular and begins with a consonant sound.

2. Orange is singular and begins with a vowel sound.

3. Use a before bottle and an before orange.

Answer: We packed a bottle of water and an orange.

Bantuan BM: Benda yang boleh dibilang mempunyai bentuk tunggal dan jamak; bahan seperti air biasanya tidak dibilang secara terus.

Watch out: Use the sound, not just the first written letter, when choosing a or an.

Try: Choose a or an: ___ animal.

an animal

4.5 Some, any, much, many and a lot of

KPM DSKP pp. 54-55 | Language Awareness

Match a quantity word to the noun and the purpose of the sentence.

• Use some with plural countable nouns or uncountable nouns in ordinary affirmative statements: some leaves; some soil.

• Any is common in ordinary questions and negatives: Are there any birds? There is not any rice.

• Some is also natural in offers and requests: Would you like some water? Do not treat every question as an automatic any rule.

• Use how many with plural countable nouns: How many trees are there?

• Use how much with uncountable nouns: How much water is in the jug?

• A lot of works with both types: a lot of stones; a lot of sand. In ordinary affirmative statements it is often more natural than much.

Worked example: Write questions asking for the number of pots and the amount of soil.

1. Pots are separate objects, so pots is a plural countable noun.

2. Soil names a material, so it is uncountable here.

3. Use how many for pots and how much for soil.

Answer: How many pots do we need? How much soil do we need?

Bantuan BM: Many untuk kata nama jamak yang boleh dibilang; much untuk kata nama yang tidak boleh dibilang.

Watch out: Several quantity expressions can be grammatical. Use the sentence context and the exact choices given.

Try: Complete the question: How ___ leaves are on this branch?

many

4.6 Read, plan and improve a description

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

Find evidence in a text, then organise your own ideas into two connected paragraphs.

• Read once for the main idea. Then underline details that answer who, where, what or why.

• Keep an inference close to the evidence. If a character shares a pencil, this action can support helpful; it does not prove that the character is always helpful.

• Plan paragraph one around the place or animal. Plan paragraph two around a comparison and your response.

• Join related ideas with and, but or because. Use it or they only when the noun they refer to is clear.

• Check capital letters, full stops and question marks. Write a comma between items in a list.

• Revise after feedback: correct spelling, remove a repeated idea and check each comparison against the information provided.

Worked example: Improve this two-paragraph draft: our garden has trees. it has flowers

the garden is quietter than the court. i like it

1. Add capital letters at the start of each sentence and for I.

2. Correct quietter to quieter and add the missing full stops.

3. Join the first two sentences with and while keeping the paragraph break.

Answer: Our garden has trees and flowers.

The garden is quieter than the court. I like it.

Bantuan BM: Rancang dua perenggan, gunakan bukti daripada teks, kemudian semak ejaan dan tanda baca.

Watch out: Do not replace evidence with facts you remember from outside the supplied text.

Try: A draft repeats The garden has trees three times. What is one useful revision?

Keep the point once and add a different relevant detail or comparison.

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. Complete: We drew ___ elephant on our animal poster.

A. any

B. a

C. an

D. some

U4Q01 | Easy | Grammar

02. Complete: There is ___ river through the valley.

A. a

B. any

C. an

D. many

U4Q02 | Easy | Grammar

03. Complete: There are not ___ apples in the basket.

A. much

B. an

C. any

D. a

U4Q03 | Easy | Grammar

04. Complete: There is ___ sand in the tray.

A. some

B. an

C. a

D. many

U4Q04 | Easy | Grammar

05. Complete: How ___ eggs are in the nest?

A. any

B. many

C. a

D. much

U4Q05 | Easy | Grammar

06. Complete: How ___ water is in the jug?

A. much

B. many

C. a

D. an

U4Q06 | Easy | Grammar

07. Complete: This pond is ___ than that pond.

A. larger

B. largest

C. large

D. most large

U4Q07 | Easy | Grammar

08. Complete: After the rain, the grass is ___ than the path.

A. wettest

B. more wetter

C. wetter

D. wet

U4Q08 | Developing | Grammar

09. Complete: Of the five displays, this one is the ___ interesting.

A. more

B. most

C. much

D. many

U4Q09 | Developing | Grammar

10. Model hills A, B and C are 10 cm, 18 cm and 12 cm high. Complete: Hill B is ___ of the three.

A. most higher

B. the highest

C. high

D. higher

U4Q10 | Developing | Grammar

11. Complete both questions: How ___ tents are there? How ___ rice do we need?

A. many / many

B. many / much

C. much / much

D. much / many

U4Q11 | Developing | Grammar

12. Which sentence uses a/an correctly?

A. There is a water in the river.

B. There is a island on the map.

C. There is an river on the map.

D. There is an island on the map.

U4Q12 | Developing | Grammar

13. Which expression can complete BOTH statements: There are ___ trees. There is ___ sand?

A. many

B. a few

C. much

D. a lot of

U4Q13 | Challenge | Grammar

14. A teacher rates three maps: A is good, B is better than A, and C is better than B. Which statement follows?

A. A is the best of the three.

B. All three maps are equally good.

C. B is worse than A.

D. C is the best of the three.

U4Q14 | Challenge | Grammar

15. Complete: This is the ___ peaceful corner in our school garden.

A. most

B. many

C. more

D. much

U4Q15 | Developing | Grammar

16. Three paths are 120 m, 200 m and 350 m long. Which sentence is correct?

A. The 350 m path is shorter than both other paths.

B. The 200 m path is the shortest of the three.

C. The 200 m path is shorter than the 350 m path but longer than the 120 m path.

D. The 120 m path is longer than the 350 m path.

U4Q16 | Challenge | Grammar

17. Which word means a piece of land with water all around it?

A. island

B. forest

C. valley

D. mountain

U4Q17 | Easy | Vocabulary

18. Which word names lower land between hills or mountains?

A. waterfall

B. cliff

C. island

D. valley

U4Q18 | Easy | Vocabulary

19. Complete: We watched water falling down from a high rock at the ___.

A. waterfall

B. desert

C. forest

D. field

U4Q19 | Easy | Vocabulary

20. Complete: The bird has two ___ covered with feathers.

A. paws

B. fins

C. roots

D. wings

U4Q20 | Easy | Vocabulary

21. Complete: The cat has soft ___ covering its body.

A. scales

B. feathers

C. shell

D. fur

U4Q21 | Easy | Vocabulary

22. Read: The trail passes through a forest, where trees grow close together. What does forest mean here?

A. A bare area of rock

B. A large area with many trees

C. A pool of salt water

D. A narrow bridge

U4Q22 | Developing | Vocabulary

23. Read: The hillside is steep, so it rises sharply rather than gently. What does steep mean?

A. Rising sharply

B. Very far away

C. Flat and level

D. Covered with sand

U4Q23 | Developing | Vocabulary

24. Dictionary entry: bank (noun) 1 land beside a river; 2 a business that keeps money. In The otter rested on the bank beside the water, which meaning fits?

A. Meaning 2: a business that keeps money

B. Meaning 1: land beside a river

C. Both meanings are required

D. Neither meaning can fit

U4Q24 | Challenge | Vocabulary

Original reading | U4R1

A small garden with many uses

Our class looks after a small garden beside the library. It is narrower than the football field, but it has several places to explore. A low hedge stands along one side, and two trees grow near the gate. The tree with the round leaves is taller than the other one. Under it, there are some dry leaves and a pile of small branches. We leave this corner undisturbed because we sometimes see insects there. A sign asks visitors to stay on the path.

Every Wednesday, four volunteers check the plants with our teacher. They count the pots and write down how much water they use. This week, the ground is still damp after rain, so they use less water than last week. Hana records the visitors too. She notices that more pupils visit during the quiet morning than after school. She thinks the shade makes the garden a pleasant place to read. Next to her notebook, she keeps a simple map so new volunteers can find each plant.

Word help: undisturbed = left without being moved or interrupted; damp = slightly wet; volunteer = someone who chooses to help

25. Where is the class garden?

A. Next to the school gate

B. Beside the library

C. Behind a shop

D. Inside the football field

U4Q25 | Easy | Reading | Read U4R1

26. How many volunteers check the plants every Wednesday?

A. Five

B. Three

C. Four

D. Two

U4Q26 | Easy | Reading | Read U4R1

27. Why does the class leave one corner undisturbed?

A. To make room for more notebooks

B. Because they sometimes see insects there

C. To keep visitors away from all the plants

D. To build a new football field

U4Q27 | Developing | Reading | Read U4R1

28. What does damp mean in paragraph two?

A. Slightly wet

B. Covered with ice

C. Completely empty

D. Very noisy

U4Q28 | Developing | Reading | Read U4R1

29. Which sentence best gives the main idea of the whole article?

A. Volunteers want to remove all the trees from a garden.

B. A class cares for a garden that supports plants, small animals and readers.

C. A class is replacing its library with a garden.

D. A class uses a garden only for football practice.

U4Q29 | Developing | Reading | Read U4R1

30. Which conclusion is supported by the article?

A. Every pupil visits the garden each morning.

B. The volunteers always use the same amount of water.

C. The volunteers consider the ground condition when deciding how much water to use.

D. Afternoons are always colder than mornings.

U4Q30 | Challenge | Reading | Read U4R1

Original reading | U4R2

Two islands on a table

For a classroom exhibition, Arif and Mei made two imaginary island models. Arif built a tall mountain from folded card. Mei made a lower hill and a wide valley from reused paper. Both islands had a river, but Mei added a small forest beside hers. Arif wanted the tallest mountain on the table, so he added another piece of card. His mountain leaned to one side. He frowned and put his glue down. Mei moved closer and asked if he wanted help.

Together, they made a wider base for the mountain. It was shorter after the repair, but it stood firmly. Then Arif noticed that Mei had no label for her valley. He wrote one neatly and placed it beside the river. During the exhibition, visitors asked questions about both landscapes. Arif did not win the prize for the tallest model. However, he smiled when a visitor said their labels were the clearest on the table. He realised that a useful display needed more than height.

Word help: exhibition = an event where people display things; base = the bottom part that supports something; firmly = in a steady way without moving easily

31. What did Mei add beside her model river?

A. A road

B. A bridge

C. A house

D. A small forest

U4Q31 | Easy | Reading | Read U4R2

32. What happened when Arif added another piece of card?

A. His mountain leaned to one side.

B. His river became wider.

C. His labels disappeared.

D. His model won a prize immediately.

U4Q32 | Easy | Reading | Read U4R2

33. How did the pupils make Arif's mountain stand firmly?

A. They replaced every label.

B. They removed Mei's valley.

C. They made a wider base.

D. They added another tall top.

U4Q33 | Developing | Reading | Read U4R2

34. Read: "Then Arif noticed that Mei had no label for her valley. He wrote one neatly and placed it beside the river." What does one refer to?

A. A prize

B. A mountain

C. A label

D. A river

U4Q34 | Developing | Reading | Read U4R2

35. Why did Arif smile during the exhibition?

A. Mei removed her island.

B. His mountain became taller than every other model.

C. He won the tallest-model prize.

D. A visitor praised the clarity of their labels.

U4Q35 | Developing | Reading | Read U4R2

36. Which lesson is most strongly supported by Arif's experience?

A. Every tall model is a poor display.

B. Exhibitions are only about winning height prizes.

C. Working alone always produces a better model.

D. Clear information and a stable model can matter more than height alone.

U4Q36 | Challenge | Reading | Read U4R2

37. Sara says, The green path is shorter than the blue path. Which reply checks the meaning of her comparison?

A. How many trees are there?

B. What colour is your bag?

C. Is there any water in the jug?

D. Do you mean the blue path is longer?

U4Q37 | Developing | Communication

38. Ali says, We need three pots. You want to check the number. Which reply does that?

A. Do we need any soil?

B. Where is the garden?

C. Did you say three pots?

D. Are the pots heavy?

U4Q38 | Developing | Communication

39. Your partner says, First choose two animals, then compare their sizes. Which response confirms that order and agrees to it?

A. Yes, let us compare their sizes before choosing them.

B. Yes, let us choose the animals first and compare their sizes next.

C. No, the task is only to count plants.

D. Yes, let us choose three landscapes first.

U4Q39 | Challenge | Communication

40. A partner says, Bring a lot of paper. You need to find out the exact number of sheets. Which question asks for that information?

A. How wide is the table?

B. Which animal is the tallest?

C. How many sheets of paper do we need?

D. Is the paper colourful?

U4Q40 | Challenge | Communication

Answers & explanations

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

01. C | an

Elephant begins with a vowel sound and is singular here, so an is correct.

KPM DSKP pp. 54 | Language Awareness

02. A | a

Use a before a singular countable noun that starts with a consonant sound.

KPM DSKP pp. 54 | Language Awareness

03. C | any

Any is natural in this negative sentence. A and an need singular nouns, and much does not match apples.

KPM DSKP pp. 54 | Language Awareness

04. A | some

Some can describe an unspecified amount of sand. Many needs a plural countable noun; a and an do not directly fit sand here.

KPM DSKP pp. 54 | Language Awareness

05. B | many

How many asks for a number of countable things.

KPM DSKP pp. 54 | Language Awareness

06. A | much

How much asks about an amount of an uncountable substance.

KPM DSKP pp. 54 | Language Awareness

07. A | larger

The comparative form of large is larger.

KPM DSKP pp. 54 | Language Awareness

08. C | wetter

Wetter is the comparative form of wet. More wetter uses two comparative markers.

KPM DSKP pp. 54 | Language Awareness

09. B | most

The superlative form of interesting is the most interesting.

KPM DSKP pp. 54 | Language Awareness

10. B | the highest

Hill B is 18 cm high, the greatest height, so it is the highest of the three.

KPM DSKP pp. 54 | Language Awareness

11. B | many / much

Use many with the plural countable noun tents and much with rice.

KPM DSKP pp. 54 | Language Awareness

12. D | There is an island on the map.

Island is singular and starts with a vowel sound, so an island is correct.

KPM DSKP pp. 54 | Language Awareness

13. D | a lot of

A lot of works with plural countable trees and uncountable sand.

KPM DSKP pp. 54 | Language Awareness

14. D | C is the best of the three.

C ranks above B, and B ranks above A. Good has the superlative form best.

KPM DSKP pp. 54 | Language Awareness

15. A | most

The most peaceful identifies one corner within the garden.

KPM DSKP pp. 54 | Language Awareness

16. C | The 200 m path is shorter than the 350 m path but longer than the 120 m path.

120 is less than 200, and 200 is less than 350. The first sentence expresses both comparisons correctly.

KPM DSKP pp. 54 | Language Awareness

17. A | island

An island is surrounded by water.

KPM DSKP pp. 54 | Language Awareness

18. D | valley

A valley is an area of lower land between hills or mountains.

KPM DSKP pp. 54 | Language Awareness

19. A | waterfall

A waterfall is a place where water falls from a height.

KPM DSKP pp. 54 | Language Awareness

20. D | wings

Wings are bird body parts covered with feathers. The other options do not fit the description.

KPM DSKP pp. 54 | Language Awareness

21. D | fur

Fur is the hair covering a cat's body.

KPM DSKP pp. 54 | Language Awareness

22. B | A large area with many trees

The context describes an area where many trees grow.

KPM DSKP pp. 33 | SP 3.1.3

23. A | Rising sharply

Steep describes a slope that rises sharply.

KPM DSKP pp. 33 | SP 3.1.3

24. B | Meaning 1: land beside a river

The water context points to land beside a river, not a financial business.

KPM DSKP pp. 33 | SP 3.1.4

25. B | Beside the library

The first sentence places the garden beside the library.

KPM DSKP pp. 33 | SP 3.1.2

26. C | Four

Four volunteers check the plants with their teacher.

KPM DSKP pp. 33 | SP 3.1.2

27. B | Because they sometimes see insects there

They leave the dry leaves and branches undisturbed because insects sometimes appear there.

KPM DSKP pp. 33 | SP 3.1.2

28. A | Slightly wet

Rain leaves moisture in the ground. Damp means slightly wet.

KPM DSKP pp. 33 | SP 3.1.3

29. B | A class cares for a garden that supports plants, small animals and readers.

The article describes garden features, care, insects and reading, so the broad garden-use statement fits.

KPM DSKP pp. 33 | SP 3.1.1

30. C | The volunteers consider the ground condition when deciding how much water to use.

The ground is damp after rain, so the volunteers use less water. The other claims are unsupported.

KPM DSKP pp. 33 | SP 3.1.2

31. D | A small forest

Mei added a small forest beside her river.

KPM DSKP pp. 33 | SP 3.1.2

32. A | His mountain leaned to one side.

The text states that the mountain leaned to one side.

KPM DSKP pp. 33 | SP 3.1.2

33. C | They made a wider base.

Together they made a wider base, which supported the repaired model.

KPM DSKP pp. 33 | SP 3.1.2

34. C | A label

One replaces a label, the object Mei was missing.

KPM DSKP pp. 33 | SP 3.1.2

35. D | A visitor praised the clarity of their labels.

He smiled when a visitor said their labels were the clearest on the table.

KPM DSKP pp. 43 | SP 3.1.2, 5.1.1

36. D | Clear information and a stable model can matter more than height alone.

Arif first focused on height, but the repair and useful labels made the display successful in other ways.

KPM DSKP pp. 33 | SP 3.1.1

37. D | Do you mean the blue path is longer?

If green is shorter than blue, blue is longer than green. The reply checks that understanding.

KPM DSKP pp. 27 | SP 2.3.1

38. C | Did you say three pots?

Did you say three pots? checks the specific number.

KPM DSKP pp. 27 | SP 2.3.1

39. B | Yes, let us choose the animals first and compare their sizes next.

The response keeps the two animals, the size comparison and the requested order.

KPM DSKP pp. 27 | SP 2.3.2

40. C | How many sheets of paper do we need?

How many sheets asks for an exact number. The other questions ask about different details.

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).

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