My new reading friend

Term 1 | Paper 1 | WRITTEN PRACTICE

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

Name: _____ Date: _____

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Word bank: name, friend, school, bag, book, chair, garden, milk

Vocabulary and grammar

1. Choose a word from the word bank: The word people use to call you.

2. Choose a word from the word bank: Someone you like and spend time with.

3. Choose a word from the word bank: A place where children learn with teachers.

4. Choose a word from the word bank: You carry your books in this.

5. Choose a word from the word bank: You open this to read a story.

6. I ___ eight years old. (am / is)

7. She ___ my friend. (is / are)

8. They ___ at school. (is / are)

9. This is ___ bag. It belongs to me. (my / me)

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My new reading friend (continued)

Term 1 | Paper 1 | WRITTEN PRACTICE

10. Choose the correctly written sentence. (my name is amal. / My name is Amal.)

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My new reading friend

Term 1 | Paper 1 | READING AND COMMUNICATION

Read this passage.

My name is Nethmi. I am eight years old. I go to Hill School with my friend Amal. My blue bag is on a chair. There are two storybooks in my bag. Amal and I read together after class.

Answer questions 11-15 using the passage.

11. What is the child's name?

12. How old is Nethmi?

13. Who is Nethmi's friend?

14. Where is the blue bag?

15. How many storybooks are in the bag?

Use English in real life.

16. A new pupil says, "Good morning." Write a friendly reply.

17. Ask a new friend for his or her name.

18. Your friend lends you a storybook. What do you say?

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My new reading friend (continued)

Term 1 | Paper 1 | READING AND COMMUNICATION

19. Ask politely to sit on an empty chair.

20. Write two sentences introducing yourself to a new friend. You may use an imaginary name.

Extra speaking / writing: Introduce yourself and a friend in two or three sentences.

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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A little room at home

Term 1 | Paper 2 | WRITTEN PRACTICE

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

Name: _____ Date: _____

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Word bank: kitchen, bedroom, table, window, house, shoe, bird, pencil

Vocabulary and grammar

1. Choose a word from the word bank: A room where people prepare food.

2. Choose a word from the word bank: A room where people sleep.

3. Choose a word from the word bank: A piece of furniture with a flat top for meals or work.

4. Choose a word from the word bank: An opening with glass that lets light into a room.

5. Choose a word from the word bank: A building where a family lives.

6. There ___ a round table. (is / are)

7. There ___ three cups. (is / are)

8. The cups are ___ the table. They rest on its top. (on / under)

9. Ravi ___ two books. (have / has)

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A little room at home (continued)

Term 1 | Paper 2 | WRITTEN PRACTICE

10. Choose the question word: ___ is the curtain? It is yellow. (What colour / How many)

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A little room at home

Term 1 | Paper 2 | READING AND COMMUNICATION

Read this passage.

Ravi lives in a small house with his aunt. There is a round table in the kitchen. Three cups are on the table. A yellow curtain hangs at the window. Ravi keeps his books in his bedroom.

Answer questions 11-15 using the passage.

11. Who lives with Ravi?

12. Where is the round table?

13. How many cups are on the table?

14. What colour is the curtain?

15. Where does Ravi keep his books?

Use English in real life.

16. You want to enter your aunt's room. Ask politely.

17. Ask where a cup is.

18. Your aunt says, "Put the cup on the table, please." Write a suitable reply.

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A little room at home (continued)

Term 1 | Paper 2 | READING AND COMMUNICATION

19. You accidentally drop a cushion. What can you say?

20. Describe two things in a real or imaginary room. Use is and are.

Extra speaking / writing: Describe a room and say where one object is.

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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Our classroom shelf

Term 1 | Paper 3 | WRITTEN PRACTICE

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

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Word bank: classroom, teacher, ruler, shelf, library, rice, hat, rabbit

Vocabulary and grammar

1. Choose a word from the word bank: The room where a class learns.

2. Choose a word from the word bank: A person who helps pupils learn.

3. Choose a word from the word bank: A straight tool used to measure or draw a line.

4. Choose a word from the word bank: A flat board fixed in a cupboard or on a wall for storing things.

5. Choose a word from the word bank: A place where people borrow and read books.

6. This ___ a ruler. (is / are)

7. These ___ picture books. (is / are)

8. There is ___ red box. (a / an)

9. There is ___ eraser beside the box. (a / an)

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Our classroom shelf (continued)

Term 1 | Paper 3 | WRITTEN PRACTICE

10. Choose the correct question. (Where is the ruler? / Where the ruler is.)

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Our classroom shelf

Term 1 | Paper 3 | READING AND COMMUNICATION

Read this passage.

Our classroom has a new low shelf. Teacher Mala puts five picture books on it. Ishara puts a ruler in a red box beside the shelf. The children may borrow one book each. They return the books before going to the library.

Answer questions 11-15 using the passage.

11. What new thing does the classroom have?

12. Who puts books on the shelf?

13. How many picture books are on the shelf?

14. Where does Ishara put the ruler?

15. What must the children do before going to the library?

Use English in real life.

16. Ask your teacher politely for a ruler.

17. Tell a friend that one book is yours.

18. A friend asks, “May I borrow this book?” Give a polite yes reply.

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Our classroom shelf (continued)

Term 1 | Paper 3 | READING AND COMMUNICATION

19. Give a short instruction about returning a book.

20. Write two sentences about a classroom object. Name it and say where it is.

Extra speaking / writing: Name three classroom objects and say where one is.

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A shared food bag

Term 1 | Paper 4 | WRITTEN PRACTICE

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

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Word bank: banana, water, lunch, bottle, share, sock, door, bus

Vocabulary and grammar

1. Choose a word from the word bank: A long fruit with a yellow skin when ripe.

2. Choose a word from the word bank: A clear liquid we drink.

3. Choose a word from the word bank: A meal often eaten around the middle of the day.

4. Choose a word from the word bank: A container with a narrow neck for a drink.

5. Choose a word from the word bank: Let another person have or use part of what you have.

6. Sanu ___ a banana. (have / has)

7. The friends ___ their hands. (wash / washes)

8. I ___ water in my bottle. (have / has)

9. Choose the correctly spelled plural of bun. (buns / bunes)

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A shared food bag (continued)

Term 1 | Paper 4 | WRITTEN PRACTICE

10. Choose the question: ___ buns are there? (How many / Where)

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A shared food bag

Term 1 | Paper 4 | READING AND COMMUNICATION

Read this passage.

Sanu brings rice and a banana for lunch. She has a bottle of water in her food bag. Her friend Dinu brings two small buns. Sanu and Dinu wash their hands before eating. Dinu shares one bun with Sanu.

Answer questions 11-15 using the passage.

11. What fruit does Sanu bring?

12. What is in Sanu's bottle?

13. How many buns does Dinu bring?

14. What do they do before eating?

15. Who shares a bun with Sanu?

Use English in real life.

16. Ask politely for some water.

17. Offer a friend a banana.

18. A friend offers you a bun. Give a polite no reply.

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A shared food bag (continued)

Term 1 | Paper 4 | READING AND COMMUNICATION

19. Tell a friend what to do before eating.

20. Write two sentences about a real or imaginary lunch.

Extra speaking / writing: Say what you have for lunch and how you keep your hands clean.

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The kittens by the gate

Term 2 | Paper 1 | WRITTEN PRACTICE

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

Name: _____ Date: _____

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Word bank: kitten, cat, tail, milk, gate, lamp, skirt, spoon

Vocabulary and grammar

1. Choose a word from the word bank: A baby cat.

2. Choose a word from the word bank: An animal that may purr and catch mice.

3. Choose a word from the word bank: The long part at the back of many animals.

4. Choose a word from the word bank: A white drink that comes from animals such as cows.

5. Choose a word from the word bank: A door-like entrance to a garden or yard.

6. One cat, two ___. (cats / cates)

7. The kittens ___ small. (is / are)

8. The brown cat ___ a long tail. (have / has)

9. The kittens ___ play. (can / is)

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The kittens by the gate (continued)

Term 2 | Paper 1 | WRITTEN PRACTICE

10. Choose the question word: ___ puts water in the bowl? (Who / How many)

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The kittens by the gate

Term 2 | Paper 1 | READING AND COMMUNICATION

Read this passage.

Two kittens sit beside our garden gate. One kitten is black and the other is white. Their mother is a brown cat with a long tail. Grandfather puts water in a small bowl for them. The kittens play with a dry leaf.

Answer questions 11-15 using the passage.

11. How many kittens are there?

12. Where do the kittens sit?

13. What colour is their mother?

14. What does Grandfather put in the bowl?

15. What do the kittens play with?

Use English in real life.

16. Ask a friend whether he or she has a pet.

17. Tell a younger child to be gentle with a kitten.

18. Someone asks, “Can a cat run?” Give a short yes answer.

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The kittens by the gate (continued)

Term 2 | Paper 1 | READING AND COMMUNICATION

19. Offer to bring a bowl of water for a pet.

20. Write two sentences about a real or imaginary animal.

Extra speaking / writing: Name an animal and describe two of its features.

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Getting ready for rain

Term 2 | Paper 2 | WRITTEN PRACTICE

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

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Word bank: raincoat, umbrella, boots, shirt, dry, fish, plate, tree

Vocabulary and grammar

1. Choose a word from the word bank: A coat worn to keep rain off your clothes.

2. Choose a word from the word bank: Something you hold above your head to keep rain off.

3. Choose a word from the word bank: Strong shoes that cover the feet and part of the legs.

4. Choose a word from the word bank: A top with sleeves, often with buttons, worn under a raincoat.

5. Choose a word from the word bank: Not wet.

6. These ___ my boots. (is / are)

7. This is ___ umbrella. (a / an)

8. He ___ a green raincoat. (wear / wears)

9. My sister ___ a blue umbrella. (have / has)

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Getting ready for rain (continued)

Term 2 | Paper 2 | WRITTEN PRACTICE

10. Choose the correctly written question. (what colour is your shirt / What colour is your shirt?)

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Getting ready for rain

Term 2 | Paper 2 | READING AND COMMUNICATION

Read this passage.

Clouds cover the sky before school. Arul puts on his green raincoat and black boots. His sister carries a blue umbrella. Their father walks with them to the school gate. Inside the classroom, Arul's shirt is still dry.

Answer questions 11-15 using the passage.

11. What covers the sky?

12. What colour is Arul's raincoat?

13. What does his sister carry?

14. Who walks with the children?

15. Is Arul's shirt wet or dry inside the classroom?

Use English in real life.

16. Ask a friend what colour his or her shirt is.

17. You need help to open an umbrella. Ask politely.

18. A friend says, "Your coat is on the chair." Thank the friend.

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Getting ready for rain (continued)

Term 2 | Paper 2 | READING AND COMMUNICATION

19. Tell a friend that the boots belong to you.

20. Describe two things you might wear or carry in the rain.

Extra speaking / writing: Describe clothes for a rainy day in two or three sentences.

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The ball game

Term 2 | Paper 3 | WRITTEN PRACTICE

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

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Word bank: ball, team, throw, catch, turn, moon, cup, bed

Vocabulary and grammar

1. Choose a word from the word bank: A round object used in many games.

2. Choose a word from the word bank: A group of players on the same side.

3. Choose a word from the word bank: Send a ball from your hand through the air.

4. Choose a word from the word bank: Stop and hold a moving ball with your hands.

5. Choose a word from the word bank: Your chance to do something in a game.

6. Mina can ___ the ball. (throw / throws)

7. Dev ___ catch the ball. (can / is)

8. Four children ___ in a team. (is / are)

9. Can Mina throw? Yes, she ___. (can / does)

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The ball game (continued)

Term 2 | Paper 3 | WRITTEN PRACTICE

10. The ball is ___ the box. It is inside it. (in / under)

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The ball game

Term 2 | Paper 3 | READING AND COMMUNICATION

Read this passage.

Our class plays a ball game after lunch. There are four children in each team. Mina can throw the ball and Dev can catch it. Everyone waits for a turn. The teacher stops the game when the bell rings.

Answer questions 11-15 using the passage.

11. When does the class play?

12. How many children are in each team?

13. What can Mina do?

14. What does everyone wait for?

15. When does the teacher stop the game?

Use English in real life.

16. Ask a friend if he or she can catch a ball.

17. It is your friend's turn. What can you say?

18. Ask politely to join a game.

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The ball game (continued)

Term 2 | Paper 3 | READING AND COMMUNICATION

19. A child wins a game. Write a kind reply.

20. Write one thing you can do and one thing you cannot do yet.

Extra speaking / writing: Explain one rule for a fair game.

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A bird’s new nest

Term 2 | Paper 4 | WRITTEN PRACTICE

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

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Word bank: bird, nest, branch, feather, leaf, clock, sock, bus

Vocabulary and grammar

1. Choose a word from the word bank: An animal with feathers and a beak.

2. Choose a word from the word bank: A place a bird builds for its eggs.

3. Choose a word from the word bank: A part of a tree that grows out from the trunk.

4. Choose a word from the word bank: One of the light parts that cover a bird’s body.

5. Choose a word from the word bank: A flat green part of many plants.

6. The bird ___ a nest. (build / builds)

7. There ___ leaves in the nest. (is / are)

8. The nest is ___ a branch. (on / between)

9. One leaf, two ___. (leafs / leaves)

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A bird’s new nest (continued)

Term 2 | Paper 4 | WRITTEN PRACTICE

10. Choose the correct question. (Where is the nest? / Where the nest?)

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A bird’s new nest

Term 2 | Paper 4 | READING AND COMMUNICATION

Read this passage.

A small bird builds a nest in our mango tree. The nest is on a high branch. The bird carries dry grass and small leaves. Tara watches it from the window. She does not touch the nest.

Answer questions 11-15 using the passage.

11. Where does the bird build its nest?

12. Is the branch high or low?

13. Name one thing the bird carries.

14. Where does Tara watch from?

15. Does Tara touch the nest?

Use English in real life.

16. Tell a friend not to touch a bird’s nest.

17. Ask where the bird is.

18. Someone asks, “Can a bird fly?” Give a short answer.

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A bird’s new nest (continued)

Term 2 | Paper 4 | READING AND COMMUNICATION

19. Invite a friend to watch the bird quietly.

20. Write two sentences describing a real or imaginary bird.

Extra speaking / writing: Describe a bird without disturbing it.

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A walk in the garden

Term 3 | Paper 1 | WRITTEN PRACTICE

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

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Word bank: garden, flower, tree, pond, butterfly, table, rice, shoe

Vocabulary and grammar

1. Choose a word from the word bank: A place where people grow flowers or vegetables.

2. Choose a word from the word bank: The colourful part of a plant that may become a fruit.

3. Choose a word from the word bank: A tall plant with a woody trunk.

4. Choose a word from the word bank: A small area of still water.

5. Choose a word from the word bank: An insect with large colourful wings.

6. There ___ three flowers. (is / are)

7. A butterfly ___ above the flowers. (fly / flies)

8. The flowers are ___ the pond. They are close to it. (near / inside)

9. We ___ the garden clean. (keep / keeps)

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A walk in the garden (continued)

Term 3 | Paper 1 | WRITTEN PRACTICE

10. Choose the right question word: ___ do they visit? On Sunday. (When / Who)

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A walk in the garden

Term 3 | Paper 1 | READING AND COMMUNICATION

Read this passage.

We visit a small garden on Sunday. There are three red flowers near a pond. A butterfly flies above the flowers. An old tree gives us shade. We put our empty bottles in a bin before leaving.

Answer questions 11-15 using the passage.

11. When do they visit the garden?

12. How many red flowers are near the pond?

13. What flies above the flowers?

14. What gives them shade?

15. Where do they put the empty bottles?

Use English in real life.

16. Ask a friend to put an empty bottle in a bin.

17. Invite a friend to look at a flower.

18. You do not know where the pond is. Ask a question.

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A walk in the garden (continued)

Term 3 | Paper 1 | READING AND COMMUNICATION

19. Thank someone for showing you the garden.

20. Write two sentences about a garden you know or imagine.

Extra speaking / writing: Describe a garden and one way to keep it clean.

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Our reading-club morning

Term 3 | Paper 2 | WRITTEN PRACTICE

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

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Word bank: clock, morning, breakfast, read, early, leaf, dress, fish

Vocabulary and grammar

1. Choose a word from the word bank: An object that shows the time.

2. Choose a word from the word bank: The part of the day before the middle of the day.

3. Choose a word from the word bank: The first meal of the day.

4. Choose a word from the word bank: Look at written words and understand them.

5. Choose a word from the word bank: Before the usual or expected time.

6. The club starts ___ nine o’clock. (at / in)

7. Pavan ___ a book. (read / reads)

8. We go to the club ___ Saturday. (on / at)

9. I ___ breakfast in the morning. (eat / eats)

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Our reading-club morning (continued)

Term 3 | Paper 2 | WRITTEN PRACTICE

10. Choose the number word for 8. (eight / eighteen)

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Our reading-club morning

Term 3 | Paper 2 | READING AND COMMUNICATION

Read this passage.

On Saturday, Pavan gets up at seven o'clock. He eats breakfast and packs a book. The reading club starts at nine o'clock. Pavan arrives at the club at eight thirty. He has half an hour before the club starts.

Answer questions 11-15 using the passage.

11. On which day does Pavan go to the club?

12. What time does he get up?

13. What does he pack?

14. What time does the club start?

15. Does Pavan arrive early or late?

Use English in real life.

16. Ask someone for the time.

17. Greet your teacher in the morning.

18. You arrive at a club. Ask where to sit.

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Our reading-club morning (continued)

Term 3 | Paper 2 | READING AND COMMUNICATION

19. A friend says, “Let us read together.” Give a friendly reply.

20. Write two sentences about your morning routine.

Extra speaking / writing: Describe two things you do in the morning.

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The lost pencil case

Term 3 | Paper 3 | WRITTEN PRACTICE

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

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Word bank: lost, find, pencil, help, thank, sun, banana, shoe

Vocabulary and grammar

1. Choose a word from the word bank: Unable to be found at the moment.

2. Choose a word from the word bank: Discover where something is.

3. Choose a word from the word bank: An object used to write or draw that can be sharpened.

4. Choose a word from the word bank: Make a task easier for someone.

5. Choose a word from the word bank: Say that you are grateful.

6. Fathima ___ her friend for help. (ask / asks)

7. The case is ___ the bag. (in / on)

8. Nuwan ___ find the case. (can / are)

9. Choose the polite sentence. (Give pencil! / Please give me a pencil.)

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The lost pencil case (continued)

Term 3 | Paper 3 | WRITTEN PRACTICE

10. Choose the correct ending: Where is my case___ (. / ?)

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The lost pencil case

Term 3 | Paper 3 | READING AND COMMUNICATION

Read this passage.

Fathima cannot find her pencil case. She asks her friend Nuwan for help. They look under the desk and beside the shelf. Nuwan finds the case inside Fathima's bag. Fathima smiles and thanks him.

Answer questions 11-15 using the passage.

11. What can Fathima not find?

12. Who does she ask for help?

13. Name one place they look before finding the case.

14. Where is the pencil case found?

15. What does Fathima do after the case is found?

Use English in real life.

16. Ask a friend to help you find a pencil case.

17. Tell a friend that a case is inside a bag.

18. A friend helps you. Write a thank-you reply.

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The lost pencil case (continued)

Term 3 | Paper 3 | READING AND COMMUNICATION

19. A friend thanks you. What can you say?

20. Write two sentences about helping a real or imaginary friend.

Extra speaking / writing: Act out asking for help and saying thank you.

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The little seed story

Term 3 | Paper 4 | WRITTEN PRACTICE

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Word bank: seed, plant, soil, grow, water, coat, clock, cup

Vocabulary and grammar

1. Choose a word from the word bank: A small part from which a new plant can grow.

2. Choose a word from the word bank: A living thing such as a flower or a small tree.

3. Choose a word from the word bank: The earth in which a plant grows.

4. Choose a word from the word bank: Become bigger over time.

5. Choose a word from the word bank: A liquid that plants need and people drink.

6. Leela ___ a seed in the pot. (put / puts)

7. The pot is ___ a window. It is close to it. (near / under)

8. There ___ a green shoot. (is / are)

9. We ___ plants water. (give / gives)

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The little seed story (continued)

Term 3 | Paper 4 | WRITTEN PRACTICE

10. Choose the correct sentence. (the plant is green. / The plant is green.)

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The little seed story

Term 3 | Paper 4 | READING AND COMMUNICATION

Read this passage.

Leela puts a bean seed in a pot of soil. She keeps the pot near a sunny window. Each morning she gives it a little water. After a few days, a small green shoot appears. Leela draws the new plant in her notebook.

Answer questions 11-15 using the passage.

11. What kind of seed does Leela plant?

12. What is in the pot?

13. Where does Leela keep the pot?

14. When does she give the plant water?

15. What does Leela draw?

Use English in real life.

16. Ask an adult for a little water for a plant.

17. Tell a friend where to put a pot. Use near.

18. Ask what colour a new leaf is.

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The little seed story (continued)

Term 3 | Paper 4 | READING AND COMMUNICATION

19. Invite a friend to draw a plant with you.

20. Write two sentences about looking after a plant.

Extra speaking / writing: Retell the seed story in three short sentences.

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