Our family reading evening

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: uncle, aunt, cousin, neighbour, helpful, pilot, river, helmet

Vocabulary and grammar

1. Choose a word from the word bank: Your mother’s or father’s brother.

2. Choose a word from the word bank: Your mother’s or father’s sister.

3. Choose a word from the word bank: A child of your aunt or uncle.

4. Choose a word from the word bank: A person who lives near your home.

5. Choose a word from the word bank: Ready to give useful help.

6. Meena ___ animal stories. (like / likes)

7. Kavindu and Meena ___ together. (read / reads)

8. Latha is my aunt. ___ name is Latha. (Her / She)

9. Mr Ali has a book. ___ book is about the moon. (His / He)

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Our family reading evening (continued)

Term 1 | Paper 1 | WRITTEN PRACTICE

10. Ask a question: ___ Meena like animal stories? (Does / Do)

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Our family reading evening

Term 1 | Paper 1 | READING AND COMMUNICATION

Read this passage.

Every Friday, Kavindu reads with his aunt and cousin. His aunt's name is Latha and his cousin's name is Meena. Meena likes animal stories, but Kavindu likes stories about space. Their neighbour Mr Ali brings a book about the moon. After reading, they put all the books on a shelf.

Answer questions 11-15 using the passage.

11. When does Kavindu read with his family?

12. Who is Latha?

13. What kind of stories does Meena like?

14. Who brings a book about the moon?

15. What do they do with the books after reading?

Use English in real life.

16. Ask a cousin what kinds of stories he or she likes.

17. Your aunt offers you a book. Accept politely.

18. Invite a neighbour to your reading group.

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Our family reading evening (continued)

Term 1 | Paper 1 | READING AND COMMUNICATION

19. Ask someone to return a book to the shelf.

20. Write three sentences about a real or imaginary family member and a hobby.

Extra speaking / writing: Describe a family activity and how each person helps.

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The garden corner

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: pond, butterfly, leaf, flower, shade, ticket, ruler, shirt

Vocabulary and grammar

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

2. Choose a word from the word bank: An insect with broad colourful wings.

3. Choose a word from the word bank: A flat part of a plant that is often green.

4. Choose a word from the word bank: The colourful part of a plant.

5. Choose a word from the word bank: A cool area where direct sunlight is blocked.

6. There ___ a pond in the garden. (is / are)

7. There ___ six flowers. (is / are)

8. One butterfly, two ___. (butterflys / butterflies)

9. The bench is ___ the tree. The branches are above it. (under / on)

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The garden corner (continued)

Term 1 | Paper 2 | WRITTEN PRACTICE

10. Choose the grammatically correct negative sentence. (There are not any flowers. / There is not any flowers.)

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The garden corner

Term 1 | Paper 2 | READING AND COMMUNICATION

Read this passage.

Our school garden has a pond beside a mango tree. There are six red flowers in front of the pond. Two butterflies fly above the flowers. A bench stands under the tree in the shade. We sit on the bench and draw the garden quietly.

Answer questions 11-15 using the passage.

11. What is beside the mango tree?

12. How many red flowers are there?

13. Where do the butterflies fly?

14. Where is the bench?

15. What do the children do on the bench?

Use English in real life.

16. Ask whether there is a pond in a garden.

17. Invite a friend to sit in the shade.

18. Tell someone to speak quietly near a class that is reading.

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The garden corner (continued)

Term 1 | Paper 2 | READING AND COMMUNICATION

19. Ask a friend where the bench is.

20. Describe an imaginary garden in three sentences using is, are and under.

Extra speaking / writing: Draw or imagine a garden and describe three positions.

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Finding the library

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: library, hospital, opposite, between, straight, banana, leaf, scarf

Vocabulary and grammar

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

2. Choose a word from the word bank: A place where doctors and nurses care for ill people.

3. Choose a word from the word bank: Directly across from something.

4. Choose a word from the word bank: In the space separating two things.

5. Choose a word from the word bank: Without turning to the left or right.

6. The shop is ___ the library and the bank. (between / under)

7. The library is across the road from the school. It is ___ the school. (opposite / inside)

8. ___ straight to the bank. (Go / Goes)

9. Turn ___ at the bank, according to the passage. (left / right)

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Finding the library (continued)

Term 1 | Paper 3 | WRITTEN PRACTICE

10. ___ is the hospital? It is next to the bank. (Where / When)

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Finding the library

Term 1 | Paper 3 | READING AND COMMUNICATION

Read this passage.

The library is opposite the school gate. A small shop is between the library and the bank. The hospital is next to the bank. From the bus stop, walk straight and turn left at the bank. The school gate is on your right after the turn.

Answer questions 11-15 using the passage.

11. What is opposite the school gate?

12. Where is the small shop?

13. What is next to the bank?

14. Where should you turn left?

15. After turning, on which side is the school gate?

Use English in real life.

16. Ask a passer-by politely how to get to a library.

17. Give a short direction using turn right.

18. You do not understand a direction. Ask the person to repeat it.

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Finding the library (continued)

Term 1 | Paper 3 | READING AND COMMUNICATION

19. Thank someone who has shown you the way.

20. Describe two places on an imaginary street in three sentences. Use next to and opposite.

Extra speaking / writing: Give three clear instructions for reaching an imaginary place.

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People who help our street

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: farmer, nurse, driver, teacher, baker, cousin, pond, clock

Vocabulary and grammar

1. Choose a word from the word bank: A person who grows crops or keeps farm animals.

2. Choose a word from the word bank: A person trained to care for ill people.

3. Choose a word from the word bank: A person who operates a vehicle.

4. Choose a word from the word bank: A person who helps learners study.

5. Choose a word from the word bank: A person who makes bread and other baked food.

6. A nurse ___ ill people. (help / helps)

7. Drivers ___ buses. (drive / drives)

8. Does the baker ___ early? (start / starts)

9. The nurse does not ___ a bus at work. (drive / drives)

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People who help our street (continued)

Term 1 | Paper 4 | WRITTEN PRACTICE

10. Choose the correct question. (What does she do? / What she does?)

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People who help our street

Term 1 | Paper 4 | READING AND COMMUNICATION

Read this passage.

Mrs Silva is a nurse at a small hospital. Her brother is a driver who drives a school bus. Their neighbour is a baker who starts work early. On Sundays, Mrs Silva helps children read at the community hall. The children thank these helpful people.

Answer questions 11-15 using the passage.

11. What is Mrs Silva's job?

12. Where does she work?

13. What does her brother drive?

14. When does Mrs Silva help children read?

15. Where do the children read with her?

Use English in real life.

16. Ask an adult about his or her job.

17. Thank a bus driver at the end of a trip.

18. A child asks what a nurse does. Give one clear sentence.

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People who help our street (continued)

Term 1 | Paper 4 | READING AND COMMUNICATION

19. Offer to carry a teacher's books.

20. Write three sentences about a real or imaginary person's work.

Extra speaking / writing: Describe two jobs and why those jobs help other people.

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Making decorations together

Term 2 | Paper 1 | WRITTEN PRACTICE

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

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Word bank: lantern, decorate, festival, share, celebrate, road, bottle, leaf

Vocabulary and grammar

1. Choose a word from the word bank: A light with a covering, or a decoration shaped like one.

2. Choose a word from the word bank: Make a place look attractive for a special occasion.

3. Choose a word from the word bank: A special public, cultural or religious celebration.

4. Choose a word from the word bank: Let others use or enjoy part of what you have.

5. Choose a word from the word bank: Enjoy a special event with other people.

6. I ___ making a lantern. (am / is)

7. Anu ___ making a lantern. (is / are)

8. The friends ___ decorating the room. (is / are)

9. They are ___ scissors. (share / sharing)

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Making decorations together (continued)

Term 2 | Paper 1 | WRITTEN PRACTICE

10. Ask about the action now: ___ she making a lantern? (Is / Does)

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Making decorations together

Term 2 | Paper 1 | READING AND COMMUNICATION

Read this passage.

It is the afternoon before a school celebration. Anu is making a paper lantern with her cousin. Their friends are decorating the classroom. Two parents are preparing fruit for everyone. The children are sharing scissors and taking turns.

Answer questions 11-15 using the passage.

11. When does the story happen?

12. What is Anu making?

13. Who is helping Anu?

14. What are the two parents preparing?

15. Name one way the children cooperate.

Use English in real life.

16. Ask to borrow scissors politely.

17. Tell a friend what you are making now.

18. Offer to help decorate a room.

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Making decorations together (continued)

Term 2 | Paper 1 | READING AND COMMUNICATION

19. A friend wants a turn. Give a kind reply.

20. Write three sentences about what people are doing at an imaginary celebration.

Extra speaking / writing: Describe three actions happening now.

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Buying things for a picnic

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: packet, bottle, price, change, shopkeeper, branch, nurse, cloud

Vocabulary and grammar

1. Choose a word from the word bank: A small wrapped container or amount of something.

2. Choose a word from the word bank: A narrow-necked container for a drink.

3. Choose a word from the word bank: The amount of money something costs.

4. Choose a word from the word bank: Money returned when you pay more than the cost.

5. Choose a word from the word bank: A person who owns or works in a shop selling things.

6. May I have a ___ of water, please? (bottle / kilo)

7. How much ___ the biscuits? (is / are)

8. How much ___ one bottle? (is / are)

9. Two bottles cost 200 rupees. One costs ___ rupees. (100 / 400)

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Buying things for a picnic (continued)

Term 2 | Paper 2 | WRITTEN PRACTICE

10. Choose the polite request. (Water now! / May I have some water, please?)

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Buying things for a picnic

Term 2 | Paper 2 | READING AND COMMUNICATION

Read this passage.

Farah buys one packet of biscuits and two bottles of water. The biscuits cost 150 rupees. Each bottle of water costs 100 rupees. The total cost is 350 rupees. Farah pays 500 rupees and receives 150 rupees change.

Answer questions 11-15 using the passage.

11. How many packets of biscuits does Farah buy?

12. How many bottles of water does she buy?

13. What is the price of one water bottle?

14. What is the total cost?

15. How much change does she receive?

Use English in real life.

16. Ask a shopkeeper for a packet of biscuits.

17. Ask the price of one bottle of water.

18. You need to know the total price. Ask a question.

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Buying things for a picnic (continued)

Term 2 | Paper 2 | READING AND COMMUNICATION

19. Thank a shopkeeper after receiving your change.

20. Write a three-line shopping dialogue using imaginary prices.

Extra speaking / writing: Role-play buying two items and asking the total price.

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A club on the calendar

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: calendar, month, birthday, first, second, bowl, driver, leaf

Vocabulary and grammar

1. Choose a word from the word bank: A chart that shows days, weeks and months.

2. Choose a word from the word bank: One of the twelve named parts of a year.

3. Choose a word from the word bank: The day each year when someone celebrates being born.

4. Choose a word from the word bank: The position before second.

5. Choose a word from the word bank: The position after first and before third.

6. The club meets ___ Tuesday. (on / in)

7. The meeting starts ___ four o’clock. (at / on)

8. Her birthday is ___ July. (in / at)

9. The position after second is ___. (third / first)

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A club on the calendar (continued)

Term 2 | Paper 3 | WRITTEN PRACTICE

10. Choose the correct ordinal for 1. (first / one)

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A club on the calendar

Term 2 | Paper 3 | READING AND COMMUNICATION

Read this passage.

The art club meets on Tuesday at four o'clock. Sumi writes the meeting on her calendar. Her birthday is in July. At the club, Sumi is first in the painting queue and Asela is second. They take turns and clean the brushes after painting.

Answer questions 11-15 using the passage.

11. On which day does the art club meet?

12. What time does it meet?

13. In which month is Sumi's birthday?

14. Who is second in the queue?

15. What do they do after painting?

Use English in real life.

16. Ask a friend on which day the club meets.

17. Invite a friend to an art club meeting on Tuesday.

18. Ask what time the meeting begins.

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A club on the calendar (continued)

Term 2 | Paper 3 | READING AND COMMUNICATION

19. Say politely that another child is ahead of you in a queue.

20. Write three sentences about an imaginary timetable. Use on, in and at.

Extra speaking / writing: Make a three-event calendar and describe it.

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The class craft table

Term 2 | Paper 4 | WRITTEN PRACTICE

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

Name: _____ Date: _____

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Word bank: paper, scissors, glue, brush, careful, river, boot, bread

Vocabulary and grammar

1. Choose a word from the word bank: Thin sheets used for writing, drawing or craft.

2. Choose a word from the word bank: A tool with two blades used for cutting.

3. Choose a word from the word bank: A sticky material used to join things.

4. Choose a word from the word bank: A tool with hairs used for painting or cleaning.

5. Choose a word from the word bank: Taking care to avoid mistakes or harm.

6. Dinuka is ___ paper. (cut / cutting)

7. The children ___ making a display. (is / are)

8. Malar ___ not painting the tree. (is / are)

9. ___ they keeping the table tidy? (Are / Does)

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The class craft table (continued)

Term 2 | Paper 4 | WRITTEN PRACTICE

10. One brush, two ___. (brushs / brushes)

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The class craft table

Term 2 | Paper 4 | READING AND COMMUNICATION

Read this passage.

Four children are making a class display. Dinuka is cutting blue paper and Rani is painting a tree. Seth is passing a glue stick to Malar. Malar is sticking paper flowers around the tree. They are using the scissors carefully and keeping the table tidy.

Answer questions 11-15 using the passage.

11. How many children are making the display?

12. What colour paper is Dinuka cutting?

13. What is Rani painting?

14. Who receives the glue stick?

15. How are they using the scissors?

Use English in real life.

16. Ask a friend to pass the glue stick.

17. Ask to use the blue paper.

18. Tell a friend what Rani is doing.

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The class craft table (continued)

Term 2 | Paper 4 | READING AND COMMUNICATION

19. Give one short safety instruction for using scissors.

20. Write three sentences describing an imaginary craft activity happening now.

Extra speaking / writing: Describe a cooperative craft task and one safe habit.

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Practice before sports day

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: race, jump, throw, catch, team, window, plate, skirt

Vocabulary and grammar

1. Choose a word from the word bank: A competition to see who reaches the finish first.

2. Choose a word from the word bank: Push yourself off the ground with your feet.

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

4. Choose a word from the word bank: Stop and hold a ball that comes towards you.

5. Choose a word from the word bank: A group of players working together.

6. Ravi can ___ quickly. (run / runs)

7. He cannot ___ far yet. (jump / jumping)

8. ___ Amali jump far? (Can / Does can)

9. Can Ravi run? Yes, he ___. (can / is)

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Practice before sports day (continued)

Term 3 | Paper 1 | WRITTEN PRACTICE

10. The children ___ turns. (take / takes)

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Practice before sports day

Term 3 | Paper 1 | READING AND COMMUNICATION

Read this passage.

Sports practice begins after school on Wednesday. Ravi can run quickly, but he cannot jump far yet. His friend Amali can jump far and helps him practise. Two other children throw and catch a soft ball. Everyone takes turns and stops when the teacher blows the whistle.

Answer questions 11-15 using the passage.

11. When is sports practice?

12. What can Ravi do well?

13. What can he not do yet?

14. Who helps Ravi practise?

15. When does everyone stop?

Use English in real life.

16. Ask a friend whether he or she can jump far.

17. A friend is learning a skill. Give encouragement.

18. Ask politely to have the next turn.

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Practice before sports day (continued)

Term 3 | Paper 1 | READING AND COMMUNICATION

19. Tell a team to stop at the teacher's signal.

20. Write three sentences about abilities in a real or imaginary team. Include cannot.

Extra speaking / writing: Explain how to practise a sport fairly with another child.

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A cleaner school yard

Term 3 | Paper 2 | WRITTEN PRACTICE

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Word bank: litter, bin, tap, queue, kind, island, dress, baker

Vocabulary and grammar

1. Choose a word from the word bank: Waste left in the wrong place.

2. Choose a word from the word bank: A container for rubbish.

3. Choose a word from the word bank: Something you turn to start or stop a flow of water.

4. Choose a word from the word bank: A line of people waiting for a turn.

5. Choose a word from the word bank: Caring and helpful towards others.

6. We should ___ water. (save / saves)

7. We should ___ leave litter on the ground. (not / no)

8. Please ___ the tap. (turn off / turns off)

9. Do ___ push in a queue. (not / no)

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A cleaner school yard (continued)

Term 3 | Paper 2 | WRITTEN PRACTICE

10. Nadee ___ a younger child. (help / helps)

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A cleaner school yard

Term 3 | Paper 2 | READING AND COMMUNICATION

Read this passage.

Our class looks after the school yard. We put litter in a bin and turn off taps after washing. At the water tap, we wait in a queue. Nadee helps a younger child carry a bag. The teacher praises the class for being kind and careful.

Answer questions 11-15 using the passage.

11. What does the class look after?

12. Where do they put litter?

13. What do they do after washing?

14. How do they wait at the tap?

15. What does Nadee help a younger child carry?

Use English in real life.

16. Ask a classmate to put litter in a bin.

17. Give advice about saving water. Use should.

18. A young child has a heavy bag. Offer help.

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A cleaner school yard (continued)

Term 3 | Paper 2 | READING AND COMMUNICATION

19. Tell someone not to push in a queue.

20. Write three rules for keeping a school clean and kind.

Extra speaking / writing: Make a short school-care message using should and do not.

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A visit to the fort

Term 3 | Paper 3 | WRITTEN PRACTICE

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Name: _____ Date: _____

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Word bank: yesterday, visited, saw, enjoyed, trip, sugar, nurse, cloud

Vocabulary and grammar

1. Choose a word from the word bank: The day before today.

2. Choose a word from the word bank: Went to see a person or place in the past.

3. Choose a word from the word bank: The past form of see.

4. Choose a word from the word bank: Felt happy while doing something in the past.

5. Choose a word from the word bank: A journey to another place.

6. Last Sunday we ___ a fort. (visit / visited)

7. We ___ three boats. (see / saw)

8. The fort ___ old. (was / were)

9. The children ___ happy. (was / were)

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A visit to the fort (continued)

Term 3 | Paper 3 | WRITTEN PRACTICE

10. Did you ___ the trip? (enjoy / enjoyed)

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A visit to the fort

Term 3 | Paper 3 | READING AND COMMUNICATION

Read this passage.

Last Sunday, our family visited an old fort by the sea. We saw three fishing boats near the beach. My brother took a drawing book and drew a boat. We ate lunch under a tree and put our rubbish in a bag. We were happy, but we did not stay until evening.

Answer questions 11-15 using the passage.

11. When did the family visit the fort?

12. Where was the fort?

13. How many fishing boats did they see?

14. What did the brother draw?

15. Did the family stay until evening?

Use English in real life.

16. Ask a friend where he or she went last Sunday.

17. Say one thing you saw on an imaginary trip.

18. Your friend asks, “Did you enjoy the trip?” Give a yes reply.

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A visit to the fort (continued)

Term 3 | Paper 3 | READING AND COMMUNICATION

19. Tell a child what to do with rubbish after a picnic.

20. Write three sentences about a real or imaginary trip. Use the past tense.

Extra speaking / writing: Recount a trip in four short sentences, including where and when.

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The classroom kindness day

Term 3 | Paper 4 | WRITTEN PRACTICE

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

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Word bank: poster, message, borrow, return, promise, branch, ticket, rice

Vocabulary and grammar

1. Choose a word from the word bank: A large notice with words or pictures.

2. Choose a word from the word bank: Information that one person gives another.

3. Choose a word from the word bank: Use something belonging to another person and give it back later.

4. Choose a word from the word bank: Give something back to its owner or place.

5. Choose a word from the word bank: Say firmly that you will do something.

6. Yesterday we ___ a poster. (make / made)

7. Lina ___ the pen after using it. (returned / return)

8. Did she ___ the pen? (return / returned)

9. We should ___ to one another. (listen / listens)

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The classroom kindness day (continued)

Term 3 | Paper 4 | WRITTEN PRACTICE

10. Choose the correct negative. (We did not push. / We did not pushed.)

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The classroom kindness day

Term 3 | Paper 4 | READING AND COMMUNICATION

Read this passage.

Yesterday our class held a kindness day. We made a poster with the message “Help one another.” Lina borrowed a blue pen from Ruwan. She returned it after writing her message. At the end, we promised to listen, share and take turns.

Answer questions 11-15 using the passage.

11. When did the class hold a kindness day?

12. What did they make?

13. What message was on the poster?

14. Who lent Lina a blue pen?

15. When did Lina return the pen?

Use English in real life.

16. Ask to borrow a blue pen.

17. Return a borrowed pen politely.

18. Write a short kindness message for a poster.

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The classroom kindness day (continued)

Term 3 | Paper 4 | READING AND COMMUNICATION

19. You interrupted a friend. Apologise politely.

20. Write three sentences about a kindness day in the past.

Extra speaking / writing: Write a promise about being kind at school.

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