SKILLS LAB | FORM 1 | SESSION 2026

Syllabus Skills Lab

Notes, examples & 40 objective questions

Practise the additional grammar and language skills in the Form 1 DSKP through shopping, school projects and original stories. This is a revision skills lab, not an official sixth textbook unit.

Name: _____ Class: _____

Date: _____

KPM KSSM/CEFR curriculum | DSKP unit scope pp. 46-58

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

Rules, choices and advice

REQUIRED

You must add a label.

It is necessary.

OPTIONAL

You do not have to colour it.

It is not necessary.

ADVICE

You should write clearly.

It is a useful suggestion.

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

Learn the patterns

6.1 Polite indirect questions

KPM DSKP pp. 58 | Language Awareness

Put a question inside a polite opening, then use statement word order.

• Direct: Where is the price label? Indirect: Could you tell me where the price label is?

• After where, when or what in an indirect question, put the subject before its verb.

• Direct: What does the ticket cost? Indirect: Do you know what the ticket costs?

• For a past question, keep the past meaning: Where did Sam buy it? becomes Do you know where Sam bought it?

• The complete question still ends with a question mark when its opening is a question.

Worked example: Make this polite: When did the sale begin?

1. Choose a polite opening: Could you tell me ...?

2. Keep when, then place the subject the sale before the verb.

3. Change did begin to the past form began.

Answer: Could you tell me when the sale began?

Bantuan BM: Dalam soalan tidak langsung, susun subjek sebelum kata kerja.

Watch out: Do not keep did or does before the subject inside the indirect question.

Try: Complete: Could you tell me where the bus stop ___?

is

6.2 Put past events in order

KPM DSKP pp. 39-58 | SP 4.1.3

Use time words to help a reader follow what happened.

• Use past simple verbs for completed events: We checked the list and visited the stall.

• First introduces the starting event; next and then introduce later events.

• Finally introduces the last event in your sequence.

• Before and after connect events: We compared prices before we paid.

• Keep the order logical. Buying an item normally comes before taking it home.

Worked example: Order these events: paid, checked the price, took the notebook home.

1. Find the action that must come before payment.

2. Put payment after the price check.

3. End with taking the item home and use past verbs.

Answer: First, I checked the price. Then, I paid. Finally, I took the notebook home.

Bantuan BM: Gunakan penanda urutan untuk menyusun peristiwa lalu.

Watch out: Do not change to present tense halfway through a completed past story without a reason.

Try: First, we chose a book. Next, we paid. ___, we took it home.

Finally

6.3 Rules and obligations

KPM DSKP pp. 27-58 | SP 2.1.2

Tell the difference between something required, forbidden and optional.

• Must and have to can express a requirement: We must return borrowed books.

• Must not or mustn't means something is forbidden: You mustn't write on library books.

• Do not have to or don't have to means something is not required: You don't have to buy a new bag.

• After must or mustn't, use the base verb: must bring, not must brings.

• With he or she, use has to: She has to show her ticket.

Worked example: Write a rule: Eating in the computer room is forbidden.

1. Decide whether the action is required, forbidden or optional.

2. Choose must not because eating is forbidden.

3. Use the base verb eat after must not.

Answer: You must not eat in the computer room.

Bantuan BM: Mustn't bermaksud dilarang; don't have to bermaksud tidak diwajibkan.

Watch out: Optional does not mean forbidden.

Try: The club lends pencils, so bringing your own is optional. You ___ bring your own pencil.

do not have to

6.4 Future arrangements, intentions and decisions

KPM DSKP pp. 27-58 | SP 2.1.3, 4.1.2

Use future forms with a clear purpose and time context.

• Present continuous can describe a future arrangement: We are meeting the librarian at ten tomorrow.

• Be going to can describe an intention: I am going to save part of my pocket money.

• Will can express a decision made while speaking: That box is heavy. I will carry it.

• Form present continuous with am, is or are plus a verb ending in -ing.

• Form going to with am, is or are plus going to and the base verb.

• Different future forms can sometimes fit the same situation. Follow the meaning or form requested in the task.

Worked example: Write an arrangement using meet: Zara and I, librarian, Monday at noon.

1. Find the plural subject Zara and I.

2. Use are plus meeting for the requested arrangement form.

3. Add the person and the future time.

Answer: Zara and I are meeting the librarian on Monday at noon.

Bantuan BM: Bezakan janji temu, niat dan keputusan spontan melalui konteks.

Watch out: Do not write I going to or she are meeting.

Try: Use present continuous: We ___ (visit) the school shop tomorrow.

are visiting

6.5 Advice with a reason

KPM DSKP pp. 27-58 | SP 2.1.4

Make useful suggestions and explain why they help.

• Use should plus a base verb for advice: You should check the price.

• Use should not or shouldn't for advice against an action: You shouldn't buy something only for its colour.

• Use because to explain a reason: You should make a list because it helps you remember what you need.

• Advice is a suggestion; it is not automatically a rule or a guarantee.

• Make the advice fit the stated problem, such as a broken zip or a forgotten notebook.

Worked example: Advise a friend who often forgets what to buy for school.

1. Identify the problem: forgetting needed items.

2. Suggest one practical action with should.

3. Explain how that action addresses the problem.

Answer: You should write a shopping list because it can help you remember the things you need.

Bantuan BM: Beri nasihat dengan should dan sertakan sebab yang sesuai.

Watch out: Use should compare, not should compares or should to compare.

Try: Complete: You should ___ the label before choosing a size.

read

6.6 Defining relative clauses

KPM DSKP pp. 58 | Language Awareness

Add essential information to identify a person or thing.

• Use who or that for a person: The student who runs the stall is in my class.

• Use which or that for a thing: The bag which has a red handle is mine.

• A defining clause tells the reader which person or thing you mean.

• Do not repeat the subject inside the clause: the shop that sells pens, not the shop that it sells pens.

• Do not put commas around the defining information in these examples.

Worked example: Join: We chose a notebook. The notebook has thick pages.

1. Find the repeated thing: the notebook.

2. Replace the second notebook with which or that.

3. Keep the identifying information next to notebook.

Answer: We chose a notebook that has thick pages.

Bantuan BM: Who merujuk orang; which merujuk benda; that boleh digunakan untuk kedua-duanya.

Watch out: Who and that may both be correct for a person, so do not treat one as universally wrong.

Try: Join: I met a girl. She designed the poster.

I met a girl who designed the poster.

6.7 Prepositions of place and time

KPM DSKP pp. 58 | Language Awareness

Small words show where and when things happen.

• Use at with clock times: at nine o'clock.

• Use on with days or dates: on Friday; on 12 June.

• Use in with months or years: in August; in 2026.

• Use in for being inside: The receipt is in the envelope.

• Use between for a position with something on each side: The stall is between the library and the hall.

• Read the whole sentence because prepositions depend on meaning, not only the next word.

Worked example: Complete: The fair is ___ June. Our class visits ___ Thursday ___ ten.

1. June is a month, so choose in.

2. Thursday is a day, so choose on.

3. Ten is a clock time, so choose at.

Answer: The fair is in June. Our class visits on Thursday at ten.

Bantuan BM: At untuk waktu, on untuk hari atau tarikh, in untuk bulan atau tahun.

Watch out: Do not use on before a month alone: in July, not on July.

Try: Complete: The club meets ___ Tuesday ___ three o'clock.

on; at

6.8 Infinitives of purpose

KPM DSKP pp. 58 | Language Awareness

Use to plus a base verb to explain why someone does something.

• Purpose answers the question Why?: I went to the shop to buy a ruler.

• Use to plus a base verb: to compare, to learn, to help.

• The first to in go to the library gives a destination; to read a book gives a purpose.

• Keep the intended meaning: We reused paper to reduce waste.

• A purpose describes an intention. It does not promise that the goal was achieved.

Worked example: Join using to: I checked two price labels. I wanted to compare the prices.

1. Identify the action: checked two price labels.

2. Find the purpose: compare the prices.

3. Replace I wanted to with to and keep the base verb.

Answer: I checked two price labels to compare the prices.

Bantuan BM: To diikuti kata kerja dasar boleh menerangkan tujuan sesuatu tindakan.

Watch out: Write to save money, not for save money or to saving money.

Try: Why did Amir take a cloth bag? He took it ___ his books.

to carry

6.9 Present and past simple passive

KPM DSKP pp. 58 | Language Awareness

Focus on the thing affected by an action.

• Present simple passive uses am, is or are plus a past participle: The posters are displayed every Friday.

• Past simple passive uses was or were plus a past participle: The posters were displayed yesterday.

• Match be to the new subject: one ticket is printed; two tickets are printed.

• Some past participles are irregular: make becomes made, and write becomes written.

• Use by when the person doing the action matters: The sign was painted by Rina.

• Only use this simple pattern with an action that affects an object, such as making a bag or writing a note.

Worked example: Change to passive: Our class made the bags yesterday.

1. Move the affected thing, the bags, to the start.

2. Use were because bags is plural and the action happened yesterday.

3. Add the participle made and the doer if useful.

Answer: The bags were made by our class yesterday.

Bantuan BM: Ayat pasif ringkas menggunakan is/are atau was/were bersama past participle.

Watch out: The participle does not become past tense by itself: was made, not was make.

Try: Change to passive: Pupils collect paper every week.

Paper is collected by pupils every week.

6.10 Read, plan and revise

KPM DSKP pp. 33-58 | SP 3.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 5.1.1

Use consumer texts and original stories to practise connected language skills.

• A need is something required for a stated purpose; a want is something desired. A choice can depend on the situation.

• Look for the total price, what is included and the item's condition in a shopping text.

• A dictionary entry gives a word class and a meaning. Use its example and the sentence context to choose the right meaning.

• Plan two paragraphs before writing: for example, explain the problem first and suggest actions second.

• Check capitals, sentence endings and familiar spellings when you revise a draft.

• For an original story, support a character description with an action from the text. These practice stories do not replace your teacher's assigned literature.

Worked example: Plan a short message about choosing a school bag.

1. Paragraph one: explain what the bag must hold and your price limit.

2. Paragraph two: describe two checks you will make before buying.

3. Revise: check names, full stops and the spelling of because.

Answer: Paragraph 1: I need a bag for my books. My limit is thirty ringgit.

Paragraph 2: I will check the size and the zip before I choose one.

Bantuan BM: Rancang dua perenggan dan semak isi, ejaan serta tanda baca.

Watch out: Do not invent details when answering a reading question. Use evidence from the text.

Try: A story says Mila returned a lost coin to its owner. Which action supports describing her as honest?

She returned the coin to its owner.

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 indirect question: Could you tell me where the hall ___?

A. are

B. does

C. is

D. did

U6Q01 | Easy | Grammar

02. Which indirect question keeps the meaning of "Where did Nadia buy the folder?"

A. Do you know where Nadia bought the folder?

B. Do you know where Nadia buy the folder?

C. Do you know where bought Nadia the folder?

D. Do you know where did Nadia buy the folder?

U6Q02 | Developing | Grammar

03. Choose the word for the last event: First, I chose a pen. Next, I paid. ___, I put it in my bag.

A. Because

B. While

C. Before

D. Finally

U6Q03 | Easy | Grammar

04. The rule says that writing on borrowed books is forbidden. You ___ write on them.

A. have to

B. must not

C. must

D. do not have to

U6Q04 | Easy | Grammar

05. The club provides glue. Bringing your own is optional. Which sentence has the same meaning?

A. You must bring glue.

B. You have to bring glue.

C. You must not bring glue.

D. You do not have to bring glue.

U6Q05 | Developing | Grammar

06. Use the present continuous for this arrangement: Hana ___ the librarian at ten tomorrow.

A. are meeting

B. meet

C. is meeting

D. will meets

U6Q06 | Easy | Grammar

07. Complete the going-to form: We ___ save for a class banner.

A. going to

B. are go to

C. are going to

D. is going to

U6Q07 | Developing | Grammar

08. Use will correctly: "That box is heavy. I ___ it for you."

A. will carrying

B. will carry

C. will carries

D. will to carry

U6Q08 | Easy | Grammar

09. Complete the advice: You should ___ the prices before choosing.

A. compares

B. comparing

C. compare

D. compared

U6Q09 | Easy | Grammar

10. Choose a relative pronoun for a person: The pupil ___ designed this poster is in my class.

A. who

B. which

C. where

D. when

U6Q10 | Easy | Grammar

11. Which sentence correctly joins "I chose a bag. The bag has two pockets"?

A. I chose a bag which it has two pockets.

B. I chose a bag who has two pockets.

C. I chose a bag which have two pockets.

D. I chose a bag which has two pockets.

U6Q11 | Developing | Grammar

12. Complete the three time phrases: The fair is ___ May. We will visit ___ Friday ___ noon.

A. at; on; in

B. in; at; on

C. in; on; at

D. on; in; at

U6Q12 | Challenge | Grammar

13. Which sentence uses an infinitive to express purpose correctly?

A. I took a bag to carrying the books.

B. I took a bag to carry the books.

C. I took a bag to carried the books.

D. I took a bag for carry the books.

U6Q13 | Developing | Grammar

14. Change to present simple passive: "Pupils collect old paper every Friday."

A. Old paper is collected by pupils every Friday.

B. Old paper are collected by pupils every Friday.

C. Old paper was collect by pupils every Friday.

D. Old paper collects by pupils every Friday.

U6Q14 | Developing | Grammar

15. Choose the past simple passive sentence for "The class made three signs yesterday."

A. Three signs were make by the class yesterday.

B. Three signs are made by the class yesterday.

C. Three signs was made by the class yesterday.

D. Three signs were made by the class yesterday.

U6Q15 | Challenge | Grammar

16. Which sentence changes "What does this ticket include?" into an indirect question correctly?

A. Could you tell me what this ticket includes?

B. Could you tell me what this ticket include?

C. Could you tell me what does this ticket include?

D. Could you tell me what include this ticket?

U6Q16 | Challenge | Grammar

17. A shopper keeps a paper showing what was bought and paid for. What is this paper called?

A. invitation

B. map

C. receipt

D. poster

U6Q17 | Easy | Vocabulary

18. "My price limit is ten ringgit." What does limit mean here?

A. the amount already borrowed

B. the largest amount allowed

C. the smallest amount offered

D. the number of shops visited

U6Q18 | Easy | Vocabulary

19. A pupil gives a puzzle to a friend and receives a book in return. They ___ the items.

A. hide

B. borrow

C. repair

D. swap

U6Q19 | Easy | Vocabulary

20. The zip is broken. Mei repairs it. What does repairs mean?

A. describes it on a label

B. sells it to another person

C. makes it work properly again

D. compares it with another zip

U6Q20 | Easy | Vocabulary

21. "The key ring is sold separately from the bag." What does separately mean?

A. inside the bag at no extra cost

B. as a free part of every bag

C. only when the bag is returned

D. as a different item, not included with the bag

U6Q21 | Developing | Vocabulary

22. Lina needs a working ruler for tomorrow's lesson. Her ruler is broken. Which item meets the stated need?

A. a decorative key ring

B. a usable ruler

C. a second pencil case

D. a colourful sticker

U6Q22 | Developing | Vocabulary

23. "The seller described the scratch honestly." Which meaning fits honestly?

A. without using any details

B. in a very quiet voice

C. truthfully, without hiding it

D. only after changing the price

U6Q23 | Developing | Vocabulary

24. Mini-dictionary: "change (noun): 1. money returned when a payment is more than the price; 2. an alteration." In "I paid ten ringgit for an eight-ringgit book and received change", which meaning fits?

A. Meaning 2: the price was altered later.

B. Meaning 2: the book had a new cover.

C. Meaning 1: money was returned after payment.

D. Neither meaning: the book was exchanged.

U6Q24 | Challenge | Vocabulary

Original reading | U6R1

A Prize with a Price Limit

On Saturday, Asha and Ben visited a school market to buy a pencil case for their class prize. Their teacher gave them a limit of fifteen ringgit. Before they left, they wrote down two needs: space for six pencils and a zip that closed properly. At the first stall, they found a shiny case for twelve ringgit. It looked attractive, but its zip stuck. At the second stall, a plain case cost fourteen ringgit. It held six pencils, and the zip worked smoothly. A matching key ring cost another three ringgit, but it was sold separately.

Ben wanted the key ring because he liked its bright colour. Asha checked their list and reminded him that the prize did not need one. They bought only the plain case and kept the receipt in an envelope. Back in class, they explained their choice. Their teacher praised them for checking the condition and staying within the limit, rather than choosing only by appearance.

Word help: limit = the largest amount allowed in this situation; condition = the state of something, including whether it works

25. What did Asha and Ben go to the market to buy?

A. a pencil case for a class prize

B. six pencils for a club

C. a new bag for their teacher

D. a key ring for a birthday

U6Q25 | Easy | Reading | Read U6R1

26. What was their spending limit?

A. three ringgit

B. fifteen ringgit

C. twelve ringgit

D. fourteen ringgit

U6Q26 | Easy | Reading | Read U6R1

27. Why did they reject the shiny case?

A. Its zip did not work smoothly.

B. It was too small for one pencil.

C. It was more than fifteen ringgit.

D. It came with a compulsory key ring.

U6Q27 | Developing | Reading | Read U6R1

28. In the phrase “staying within the limit”, within means ___.

A. visiting only the first stall

B. spending exactly every ringgit

C. buying every matching item

D. not spending more than the allowed amount

U6Q28 | Developing | Reading | Read U6R1

29. Where did they put the receipt?

A. in an envelope

B. on the first stall

C. in the teacher’s notebook

D. inside the key ring

U6Q29 | Developing | Reading | Read U6R1

30. Which statement best gives the main point of the passage?

A. Checking needs, condition and cost can guide a purchase.

B. A bright colour proves that an item is in good condition.

C. A matching accessory is the most important part of a prize.

D. The cheapest item always meets every buyer’s needs.

U6Q30 | Challenge | Reading | Read U6R1

Original reading | U6R2

The Note beside the Box

Imran carried a small wooden box to the class exchange table. He wanted to swap it for a comic, but one corner of the lid was loose. He placed a note beside the box: "The lid needs repair." When Mei arrived, she read the note and opened the box carefully. She collected small shells, so the box was useful to her. She offered Imran a comic and said that her father could help her fix the corner at home.

During lunch, another pupil asked why Imran wrote about the broken part. "Someone might choose it without seeing the problem," he replied. The next day, Mei showed him the repaired box. She thanked him for the clear note. Imran felt relieved because the swap worked well for both of them. For the next exchange, he made a sign asking everyone to describe their items honestly. Mei helped him colour the sign, and they placed it at the front of the table.

Word help: swap = give one thing and receive another in exchange; relieved = less worried because a problem is over

31. What was wrong with Imran's box?

A. It was too small for any shells.

B. Its base was missing.

C. One corner of its lid was loose.

D. Its colour had completely faded.

U6Q31 | Easy | Reading | Read U6R2

32. What did Mei offer in exchange for the box?

A. a shell

B. a comic

C. a sign

D. a pencil

U6Q32 | Easy | Reading | Read U6R2

33. Why was the box useful to Mei?

A. She planned to hide the exchange sign.

B. She wanted to replace her father's toolbox.

C. She wanted a new lunch box for school.

D. She needed somewhere for her small shells.

U6Q33 | Developing | Reading | Read U6R2

34. What does relieved suggest about Imran at the end?

A. He was confused about who owned the comic.

B. He was less worried because the swap worked well.

C. He was angry that Mei repaired the box.

D. He was bored because nobody came to the table.

U6Q34 | Developing | Reading | Read U6R2

35. Which action most directly shows that Imran did not want to hide the problem?

A. He wrote a note about the loose lid.

B. He carried the box to school.

C. He accepted a comic from Mei.

D. He stood near the exchange table.

U6Q35 | Challenge | Reading | Read U6R2

36. Which summary is supported by the whole story?

A. The pupils ended the exchange because nobody wanted the box.

B. An honest description helped two pupils make a useful exchange.

C. Imran repaired every item at the class exchange table.

D. Mei refused a damaged item and asked for a new comic.

U6Q36 | Challenge | Reading | Read U6R2

37. Your partner says, "Put the labels in the blue box." You want to check which box. Which reply asks for clarification?

A. The labels are made of paper.

B. I brought a box yesterday.

C. I like the colour blue very much.

D. Do you mean the blue box beside the door?

U6Q37 | Easy | Communication

38. A friend asks for advice because a bag may be too small for her books. Which reply gives advice with a relevant reason?

A. You should check the size because your books need to fit inside.

B. The bag is on the second shelf near the window.

C. You should choose it because the shop closes at five.

D. My brother bought a different bag last week.

U6Q38 | Developing | Communication

39. Your group must agree on steps for making price labels. Which reply proposes an order and checks agreement?

A. My pen is in my pencil case beside the ruler.

B. Our labels are green and our table is brown.

C. The school market was busy last Saturday.

D. Shall we list the items first and write the prices next?

U6Q39 | Developing | Communication

40. The organiser says, "A name label is required, but a coloured border is optional." Which reply checks the two rules accurately?

A. So we must add both a name and a border?

B. So we have to include a name, but we do not have to add a border?

C. So we must add a border and must not write a name?

D. So neither the name nor the border is needed?

U6Q40 | Challenge | Communication

Answers & explanations

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

01. C | is

After where, the clause uses subject + verb: the hall is.

KPM DSKP pp. 58 | Language Awareness

02. A | Do you know where Nadia bought the folder?

Nadia comes before bought. The indirect clause does not keep did before Nadia.

KPM DSKP pp. 58 | Language Awareness

03. D | Finally

Finally introduces the last event in the list.

KPM DSKP pp. 58 | Language Awareness

04. B | must not

Must not expresses a prohibition. Do not have to means optional.

KPM DSKP pp. 58 | Language Awareness

05. D | You do not have to bring glue.

Do not have to means there is no requirement to bring it.

KPM DSKP pp. 58 | Language Awareness

06. C | is meeting

Is meeting is the requested present continuous form and matches Hana.

KPM DSKP pp. 58 | Language Awareness

07. C | are going to

We takes are. The complete structure is are going to + save.

KPM DSKP pp. 58 | Language Awareness

08. B | will carry

Will carry is the correct form for this offer.

KPM DSKP pp. 58 | Language Awareness

09. C | compare

Compare is the base verb after should.

KPM DSKP pp. 58 | Language Awareness

10. A | who

Who can introduce a defining clause about a person. That would also work, but it is not an option.

KPM DSKP pp. 58 | Language Awareness

11. D | I chose a bag which has two pockets.

Which replaces the repeated bag, and the singular bag takes has.

KPM DSKP pp. 58 | Language Awareness

12. C | in; on; at

Use in May, on Friday and at noon.

KPM DSKP pp. 58 | Language Awareness

13. B | I took a bag to carry the books.

To carry explains why the bag was taken.

KPM DSKP pp. 58 | Language Awareness

14. A | Old paper is collected by pupils every Friday.

The passive uses singular is plus the participle collected.

KPM DSKP pp. 58 | Language Awareness

15. D | Three signs were made by the class yesterday.

Signs takes were, and the past participle of make is made.

KPM DSKP pp. 58 | Language Awareness

16. A | Could you tell me what this ticket includes?

This ticket comes before includes. The singular ticket takes includes.

KPM DSKP pp. 58 | Language Awareness

17. C | receipt

A receipt records the purchase and payment.

KPM DSKP pp. 46 | Language Awareness

18. B | the largest amount allowed

Here, a limit is the maximum amount the shopper allows.

KPM DSKP pp. 46 | Language Awareness

19. D | swap

Swap means exchange one thing for another.

KPM DSKP pp. 46 | Language Awareness

20. C | makes it work properly again

To repair something is to fix it.

KPM DSKP pp. 46 | Language Awareness

21. D | as a different item, not included with the bag

Separately means the key ring is a different item, rather than part of the bag purchase.

KPM DSKP pp. 46 | Language Awareness

22. B | a usable ruler

The stated need is a working ruler. The other items do not meet it.

KPM DSKP pp. 46 | Language Awareness

23. C | truthfully, without hiding it

Honestly means truthfully. It does not mean a particular volume or price.

KPM DSKP pp. 46 | Language Awareness

24. C | Meaning 1: money was returned after payment.

The payment was greater than the price, so change refers to money returned.

KPM DSKP pp. 33 | SP 3.1.4

25. A | a pencil case for a class prize

The first sentence states that they needed a pencil case for the class prize.

KPM DSKP pp. 33 | SP 3.1.2

26. B | fifteen ringgit

Their teacher gave them a limit of fifteen ringgit.

KPM DSKP pp. 33 | SP 3.1.2

27. A | Its zip did not work smoothly.

The text says that the shiny case had a zip that stuck.

KPM DSKP pp. 33 | SP 3.1.2

28. D | not spending more than the allowed amount

They spent fourteen ringgit, less than the fifteen-ringgit maximum.

KPM DSKP pp. 33 | SP 3.1.3

29. A | in an envelope

The passage says they kept the receipt in an envelope.

KPM DSKP pp. 33 | SP 3.1.2

30. A | Checking needs, condition and cost can guide a purchase.

The children considered the stated needs, the working zip and the price limit.

KPM DSKP pp. 33 | SP 3.1.1

31. C | One corner of its lid was loose.

One corner of the lid was loose.

KPM DSKP pp. 33 | SP 3.1.2

32. B | a comic

She offered Imran a comic.

KPM DSKP pp. 33 | SP 3.1.2

33. D | She needed somewhere for her small shells.

She collected small shells, so the box suited that purpose.

KPM DSKP pp. 33 | SP 3.1.2

34. B | He was less worried because the swap worked well.

He felt relieved because the exchange worked well for both pupils.

KPM DSKP pp. 33 | SP 3.1.3

35. A | He wrote a note about the loose lid.

His note told other pupils that the lid needed repair.

KPM DSKP pp. 33 | SP 3.1.2

36. B | An honest description helped two pupils make a useful exchange.

The clear note helped Mei decide, and both pupils were pleased with the exchange.

KPM DSKP pp. 33 | SP 3.1.1

37. D | Do you mean the blue box beside the door?

The reply checks whether you understood which box your partner meant.

KPM DSKP pp. 27 | SP 2.3.1

38. A | You should check the size because your books need to fit inside.

Checking the size helps determine whether the bag can hold her books.

KPM DSKP pp. 27 | SP 2.1.4

39. D | Shall we list the items first and write the prices next?

Shall we invites agreement, and first and next give the sequence.

KPM DSKP pp. 27 | SP 2.3.2

40. B | So we have to include a name, but we do not have to add a border?

Have to matches required, while do not have to matches optional.

KPM DSKP pp. 27 | SP 2.1.2, 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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