A new friend at school

Term 1 | Paper 1 | ORAL / LISTENING REVIEW

Original EWS practice. Term grouping is an EWS teaching sequence; school plans may differ.

Name: _____ Date: _____

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For the adult: ADULT: Read the following short scenario twice at a comfortable pace, without showing the child the text. Ask questions 1-6 orally. For 7-12, read one instruction at a time and observe the response. Do not require written English answers. Use safe real objects or simple adult-made cards when an action is requested. Imaginary personal details are accepted.
SCENARIO: A girl comes to our class. Her name is Rani. She is in Grade 1. She carries a red bag. She says good morning to the teacher. Her new friend is Amal.

1. What is the girl's name?
2. Which grade is Rani in?
3. What does she carry?
4. What colour is her bag?
5. Who does she greet?
6. Who is her new friend?
7. Say a polite morning greeting.
8. Tell the adult your own or an imaginary name.
9. Ask the adult their name.
10. Say your grade.
11. Introduce an imaginary friend called Ravi.
12. Say goodbye politely.

Extra speaking / writing: Act out meeting a new classmate. Include a greeting, a name question and your own name.

All offered question papers are free. EWS explained answers: charges apply on the website. Ask about availability and price before payment. Private subscribed-level practice includes its available answers.

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The open school bag

Term 1 | Paper 2 | ORAL / LISTENING REVIEW

Original EWS practice. Term grouping is an EWS teaching sequence; school plans may differ.

Name: _____ Date: _____

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SCENARIO: Amal opens his blue bag. He takes out one book. A pencil is beside the book. An eraser stays in the bag. Rani shows him her ruler. Amal thanks Rani.

1. Whose bag is opened?
2. What colour is the bag?
3. How many books does Amal take out?
4. What is beside the book?
5. What stays in the bag?
6. What does Rani show Amal?
7. Show or mime a book when the adult says book.
8. Show or mime a pencil.
9. Point to a blue card or pencil chosen by the adult.
10. Name two school objects you have or imagine.
11. Ask politely for an eraser.
12. Thank a person who gives you a ruler.

Extra speaking / writing: Show three safe school objects and introduce each in a short sentence.

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A short school walk

Term 1 | Paper 3 | ORAL / LISTENING REVIEW

Original EWS practice. Term grouping is an EWS teaching sequence; school plans may differ.

Name: _____ Date: _____

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1. Who takes the children around the school?
2. Where do they read picture books?
3. Where do they play?
4. Where is the principal?
5. Who is at the gate?
6. Where do the children eat their snack?
7. Name the place where children learn in a class.
8. Introduce your teacher or an imaginary teacher.
9. Introduce two imaginary classmates.
10. Say one thing you do in a library.
11. Follow this safe instruction: stand beside your chair.
12. Ask permission to come into a classroom.

Extra speaking / writing: Pretend to show a visitor two school places. Say the name and what you do there.

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Tidy tables and coloured cards

Term 1 | Paper 4 | ORAL / LISTENING REVIEW

Original EWS practice. Term grouping is an EWS teaching sequence; school plans may differ.

Name: _____ Date: _____

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SCENARIO: Nila and Ravi tidy a table. Nila picks up a clean paper scrap. Ravi puts it in the paper bin. A red card and a green card stay on the table. Nila chooses the green card. The teacher says well done.

1. Who tidies the table with Nila?
2. What does Nila pick up?
3. Where does Ravi put the paper?
4. What two colours of card are on the table?
5. Which card does Nila choose?
6. What does the teacher say?
7. Point to a red object or an adult's red card.
8. Point to a green object or card.
9. Name one yellow thing you know.
10. Show how you put a clean paper scrap in its correct bin.
11. Ask someone politely to tidy the table.
12. Say one sentence about a tidy classroom.

Extra speaking / writing: Listen to an adult name two colours, then show both in order and say their names.

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Mala’s family drawing

Term 2 | Paper 1 | ORAL / LISTENING REVIEW

Original EWS practice. Term grouping is an EWS teaching sequence; school plans may differ.

Name: _____ Date: _____

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1. Who shows the drawing?
2. Which older family member does she point to?
3. What is her brother’s name?
4. Who holds the bag?
5. Where is her mother?
6. What does Mala call the group?
7. Listen as the adult says the word for mother in your home language. Say the English word.
8. Listen as the adult says the word for grandfather in your home language. Say the English word.
9. Introduce yourself in a family picture.
10. Introduce one real or imaginary family member.
11. Ask who a person in an adult’s simple drawing is.
12. Say something kind about family or carers.

Extra speaking / writing: Draw or imagine your household and describe three people. No photograph or personal details are required.

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A colourful little house

Term 2 | Paper 2 | ORAL / LISTENING REVIEW

Original EWS practice. Term grouping is an EWS teaching sequence; school plans may differ.

Name: _____ Date: _____

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1. What does Ravi draw?
2. How many doors does it have?
3. What colour is the door?
4. How many windows are there?
5. What colour is the roof?
6. Who sees Ravi’s drawing?
7. Point to the door in an adult’s simple house drawing.
8. Point to the roof.
9. Say one short sentence about a window.
10. An adult asks you to colour the drawn door green. Do it.
11. An adult asks you to colour the drawn roof yellow. Do it.
12. Say one thing your real or imaginary house has.

Extra speaking / writing: Describe a simple house drawing in three short sentences.

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Nila’s helpful morning

Term 2 | Paper 3 | ORAL / LISTENING REVIEW

Original EWS practice. Term grouping is an EWS teaching sequence; school plans may differ.

Name: _____ Date: _____

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1. When does Nila get up?
2. What does she make?
3. What does she drink?
4. What does she wash after breakfast?
5. Where does she put her cup?
6. Who thanks her?
7. Mime making your bed safely.
8. Mime washing a cup.
9. Say I wash followed by one suitable object.
10. Say one thing you do after eating.
11. Ask an adult politely for a cup.
12. Respond to a person who thanks you.

Extra speaking / writing: Show two helpful home habits with actions and describe them.

All offered question papers are free. EWS explained answers: charges apply on the website. Ask about availability and price before payment. Private subscribed-level practice includes its available answers.

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The school flower corner

Term 2 | Paper 4 | ORAL / LISTENING REVIEW

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Name: _____ Date: _____

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1. Where does the class go?
2. What colour are the leaves?
3. What is beside the rose?
4. Which flower grows near the fence?
5. Which flower grows in the pond?
6. Do the children pick the flowers?
7. Point to a leaf on a safe plant or drawing.
8. Point to a flower on a drawing.
9. Ask the name of a flower in a picture.
10. Name one flower from the story.
11. Say a sentence using plant and has.
12. Say how to care for a flower safely.

Extra speaking / writing: Use a plant drawing to name three parts and introduce one flower.

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Fruit cards at the stall

Term 3 | Paper 1 | ORAL / LISTENING REVIEW

Original EWS practice. Term grouping is an EWS teaching sequence; school plans may differ.

Name: _____ Date: _____

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1. Who is the seller?
2. What two fruit cards does she have?
3. Which fruit does Amal ask for?
4. What colour is the mango card?
5. What is the play price?
6. What does Amal say before leaving?
7. Name another fruit you know.
8. Ask politely for a banana.
9. Ask the seller a price.
10. Pretend to be a banana and say your colour.
11. Answer Do you like mangoes? with your own preference.
12. Finish a short shop conversation politely.

Extra speaking / writing: Act out buying one fruit using a greeting, request, price question and thanks.

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A vegetable parade

Term 3 | Paper 2 | ORAL / LISTENING REVIEW

Original EWS practice. Term grouping is an EWS teaching sequence; school plans may differ.

Name: _____ Date: _____

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1. Who pretends to be a carrot?
2. What colour is Ravi's card?
3. Who pretends to be a cabbage?
4. What colour is Mala's card?
5. How many vegetable roles are named in the story?
6. What does the class do?
7. Name a vegetable different from carrot and cabbage.
8. Pretend to be a potato and introduce yourself.
9. Say a possible colour of a potato.
10. Show an orange pencil or card chosen by the adult.
11. Ask What is this? while pointing to a vegetable card.
12. Say one sentence about a vegetable you like.

Extra speaking / writing: Choose a vegetable role and say its name, colour and one like as an imaginary character.

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New Year at grandmother’s home

Term 3 | Paper 3 | ORAL / LISTENING REVIEW

Original EWS practice. Term grouping is an EWS teaching sequence; school plans may differ.

Name: _____ Date: _____

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1. Who does Rani visit?
2. What does the family clean?
3. Who makes the sweets?
4. What colour is Rani’s dress?
5. What kind of wish does she give?
6. What does the family share?
7. Give a New Year greeting.
8. Name one safe activity during a celebration.
9. Name one food you enjoy at a celebration.
10. Mime cleaning a table, without using cleaning chemicals.
11. Thank someone who gives you food.
12. Say one thing your family or an imaginary family does together.

Extra speaking / writing: Describe an imaginary celebration in three short sentences and give a friendly wish.

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A community picture display

Term 3 | Paper 4 | ORAL / LISTENING REVIEW

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Name: _____ Date: _____

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SCENARIO: Our teacher shows four pictures. One is the national flag of Sri Lanka. One shows a temple. Another shows a church. The last shows a mosque. Amal says we respect different places and people.

1. Who shows the pictures?
2. How many pictures are there?
3. Which country's flag is shown?
4. Name the first place of worship mentioned.
5. What does the last picture show?
6. What does Amal say people should respect?
7. Say the name of your country or the country in the story.
8. Use a sentence to introduce the national flag.
9. Name a place of worship not named in the listening story.
10. Say one respectful behaviour at a community place.
11. Introduce two imaginary friends together.
12. End the activity with a polite goodbye.

Extra speaking / writing: Pretend to show a visitor a flag picture and two community-building pictures. Introduce each respectfully.

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