UNIT 5 | FORM 1 | SESSION 2026

Let's experiment

Written practice, listening & speaking

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.

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

U5S01 | Future forms

Easy | 6 points | KPM DSKP pp. 55-56 | Language Awareness

Our group is imagining a classroom helper. These sentences describe what the group thinks will happen tomorrow.

(a) Complete both sentences using the correct form of the verb in brackets: (i) The helper will ___ books. (carry) (ii) It will not ___ the teacher. (replace) [2 points]

(b) Rewrite each item correctly: (i) Will Sara draws the poster? (ii) They won't arrived late. (iii) Write will not as one contracted word. (iv) Give a positive short answer to Will they help? [4 points]

U5S02 | Read an event notice

Easy | 6 points | KPM DSKP pp. 33-39 | SP 3.1.2

IDEA DAY: The event will be on Thursday in Room Six. Each group will show one paper model. Visitors will arrive at nine o'clock. Nila will welcome them at the door. Faiz will record their comments in a notebook. If more than fifteen visitors arrive, the class will use a second table.

(a) Give the day and room for Idea Day. [2 points]

(b) Give four details: (i) what each group will show; (ii) the visitors' arrival time; (iii) Nila's job; (iv) where Faiz will record the comments. [4 points]

U5S03 | Use words and a dictionary

Easy | 6 points | KPM DSKP pp. 33-56 | SP 3.1.3, 3.1.4

Original dictionary entries: prediction (noun): an idea about what may happen; result (noun): what happens or what is found out; label (noun): short written information attached to an object; record (verb): to write or save information; display (verb): to show something; improve (verb): to make something better.

(a) Choose prediction or result for each sentence: (i) Before voting, I think green will win. (ii) After counting, green has twelve votes and blue has nine. [2 points]

(b) Use each of these words once: label, record, display, improve. Complete: (i) We will ___ the answers in a notebook. (ii) The ___ says Start. (iii) We will ___ our model so that everyone can see it. (iv) We will ___ the explanation by making it clearer. [4 points]

U5S04 | Write a short invitation

Easy | 6 points | KPM DSKP pp. 33-39 | SP 4.1.2, 4.2.1

Plan: Imagination Club display; Friday; school library; you will explain the poster; your friend Ben will collect comment cards.

(a) Write the day and place that belong in the invitation. [2 points]

(b) Write two sentences about the two jobs. Say what you will do and what Ben will do. Use will in both sentences, with a capital letter and full stop for each. [4 points]

U5S05 | Build first-conditional sentences

Developing | 6 points | KPM DSKP pp. 55-56 | Language Awareness

The team has two plans. Plan A: a visitor asks a question; Mina will show the labelled drawing. Plan B: the printer does not work; the team will write the labels by hand.

(a) For the first-conditional pattern in this unit, name the tense normally used after if and the modal used for a positive future result. [2 points]

(b) Write one first-conditional sentence for each plan. Begin each sentence with If. [4 points]

U5S06 | Edit a two-paragraph draft

Developing | 6 points | KPM DSKP pp. 33-39 | SP 4.1.5, 4.2.1, 4.2.2, 4.2.3

Draft, with four editing tasks: my imagined device is a Desk Guide it will show the next lesson. If the words are too small, we will use a larger screen. We will not add music because the classroom needs to stay quiet. Extra spelling checks: experimant; clasroom.

(a) Correct the spelling of experimant and clasroom. [2 points]

(b) Rewrite the draft in two paragraphs. Use paragraph one for the device and its main job, and paragraph two for the possible change and music decision. Correct the opening capital, add the missing full stop after Desk Guide, and change will not to its contracted form. [4 points]

U5S07 | Respond to an original story

Developing | 6 points | KPM DSKP pp. 33-39 | SP 3.1.2, 5.1.1, 5.1.2

Original story: Omar looked at his model of a Bag Finder. The labels were tiny, and the first visitor could not read them. Omar felt embarrassed. His teammate Lea sat beside him and offered to help. Together, they wrote larger labels. When the next visitor smiled and understood the drawing, Omar relaxed. He said, If anyone has another question, I will listen carefully. Lea nodded and put a blank comment card beside the model.

(a) Name the teammate who helps Omar, and describe how Omar feels when the first visitor cannot read the labels. [2 points]

(b) Explain one helpful action Lea takes and why it helps. Then write Omar's stated condition and his promised result. [4 points]

U5S08 | Distinguish predictions and results

Developing | 6 points | KPM DSKP pp. 33-39 | SP 3.1.2

Monday's completed class vote: Clear Desk idea, 12 votes; Book Buddy idea, 8 votes. Before Monday's vote, Asha said, "I think Book Buddy will receive more votes." A different class will vote on Tuesday. The team will add a second comment box if more than twenty pupils take part on Tuesday. No Tuesday votes have been counted yet.

(a) State the winning idea on Monday and the difference between the two vote totals. [2 points]

(b) Answer all four items: (i) Was Asha's Monday prediction correct? (ii) Give the vote evidence for your answer. (iii) Is Tuesday's winner already known from this text? Give a reason. (iv) State the condition for adding a second comment box on Tuesday. [4 points]

U5S09 | Plan and write a message

Challenge | 6 points | KPM DSKP pp. 33-39 | SP 4.1.2, 4.1.5, 4.2.3

Your class will display imaginary inventions on Tuesday in the library. You will present a Paper Helper. Your partner will write labels. If visitors find the labels unclear, you will rewrite them. Send your partner a short message with two paragraphs. This is an English writing task, not a real experiment.

(a) Plan the message by stating the main purpose of each paragraph. Put the event and invention in paragraph one, and the jobs and response to comments in paragraph two. [2 points]

(b) Write the two-paragraph message using the plan. Include the event details, both jobs, and the if-condition with its result. [4 points]

U5S10 | Read conditions precisely

Challenge | 6 points | KPM DSKP pp. 33-56 | SP 3.1.2

Two display plans: Plan A says, If more than ten visitors come, we will open Table Two. Plan B says, If ten or more visitors come, we will open Table Three. Exactly ten visitors come. A pupil then says, Both plans require the extra tables to open. There is no other instruction about opening tables.

(a) For exactly ten visitors, identify which plan's condition is met and which plan's condition is not met. [2 points]

(b) Correct the pupil's claim with two reasons, one for each plan. Then rewrite Plan A with the result clause first, keeping its meaning and correct verb forms. [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.

U5E01 | Describe an imaginary helper

Easy | 8 points | KPM DSKP pp. 39-56 | SP 4.1.2, 4.1.5, 4.2.3

Invent a classroom helper. In two paragraphs, name it, explain its purpose, and predict one thing it will do and one thing it won't do. Include one possible condition and its future result. Make clear that the invention is imaginary. Aim for about 80-120 words as practice guidance.

Planning help

1. Plan the name and purpose before writing paragraph one.
2. In paragraph two, use If + present simple, followed by will + a base verb.
3. Check that it refers clearly to your invention, and check the apostrophe in won't.

U5E02 | Email a teammate

Easy | 8 points | KPM DSKP pp. 39-56 | SP 4.1.2, 4.1.5, 4.2.1, 4.2.3

Write a two-paragraph email to a teammate about an imaginary-invention display. Give the day and place, your job, your teammate's job, and a possible problem with the response you plan. Include a reason for one choice. Aim for about 80-120 words as practice guidance.

Planning help

1. Use paragraph one for the event and your two jobs.
2. Use paragraph two for a possible problem and an if-sentence explaining the response.
3. Include a greeting, and check capitals and full stops before finishing.

U5E03 | Explain and improve an idea

Developing | 8 points | KPM DSKP pp. 39-56 | SP 4.1.2, 4.1.5, 4.2.3

Write a two-paragraph article called Our Imaginary Classroom Screen. Explain its main job and one thing it won't do. Describe a possible difficulty, its conditional solution, how you will collect comments and how the comments will help you improve the explanation. Aim for about 80-120 words as practice guidance.

Planning help

1. Introduce the screen and its purpose in paragraph one.
2. Use paragraph two for the difficulty, planned response and comments.
3. Separate a predicted action from something already tested; this is an imagined idea.

U5E04 | Continue an original story

Developing | 8 points | KPM DSKP pp. 39-56 | SP 4.1.3, 4.1.5, 5.1.1, 5.3.1

Original story opening: Ella's paper model fell over just before the class display. Her friend Jun picked up the drawing and said, We still have a clear idea to share. Continue the story in two paragraphs. Show what Ella and Jun do, how Ella's feelings change and why, and one promise for their next display using will. Include a first-conditional sentence. Aim for about 80-120 words as practice guidance.

Planning help

1. Use the first paragraph to show a helpful action and Ella's first reaction.
2. Use the second paragraph to show the display, a change of feeling and a future promise.
3. Keep Ella and Jun as the characters; create an ending rather than copying the opening.

U5E05 | Use feedback in a future plan

Challenge | 8 points | KPM DSKP pp. 39-56 | SP 3.1.2, 4.1.2, 4.1.5, 4.2.3

Original feedback for an imaginary Bag Guide display: six visitors say the labels are too small; three ask what the red button means; one says the introduction is clear. Write a two-paragraph message to your group. Summarise all three findings accurately. Plan two different improvements, one for labels and one for the red-button explanation. Include a first-conditional response to a future visitor question and explain how you will collect fresh feedback. Aim for about 80-120 words as practice guidance.

Planning help

1. Use paragraph one for the three feedback findings, including the numbers.
2. Use paragraph two for two targeted improvements and a response to a future question.
3. Reread the data and check that each planned action responds to an actual finding.

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.

U5L01 | A plan for the class display

Before listening, check these words: imaginary means invented; label identifies a part; comment card is a card for a visitor's response. Listen first for the purpose and then for details. Use audio or ask someone to read the script aloud; reading the script yourself is reading practice.

1. What is the main aim of the group's display?

2. What time will visitors arrive?

3. What will visitors do if they want to ask a question?

U5L02 | Responding to a visitor

Before listening, predict which question words a visitor may use. Listen for who makes the choice and what happens under the stated condition. Use the audio or a reader; reveal the printed script only after the listening attempt.

1. What is the conversation mainly about?

2. Who will make the final book choice?

3. In the imagined design, what will the screen show if a picture is unclear?

Speaking practice

U5P01 | Agree on a display plan

With a partner, plan a display of an imaginary classroom invention. Decide on two jobs and their order. Ask one question to check understanding and agree on the next step.

1. Suggest an invention and say what each person will do.
2. Check the order by restating it as a question.
3. Agree on the first action and say the plan together.

Partner checklist

☐ I explain a future plan using will and a base verb.

☐ I give my partner a chance to speak.

☐ I check that I understand the plan or its order.

☐ We agree clearly on a next step.

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

U5P02 | Present an imaginary invention

Give a short talk about an imaginary device for school. Name it, explain its purpose and predict one thing it will and will not do. Add a possible condition and its result. Invite a partner to ask a question and check that you understand it.

1. Plan three or four key words rather than a full script.
2. Speak clearly and use an if-sentence for a possible situation.
3. Listen to a partner's question, check its meaning if needed, and answer it.

Partner checklist

☐ I make clear that the device is an imagined idea.

☐ I communicate a purpose and positive and negative future predictions.

☐ My if-sentence has a clear condition and a logical result.

☐ I listen to the question and check its meaning when necessary.

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.

U5S01 | Future forms

(a) One possible answer

(i) carry
(ii) replace

Check your work

☐ P1 (1 point): Writes carry for (i).

☐ P2 (1 point): Writes replace for (ii).

Accept the two completed sentences or just the correct verb forms.

(b) One possible answer

(i) Will Sara draw the poster?
(ii) They won't arrive late.
(iii) won't
(iv) Yes, they will.

Check your work

☐ P1 (1 point): Corrects (i) to Will Sara draw the poster?

☐ P2 (1 point): Corrects (ii) to They won't arrive late.

☐ P3 (1 point): Writes won't for (iii), including the apostrophe.

☐ P4 (1 point): Writes Yes, they will for (iv).

Accept curly or straight apostrophes. Accept will not instead of won't in item (ii), but item (iii) requires the contracted form.

U5S02 | Read an event notice

(a) One possible answer

Idea Day will be on Thursday in Room Six.

Check your work

☐ P1 (1 point): Gives Thursday as the day.

☐ P2 (1 point): Gives Room Six as the place.

Accept a list. Minor spelling errors are acceptable if the day and room are unambiguous.

(b) One possible answer

(i) Each group will show one paper model.
(ii) Visitors will arrive at nine o'clock.
(iii) Nila will welcome them at the door.
(iv) Faiz will record the comments in a notebook.

Check your work

☐ P1 (1 point): States one paper model for (i).

☐ P2 (1 point): States nine o'clock for (ii).

☐ P3 (1 point): States that Nila will welcome visitors at the door for (iii).

☐ P4 (1 point): States a notebook for (iv).

Accept short answers that preserve the stated detail. Do not require exact sentence wording.

U5S03 | Use words and a dictionary

(a) One possible answer

(i) prediction
(ii) result

Check your work

☐ P1 (1 point): Chooses prediction for (i).

☐ P2 (1 point): Chooses result for (ii).

Accept a clear explanation with the correct word.

(b) One possible answer

(i) record
(ii) label
(iii) display
(iv) improve

Check your work

☐ P1 (1 point): Writes record for (i).

☐ P2 (1 point): Writes label for (ii).

☐ P3 (1 point): Writes display for (iii).

☐ P4 (1 point): Writes improve for (iv).

The target dictionary word is required for each item; capitalisation at the start of a listed answer does not matter.

U5S04 | Write a short invitation

(a) One possible answer

Friday; the school library.

Check your work

☐ P1 (1 point): Identifies Friday.

☐ P2 (1 point): Identifies the school library.

Accept the details in a full sentence.

(b) One possible answer

I will explain the poster. Ben will collect comment cards.

Check your work

☐ P1 (1 point): States that the writer will explain the poster.

☐ P2 (1 point): States that Ben will collect comment cards.

☐ P3 (1 point): Uses will + a base verb correctly in both sentences.

☐ P4 (1 point): Uses an initial capital and final full stop in each sentence.

Accept equivalent wording such as describe the poster or gather comment cards. Award task-content marks independently from the specified grammar and punctuation marks.

U5S05 | Build first-conditional sentences

(a) One possible answer

The if-clause uses the present simple. The positive future result uses will.

Check your work

☐ P1 (1 point): Names the present simple / simple present for the if-clause.

☐ P2 (1 point): Names will for a positive future result.

Accept simple present for present simple. The modal answer must be will.

(b) One possible answer

If a visitor asks a question, Mina will show the labelled drawing.
If the printer doesn't work, the team will write the labels by hand.

Check your work

☐ P1 (1 point): Plan A has the faithful present-simple condition If a visitor asks a question.

☐ P2 (1 point): Plan A has the faithful result Mina will show the labelled drawing.

☐ P3 (1 point): Plan B has the faithful negative condition If the printer does not work / doesn't work.

☐ P4 (1 point): Plan B has the faithful result the team will write the labels by hand.

Accept equivalent wording and expanded or contracted negative forms. A minor punctuation error does not remove a correctly formed clause mark.

U5S06 | Edit a two-paragraph draft

(a) One possible answer

experiment; classroom

Check your work

☐ P1 (1 point): Corrects experimant to experiment.

☐ P2 (1 point): Corrects clasroom to classroom.

Award one mark for each correctly spelt target word.

(b) One possible answer

My imagined device is a Desk Guide. It will show the next lesson.

If the words are too small, we will use a larger screen. We won't add music because the classroom needs to stay quiet.

Check your work

☐ P1 (1 point): Begins My with a capital M.

☐ P2 (1 point): Places a full stop after Desk Guide and begins It as the next sentence.

☐ P3 (1 point): Starts a new paragraph with the possible change, If the words are too small.

☐ P4 (1 point): Replaces will not with won't using an apostrophe.

Accept equivalent punctuation that correctly separates the two opening sentences. The two-paragraph structure and the contracted won't must remain visible.

U5S07 | Respond to an original story

(a) One possible answer

Lea helps Omar. He feels embarrassed when the first visitor cannot read the labels.

Check your work

☐ P1 (1 point): Names Lea as the teammate.

☐ P2 (1 point): Identifies embarrassment as Omar's initial feeling.

Accept an accurate feeling such as uncomfortable or self-conscious if it fits the stated embarrassment.

(b) One possible answer

Lea helps Omar write larger labels. This helps visitors read the words and understand the drawing. If anyone has another question, Omar will listen carefully.

Check your work

☐ P1 (1 point): Identifies Lea helping to write larger labels.

☐ P2 (1 point): Explains that larger labels are easier for visitors to read or help them understand the drawing.

☐ P3 (1 point): States the condition: if anyone has another question.

☐ P4 (1 point): States the result: Omar will listen carefully.

For the first two points, also accept Lea offering support with the reason that it helps Omar feel less alone, provided the action and reason are linked. Accept clear paraphrases of the condition and result.

U5S08 | Distinguish predictions and results

(a) One possible answer

Clear Desk won on Monday by four votes.

Check your work

☐ P1 (1 point): Identifies Clear Desk as Monday's winner.

☐ P2 (1 point): Gives a difference of four votes.

Accept 4 instead of four. Do not use the prediction as the result.

(b) One possible answer

(i) No.
(ii) Book Buddy received eight votes, but Clear Desk received twelve.
(iii) No. No Tuesday votes have been counted yet.
(iv) More than twenty pupils must take part on Tuesday.

Check your work

☐ P1 (1 point): States that Asha's prediction was not correct.

☐ P2 (1 point): Supports this with Book Buddy receiving 8 votes while Clear Desk received 12.

☐ P3 (1 point): States that Tuesday's winner is not yet known because no Tuesday votes have been counted.

☐ P4 (1 point): States the condition as more than twenty pupils taking part on Tuesday.

Accept equivalent explanations. For (iv), exactly twenty is not enough to meet the stated condition.

U5S09 | Plan and write a message

(a) One possible answer

Paragraph one: Introduce Tuesday's library display and the Paper Helper idea.
Paragraph two: Explain our jobs and our response to unclear labels.

Check your work

☐ P1 (1 point): Plans paragraph one around the Tuesday library display and Paper Helper idea.

☐ P2 (1 point): Plans paragraph two around the jobs and what to do if the labels are unclear.

Accept concise notes or full sentences. The two purposes must be distinct.

(b) One possible answer

Hi Sam,
Our class will display imaginary inventions on Tuesday in the library. I will present our Paper Helper idea.

You will write the labels, and I will explain the idea to visitors. If visitors find the labels unclear, we will rewrite them. Please tell me if you want to add another idea.

Check your work

☐ P1 (1 point): Includes the Tuesday library display and the Paper Helper idea accurately.

☐ P2 (1 point): States both jobs accurately: the writer presents and the partner writes labels.

☐ P3 (1 point): Gives the intended first conditional accurately: if visitors find the labels unclear, we will rewrite them.

☐ P4 (1 point): Organises the message into two coherent paragraphs following the planned purposes.

Accept a different partner name and reasonable additional details. Do not require the model wording. The main message must preserve the given plans and condition.

U5S10 | Read conditions precisely

(a) One possible answer

Plan B's condition is met. Plan A's condition is not met.

Check your work

☐ P1 (1 point): States that Plan B's condition is met.

☐ P2 (1 point): States that Plan A's condition is not met.

Accept references to Table Three and Table Two if the intended plans are clear.

(b) One possible answer

The claim is incorrect. Ten visitors meets Plan B's condition of ten or more, so Table Three will open. Ten is not more than ten, so Plan A does not require Table Two to open.

We will open Table Two if more than ten visitors come.

Check your work

☐ P1 (1 point): Explains that exactly ten satisfies ten or more, so Plan B requires Table Three to open.

☐ P2 (1 point): Explains that exactly ten is not more than ten, so Plan A does not require Table Two to open in this situation.

☐ P3 (1 point): The rewrite begins with the correct result clause We will open Table Two.

☐ P4 (1 point): The rewrite keeps the correct condition if more than ten visitors come.

Accept accurate paraphrases. Do not claim that Plan A forbids Table Two from opening: the text only says its condition has not been met.

U5E01 | Describe an imaginary helper

One possible answer

My imaginary invention is the Desk Friend. Its purpose is to help pupils organise their school things. I think it will show a picture of the books for the next lesson. It won't do anyone's homework or give answers during a test. Every pupil will still do their own work.

If a pupil chooses the wrong lesson, the screen will show a simple question. The pupil will check the timetable and choose again. I will draw clear labels because people need to understand the idea. Then I will ask my classmates for comments.

Check your work

☐ P1 (1 point): Names an invention and makes clear that it is an imagined idea.

☐ P2 (1 point): Explains a clear classroom purpose for the invention.

☐ P3 (1 point): Gives an appropriate positive prediction using will + a base verb.

☐ P4 (1 point): Gives an appropriate negative prediction using won't / will not + a base verb.

☐ P5 (1 point): Includes a possible condition in the present simple after if.

☐ P6 (1 point): Links that condition to a logical future result using will + a base verb.

☐ P7 (1 point): Uses two coherent paragraphs: introduction first, possible situation next.

☐ P8 (1 point): Uses it or another pronoun with a clear reference to avoid unnecessary repetition.

Accept other original, accurate responses that meet the task. Award each observable criterion once, using reasonable A2 expectations. Minor errors that do not block meaning do not cancel content marks. The suggested length is practice guidance, not an official KPM word limit; do not match the model word for word.

U5E02 | Email a teammate

One possible answer

Hi Noor,
Our imaginary-invention display will be on Monday in the school library. I will explain our Book Finder idea to visitors. You will draw the poster and label its main parts. I think our classmates will enjoy the pictures because they make the idea easy to understand.

If visitors cannot read the small labels, we will write bigger ones. We will also put blank cards beside the display for their questions. After the event, we will read the cards together and choose one part to improve. Please tell me what you think of this plan.

Check your work

☐ P1 (1 point): Makes the email's purpose clear: arranging an imaginary-invention display.

☐ P2 (1 point): Gives both a day and a place for the display.

☐ P3 (1 point): States a clear job for the writer.

☐ P4 (1 point): States a different clear job for the teammate.

☐ P5 (1 point): Uses will + a base verb accurately to describe the future jobs.

☐ P6 (1 point): Includes a logical first-conditional problem and response.

☐ P7 (1 point): Uses two coherent paragraphs with a clear change of focus.

☐ P8 (1 point): Gives an understandable reason for a choice, linked with because or an equivalent connector.

Accept other original, accurate responses that meet the task. Award each observable criterion once, using reasonable A2 expectations. Minor errors that do not block meaning do not cancel content marks. The suggested length is practice guidance, not an official KPM word limit; do not match the model word for word.

U5E03 | Explain and improve an idea

One possible answer

Our imaginary classroom screen will show the names of the books for each lesson. It will also show a picture beside each name. This idea will help pupils organise their desks, but it won't choose their answers or complete their homework. The pupils will still do their own learning.

Some visitors may find the pictures unclear. If a visitor cannot understand a picture, we will add a word below it. We will collect comments on paper cards because we want useful suggestions. After the display, we will read them and redraw the pictures that cause the most confusion.

Check your work

☐ P1 (1 point): Introduces the screen as an imaginary idea and states its main classroom job.

☐ P2 (1 point): Describes one limitation using a clear negative future prediction.

☐ P3 (1 point): Identifies a plausible difficulty for users of the imagined screen.

☐ P4 (1 point): Gives a logical response in a correctly formed first-conditional sentence.

☐ P5 (1 point): Explains a practical way to collect visitors' comments.

☐ P6 (1 point): Explains how the team will use those comments to improve its explanation.

☐ P7 (1 point): Organises the article into two coherent paragraphs with the requested focus.

☐ P8 (1 point): Links related ideas clearly with at least two suitable connectors, such as and, because or if.

Accept other original, accurate responses that meet the task. Award each observable criterion once, using reasonable A2 expectations. Minor errors that do not block meaning do not cancel content marks. The suggested length is practice guidance, not an official KPM word limit; do not match the model word for word.

U5E04 | Continue an original story

One possible answer

Ella felt worried because the model could not stand. Jun put the drawing on the table and helped her point to the labelled parts. They decided to explain the idea with the picture. Ella took a deep breath and welcomed the first visitor.

The visitor listened and asked a friendly question. Ella answered it, and she felt calmer because the visitor understood their idea. Jun smiled beside her. Ella said, "I will make a stronger paper model for our next display. If it falls again, we will still use our drawing." They thanked the visitor and prepared for the next question.

Check your work

☐ P1 (1 point): Continues the original situation with Ella, Jun and their damaged paper model.

☐ P2 (1 point): Describes a helpful action taken by one of the characters.

☐ P3 (1 point): Shows Ella's initial feeling in a way that fits the problem.

☐ P4 (1 point): Shows a later change in Ella's feeling and gives a clear reason.

☐ P5 (1 point): Includes a relevant future promise using will + a base verb.

☐ P6 (1 point): Includes a meaningful and correctly formed first-conditional sentence.

☐ P7 (1 point): Uses two coherent paragraphs with a clear sequence of events.

☐ P8 (1 point): Links sentences using clear pronouns or conjunctions so that the characters' actions are easy to follow.

Accept other original, accurate responses that meet the task. Award each observable criterion once, using reasonable A2 expectations. Minor errors that do not block meaning do not cancel content marks. The suggested length is practice guidance, not an official KPM word limit; do not match the model word for word.

U5E05 | Use feedback in a future plan

One possible answer

Hi team,
The comments give us useful information about our imaginary Bag Guide. Six visitors say the labels are too small. Three visitors ask what the red button means, and one says our introduction is clear. We need to make the parts easier to understand while keeping our clear introduction.

We will write larger labels and add a short explanation beside the red button. If a visitor asks about another part, we will point to its label and explain it. At the next display, we will give visitors new comment cards. Their answers will help us check whether our changes are clear.

Check your work

☐ P1 (1 point): Reports accurately that six visitors find the labels too small.

☐ P2 (1 point): Reports accurately that three visitors ask what the red button means.

☐ P3 (1 point): Reports accurately that one visitor finds the introduction clear.

☐ P4 (1 point): Proposes an improvement that directly addresses the small labels.

☐ P5 (1 point): Proposes a separate improvement that explains the red button.

☐ P6 (1 point): Includes a logical future response to a visitor question in a first-conditional sentence.

☐ P7 (1 point): States a clear method for collecting fresh feedback.

☐ P8 (1 point): Uses two coherent paragraphs, separating the findings from the future plan.

Accept other original, accurate responses that meet the task. Award each observable criterion once, using reasonable A2 expectations. Minor errors that do not block meaning do not cancel content marks. The suggested length is practice guidance, not an official KPM word limit; do not match the model word for word.

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.

U5L01 | A plan for the class display

Hello, everyone. Tomorrow our group will show an imaginary classroom helper called the Pencil Partner. We will use a drawing and a paper model. Sara will introduce the idea, and I will point to the labels while she speaks. Our main aim is to explain the idea clearly. We will not bring a working machine. Visitors will arrive at half past nine. Please put the comment cards beside the drawing before then. If visitors want to ask a question, they will write it on a card. After the display, we will read the cards together. We will choose one part of our explanation to improve for next week.

Answers

1. To explain its imaginary classroom-helper idea clearly.

2. At half past nine.

3. They will write the question on a comment card.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2

U5L02 | Responding to a visitor

Here is a short conversation at an imaginary-invention display. A visitor asks, "Will your Book Guide choose my book for me?" The presenter answers, "No, it will not. In our story, it will ask about your favourite topics. You will make the final choice." The visitor asks another question. "What will happen if I do not understand a picture on the screen?" The presenter says, "If a picture is unclear, the screen will show a word below it. This is only an imagined idea, so today we are showing a drawing." The visitor smiles and says the explanation is clear. The presenter thanks the visitor and offers a comment card.

Answers

1. Explaining how an imaginary Book Guide is intended to help readers.

2. The reader or visitor, not the device.

3. A word below the picture.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.5

Speaking models

U5P01 | Agree on a display plan

A: We will show our imaginary Desk Friend. I will draw it, and you will write the labels.
B: So you will finish the drawing before I write the labels, right?
A: Yes. Shall we choose the main parts first?
B: Yes, let's choose them now. Then I will list the words we need.

KPM DSKP pp. 27-28 | SP 2.1.3, 2.3.1, 2.3.2

U5P02 | Present an imaginary invention

Speaker: My imaginary device is a Bag Guide. It will help pupils identify their bags, but it won't carry the bags for them. If a pupil selects a colour, the screen will show that colour.
Partner: Will it show names too?
Speaker: Do you mean the pupils' names?
Partner: Yes.
Speaker: No, it won't. In my idea, each pupil will choose a symbol instead.

KPM DSKP pp. 27-28 | SP 2.1.3, 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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