A map for the school display

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: island, province, district, river, capital, helmet, bunch, receipt

Vocabulary and grammar

1. Choose a word from the word bank: An area of land with water all around it.

2. Choose a word from the word bank: A large administrative area that may contain several districts.

3. Choose a word from the word bank: An administrative area smaller than a province in Sri Lanka.

4. Choose a word from the word bank: A natural stream of water that flows across land.

5. Choose a word from the word bank: A letter form used at the start of a sentence or proper name.

6. Choose the correct place name. (sri lanka / Sri Lanka)

7. There ___ nine provinces. (is / are)

8. Write 25 in words.

9. Choose the word with the same long a sound as day. (rain / cat)

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A map for the school display (continued)

Term 1 | Paper 1 | WRITTEN PRACTICE

10. Choose the correctly punctuated sentence. (we live in Sri Lanka / We live in Sri Lanka.)

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A map for the school display

Term 1 | Paper 1 | READING AND COMMUNICATION

Read this passage.

Nadee and her group make a map for the school display. They write “Sri Lanka” in large letters at the top. Their teacher says that Sri Lanka has nine provinces and twenty-five districts. Nadee colours a river blue and adds a small flag beside the map. The group checks the spelling before putting the map on the wall.

Answer questions 11-15 using the passage.

11. What does the group make?

12. What name do they write at the top?

13. How many districts does the teacher mention?

14. What colour does Nadee use for the river?

15. What do they check before displaying the map?

Use English in real life.

16. Ask a teacher to check the spelling on a map.

17. Invite a visitor to look at your class display.

18. Explain why capital letters are used in Sri Lanka.

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A map for the school display (continued)

Term 1 | Paper 1 | READING AND COMMUNICATION

19. Offer to help a group finish its map.

20. Write three sentences introducing your country to an imaginary pen friend.

Extra speaking / writing: Write a short introduction to an imaginary country display.

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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Three trees in the school garden

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: shade, root, branch, tall, protect, station, rice, calendar

Vocabulary and grammar

1. Choose a word from the word bank: An area out of direct sunlight.

2. Choose a word from the word bank: A part of a plant that grows into the soil.

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

4. Choose a word from the word bank: Having a great height.

5. Choose a word from the word bank: Keep something safe from harm.

6. The guava tree is ___ than the lime tree. (taller / tallest)

7. The mango tree is ___ tallest of the three. (the / a)

8. Big -> bigger. Write the comparative of small.

9. Choose the word with a short i sound. (fish / kite)

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Three trees in the school garden (continued)

Term 1 | Paper 2 | WRITTEN PRACTICE

10. Choose the initial letter combination in tree. (tr / br)

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Three trees in the school garden

Term 1 | Paper 2 | READING AND COMMUNICATION

Read this passage.

Three young trees grow beside our school fence. The lime tree is one metre tall and the guava tree is two metres tall. The mango tree is three metres tall. The children water the trees and protect their roots. They enjoy sitting in the shade of a much older tree nearby.

Answer questions 11-15 using the passage.

11. Where do the young trees grow?

12. How tall is the lime tree?

13. Which young tree is the tallest?

14. What part of the trees do the children protect?

15. Which tree provides the shade they sit in?

Use English in real life.

16. Ask permission to water the school trees.

17. Compare the one-metre lime tree and two-metre guava tree in one sentence.

18. Give one gentle instruction for protecting a young plant.

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Three trees in the school garden (continued)

Term 1 | Paper 2 | READING AND COMMUNICATION

19. Invite a friend to rest in the shade.

20. Write three sentences comparing three imaginary bags. Include bigger and the biggest.

Extra speaking / writing: Describe a plant and explain one way to care for it.

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Sharing a box of colours

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: generous, borrow, return, spare, kindness, island, whistle, bottle

Vocabulary and grammar

1. Choose a word from the word bank: Willing to share what you have.

2. Choose a word from the word bank: Use another person's thing and give it back later.

3. Choose a word from the word bank: Give something back.

4. Choose a word from the word bank: Extra and available when needed.

5. Choose a word from the word bank: A caring or helpful action or quality.

6. Milan gives pencils to Roshini. He gives ___ two pencils. (she / her)

7. Roshini thanks Milan. She thanks ___. (he / him)

8. The pencils belong to Milan. They are ___. (his / he)

9. Rewrite with a contraction: I do not have a blue pencil.

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Sharing a box of colours (continued)

Term 1 | Paper 3 | WRITTEN PRACTICE

10. These younger pupils need help. Please help ___. (they / them)

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Sharing a box of colours

Term 1 | Paper 3 | READING AND COMMUNICATION

Read this passage.

Milan brings a box of coloured pencils to class. His friend Roshini has forgotten her pencils. He gives her two spare pencils for the art lesson. Roshini returns them before going home and thanks him. Later they lend the whole box to two younger pupils.

Answer questions 11-15 using the passage.

11. What does Milan bring to class?

12. Why does Roshini need pencils?

13. How many spare pencils does Milan give her?

14. When does Roshini return the pencils?

15. Who borrows the whole box later?

Use English in real life.

16. Ask Milan politely to lend you two pencils.

17. Return the pencils and thank him.

18. A friend has no eraser. Offer yours.

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Sharing a box of colours (continued)

Term 1 | Paper 3 | READING AND COMMUNICATION

19. Write a suitable reply to “Thank you for sharing.”

20. Write three sentences about an act of kindness. Include one object pronoun.

Extra speaking / writing: Write a short message thanking someone for helping you.

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A festival at the community hall

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: decoration, celebration, visitor, lantern, memory, root, helmet, country

Vocabulary and grammar

1. Choose a word from the word bank: Something added to make a place look attractive.

2. Choose a word from the word bank: A special event held to mark a happy occasion.

3. Choose a word from the word bank: A person who comes to see a place or person.

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

5. Choose a word from the word bank: Something you remember about the past.

6. Last Saturday we ___ the hall. (decorate / decorated)

7. Asha ___ two lanterns. (made / make)

8. Did the children ___ after lunch? (sing / sang)

9. Rewrite with a contraction: We did not leave litter.

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A festival at the community hall (continued)

Term 1 | Paper 4 | WRITTEN PRACTICE

10. Ask about the place: ___ was the celebration held? (Where / Who)

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A festival at the community hall

Term 1 | Paper 4 | READING AND COMMUNICATION

Read this passage.

Last Saturday, our neighbourhood held a celebration at the community hall. Families made paper decorations and brought food to share. Asha and her grandfather made two lanterns. The children sang a short song after lunch. Everyone helped clean the hall before leaving.

Answer questions 11-15 using the passage.

11. When was the celebration?

12. Where was it held?

13. Who helped Asha make lanterns?

14. When did the children sing?

15. What did everyone do before leaving?

Use English in real life.

16. Invite a neighbour to a celebration next Saturday.

17. Offer to help clean a hall.

18. Ask a friend what he or she enjoyed at a celebration.

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A festival at the community hall (continued)

Term 1 | Paper 4 | READING AND COMMUNICATION

19. Politely refuse some food because you have already eaten.

20. Write three past-tense sentences about a real or imaginary celebration.

Extra speaking / writing: Recount a celebration in four sentences, including a helpful action.

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A fair game of cricket

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: captain, rule, practice, fairly, whistle, province, lantern, receipt

Vocabulary and grammar

1. Choose a word from the word bank: The person chosen to lead a team.

2. Choose a word from the word bank: An instruction that says what is allowed in a game.

3. Choose a word from the word bank: An activity you repeat to improve a skill.

4. Choose a word from the word bank: In a way that treats players honestly and equally.

5. Choose a word from the word bank: A small tool that makes a sharp sound when blown.

6. We must ___ the rules. (follow / follows)

7. The player throws the ball ___. (careful / carefully)

8. Players should ___ up before a game. (warm / warming)

9. She can run ___. (quick / quickly)

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A fair game of cricket (continued)

Term 2 | Paper 1 | WRITTEN PRACTICE

10. Rewrite with a contraction: He cannot catch the ball yet.

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A fair game of cricket

Term 2 | Paper 1 | READING AND COMMUNICATION

Read this passage.

The class cricket team practises on Thursday afternoon. Their captain, Dinesh, reminds everyone to follow the rules. A new player throws the ball carefully to his partner. The teacher blows a whistle when it is time to stop. The teams thank each other for playing fairly.

Answer questions 11-15 using the passage.

11. When does the team practise?

12. Who is the captain?

13. What does Dinesh remind the players to do?

14. How does the new player throw the ball?

15. Why do the teams thank each other?

Use English in real life.

16. Encourage a new player who is learning to catch.

17. Ask a captain to explain a rule again.

18. Give advice about warming up. Use should.

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A fair game of cricket (continued)

Term 2 | Paper 1 | READING AND COMMUNICATION

19. Thank the other team after a game.

20. Write three rules or pieces of advice for a fair game. Include must and should.

Extra speaking / writing: Explain how your team can help a new player feel welcome.

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A healthy school morning

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: balanced, hygiene, exercise, rest, habit, district, trophy, stall

Vocabulary and grammar

1. Choose a word from the word bank: Including suitable amounts of different kinds of food, in the phrase ___ diet.

2. Choose a word from the word bank: Keeping yourself and your surroundings clean to stay healthy.

3. Choose a word from the word bank: Physical activity that helps keep the body fit.

4. Choose a word from the word bank: A time when you stop work or activity to recover.

5. Choose a word from the word bank: Something you do regularly.

6. We should ___ our hands before eating. (wash / washes)

7. You should ___ stay up very late. (not / no)

8. There is ___ water in the bottle. (some / many)

9. Nilu eats ___ egg. (a / an)

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A healthy school morning (continued)

Term 2 | Paper 2 | WRITTEN PRACTICE

10. Choose the instruction. (Wash your hands. / You washes your hands.)

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A healthy school morning

Term 2 | Paper 2 | READING AND COMMUNICATION

Read this passage.

Before school, Nilu eats rice, vegetables and an egg. She packs a bottle of water and a piece of fruit. At school, she washes her hands before eating. In the afternoon, she plays outside and rests when tired. At night, she puts away her book and goes to bed early.

Answer questions 11-15 using the passage.

11. Name one food Nilu eats before school.

12. What drink does she pack?

13. When does she wash her hands?

14. When does she rest?

15. What does she do with her book at night?

Use English in real life.

16. Give a friend advice about drinking water. Use should.

17. Ask politely for a piece of fruit.

18. Give a short instruction about clean hands.

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A healthy school morning (continued)

Term 2 | Paper 2 | READING AND COMMUNICATION

19. Your friend is tired after a game. Suggest a rest.

20. Write three sentences about an imaginary healthy school day.

Extra speaking / writing: Write a simple healthy-day plan with one should and one should not sentence.

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Shopping at the weekly fair

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: stall, bunch, kilo, change, cost, whistle, leaf, calendar

Vocabulary and grammar

1. Choose a word from the word bank: A small place where goods are sold in a market.

2. Choose a word from the word bank: A group of bananas or similar things held together.

3. Choose a word from the word bank: A short form of kilogram used for weighing food.

4. Choose a word from the word bank: Money returned after paying more than the price.

5. Choose a word from the word bank: The amount of money needed to buy something.

6. How ___ tomatoes do you need? (many / much)

7. How ___ rice is in the bag? (many / much)

8. There are not ___ tomatoes in this basket. (any / much)

9. May I have ___ bananas, please? (some / much)

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Shopping at the weekly fair (continued)

Term 2 | Paper 3 | WRITTEN PRACTICE

10. Write 105 in words.

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Shopping at the weekly fair

Term 2 | Paper 3 | READING AND COMMUNICATION

Read this passage.

Arun visits the weekly fair with his grandmother. They buy two kilos of tomatoes for 400 rupees altogether. A bunch of bananas costs 250 rupees. Grandmother pays 1000 rupees for both purchases. The seller gives her 350 rupees in change.

Answer questions 11-15 using the passage.

11. Who goes to the fair with Arun?

12. How many kilos of tomatoes do they buy?

13. How much does the bunch of bananas cost?

14. What is the total cost of both purchases?

15. Why is the change 350 rupees?

Use English in real life.

16. Ask for a kilo of tomatoes politely.

17. Ask the seller the price of a bunch of bananas.

18. You did not hear a price. Ask the seller to repeat it.

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Shopping at the weekly fair (continued)

Term 2 | Paper 3 | READING AND COMMUNICATION

19. You think your change is wrong. Ask politely for it to be checked.

20. Write a three-line shopping dialogue with an item, a price and thanks.

Extra speaking / writing: Explain how to check the total and change for the shopping in the passage.

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A sports-club notice

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: notice, practice, member, bring, collect, country, island, lantern

Vocabulary and grammar

1. Choose a word from the word bank: A written message displayed for people to read.

2. Choose a word from the word bank: An activity repeated to improve a skill.

3. Choose a word from the word bank: A person who belongs to a group or club.

4. Choose a word from the word bank: Carry something to the place where you are going.

5. Choose a word from the word bank: Gather things or people together.

6. Practice will start ___ three o’clock. (at / in)

7. The members must ___ a hat. (bring / brings)

8. A teacher will ___ the members. (collect / collects)

9. They will practise inside if it rains ___. (heavy / heavily)

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A sports-club notice (continued)

Term 2 | Paper 4 | WRITTEN PRACTICE

10. Choose the correct question. (Where must we meet? / Where we must meet?)

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A sports-club notice

Term 2 | Paper 4 | READING AND COMMUNICATION

Read this passage.

SPORTS CLUB NOTICE: Practice will be on Friday at three o'clock. Members must bring a water bottle and a hat. Meet beside the school library, not at the front gate. A teacher will collect the members and take them to the playground. If it rains heavily, practice will be held in the school hall.

Answer questions 11-15 using the passage.

11. On which day will practice be held?

12. What time will it start?

13. Name both things members must bring.

14. Where must the members meet?

15. Where will practice take place if it rains heavily?

Use English in real life.

16. Ask the sports teacher where to meet.

17. Remind a friend to bring water.

18. Tell a new member what happens if it rains heavily.

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A sports-club notice (continued)

Term 2 | Paper 4 | READING AND COMMUNICATION

19. You cannot attend practice. Write a polite short message to the teacher.

20. Write a short notice of three sentences for an imaginary club. Include a day, time and meeting place.

Extra speaking / writing: Write a clear club notice with three useful details.

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Walking to the museum safely

Term 3 | Paper 1 | WRITTEN PRACTICE

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Word bank: pavement, crossing, helmet, signal, carefully, village, carrot, prize

Vocabulary and grammar

1. Choose a word from the word bank: A path beside a road for people walking.

2. Choose a word from the word bank: A marked place where people may cross a road.

3. Choose a word from the word bank: A hard hat that protects a person’s head.

4. Choose a word from the word bank: A sign, light or action that gives information or an instruction.

5. Choose a word from the word bank: In a way that takes care to avoid harm or mistakes.

6. We must ___ on the pavement where there is one. (walk / walks)

7. We must ___ play on the road. (not / no)

8. The class walks ___. (careful / carefully)

9. Do not ___ across the road. (run / running)

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Walking to the museum safely (continued)

Term 3 | Paper 1 | WRITTEN PRACTICE

10. Rewrite with a contraction: We must not push.

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Walking to the museum safely

Term 3 | Paper 1 | READING AND COMMUNICATION

Read this passage.

Our class walks to a nearby museum with two teachers. We use the pavement and stop at a pedestrian crossing. The teachers wait until it is safe before leading us across. We walk together and do not play on the road. At the museum entrance, we wait quietly in a line.

Answer questions 11-15 using the passage.

11. How many teachers walk with the class?

12. Where does the class stop before crossing?

13. When do the teachers lead them across?

14. What must the children not do on the road?

15. How do they wait at the museum entrance?

Use English in real life.

16. Tell a younger child not to play on the road.

17. Ask a teacher whether it is safe to cross.

18. Give a short instruction for waiting in a line.

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Walking to the museum safely (continued)

Term 3 | Paper 1 | READING AND COMMUNICATION

19. A friend starts to leave the group. Ask the friend to stay with you.

20. Write three safety rules for an imaginary class visit. Use must and must not.

Extra speaking / writing: Explain two ways to be safe on a class walk with an adult.

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Letters from pen friends

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: country, nationality, language, letter, address, bunch, whistle, root

Vocabulary and grammar

1. Choose a word from the word bank: A nation such as Sri Lanka or Japan.

2. Choose a word from the word bank: Being Sri Lankan or Japanese describes this.

3. Choose a word from the word bank: A system of words people use to speak or write.

4. Choose a word from the word bank: A written message sent to another person.

5. Choose a word from the word bank: Details that tell where a person lives or where to send a message.

6. Hana is from Japan. She is ___. (Japanese / Japan)

7. Choose the correctly written language name. (english / English)

8. Nila ___ a letter to Hana. (write / writes)

9. Hana asks Nila a question. Hana asks ___ a question. (she / her)

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Letters from pen friends (continued)

Term 3 | Paper 2 | WRITTEN PRACTICE

10. Choose the correct question. (Where does Hana live? / Where Hana lives?)

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Letters from pen friends

Term 3 | Paper 2 | READING AND COMMUNICATION

Read this passage.

Nila is Sri Lankan and lives in Kandy. Her pen friend Hana lives in Japan and is Japanese. Hana writes a short letter in English for practice. She asks Nila about school games and favourite stories. Nila writes back and tells Hana about a class reading club.

Answer questions 11-15 using the passage.

11. What is Nila's nationality?

12. Where does Hana live?

13. Which language does Hana use in this letter?

14. Name one subject Hana asks about.

15. What club does Nila describe?

Use English in real life.

16. Introduce yourself to an imaginary pen friend without giving a private address.

17. Ask a pen friend about a favourite school activity.

18. Write one sentence saying what kind of books you like.

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Letters from pen friends (continued)

Term 3 | Paper 2 | READING AND COMMUNICATION

19. End a friendly short message politely.

20. Write three sentences for an imaginary pen friend. Include your country and one interest; do not give a private address.

Extra speaking / writing: Write a short friendly letter using an imaginary name and no private contact details.

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Plans for the future fair

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: ambition, engineer, invention, future, tomorrow, pavement, receipt, cousin

Vocabulary and grammar

1. Choose a word from the word bank: A goal or job you hope to achieve in the future.

2. Choose a word from the word bank: A person whose job involves designing or building things such as machines, roads or structures.

3. Choose a word from the word bank: A useful new thing or method someone creates.

4. Choose a word from the word bank: The time that has not happened yet.

5. Choose a word from the word bank: The day after today.

6. Tomorrow we will ___ posters. (make / makes)

7. Sahan wants to be ___ engineer. (a / an)

8. Meera wants ___ be a teacher. (to / for)

9. Rewrite with a contraction: We will not copy the whole book.

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Plans for the future fair (continued)

Term 3 | Paper 3 | WRITTEN PRACTICE

10. Will they speak to another class? Yes, they ___. (will / do)

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Plans for the future fair

Term 3 | Paper 3 | READING AND COMMUNICATION

Read this passage.

Tomorrow, our class will hold a future-jobs fair. Sahan wants to be an engineer and build useful things. Meera wants to be a teacher because she enjoys explaining stories. The pupils will make posters and speak to another class. They will not copy every word from a book; they will use their own sentences.

Answer questions 11-15 using the passage.

11. When will the class hold the fair?

12. What does Sahan want to be?

13. Why does Meera want to be a teacher?

14. Name two things the pupils will do.

15. Will they copy every word from a book?

Use English in real life.

16. Ask a friend about an ambition.

17. Say one thing you will do tomorrow to practise English.

18. Invite another class to a future-jobs fair.

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Plans for the future fair (continued)

Term 3 | Paper 3 | READING AND COMMUNICATION

19. Encourage a friend whose task is difficult.

20. Write three sentences about a real or imaginary ambition and a plan. Include want to be and will.

Extra speaking / writing: Write an ambition and two practical learning steps.

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The last meeting of the term

Term 3 | Paper 4 | WRITTEN PRACTICE

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Word bank: ordinal, review, improve, confident, invitation, river, carrot, bottle

Vocabulary and grammar

1. Choose a word from the word bank: A word or number form showing position, such as first or 2nd.

2. Choose a word from the word bank: Look again at work already learned.

3. Choose a word from the word bank: Make something better.

4. Choose a word from the word bank: Feeling sure enough to try an activity.

5. Choose a word from the word bank: A message asking someone to attend an event.

6. Write the ordinal form for 3. (3rd / 3th)

7. Choose the correct ordinal for thirty-one. (31st / 31th)

8. The pupils listen ___. (careful / carefully)

9. Next term we will ___ younger pupils. (invite / invited)

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The last meeting of the term (continued)

Term 3 | Paper 4 | WRITTEN PRACTICE

10. Choose the question: ___ pupils will give a talk? Twelve pupils. (How many / How much)

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The last meeting of the term

Term 3 | Paper 4 | READING AND COMMUNICATION

Read this passage.

At the last club meeting of the term, the pupils review their work. Hansi is first in the speaking order, Ruwan is second and Arun is third. Each pupil gives a short talk and answers one question. They listen carefully and suggest one kind improvement. Next term, they will invite younger pupils to a reading afternoon.

Answer questions 11-15 using the passage.

11. What do the pupils do at the last meeting?

12. Who is second in the speaking order?

13. How many questions does each pupil answer?

14. How do the pupils listen?

15. Who will be invited next term?

Use English in real life.

16. Introduce yourself at the start of a short talk. Use an imaginary name.

17. Ask a speaker one polite question about a favourite book.

18. Give a kind suggestion to a speaker who is too quiet.

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The last meeting of the term (continued)

Term 3 | Paper 4 | READING AND COMMUNICATION

19. Invite a younger pupil to a reading afternoon.

20. Write three sentences reviewing your English learning and a next step.

Extra speaking / writing: Give a short progress talk with one achievement and one next step.

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