**UNIT 5 | FORM 1 | SESSION 2026**

# Let's experiment

## Notes, examples & 40 objective questions

Explore imaginary inventions while practising future predictions, first conditional sentences, reading, listening, speaking and original two-paragraph writing.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 55-56

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

### A real future possibility

| CONDITION | RESULT | REMEMBER |
|---|---|---|
| **If the class likes it,** | **we will make a poster.** | **Not: if the class will like it** |
| if + present simple | will + base verb | Keep will in the result. |

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

# Learn the patterns

## 5.1 Predict with will and won't

KPM DSKP pp. 55-56 | Language Awareness

Use will or will not to say what you think will happen in the future.

• Put will before the base form of the verb: Our imagined robot will carry books.

• The form stays the same with every subject: I will help. She will help. They will help.

• Will not is the negative form. Its short form is won't: The robot won't climb stairs.

• A prediction says what someone thinks will happen. It is not proof that it will happen.

• Future time phrases can make the time clear: tomorrow, next week and in ten years.

**Worked example: Write a positive and a negative prediction about an imagined classroom robot. Use carry and break.**

1. Choose the subject: The robot.

2. Put will or won't after the subject.

3. Use carry and break without adding -s.

**Answer: The robot will carry books. It won't break them.**

Bantuan BM: Gunakan will atau won't diikuti kata kerja dasar untuk ramalan masa hadapan.

Watch out: Do not add -s or to after will: write will move, not will moves or will to move.

**Try: Complete the prediction: The new model ___ make a loud noise. It will be quiet.**

won't / will not

## 5.2 Ask about the future

KPM DSKP pp. 55-56 | Language Awareness

Move will before the subject to ask a yes/no question about the future.

• A yes/no question begins with will: Will the screen show a picture?

• The main verb stays in its base form: Will Sara design the poster?

• Use a matching pronoun in a short answer: Yes, she will. No, she won't.

• Put a question word before will when you need information: Where will the club meet?

• Do not use do or does with will: Will it work? is correct.

**Worked example: Turn The club will meet in Room Four into a question asking for the place, then answer it.**

1. Choose Where because the missing information is a place.

2. Write Where + will + the club + meet?

3. Use the original place in the answer.

**Answer: Where will the club meet? The club will meet in Room Four.**

Bantuan BM: Dalam soalan masa hadapan, letakkan will sebelum subjek.

Watch out: The short answer to Will they help? is Yes, they will, not Yes, they do.

**Try: Put these words in order: the class / will / visit / when / the display?**

When will the class visit the display?

## 5.3 Link a possible condition and result

KPM DSKP pp. 55-56 | Language Awareness

Use the first conditional to describe a possible future situation and its expected result.

• In this pattern, the if-clause uses the present simple: If the light turns green, ...

• The result clause uses will and a base verb: ... the imaginary door will open.

• Join the clauses: If the light turns green, the imaginary door will open.

• The condition may not happen. The sentence tells us the result if it does happen.

• When the if-clause comes first, put a comma after it. The door will open if the light turns green needs no comma.

• Both clauses can be negative: If we don't finish the poster, we won't display it tomorrow.

**Worked example: Join these ideas using if: We have enough card. We will make two models.**

1. Identify the possible condition: having enough card.

2. Use the present simple after if: If we have enough card.

3. Add the future result and a comma after the first clause.

**Answer: If we have enough card, we will make two models.**

Bantuan BM: Dalam pola ini, if diikuti present simple; bahagian hasil menggunakan will dan kata kerja dasar.

Watch out: For the first-conditional pattern in this unit, write If it works, we will show it, not If it will work, we will show it.

**Try: Complete: If Lina ___ early, she will help with the display. (arrive)**

arrives

## 5.4 Understand science and classroom words

KPM DSKP pp. 55-56 | SP 3.1.3, 3.1.4

Use the sentence around a word and a suitable dictionary meaning to understand it.

• A model can be a small representation of an object: Our card model shows an imagined classroom.

• A label is a short piece of information attached to something: The label says Start.

• A prediction is an idea about what may happen: My prediction is that more pupils will choose blue.

• A result is what happens or what you find out: The result of our class vote is ten votes for blue.

• To record information means to write or save it so that you can use it later.

• A word may have more than one meaning. In a dictionary, choose the meaning that fits the context.

**Worked example: Read this original dictionary entry: display (noun): an arrangement of things for people to look at; display (verb): to show something. Which meaning fits Our display has three models?**

1. Find the target word in the sentence.

2. Notice that Our display names a thing.

3. Choose the noun meaning that fits the three models.

**Answer: Display is a noun here. It means an arrangement of things for people to look at.**

Bantuan BM: Gunakan konteks ayat dan makna kamus yang sesuai untuk memahami perkataan.

Watch out: A prediction and a result are different: one comes before the event; the other tells you what happened.

**Try: In We will record the visitors' comments, does record mean save information or a best-ever performance?**

It means save information.

## 5.5 Read a plan and check its evidence

KPM DSKP pp. 55-56 | SP 3.1.1, 3.1.2

Read first for the main idea, then return to the text to check details and conditions.

• Ask what the whole text is mainly about. One small detail is usually not its main idea.

• Find names, times and places by returning to the relevant sentence.

• Keep planned actions separate from finished actions: will record means the recording is still in the future.

• Read both parts of an if-sentence. A result may depend on a condition.

• Support an inference with a detail in the text. Do not add knowledge about real machines to a story about an invented one.

**Worked example: Read: The club will show a paper model on Monday. If more than ten pupils visit, the team will use a second table. What is certain in the plan, and what depends on visitor numbers?**

1. Identify the action stated without if.

2. Find the condition after if.

3. Match that condition to its result.

**Answer: The plan is to show a paper model on Monday. Using a second table depends on more than ten pupils visiting.**

Bantuan BM: Cari idea utama dahulu, kemudian semak butiran dan syarat terus dalam teks.

Watch out: If twenty visitors come, we will use two tables does not prove that twenty visitors will come.

**Try: A notice says If the hall is free, we will use it. Is the hall definitely free?**

No. The notice gives a condition, not a confirmed fact.

## 5.6 Plan, draft and improve two paragraphs

KPM DSKP pp. 55-56 | SP 4.1.2, 4.1.5, 4.2.1, 4.2.2, 4.2.3

Organise an original explanation of an imagined invention into two linked paragraphs.

• Before writing, plan three details: the name, its purpose and what you think it will do.

• Use paragraph one to introduce the imagined invention and its main job.

• Use paragraph two for a possible situation, its result and a useful next step.

• Link ideas with words such as and, but, because and if. Use it to refer clearly to one device.

• After drafting, check capital letters, full stops, question marks and the apostrophe in won't.

• Check common spelling such as science, classroom and experiment. Read your draft again to improve unclear sentences.

**Worked example: Plan two paragraphs about an imagined Bag Finder, then write a short draft.**

1. Plan paragraph one: name, purpose and a prediction.

2. Plan paragraph two: a possible condition, its result and a next step.

3. Check the base verb after will and the present simple after if.

**Answer: My imagined Bag Finder will help pupils find their bags. It will show the owner's chosen colour on a small screen.**

**If a pupil presses the wrong button, the screen will show a question. We will improve the labels because they need to be clear.**

Bantuan BM: Rancang dua perenggan, tulis draf, kemudian semak isi, tanda baca dan ejaan.

Watch out: Do not promise that an invented device really works. Make clear that it is an idea or an imagined design.

**Try: Which paragraph should introduce an invention before you explain a possible problem with it?**

The first paragraph.

# 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 the prediction: I think our display ___ attract many visitors tomorrow.**

A. was

B. will

C. did

D. has

U5Q01 | Easy | Grammar

**02. Complete: The imaginary robot will ___ the books.**

A. carries

B. carry

C. carried

D. carrying

U5Q02 | Easy | Grammar

**03. Which word is the short form of will not?**

A. doesn't

B. isn't

C. don't

D. won't

U5Q03 | Easy | Grammar

**04. Complete the question: ___ the team display its model tomorrow?**

A. Did

B. Was

C. Will

D. Doing

U5Q04 | Easy | Grammar

**05. Choose the correct positive short answer: Will Sara explain the drawing?**

A. Yes, she did.

B. Yes, she is.

C. Yes, she does.

D. Yes, she will.

U5Q05 | Easy | Grammar

**06. Complete: If the screen lights up, we ___ see the message.**

A. seeing

B. are

C. will

D. saw

U5Q06 | Easy | Grammar

**07. Complete: If Amir ___ early, he will help with the posters.**

A. arrives

B. will arrive

C. arrive

D. arriving

U5Q07 | Easy | Grammar

**08. Choose the negative prediction.**

A. The model worked yesterday.

B. The model won't make a noise.

C. Does the model work?

D. The model works quietly.

U5Q08 | Easy | Grammar

**09. Choose the correctly formed question.**

A. Will Hana writes the labels?

B. Does Hana will write the labels?

C. Will Hana write the labels?

D. Will write Hana the labels?

U5Q09 | Developing | Grammar

**10. Complete: If the visitors ___ the drawing, they will ask a question.**

A. don't understand

B. won't understand

C. doesn't understand

D. not understand

U5Q10 | Developing | Grammar

**11. Which sentence has the same meaning as If the card is missing, we will make another one?**

A. The card will be missing if we make another one.

B. We will make another card before the first one is missing.

C. We will make another card if the first one is missing.

D. If we make another card, the first one will be missing.

U5Q11 | Developing | Grammar

**12. Choose the correctly punctuated first-conditional sentence.**

A. If the hall is free we, will use it.

B. If the hall, is free we will use it.

C. If, the hall is free we will use it.

D. If the hall is free, we will use it.

U5Q12 | Developing | Grammar

**13. Mina asks about the place: ___ will the club meet tomorrow?**

A. Who

B. Where

C. Why

D. When

U5Q13 | Developing | Grammar

**14. Choose the sentence that uses this unit's first-conditional pattern correctly.**

A. If it rain, we will move the display.

B. If it rains, we will move the display.

C. If it will rain, we will move the display.

D. If it rains, we moved the display.

U5Q14 | Developing | Grammar

**15. A team promises: If we receive ten comments, we will add another page. Which statement keeps that meaning?**

A. Adding another page will make exactly ten people comment.

B. The team will add another page even if nobody comments.

C. The team has already received ten comments.

D. Receiving ten comments is the condition for adding another page.

U5Q15 | Challenge | Grammar

**16. Choose the sentence in which both clauses are correctly negative in this first-conditional pattern.**

A. If we don't finish today, we won't display the model tomorrow.

B. If we doesn't finish today, we won't display the model tomorrow.

C. If we won't finish today, we won't display the model tomorrow.

D. If we don't finish today, we won't displayed the model tomorrow.

U5Q16 | Challenge | Grammar

**17. Which word means a small representation of an object?**

A. model

B. result

C. question

D. comment

U5Q17 | Easy | Vocabulary

**18. The short pieces of text beside the parts of a drawing are its ___.**

A. labels

B. shelves

C. votes

D. wheels

U5Q18 | Easy | Vocabulary

**19. Before a class vote, Hana says, I think blue will win. Her idea is a ___.**

A. prediction

B. result

C. instruction

D. measurement

U5Q19 | Easy | Vocabulary

**20. We will ___ the visitors' comments in a notebook so we can read them later.**

A. record

B. forget

C. replace

D. invent

U5Q20 | Easy | Vocabulary

**21. The class has finished counting. Blue received twelve votes and green received eight. These numbers are the ___.**

A. questions

B. instructions

C. predictions

D. results

U5Q21 | Developing | Vocabulary

**22. In The team will improve the label by making it clearer, improve means ___.**

A. make better

B. make smaller

C. copy exactly

D. remove completely

U5Q22 | Developing | Vocabulary

**23. Dictionary: screen (noun): 1 a flat surface that shows pictures or information; 2 a divider that separates parts of a room. Which sentence uses meaning 1?**

A. The changing area has a screen for privacy.

B. A screen divides the reading corner from the tables.

C. The device shows the answer on its screen.

D. We placed a screen between the two groups.

U5Q23 | Developing | Vocabulary

**24. Our invention is imaginary: it exists only in our story. What does imaginary mean here?**

A. tested in a laboratory

B. created in someone's mind

C. made by a factory

D. already on sale

U5Q24 | Challenge | Vocabulary

**Original reading | U5R1**

# The Quiet Cart

On Friday, the English Club will share ideas for an imaginary classroom helper. Maya and her team call their idea the Quiet Cart. In their drawing, the cart has four wheels, a screen and three shelves. Maya thinks it will carry exercise books between tables. Her friend Ravi says it won't replace the teacher because it cannot explain a difficult lesson. The team will show a paper model, not a working machine. They will also display a large labelled drawing so that visitors can understand their idea.

Before the event, each team member has a job. Maya will write a short introduction, Ravi will draw the wheels, and Hana will prepare question cards. If visitors want more details, Hana will give them a card to write on. The team will read the cards after the event and record the most common questions. If many visitors ask about the same part, they will improve its label. They hope the comments will help them explain their idea more clearly next time.

Word help: labelled = marked with words that identify or explain parts; record = write down or save information; replace = take the place of someone or something

### 25. Who will prepare the question cards?

A. Ravi

B. Maya

C. The teacher

D. Hana

U5Q25 | Easy | Reading | Read U5R1

### 26. What is the main purpose of the passage The Quiet Cart?

A. To explain how to repair a real machine

B. To describe a plan for presenting an imaginary classroom helper

C. To compare two working classroom carts

D. To report the sale of a finished robot

U5Q26 | Developing | Reading | Read U5R1

### 27. According to Ravi, why won't the Quiet Cart replace the teacher?

A. It has only three shelves.

B. It cannot carry question cards.

C. It cannot explain a difficult lesson.

D. It has four wheels.

U5Q27 | Developing | Reading | Read U5R1

**28. When will the team read the visitors' question cards?**

A. While Ravi draws the wheels

B. After the event

C. Before the visitors arrive

D. Before Maya writes the introduction

U5Q28 | Developing | Reading | Read U5R1

**29. What will happen if many visitors ask about the same part?**

A. The visitors will build the cart.

B. The team will improve that part's label.

C. The team will replace the teacher.

D. The team will cancel the next event.

U5Q29 | Challenge | Reading | Read U5R1

**30. Which conclusion is supported by the passage?**

A. Ravi will teach a lesson instead of displaying the drawing.

B. The paper model can already carry real exercise books.

C. Every visitor has asked the same question.

D. The team wants to use feedback to make its explanation clearer.

U5Q30 | Challenge | Reading | Read U5R1

**Original reading | U5R2**

# Ideas Morning

The school library will hold an Ideas Morning next Wednesday. Pupils will present imaginary devices designed to make school life easier. One group will show a drawing of a Book Buddy. In their story, this device will help a reader choose a book by asking about favourite topics. The group says it won't decide for the reader. Choosing the book will still be the reader's job. The display will include a short conversation between an invented reader and the Book Buddy, plus a list of questions for visitors.

Visitors will receive one voting card each. They will choose the clearest explanation, not the most expensive-looking model. Before the morning starts, the librarian will count the chairs. If more than twenty visitors arrive, the helpers will bring extra chairs from the next room. The final vote will take place at ten o'clock. After that, the presenters will collect the cards and count the votes together. The winning team will explain one change it will make after reading the visitors' comments.

Word help: presenters = people who show and explain something to an audience; vote = a choice that is counted with other people's choices; device = an object designed to do a particular job

### 31. What time will the final vote take place?

A. Eleven o'clock

B. Nine o'clock

C. Ten o'clock

D. Twelve o'clock

U5Q31 | Easy | Reading | Read U5R2

### 32. What should visitors choose when they vote?

A. The most expensive-looking model

B. The group with the most pupils

C. The clearest explanation

D. The largest device

U5Q32 | Developing | Reading | Read U5R2

### 33. Which job will remain with the reader in the Book Buddy story?

A. Writing the visitor list

B. Choosing the book

C. Counting the voting cards

D. Bringing extra chairs

U5Q33 | Developing | Reading | Read U5R2

**34. Exactly twenty visitors arrive. Based only on the stated condition, must the helpers bring extra chairs?**

A. No. The library has no extra chairs.

B. Yes. The condition includes exactly twenty visitors.

C. Yes. Extra chairs are needed for every visitor.

D. No. The condition says more than twenty visitors.

U5Q34 | Challenge | Reading | Read U5R2

**35. What does After that refer to in the second paragraph?**

A. After each visitor chooses a library book

B. After the winning team changes its device

C. After the librarian counts the chairs

D. After the final vote at ten o'clock

U5Q35 | Challenge | Reading | Read U5R2

**36. Which statement about Ideas Morning is supported by the whole passage?**

A. The event rewards the model that costs the most money.

B. Visitors will test working inventions in a laboratory.

C. The event combines explaining ideas with listening to visitors' views.

D. Book Buddy will make every reader's final choice.

U5Q36 | Challenge | Reading | Read U5R2

**37. Which reply gives the requested time? A: When will your group present its idea?**

A. In Room Two.

B. With three classmates.

C. At nine o'clock.

D. Because it is useful.

U5Q37 | Easy | Communication

**38. Which sentence asks someone to repeat an instruction because you did not hear it?**

A. Could you say that again, please?

B. I will finish the poster tomorrow.

C. I agree with the first step.

D. That label is blue.

U5Q38 | Easy | Communication

**39. A: We will label the drawing first, then write the introduction. B: ___. Which reply checks that B understands the order?**

A. Our teacher likes the introduction.

B. The drawing has four wheels.

C. I prefer blue labels.

D. So the labels come before the introduction, right?

U5Q39 | Developing | Communication

**40. Which reply agrees to a proposed next step? A: Shall we collect the question cards after the display?**

A. Yes, let's collect them then.

B. What colour are the cards?

C. The display is in the hall.

D. I collected cards last week.

U5Q40 | Developing | Communication

# Answers & explanations

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

**01. B | will**

Will introduces the prediction about tomorrow. The verb attract is in its base form.

KPM DSKP pp. 55 | Language Awareness

**02. B | carry**

Use the base form carry after will, for every subject.

KPM DSKP pp. 55 | Language Awareness

**03. D | won't**

Won't is the contracted form of will not.

KPM DSKP pp. 55 | Language Awareness

**04. C | Will**

Will + subject + base verb forms this future question.

KPM DSKP pp. 55 | Language Awareness

**05. D | Yes, she will.**

The question uses will, so the positive short answer is Yes, she will.

KPM DSKP pp. 55 | Language Awareness

**06. C | will**

Will see is the correct future result in this first-conditional sentence.

KPM DSKP pp. 55 | Language Awareness

**07. A | arrives**

Amir is singular, so the present-simple verb in the if-clause is arrives.

KPM DSKP pp. 55 | Language Awareness

**08. B | The model won't make a noise.**

Won't make gives a negative prediction about the future.

KPM DSKP pp. 55 | Language Awareness

**09. C | Will Hana write the labels?**

Will Hana write the labels? has the correct order and the base form write.

KPM DSKP pp. 55 | Language Awareness

**10. A | don't understand**

Don't understand is the present-simple negative for visitors. The result clause already uses will.

KPM DSKP pp. 55 | Language Awareness

**11. C | We will make another card if the first one is missing.**

Only the last option keeps the missing card as the condition and making another card as its result.

KPM DSKP pp. 55 | Language Awareness

**12. D | If the hall is free, we will use it.**

The complete opening if-clause is If the hall is free. Put the comma after that clause.

KPM DSKP pp. 55 | Language Awareness

**13. B | Where**

Where asks about the meeting place. When asks about time, who about a person, and why about a reason.

KPM DSKP pp. 55 | Language Awareness

**14. B | If it rains, we will move the display.**

It rains has the correct present-simple form. We will move gives the possible future result.

KPM DSKP pp. 55 | Language Awareness

**15. D | Receiving ten comments is the condition for adding another page.**

The if-clause gives receiving ten comments as the condition. It does not say the comments have already arrived.

KPM DSKP pp. 55 | Language Awareness

**16. A | If we don't finish today, we won't display the model tomorrow.**

Don't finish correctly forms the if-clause with we. Won't display uses the base verb in the result clause.

KPM DSKP pp. 55 | Language Awareness

**17. A | model**

A model represents an object, often in a smaller or simpler form.

KPM DSKP pp. 55 | SP 3.1.3

**18. A | labels**

Labels identify or explain parts of a drawing or object.

KPM DSKP pp. 55 | SP 3.1.3

**19. A | prediction**

A prediction says what someone thinks will happen before the event.

KPM DSKP pp. 55 | SP 3.1.3

**20. A | record**

To record comments means to write or save them for later use.

KPM DSKP pp. 55 | SP 3.1.3

**21. D | results**

Results tell us what happened. Predictions are made before the result is known.

KPM DSKP pp. 55 | SP 3.1.3

**22. A | make better**

Making a label clearer makes it better, so improve means make better.

KPM DSKP pp. 55 | SP 3.1.3

**23. C | The device shows the answer on its screen.**

The device shows an answer, so its screen matches meaning 1. The other screens are dividers.

KPM DSKP pp. 55 | SP 3.1.4

**24. B | created in someone's mind**

The sentence says the invention exists only in the story, so imaginary means created in someone's mind.

KPM DSKP pp. 55 | SP 3.1.3

**25. D | Hana**

The second paragraph says Hana will prepare question cards.

KPM DSKP pp. 33 | SP 3.1.2

**26. B | To describe a plan for presenting an imaginary classroom helper**

The passage introduces the imaginary Quiet Cart and explains how the team will present it and collect comments.

KPM DSKP pp. 33 | SP 3.1.1

**27. C | It cannot explain a difficult lesson.**

Ravi says the cart cannot explain a difficult lesson. The passage does not give the other options as his reason.

KPM DSKP pp. 33 | SP 3.1.2

**28. B | After the event**

The second paragraph says the team will read the cards after the event.

KPM DSKP pp. 33 | SP 3.1.2

**29. B | The team will improve that part's label.**

Repeated questions about one part lead the team to improve its label. No other result is stated.

KPM DSKP pp. 33 | SP 3.1.2

**30. D | The team wants to use feedback to make its explanation clearer.**

The team will record common questions and improve labels. Its stated hope is to explain the idea more clearly next time.

KPM DSKP pp. 33 | SP 3.1.2

**31. C | Ten o'clock**

The final vote will take place at ten o'clock.

KPM DSKP pp. 33 | SP 3.1.2

**32. C | The clearest explanation**

Visitors will choose the clearest explanation, not the most expensive-looking model.

KPM DSKP pp. 33 | SP 3.1.2

**33. B | Choosing the book**

The passage explicitly says choosing the book will still be the reader's job.

KPM DSKP pp. 33 | SP 3.1.2

**34. D | No. The condition says more than twenty visitors.**

Exactly twenty does not meet the stated condition of more than twenty. The text does not say extra chairs are always needed or unavailable.

KPM DSKP pp. 33 | SP 3.1.2

**35. D | After the final vote at ten o'clock**

The previous sentence gives the final vote at ten o'clock. After that means after the vote.

KPM DSKP pp. 33 | SP 3.1.2

**36. C | The event combines explaining ideas with listening to visitors' views.**

Pupils will explain imaginary ideas, visitors will vote on clarity, and the winners will respond to comments. The other claims contradict the text.

KPM DSKP pp. 33 | SP 3.1.1, 3.1.2

**37. C | At nine o'clock.**

At nine o'clock supplies a time. The other replies answer different questions.

KPM DSKP pp. 33 | SP 3.1.2

**38. A | Could you say that again, please?**

Could you say that again, please? asks the speaker to repeat the instruction.

KPM DSKP pp. 55 | Language Awareness

**39. D | So the labels come before the introduction, right?**

The last reply restates the order and asks for confirmation. This written item practises recognising an understanding check; it does not assess speech.

KPM DSKP pp. 55 | Language Awareness

**40. A | Yes, let's collect them then.**

Yes, let's collect them then agrees to collect the cards after the display.

KPM DSKP pp. 55 | Language Awareness

## 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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