UNIT 4 | FORM 1 | SESSION 2026

Life on Earth

Written practice, listening & speaking

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.

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

U4S01 | Articles and noun types

Easy | 6 points | KPM DSKP pp. 54-55 | Language Awareness

Trip list: one umbrella, one notebook, three bottles of water and some rice.

(a) Complete the two phrases with a or an: ___ umbrella; ___ notebook. [2 points]

(b) Classify bottles and rice as countable or uncountable in this list. Then write one how many question about bottles and one how much question about rice. [4 points]

U4S02 | Comparison table

Easy | 6 points | KPM DSKP pp. 54-55 | Language Awareness

Three model trees: Oak is 15 cm tall; Pine is 22 cm tall; Palm is 18 cm tall. These names label classroom models.

(a) Which model is the tallest? Which is the shortest? [2 points]

(b) Write two different comparative sentences using the table. Use taller than in one and shorter than in the other. [4 points]

U4S03 | Quantity words

Easy | 6 points | KPM DSKP pp. 54-55 | Language Awareness

The gardening box contains six small pots and some soil. There are no labels in the box. A jug beside it contains some water.

(a) Complete: How ___ pots are there? How ___ soil is there? [2 points]

(b) Write one sentence about the soil using some and one about the labels using any. Use the information given. [4 points]

U4S04 | Reading a garden notice

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

GARDEN DRAWING CLUB
Meet beside the library at 8.30 on Saturday morning. Bring a pencil, a notebook and a water bottle. The group will draw trees from the marked path. Ask Ms Lim if you need a spare pencil.

(a) Where does the group meet, and at what time? [2 points]

(b) Name the three items to bring. Who can help with a spare pencil? [4 points]

U4S05 | Dictionary skills and context

Developing | 6 points | KPM DSKP pp. 33 | SP 3.1.3, 3.1.4

A small learner dictionary gives two meanings:
bank (noun): 1 land beside a river; 2 a business that keeps money.
light (adjective): 1 not heavy; 2 pale in colour.
Sentences: The frog sat on the river bank. Our cardboard island is light enough to carry.

(a) Which meaning of bank fits the first sentence? Which meaning of light fits the second? [2 points]

(b) For each sentence, copy a context clue and explain how it supports your chosen meaning. [4 points]

U4S06 | Editing a description

Developing | 6 points | KPM DSKP pp. 39 | SP 4.2.1, 4.2.2, 4.2.3

Draft: our garden has trees flowres and a pond. it is quietter than the playground

Feedback: Check the spelling of flowres and quietter. Start sentences with capitals, separate the first two list items with a comma, and end both sentences correctly.

(a) Correct these two spellings from the draft: flowres; quietter. [2 points]

(b) Rewrite the whole draft following the punctuation feedback. [4 points]

U4S07 | Character and evidence

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

Original short story: Nisa and Ben were making animal cards for their class. Nisa finished first. Ben could not read his own tiny labels and began to look worried. Nisa put away her finished card and helped him write larger labels. When Ben thanked her, she said, "Now everyone can read both cards."

(a) Name both characters. [2 points]

(b) Describe one helpful action by Nisa and explain why it helps. Then state how Ben feels before the help and give the reason. [4 points]

U4S08 | Planning two paragraphs

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

Facts for an imaginary park: north garden, 12 trees, quiet reading corner; south garden, 7 trees, wide play area. Task: describe both gardens and explain where you prefer to read.

(a) Make a two-paragraph plan. State what each paragraph will cover. [2 points]

(b) Write a short two-paragraph draft from your plan. Include one accurate comparison and link an idea with because. [4 points]

U4S09 | Comparisons and supported conclusions

Challenge | 6 points | KPM DSKP pp. 33-55 | SP 3.1.2

Three imaginary nature displays:
A: 8 animal pictures, 2 large labels, 1 landscape model.
B: 12 animal pictures, 5 large labels, 1 landscape model.
C: 6 animal pictures, 4 large labels, 3 landscape models.
The table gives counts only; it does not give visitors' opinions.

(a) Which display has the fewest large labels? Which has the most landscape models? [2 points]

(b) A pupil says, B is the most popular display because it has the most animal pictures. State the supported fact, explain why the popularity claim is not proved, suggest one useful missing piece of information, and write one other true comparative sentence from the table. [4 points]

U4S10 | Revise from specific feedback

Challenge | 6 points | KPM DSKP pp. 39-55 | SP 4.1.5, 4.2.3

First draft:
The river model is big. The river model has a bridge. It is good.

The hill model is small. I like it.
Facts: river model, 40 cm wide and a bridge; hill model, 25 cm wide and green paths.
Feedback: Avoid repeating the river model. Replace big and small with one precise comparison. Explain your preference using one supplied feature.

(a) Identify two different weaknesses named in the feedback. [2 points]

(b) Rewrite the draft as two connected paragraphs. Apply all three feedback points and keep the facts accurate. [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.

U4E01 | Email about a favourite place

Easy | 8 points | KPM DSKP pp. 39 | SP 4.1.1, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Write a short email to a friend about a real or imaginary garden you enjoy. In two paragraphs, describe two features, compare it with another familiar place, and explain why you like it. Plan before writing and check your draft.

Planning help

1. Paragraph 1: Name the garden and describe two things there.
2. Paragraph 2: Compare it with another place and explain your preference.
3. Check comparison forms, capitals, full stops and common spellings.

U4E02 | Two animal drawings

Easy | 8 points | KPM DSKP pp. 39 | SP 4.1.5, 4.2.1, 4.2.2, 4.2.3

Imagine two animal drawings for your class display. Write a two-paragraph description. Name both animals, give one visible feature of each, compare the drawings and explain which drawing you prefer. Your comparison describes your drawings, not a worldwide animal fact.

Planning help

1. Paragraph 1: Identify the animals and describe each drawing.
2. Paragraph 2: Compare the drawings and explain your choice.
3. Use a or an correctly, and check the comparative sentence.

U4E03 | A report about two model landscapes

Developing | 8 points | KPM DSKP pp. 39 | SP 4.1.5, 4.2.1, 4.2.2, 4.2.3

Use these classroom model facts: Lake model, 45 cm wide, 6 trees, blue paper water; Valley model, 30 cm wide, 9 trees, a paper river. Write a short report in two paragraphs. Describe both models, make two different accurate comparisons, and recommend one for a tree-focused display with a reason.

Planning help

1. Paragraph 1: Describe the supplied features of both models.
2. Paragraph 2: Compare width and tree number, then give your recommendation.
3. Check every number and use than in your comparisons.

U4E04 | Continue an original story

Developing | 8 points | KPM DSKP pp. 39-43 | SP 4.1.3, 4.1.5, 4.2.1, 4.2.3, 5.3.1

Continue this original story in two paragraphs: Lina carried her cardboard island to school. At the classroom door, one of its trees fell off. She looked at the empty space and sighed. In your continuation, describe a helpful action, Lina's response and an ending. Include one comparison naturally. This is original literature practice, not an assigned school text.

Planning help

1. Paragraph 1: Introduce a simple action that helps Lina with her model.
2. Paragraph 2: Explain her response and bring the event to a clear ending.
3. Use past forms for the story and one accurate comparative or superlative.

U4E05 | Improve a display description

Challenge | 8 points | KPM DSKP pp. 39 | SP 4.1.5, 4.2.1, 4.2.2, 4.2.3

Write a revised two-paragraph article using this draft and feedback. Draft: Our class made an island. It has things. It is the best. Our class made an island. I like it. Facts: island model, 35 cm wide, 4 trees, a river; mountain model, 50 cm wide, 2 trees. Feedback: remove repetition, replace vague words with facts, make two supported comparisons, and explain a personal preference. Do not present a preference as a proved fact.

Planning help

1. Plan paragraph 1 around the two models and their supplied features.
2. Plan paragraph 2 around two different comparisons and a reasoned preference.
3. Revise repeated nouns, unsupported the best claims and vague things.

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.

U4L01 | Planning a nature poster

Before listening, review landscape, centre and comparative. Listen once for the task, then again for the number and location. Use audio or a reader without looking at the script first.

1. What is the group making?

2. How many animal pictures should pupils add?

3. Where are the coloured pencils?

U4L02 | The display table

Before listening, review model, label and details. Listen for the event first and the two specific details second. Audio or a teacher-read version is needed for listening practice.

1. What is the speaker mainly describing?

2. Who helped the speaker write a clearer label?

3. How many trees did the island have?

Speaking practice

U4P01 | Compare our two drawings

Work with a partner. Draw two imaginary animals or landscapes. Agree which two features to compare, then take turns making comparisons and checking your partner's meaning. Compare the drawings, not unsupported real-world records.

1. Agree on two visible features, such as picture height and number of trees.
2. Each partner makes one clear comparison using the drawings.
3. Ask a checking question and respond to your partner's check.

Partner checklist

☐ We agreed on two features.

☐ Each person gave a comparison supported by the drawings.

☐ We asked and answered a checking question.

☐ Our partner could understand our sentences.

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

U4P02 | Tell a small display story

Tell a partner a short real or imagined story about making an animal or landscape display. Include one problem, a helpful action and an ending. Use one comparison and invite a checking question.

1. Choose the setting, problem and person who helps.
2. Tell the events in a clear order with one comparison.
3. Answer a partner's checking question about a detail.

Partner checklist

☐ I gave a clear problem.

☐ I described a helpful action and an ending.

☐ My comparison fitted the story.

☐ I answered a checking question clearly.

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.

U4S01 | Articles and noun types

(a) One possible answer

an umbrella; a notebook.

Check your work

☐ P1 (1 point): Writes an umbrella.

☐ P2 (1 point): Writes a notebook.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

Bottles is countable. Rice is uncountable here. How many bottles are on the list? How much rice do we need?

Check your work

☐ P1 (1 point): Identifies bottles as countable.

☐ P2 (1 point): Identifies rice as uncountable in this context.

☐ P3 (1 point): Writes a correct how many question about bottles.

☐ P4 (1 point): Writes a correct how much question about rice.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

U4S02 | Comparison table

(a) One possible answer

Pine is the tallest. Oak is the shortest.

Check your work

☐ P1 (1 point): Identifies Pine as the tallest.

☐ P2 (1 point): Identifies Oak as the shortest.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

Pine is taller than Palm. Oak is shorter than Palm.

Check your work

☐ P1 (1 point): First sentence gives a true taller comparison from the table.

☐ P2 (1 point): First sentence correctly uses taller than with the two models.

☐ P3 (1 point): Second sentence gives a true shorter comparison from the table.

☐ P4 (1 point): Second sentence correctly uses shorter than with the two models.

Accept any two accurate comparisons using the requested forms. The facts and grammatical forms are separate checks.

U4S03 | Quantity words

(a) One possible answer

How many pots are there? How much soil is there?

Check your work

☐ P1 (1 point): Uses many for pots.

☐ P2 (1 point): Uses much for soil.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

There is some soil in the box. There are not any labels in the box.

Check your work

☐ P1 (1 point): Soil sentence accurately states that soil is present.

☐ P2 (1 point): Soil sentence correctly uses some with soil.

☐ P3 (1 point): Labels sentence accurately states that no labels are present.

☐ P4 (1 point): Labels sentence correctly uses any in a negative construction.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

U4S04 | Reading a garden notice

(a) One possible answer

The group meets beside the library at 8.30 on Saturday morning.

Check your work

☐ P1 (1 point): States beside the library.

☐ P2 (1 point): States 8.30 on Saturday morning.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

Bring a pencil, a notebook and a water bottle. Ask Ms Lim for a spare pencil.

Check your work

☐ P1 (1 point): Names a pencil.

☐ P2 (1 point): Names a notebook.

☐ P3 (1 point): Names a water bottle.

☐ P4 (1 point): Identifies Ms Lim as the person to ask.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

U4S05 | Dictionary skills and context

(a) One possible answer

Bank means land beside a river. Light means not heavy.

Check your work

☐ P1 (1 point): Chooses bank meaning 1, land beside a river.

☐ P2 (1 point): Chooses light meaning 1, not heavy.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

River is the clue for bank because the sentence is about land beside water, not money. Enough to carry is the clue for light because it concerns weight, not colour.

Check your work

☐ P1 (1 point): Identifies river as the clue for bank.

☐ P2 (1 point): Explains that river links bank to land beside water rather than a money business.

☐ P3 (1 point): Identifies carry or enough to carry as the clue for light.

☐ P4 (1 point): Explains that carrying links light to weight rather than colour.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

U4S06 | Editing a description

(a) One possible answer

flowers; quieter.

Check your work

☐ P1 (1 point): Corrects flowres to flowers.

☐ P2 (1 point): Corrects quietter to quieter.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

Our garden has trees, flowers and a pond. It is quieter than the playground.

Check your work

☐ P1 (1 point): Begins the first sentence with Our.

☐ P2 (1 point): Begins the second sentence with It.

☐ P3 (1 point): Places a comma between trees and flowers.

☐ P4 (1 point): Uses a full stop at the end of each of the two sentences.

A comma before and in the list is optional. The two spelling corrections are assessed in part (a), so do not award them again here.

U4S07 | Character and evidence

(a) One possible answer

The characters are Nisa and Ben.

Check your work

☐ P1 (1 point): Names Nisa.

☐ P2 (1 point): Names Ben.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

Nisa helps Ben write larger labels, making his card easier to read. Ben feels worried before she helps because he cannot read his own tiny labels.

Check your work

☐ P1 (1 point): States that Nisa helps Ben write larger labels.

☐ P2 (1 point): Explains that the larger labels make Ben's card easier to read.

☐ P3 (1 point): Identifies Ben as worried before the help.

☐ P4 (1 point): Explains that he cannot read his own tiny labels.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

U4S08 | Planning two paragraphs

(a) One possible answer

Paragraph 1: Describe the two gardens and compare their number of trees. Paragraph 2: Explain which garden I prefer for reading and why.

Check your work

☐ P1 (1 point): Paragraph-one plan describes or compares the two gardens.

☐ P2 (1 point): Paragraph-two plan gives a reading preference with a reason.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

The north garden has more trees than the south garden. It has twelve trees, while the south garden has seven and a wide play area.

I prefer reading in the north garden because it has a quiet reading corner. This place suits a peaceful reading session.

Check your work

☐ P1 (1 point): Uses two paragraphs with a clear description then preference focus.

☐ P2 (1 point): Includes an accurate comparison using more trees than or fewer trees than.

☐ P3 (1 point): States a reading preference with a reason supported by the supplied facts.

☐ P4 (1 point): Correctly connects the preference and reason with because.

Accept a different coherent preference if its reason fits the facts. Do not require the exact wording or a fixed word count.

U4S09 | Comparisons and supported conclusions

(a) One possible answer

A has the fewest large labels. C has the most landscape models.

Check your work

☐ P1 (1 point): Identifies A for the fewest large labels.

☐ P2 (1 point): Identifies C for the most landscape models.

Accept equivalent accurate wording. Award each point once; exact matching to the model is not required.

(b) One possible answer

B has the most animal pictures, but the table does not show which display visitors prefer. A visitor survey asking for their favourite display would help. B has more large labels than C.

Check your work

☐ P1 (1 point): States that B has the most animal pictures as the supported fact.

☐ P2 (1 point): Explains that the table gives no evidence about popularity or visitor preferences.

☐ P3 (1 point): Suggests relevant popularity evidence, such as a visitor preference survey.

☐ P4 (1 point): Writes one additional accurate comparative sentence using a different table fact.

For the last point, accept another accurate comparison that does not simply repeat that B has the most animal pictures.

U4S10 | Revise from specific feedback

(a) One possible answer

The river model is repeated unnecessarily. The draft gives a preference without explaining why.

Check your work

☐ P1 (1 point): Identifies one valid weakness: repeated noun phrase, vague size words or unsupported preference.

☐ P2 (1 point): Identifies a different valid weakness: repeated noun phrase, vague size words or unsupported preference.

Accept any two distinct weaknesses named in the feedback: repeated noun phrase, vague size words, unsupported preference.

(b) One possible answer

The river model is 40 cm wide. It has a bridge and is wider than the hill model. The hill model is 25 cm wide.

I like the hill model because its green paths make it attractive to me. The paths are my favourite feature.

Check your work

☐ P1 (1 point): Uses a clear pronoun to avoid repeated river model wording.

☐ P2 (1 point): Writes an accurate wider than or narrower than comparison from 40 cm and 25 cm.

☐ P3 (1 point): Explains a preference using the bridge or green paths as a supplied feature.

☐ P4 (1 point): Keeps two coherent paragraphs with a clear description then preference focus.

Accept a preference for either model with a reason based on a supplied feature. Relative clauses are not required.

U4E01 | Email about a favourite place

One possible answer

Hi Maya, I enjoy the little garden beside our community hall. There are some flowering plants near the entrance and three trees beside a wooden bench. I usually sit there with a book on Saturday mornings. The garden is small, but there is enough space for a quiet visit.

It is quieter than the playground near my home. I like it because the bench is a comfortable place to read, and I can see the flowers from there. Sometimes my brother joins me, and we talk about our books. I hope you can visit it with me.

Check your work

☐ P1 (1 point): Clearly identifies the garden being described.

☐ P2 (1 point): Describes one relevant feature of the garden.

☐ P3 (1 point): Describes a second different feature.

☐ P4 (1 point): Makes a clear comparison with another familiar place using a suitable comparative form.

☐ P5 (1 point): Explains a personal preference with a relevant reason.

☐ P6 (1 point): Organises the message into two coherent paragraphs.

☐ P7 (1 point): Uses a conjunction or a clear reference pronoun to connect ideas.

☐ P8 (1 point): Uses sentence capitals and full stops clearly and spells common topic words recognisably.

Accept other accurate, relevant responses and natural A2 wording. Minor errors need not remove a content point when meaning is clear. Check the listed content, organisation and language features rather than matching the model. There is no fixed KPM word limit for this original practice task.

U4E02 | Two animal drawings

One possible answer

My first drawing shows an elephant beside a tree. It has large ears and a long trunk. My second drawing shows a bird on a branch. The bird has colourful feathers and a small beak. I use a grey pencil for the elephant and several coloured pencils for the bird.

The elephant drawing is larger than the bird drawing on my paper. However, I prefer the bird drawing because I enjoy its bright colours. Its green and yellow feathers make the page cheerful. Both pictures have simple labels, and they fit nicely on our classroom display.

Check your work

☐ P1 (1 point): Names both animals.

☐ P2 (1 point): Gives a visible feature of the first drawing.

☐ P3 (1 point): Gives a different visible feature of the second drawing.

☐ P4 (1 point): Makes one clear comparison between the drawings.

☐ P5 (1 point): States a preferred drawing and a relevant reason.

☐ P6 (1 point): Uses two coherent paragraphs.

☐ P7 (1 point): Correctly uses a or an with at least one singular countable noun.

☐ P8 (1 point): Connects ideas with a conjunction or clear pronoun and keeps meaning readable.

Accept other accurate, relevant responses and natural A2 wording. Minor errors need not remove a content point when meaning is clear. Check the listed content, organisation and language features rather than matching the model. There is no fixed KPM word limit for this original practice task.

U4E03 | A report about two model landscapes

One possible answer

Our class made two landscape models. The Lake model is 45 centimetres wide and has six trees. Its water is made from blue paper. The Valley model is 30 centimetres wide and has nine trees beside a paper river. Both models are easy to place on a classroom table.

The Lake model is wider than the Valley model, but the Valley model has more trees. For a display focused on trees, I recommend the Valley model because it includes nine of them. Visitors can count the trees and compare their positions. The two models also show different ways to include water in a landscape.

Check your work

☐ P1 (1 point): Accurately describes a supplied feature of the Lake model.

☐ P2 (1 point): Accurately describes a supplied feature of the Valley model.

☐ P3 (1 point): Makes an accurate comparison of the widths.

☐ P4 (1 point): Makes an accurate comparison of the tree numbers.

☐ P5 (1 point): Recommends the Valley model for a tree-focused display and links the choice to its greater number of trees.

☐ P6 (1 point): Organises the report into two coherent paragraphs.

☐ P7 (1 point): Correctly forms the comparative expressions used for width and number.

☐ P8 (1 point): Connects ideas with conjunctions or reference pronouns while keeping model names clear.

Accept other accurate, relevant responses and natural A2 wording. Minor errors need not remove a content point when meaning is clear. Check the listed content, organisation and language features rather than matching the model. There is no fixed KPM word limit for this original practice task.

U4E04 | Continue an original story

One possible answer

Her friend Dan saw the tree on the floor and picked it up. He brought some glue from the classroom materials box. Lina held the island steady while he put the tree back in its place. They added a wider paper base to help it stand. The tree was shorter than before, but it looked neat.

Lina smiled and thanked Dan for helping her. She wrote his name beside hers on the display label because they both worked on the repair. During the lesson, she explained what happened to the tree. Her classmates listened, and she felt proud of their careful teamwork.

Check your work

☐ P1 (1 point): Continues the given situation with Lina and her damaged model.

☐ P2 (1 point): Describes a clear helpful action.

☐ P3 (1 point): Shows Lina's feeling or response to that help.

☐ P4 (1 point): Gives a coherent ending to the event.

☐ P5 (1 point): Includes one meaningful, correctly formed comparison.

☐ P6 (1 point): Uses two connected paragraphs.

☐ P7 (1 point): Uses past forms consistently enough for the event sequence to be clear.

☐ P8 (1 point): Connects ideas clearly and uses basic sentence punctuation.

Accept other accurate, relevant responses and natural A2 wording. Minor errors need not remove a content point when meaning is clear. Check the listed content, organisation and language features rather than matching the model. There is no fixed KPM word limit for this original practice task.

U4E05 | Improve a display description

One possible answer

Our class made an island model and a mountain model for a small exhibition. The island is 35 centimetres wide and has four trees beside a river. The mountain model is 50 centimetres wide and has two trees. Both models stand on the same table, so visitors can look at them together.

The island model is narrower than the mountain model, but it has more trees. I prefer the island because I like the river running through its landscape. This is my personal choice, and another visitor may enjoy the mountain more. The labels give the measurements so everyone can make accurate comparisons.

Check your work

☐ P1 (1 point): Accurately includes the island model's width and at least one other supplied feature.

☐ P2 (1 point): Accurately includes the mountain model's width and tree count.

☐ P3 (1 point): Makes an accurate comparison of model widths.

☐ P4 (1 point): Makes an accurate comparison of tree counts.

☐ P5 (1 point): States a personal preference with a reason instead of an unsupported factual best claim.

☐ P6 (1 point): Uses two coherent paragraphs with distinct description and comparison/preference purposes.

☐ P7 (1 point): Uses clear reference pronouns or varied wording to remove unnecessary repetition.

☐ P8 (1 point): Uses the comparative expressions correctly and checks basic punctuation and common spellings.

Accept other accurate, relevant responses and natural A2 wording. Minor errors need not remove a content point when meaning is clear. Check the listed content, organisation and language features rather than matching the model. There is no fixed KPM word limit for this original practice task.

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.

U4L01 | Planning a nature poster

Hello, everyone. Today our group is making a nature poster. We have pictures of three landscapes: a forest, an island and a valley. First, choose one landscape picture and put it in the centre of your paper. Next, add two animal pictures around it. We are comparing the pictures, so you do not need to know facts about real animal sizes. The blue bird picture is larger than the green bird picture. Finally, write one comparative sentence under your pictures. There are some coloured pencils in the red box, but there are not any rulers there. Ask me for a ruler if you need one. Keep your labels large enough for the class to read.

Answers

1. A nature poster.

2. Two.

3. In the red box.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.4

U4L02 | The display table

Yesterday, our class arranged a display of model landscapes. I put my small island beside Ravi's mountain. His model was taller than mine, but mine had more trees. At first, I worried that nobody would notice my island. Then Ravi asked me to explain the little river running through it. He listened carefully and helped me write a clearer label. During the afternoon, several visitors stopped to read that label. One pupil asked how much paper I used for the island, and another counted its four trees. I felt happier because people were interested in the details. The tallest model was easy to see, but clear information helped visitors understand the smaller model too.

Answers

1. A class display of model landscapes and how a clearer label helped visitors understand the speaker's island.

2. Ravi.

3. Four.

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

Speaking models

U4P01 | Compare our two drawings

A: Let us compare the height and the number of trees. B: Agreed. My mountain is taller than yours. A: Do you mean your drawing reaches higher on the page? B: Yes. A: My island has more trees than yours. B: Did you say more trees? A: Yes, mine has five and yours has three.

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

U4P02 | Tell a small display story

I made a paper forest for class. One tree fell over before the lesson. My friend helped me add a wider base, and the tree stood up again. I felt relieved. Partner: Do you mean the new base was wider than the old one? Speaker: Yes, that is right.

KPM DSKP pp. 27-28 | SP 2.4.1, 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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