SKILLS LAB | FORM 1 | SESSION 2026

Syllabus Skills Lab

Written practice, listening & speaking

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.

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

U6S01 | Indirect questions

Easy | 6 points | KPM DSKP pp. 58 | Language Awareness

Direct questions: 1. Where is the school shop? 2. When did the market close?

(a) In “Could you tell me where the office is?”, identify the subject and the verb of the clause after where. [2 points]

(b) Rewrite both direct questions using “Could you tell me ...?” [4 points]

U6S02 | Rules and obligations

Easy | 6 points | KPM DSKP pp. 33-58 | SP 3.1.2

The exchange table is in Room 2. It opens at nine. Exchange table rules: Pupils are required to attach a name label. Opening another person’s box without permission is forbidden. Coloured labels are optional.

(a) Where is the exchange table? At what time does it open? [2 points]

(b) Write one sentence with must not about the forbidden action. Then write one sentence with do not have to about the optional action. [4 points]

U6S03 | Future plans

Easy | 6 points | KPM DSKP pp. 33-58 | SP 3.1.2, 4.1.2

Class plan: On Monday at ten, Sara and Dan have an arrangement to meet the librarian. They intend to make a reading display on Tuesday. The meeting will be in the library, and the pupils will bring two notebooks.

(a) Where will the meeting take place, and what will the pupils bring? [2 points]

(b) Describe the meeting using present continuous. Describe their intention using going to. [4 points]

U6S04 | Place, time and purpose

Easy | 6 points | KPM DSKP pp. 33-58 | SP 3.1.2

A notice says: "Visit our book table in the hall on Friday at noon. Bring a bag to carry your books."

(a) Where is the book table? At what time should pupils visit it? [2 points]

(b) Write two complete sentences: one gives the day and time using on and at; the other explains the purpose of bringing a bag using to. [4 points]

U6S05 | Passive forms

Developing | 6 points | KPM DSKP pp. 58 | Language Awareness

The club prints tickets every week. Yesterday, Mira painted two signs.

(a) Identify the object receiving the action in each sentence. [2 points]

(b) Rewrite both sentences in the passive. Keep the original present or past time, and include the doer in each sentence. [4 points]

U6S06 | Relative clauses

Developing | 6 points | KPM DSKP pp. 58 | Language Awareness

Pairs: 1. We spoke to a pupil. The pupil repairs toys. 2. I chose a folder. The folder has a strong cover.

(a) For each pair, say whether the repeated noun refers to a person or a thing. [2 points]

(b) Join each pair into one sentence using a defining relative clause. [4 points]

U6S07 | Advice and reasons

Developing | 6 points | KPM DSKP pp. 33-58 | SP 3.1.2

Farah needs a bag for five large books. She has a limit of thirty ringgit. She likes a tiny bag costing twenty-five ringgit and a larger bag costing thirty-five ringgit. She has not checked any other bags.

(a) State the two needs that should guide Farah’s search. [2 points]

(b) Give two pieces of advice using should, each with a different reason relevant to this problem. [4 points]

U6S08 | Sequence and revision

Developing | 6 points | KPM DSKP pp. 33-58 | SP 3.1.2, 4.1.3, 4.2.1, 4.2.2

Draft: “first lina checked the price. next she paid for the notebook. finally she put the receit in her bag.”

(a) What happened immediately before Lina paid? What happened immediately after she paid? [2 points]

(b) Rewrite the draft, correcting sentence-start capitals, the name, the spelling error and punctuation after the sequence words. [4 points]

U6S09 | Literature in Action: an original story

Challenge | 6 points | KPM DSKP pp. 43 | SP 5.1.1, 5.1.2, 5.3.1

Original practice story: Nuri wanted the last blue bookmark at the class stall. She saw a younger pupil searching through his empty pockets. "I forgot my coins," he said sadly. Nuri bought the bookmark and gave it to him. He smiled and promised to make her one from paper. Nuri walked away without a bookmark, but she felt pleased.

(a) Name the main character and describe one action she takes. [2 points]

(b) Explain why Nuri could feel pleased, using a detail from the story. Then write two sentences about a possible next event in which the younger pupil keeps his promise. [4 points]

U6S10 | Dictionary use and two-paragraph revision

Challenge | 6 points | KPM DSKP pp. 33-58 | SP 3.1.4, 4.1.2, 4.1.5, 4.2.3

Mini-dictionary: "budget (noun): an amount of money planned for a purpose. Example: Our poster budget is ten ringgit." Draft notes: class needs poster materials; limit ten ringgit; compare prices; use paper already in the classroom. Feedback: Group the need and limit together, then put the actions in a second paragraph.

(a) What word class is budget in this entry? Explain its meaning for the poster task. [2 points]

(b) Use all four draft notes to write two short paragraphs, following the feedback. [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.

U6E01 | Email about a shopping plan

Easy | 8 points | KPM DSKP pp. 39-58 | SP 4.1.2, 4.1.5, 4.2.3

Write a short email to your cousin about a planned visit to a school market. Say when you are meeting, what you need to buy, your price limit and two checks you plan to make. Use two paragraphs, a greeting and a closing.

Planning help

1. Paragraph one: give the meeting arrangement and explain your need and limit.
2. Paragraph two: describe two checks using going to or will.
3. Revise your future verb forms, capitals and full stops.

U6E02 | Advice for a class exchange

Easy | 8 points | KPM DSKP pp. 39-58 | SP 4.1.5, 4.2.3

Write two paragraphs for a class noticeboard about choosing an item at an exchange table. Give two pieces of advice with reasons. Explain one rule that is required and one thing that is optional. You may invent reasonable class rules.

Planning help

1. Paragraph one: give two useful suggestions and explain each one.
2. Paragraph two: distinguish a requirement from something optional.
3. Check should, must or have to, and do not have to.

U6E03 | Report on a class sale

Developing | 8 points | KPM DSKP pp. 39-58 | SP 4.1.3, 4.1.5, 4.2.3

Imagine your class held a small sale yesterday. Write a two-paragraph report that explains the preparation, two later events and the result. Include first, next and finally. Use at least one past simple passive sentence.

Planning help

1. Plan the events in their actual order before you write.
2. Use paragraph one for preparation and paragraph two for the sale and its result.
3. Check past verbs and one was/were + past participle sentence.

U6E04 | Describe a repair club

Developing | 8 points | KPM DSKP pp. 39-58 | SP 4.1.2, 4.1.4, 4.1.5, 4.2.3

Invent a school club that repairs simple classroom items under a teacher’s guidance. In two paragraphs, describe a helpful pupil, what the club does and its next meeting. Include one defining relative clause, one present simple passive sentence and an infinitive of purpose. Do not give technical repair instructions.

Planning help

1. Describe the pupil and the club’s normal activities in paragraph one.
2. Give the next meeting arrangement and purpose in paragraph two.
3. Check who/which/that, is/are + participle and to + base verb.

U6E05 | An original story continuation

Challenge | 8 points | KPM DSKP pp. 39-43 | SP 4.1.3, 4.1.5, 5.3.1

Original story opening: "Tara placed her favourite handmade bookmark on the exchange table. A younger pupil admired it, but he had nothing to swap. Tara looked at the bookmark and paused." Continue the story in two paragraphs. Explain Tara's choice and a feeling with a reason. Include a response from the younger pupil and a clear ending.

Planning help

1. Decide what Tara does and why; more than one choice can make a good story.
2. Use the younger pupil's response to move the story towards an ending.
3. Check past verbs and use a pronoun or conjunction to connect ideas.

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.

U6L01 | Getting Ready for the Book Table

Preview these words: label, storybook, information book, exchange. Listen once for the main task, then again for the sequence. Keep the transcript hidden until after listening.

1. What is the class preparing?

2. Which box is for information books?

3. What should pupils do after sorting the books?

U6L02 | A Different Choice

Preview these words: shiny, plain, pages, receipt. Listen for the two choices and the reason for the final decision. Keep the transcript hidden until after listening.

1. What is the main idea of this story?

2. How many pages did the plain notebook have?

3. Why did the speaker choose the plain notebook?

Speaking practice

U6P01 | Agree on a Market Visit

With a partner, agree on a day, time and meeting place for an imaginary school market visit. Decide two things to do at the market and check one detail you hear.

1. Speaker A suggests a meeting arrangement and a first activity.
2. Speaker B asks a question to check one detail and suggests a next activity.
3. Both speakers confirm the final plan in order.

Partner checklist

☐ I give a clear future meeting arrangement.

☐ I ask or answer a clarification question.

☐ We agree on two steps in a logical order.

☐ My partner can understand my words and follow the plan.

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

U6P02 | Explain a Rule and Give Advice

Role-play a class exchange organiser and a new pupil. The rule requires name labels; coloured labels are optional. The pupil wants a box for large cards. Explain the rule, give size advice with a reason and check understanding.

1. The pupil asks what labels are required and explains what the box must hold.
2. The organiser explains required versus optional and gives relevant advice.
3. The pupil checks the rule or advice in their own words.

Partner checklist

☐ I distinguish a required action from an optional one.

☐ I use should with a relevant suggestion.

☐ I explain a reason for the suggestion.

☐ I check or confirm my partner’s understanding.

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.

U6S01 | Indirect questions

(a) One possible answer

The subject is the office. The verb is is.

Check your work

☐ P1 (1 point): Identifies the office as the subject.

☐ P2 (1 point): Identifies is as the verb.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Could you tell me where the school shop is?
Could you tell me when the market closed?

Check your work

☐ P1 (1 point): Question 1 uses where the school shop, with the subject before the verb.

☐ P2 (1 point): Question 1 uses is correctly and retains a question mark.

☐ P3 (1 point): Question 2 uses when the market, with the subject before the verb.

☐ P4 (1 point): Question 2 uses closed without did and retains a question mark.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S02 | Rules and obligations

(a) One possible answer

It is in Room 2. It opens at nine.

Check your work

☐ P1 (1 point): Identifies Room 2.

☐ P2 (1 point): States that the table opens at nine.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Pupils must not open another person's box without permission. They do not have to use coloured labels.

Check your work

☐ P1 (1 point): Uses must not to express prohibition.

☐ P2 (1 point): Completes that sentence with opening another person's box without permission.

☐ P3 (1 point): Uses do not have to to express no requirement.

☐ P4 (1 point): Completes that sentence with using coloured labels.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S03 | Future plans

(a) One possible answer

The meeting will be in the library. They will bring two notebooks.

Check your work

☐ P1 (1 point): Identifies the library as the meeting place.

☐ P2 (1 point): States that the pupils will bring two notebooks.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Sara and Dan are meeting the librarian on Monday at ten. They are going to make a reading display on Tuesday.

Check your work

☐ P1 (1 point): Uses Sara and Dan or they with are meeting.

☐ P2 (1 point): Includes the librarian and Monday at ten in the meeting sentence.

☐ P3 (1 point): Uses they are going to make.

☐ P4 (1 point): Includes a reading display and Tuesday in the intention sentence.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S04 | Place, time and purpose

(a) One possible answer

The book table is in the hall. Pupils should visit at noon.

Check your work

☐ P1 (1 point): States in the hall.

☐ P2 (1 point): States noon.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Pupils should visit on Friday at noon. They should bring a bag to carry their books.

Check your work

☐ P1 (1 point): Uses on Friday correctly.

☐ P2 (1 point): Uses at noon correctly in the visit sentence.

☐ P3 (1 point): Uses to carry as an infinitive of purpose.

☐ P4 (1 point): Identifies books as the things to carry in the bag.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S05 | Passive forms

(a) One possible answer

The objects are tickets and two signs.

Check your work

☐ P1 (1 point): Identifies tickets in the first sentence.

☐ P2 (1 point): Identifies two signs in the second sentence.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Tickets are printed by the club every week. Two signs were painted by Mira yesterday.

Check your work

☐ P1 (1 point): First sentence uses Tickets are printed.

☐ P2 (1 point): First sentence preserves every week and identifies the club as the doer.

☐ P3 (1 point): Second sentence uses Two signs were painted.

☐ P4 (1 point): Second sentence preserves yesterday and identifies Mira as the doer.

Accept an alternative word order that preserves every detail. The question asks learners to retain the original doer as well as the time.

U6S06 | Relative clauses

(a) One possible answer

Pupil refers to a person. Folder refers to a thing.

Check your work

☐ P1 (1 point): Identifies pupil as a person.

☐ P2 (1 point): Identifies folder as a thing.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

We spoke to a pupil who repairs toys. I chose a folder that has a strong cover.

Check your work

☐ P1 (1 point): Uses who or that to introduce the clause about the pupil.

☐ P2 (1 point): Preserves repairs toys without a repeated subject such as he.

☐ P3 (1 point): Uses which or that to introduce the clause about the folder.

☐ P4 (1 point): Preserves has a strong cover without a repeated subject such as it.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S07 | Advice and reasons

(a) One possible answer

Her bag must hold five large books and cost no more than thirty ringgit.

Check your work

☐ P1 (1 point): States that the bag must hold five large books.

☐ P2 (1 point): States that it must cost no more than thirty ringgit.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Farah should check the size because the tiny bag may not hold her five large books. She should look at other bags because the larger one costs more than her limit.

Check your work

☐ P1 (1 point): Gives advice to check whether a bag holds her books.

☐ P2 (1 point): Explains that a tiny bag may not hold the five large books.

☐ P3 (1 point): Gives advice to look for another bag within the limit.

☐ P4 (1 point): Explains that the larger bag described costs more than the stated limit.

Accept two other distinct, relevant advice-and-reason pairs. Do not require the exact model wording.

U6S08 | Sequence and revision

(a) One possible answer

Before paying, Lina checked the price. After paying, she put the receipt in her bag.

Check your work

☐ P1 (1 point): States that she checked the price before paying.

☐ P2 (1 point): States that she put the receipt in her bag after paying.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

First, Lina checked the price. Next, she paid for the notebook. Finally, she put the receipt in her bag.

Check your work

☐ P1 (1 point): Capitalises First, Next and Finally at the starts of the sentences.

☐ P2 (1 point): Capitalises the name Lina.

☐ P3 (1 point): Corrects receit to receipt.

☐ P4 (1 point): Uses a comma after each introductory sequence word while retaining sentence endings.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

U6S09 | Literature in Action: an original story

(a) One possible answer

The main character is Nuri. She buys the bookmark and gives it to the younger pupil.

Check your work

☐ P1 (1 point): Names Nuri.

☐ P2 (1 point): States that she buys the bookmark and gives it to the younger pupil.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Nuri could feel pleased because she helped the younger pupil, who smiled when he received the bookmark. The next day, he made a paper bookmark with a blue star. He gave it to Nuri after class.

Check your work

☐ P1 (1 point): Explains that Nuri could feel pleased because her action helped or cheered the pupil.

☐ P2 (1 point): Uses his smile as evidence of the positive effect.

☐ P3 (1 point): Continues with the younger pupil making a paper bookmark.

☐ P4 (1 point): Continues with him giving it to Nuri, fulfilling his promise.

Accept an evidence-based explanation and a different coherent continuation that clearly fulfils the same promise. This is original practice, not prescribed literature.

U6S10 | Dictionary use and two-paragraph revision

(a) One possible answer

Budget is a noun. It is the amount of money planned for the poster materials.

Check your work

☐ P1 (1 point): Identifies noun.

☐ P2 (1 point): Explains that it is the amount planned or allowed for the poster materials.

Accept an accurate alternative with the same meaning. Minor spelling slips that do not obscure meaning may be accepted.

(b) One possible answer

Our class needs materials for a poster. Our limit is ten ringgit.

We will compare prices, and we will use paper that is already in the classroom.

Check your work

☐ P1 (1 point): Paragraph one states that the class needs poster materials.

☐ P2 (1 point): Paragraph one includes the ten-ringgit limit.

☐ P3 (1 point): Paragraph two states that pupils will compare prices.

☐ P4 (1 point): Paragraph two states that they will use classroom paper and connects the two actions clearly.

Accept different accurate wording with the required ideas grouped into two paragraphs. The planning guidance, not an official word count, controls this task.

U6E01 | Email about a shopping plan

One possible answer

Hi Adam,

We are meeting at the school gate on Saturday at nine. I need a pencil case because my old one is too small. My price limit is fifteen ringgit, so I will take only that amount to the market.

I am going to check whether each case holds all my pencils. I will also open and close the zip to see whether it works properly. You can help me compare the choices before I pay. Please bring your shopping list too.

See you soon,
Asha

Check your work

☐ P1 (1 point): Includes an email greeting and a closing.

☐ P2 (1 point): States a clear future meeting arrangement with a day and time.

☐ P3 (1 point): Identifies a school item needed.

☐ P4 (1 point): States a clear price limit.

☐ P5 (1 point): Describes a check of the item’s size or ability to meet the stated need.

☐ P6 (1 point): Describes a different check of condition or price.

☐ P7 (1 point): Groups the message into two coherent paragraphs.

☐ P8 (1 point): Uses at least two understandable, correctly formed future expressions.

Accept alternative accurate responses that fulfil the task. Use the criteria to guide self-checking, not exact matching to the model. Minor errors that do not obscure the required meaning may be accepted. There is no official KPM word limit attached to this practice task.

U6E02 | Advice for a class exchange

One possible answer

You should check an item carefully because a broken part may be difficult to use. You should also think about what you need because an attractive object may not be useful to you. Ask the owner questions when a label is unclear, and take your time before making a choice.

At our class exchange, everyone must write a name on each item. This helps us find the owner if we have a question. You do not have to decorate the label because a plain, clear label is enough. Remember to thank your partner after the exchange.

Check your work

☐ P1 (1 point): Gives a useful first piece of advice about choosing an exchange item.

☐ P2 (1 point): Gives a relevant reason for the first advice.

☐ P3 (1 point): Gives a different useful piece of advice.

☐ P4 (1 point): Gives a relevant reason for the second advice.

☐ P5 (1 point): Expresses one clear requirement with must or have to.

☐ P6 (1 point): Expresses an optional action with do not have to.

☐ P7 (1 point): Organises the response into two coherent paragraphs.

☐ P8 (1 point): Uses correct verb forms after should and the chosen obligation expression, must or have to.

Accept alternative accurate responses that fulfil the task. Use the criteria to guide self-checking, not exact matching to the model. Minor errors that do not obscure the required meaning may be accepted. There is no official KPM word limit attached to this practice task.

U6E03 | Report on a class sale

One possible answer

Yesterday, our class held a small sale to buy new storybooks. First, we sorted the donated notebooks and pencils. Price labels were written by three volunteers, and I arranged the items on a table. We checked the labels before the first visitors arrived.

Next, we welcomed the visitors and answered their questions. Some pupils bought notebooks, while others chose pencils. Finally, we counted the money and packed the remaining items. We collected enough money for two storybooks. Everyone felt pleased because we worked together and completed the task on time.

Check your work

☐ P1 (1 point): Describes a concrete preparation action.

☐ P2 (1 point): Describes the first event during the sale.

☐ P3 (1 point): Describes a later event during or after the sale.

☐ P4 (1 point): States a clear result of the activity.

☐ P5 (1 point): Uses first, next and finally in a logical sequence.

☐ P6 (1 point): Includes an accurate past simple passive sentence.

☐ P7 (1 point): Uses two coherent paragraphs with preparation separate from the later events.

☐ P8 (1 point): Uses past forms consistently for the main completed events.

Accept alternative accurate responses that fulfil the task. Use the criteria to guide self-checking, not exact matching to the model. Minor errors that do not obscure the required meaning may be accepted. There is no official KPM word limit attached to this practice task.

U6E04 | Describe a repair club

One possible answer

Our repair club meets with a teacher after school. Ravi is the pupil who welcomes new members. He is patient because he listens carefully when someone explains a problem. Simple items such as folders and book covers are checked at our table. We ask our teacher before starting any repair task.

We are meeting in the art room on Thursday at three. We are going there to prepare labels for our classroom boxes. I will bring paper, and Ravi will bring the list of box names. Together, we will make the labels clear and easy to read.

Check your work

☐ P1 (1 point): Describes a pupil with a personality quality and an action that supports it.

☐ P2 (1 point): Names the classroom items or general activity of the club.

☐ P3 (1 point): Includes a clear future meeting day and time.

☐ P4 (1 point): States the purpose of the next meeting using to + base verb.

☐ P5 (1 point): Includes an accurate defining relative clause.

☐ P6 (1 point): Includes an accurate present simple passive sentence.

☐ P7 (1 point): Organises the response into two coherent paragraphs.

☐ P8 (1 point): Uses appropriate sentence-start capitals and sentence-ending punctuation.

Accept alternative accurate responses that fulfil the task. Use the criteria to guide self-checking, not exact matching to the model. Minor errors that do not obscure the required meaning may be accepted. There is no official KPM word limit attached to this practice task.

U6E05 | An original story continuation

One possible answer

Tara decided to lend him the bookmark for a week because he was reading his first long story. She wrote her name on the back and explained that it was special to her. The younger pupil smiled and promised to return it on Friday. Tara felt a little worried because she used it every evening.

On Friday, he returned the bookmark with a small paper flower. He thanked Tara for trusting him and told her about the story he finished. She felt pleased because her bookmark helped him enjoy reading. They agreed to exchange book recommendations at the next class meeting.

Check your work

☐ P1 (1 point): Gives Tara a clear choice consistent with the opening.

☐ P2 (1 point): Explains a reason for her choice.

☐ P3 (1 point): Describes a feeling experienced by Tara.

☐ P4 (1 point): Links that feeling to a clear reason or event.

☐ P5 (1 point): Includes a plausible response from the younger pupil.

☐ P6 (1 point): Provides an ending connected to the bookmark or exchange.

☐ P7 (1 point): Develops the continuation in two coherent paragraphs with a clear link between events.

☐ P8 (1 point): Uses understandable past-time narration and at least one appropriate connecting pronoun or conjunction.

Accept alternative accurate responses that fulfil the task. Use the criteria to guide self-checking, not exact matching to the model. Minor errors that do not obscure the required meaning may be accepted. There is no official KPM word limit attached to this practice task.

Adult reader: listening scripts & keys

Keep these scripts out of the learner’s view during the listening activity. Read twice. The online module also offers optional device speech.

U6L01 | Getting Ready for the Book Table

Good morning, everyone. We are preparing a book table for Friday. First, look at the books in your group and check that each one has a name label. Next, put the storybooks in the blue box and the information books in the green box. Do not write prices on the books because this is an exchange, not a sale. After sorting, place both boxes beside the classroom door. We are meeting the librarian at ten tomorrow to choose a place for our table. Please bring your list of book titles to that meeting. You do not have to bring coloured pens. I will provide plain pencils. Finally, tell your group leader when your sorting is finished.

Answers

1. A book table for Friday.

2. The green box.

3. Place both boxes beside the classroom door.

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

U6L02 | A Different Choice

Yesterday, I went to the school market with my sister. I wanted a notebook with a shiny cover, but my main need was enough space for class notes. The shiny notebook had only twenty pages. A plain notebook at another stall had sixty pages and cost the same amount. I compared them carefully before choosing the plain one. My sister asked why I changed my mind. I explained that the extra pages were more useful for my lessons than a shiny cover. She nodded and helped me check the pages. We paid for the notebook, and I kept the receipt in my bag. At home, I wrote my name inside the cover. I felt pleased with my choice.

Answers

1. The speaker chose a notebook that better met the need for class notes.

2. Sixty pages.

3. Its extra pages were more useful for lessons; both notebooks cost the same amount.

KPM DSKP p. 23 | SP 1.1.1, 1.1.2, 1.1.6, 1.2.1

Speaking models

U6P01 | Agree on a Market Visit

A: Shall we meet at the school gate on Saturday at nine? First, we can look for a folder.
B: Do you mean the gate beside the hall?
A: Yes, that gate.
B: Then, shall we compare the prices at two stalls?
A: Good idea. We are meeting at nine, looking for a folder and comparing prices before we choose.

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

U6P02 | Explain a Rule and Give Advice

Pupil: Do I have to use a coloured label? I also need a box for large cards.
Organiser: You must include your name, but you do not have to use a coloured label. You should check the box size because your cards need to fit inside.
Pupil: So a plain name label is enough, and I should check the size before choosing?
Organiser: Yes, that is right.

KPM DSKP pp. 27-28 | SP 2.1.2, 2.1.4, 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).

Official BPK directory | KPM-authored DSKP, full-text copy | KPM ELTC textbook listing

Original AI-assisted revision material. Independent teacher review has not been completed. Not a KPM publication or endorsement. No textbook passages or prescribed literature are reproduced. Continue reading your teacher's assigned literary work. © 2026 LauPeh, to the extent protectable.