

Practice guide

**Start here****English in everyday school life**

Connected grammar, reading and a guided paragraph

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Upper-primary learners revising English foundations with a teacher or family member**

Four to six sessions of about 15 minutes

Original school-life texts connect useful grammar with reading and paragraph writing.

Suggested grades are flexible difficulty guides, not official curriculum alignment or a certified language level.

**What you will practise**

1. Use present and past verbs to match the subject and time.
2. Find details, explain an inference with evidence and understand words in context.
3. Connect ideas with because, but and sequence words.
4. Plan and write a short paragraph, then check it against a clear rubric.

**How to use this pack**

1. Complete activity 1 independently where possible. Record help with vocabulary or instructions. This starting check samples 4 foundation skills, not every skill in the pack.
2. Use activities 2 and 4 for grammar, and activities 3 and 6 for reading. Read each worked example before trying its questions. For inference questions, connect a reasonable idea to a specific text detail.
3. Use activity 5 to plan and write a paragraph. The paragraph's 4-point rubric is printed in U18. Give one specific improvement and let the learner revise before recording a second result.
4. Use activity 7 on a later day. Compare U01/U23, U02/U24, U03/U25 and U04/U26 by skill, with similar support. The texts and questions differ, so the checks are not equivalent tests or proficiency measures.

Suggested ages or grades describe difficulty only. This is original supplementary practice, not an official textbook, exam paper, or standardized assessment. Use your errors to choose the next practice task.

## Activity 1

## Starting check

Read the text, then answer the 4 questions. Use a complete sentence when the question asks for one.

### The reading club

Sami belongs to a small reading club at school. Every Tuesday, the club meets in the library after lunch. Sami puts the books in groups, and his friends make labels for the shelves. Last week, the group moved a low shelf near the door. Younger children could reach the books more easily there. All the extra books came from members' homes, where they had been sitting unused. Sami likes the club because everyone has a useful job. Next week, they plan to invite another class to visit.

u01 Choose: Every Tuesday, Sami \_\_\_ with the reading club.  
work   works   working

u02 Where did the group move the low shelf last week?

u03 Change this sentence to the negative: The members bought new books last week.

u04 Choose the connector that gives a reason: Sami likes the club \_\_\_ everyone has a useful job.  
but   because

## Activity 2

**Build a clear present sentence****Check the subject first**

Our class has a small garden. Huda checks the plants every morning. Her friends check the tools. Huda does not carry the heavy box. Does she water the plants? After does or does not, use the base verb: water, not waters. In a positive routine, carry becomes carries after he or she: change consonant + y to ies.

| Pattern                             | Example                |
|-------------------------------------|------------------------|
| I am; he/she/it is; we/you/they are | The tools are clean.   |
| I/we/you/they + base verb           | We water the plants.   |
| He/she/it + verb-s                  | She waters the plants. |
| Does + subject + base verb?         | Does she help?         |

**u05** Choose: The garden tools \_\_\_ beside the door.  
am    is    are

**u06** Correct the verb and write the full sentence: Huda carry a small watering can every morning.

**u07** Change this sentence to the negative: The students leave the tools outside.

**u08** Arrange all the words into a question: does / Huda / where / keep / the / seeds

## Activity 3

## Read for detail and evidence

### An inference needs a clue

A detail is directly stated. An inference joins a text clue to a sensible idea. If a pupil looks for a book on several shelves, we may infer that the pupil cannot find it. Give the clue as well as the idea.

### The quiet corner

Salma's class made a quiet reading corner in an unused part of the hall. They placed a low table beside two shelves and added cushions. On the first day, some visitors stopped at the door and looked from one table to another. Salma put a large arrow above the reading corner. Yara made a card for each book. Pupils could borrow a book, take it to class and return it before the end of the day. At first, most visitors stayed for only a minute. By Thursday, several pupils were sitting there during the break. Salma smiled when she saw that every cushion was in use.

u09 Who made a card for each book?

u10 Why did Salma probably add the arrow? Give a likely reason and one text detail supporting it. Both are needed for 1 point.

u11 In this passage, what does borrow mean?

Take and keep forever    Take for a time and return    Make a new copy

u12 Choose the best main idea for the whole passage.

A class creates a reading corner that more pupils begin to use.

A class closes its library because all its books are lost.    A pupil buys cushions for a bedroom.

## Activity 4

## Describe a finished event

### Mark the past once

Yesterday we tested a model. A regular past verb often ends in ed. Some past forms change: make becomes made and go becomes went. For a negative, use did not + base verb: We did not test the second model. First, then and finally show order; but shows contrast.

### The paper bridge

Last Thursday, our class made small bridges from paper. First, each group folded one sheet and placed it between two books. Then we added light counters one at a time. Our first bridge bent after three counters, but we did not stop. We folded a fresh sheet in a different way and tested it again. This bridge held seven counters. Finally, we wrote the results on a chart. Each group explained its design to the class. We kept both designs so that we could compare them later.

**U13** Choose: Last Thursday, the class \_\_\_\_ paper bridges.  
make    made    makes

**U14** Correct the verb after did not and write the full sentence: Our group did not stopped after the first test.

**U15** Choose the connector showing contrast: The first bridge bent, \_\_\_\_ the group continued testing.  
but    because

**U16** What did the class do immediately after writing the results on a chart?

## Activity 5

## Plan and write a paragraph

### A paragraph has a clear path

Name the event, describe its actions in order, then explain why it mattered. Useful starters: Last week... First... Then... Finally... It was useful because... For a finished event, choose past verbs such as helped, cleaned, made or went. Your event may be real or imagined.

**U17** Plan a helpful activity at school or at home. Write 4 short notes: the activity, 2 actions you did, and a reason it was useful. All 4 notes are needed for 1 point.

**U18** Use your plan to write one paragraph about a helpful activity you completed. Aim for 5 sentences, about 45-65 words. Maximum 4 points: 1 for naming the activity, describing at least 2 actions and explaining why it was useful; 1 for putting the actions in a sensible order with a sequence word such as first, then or finally; 1 for mostly correct complete sentences in the past tense, allowing one minor grammar error; 1 for capital letters at sentence starts and correct end punctuation, allowing one slip. Length is a guide, not a separate point.

Read your paragraph once for meaning, once for past verbs, and once for capitals and full stops. Keep your first attempt visible so you can see what improved.

## Activity 6

## Put the skills together

### The useful box

Noura noticed that pencils and rulers often stayed on desks after lessons. She placed an empty box near the classroom door and wrote a label for it. Each afternoon, she put the unclaimed tools in the box. Pupils checked it before asking for a new pencil. On Monday, the box was almost full. By Thursday, only two rulers remained. Noura did not put names on the tools because she did not know who owned them. Instead, she asked pupils to describe a lost item before taking it. Her teacher suggested keeping the box for the rest of the term.

**U19** Choose the present-simple form for this routine: Each afternoon, Noura \_\_\_ unclaimed tools in the box.

put   puts   putting

**U20** What did Noura ask pupils to do before taking an item?

**U21** In the passage, unclaimed tools are tools that \_\_\_\_.

nobody has collected or identified as their own yet   have all been thrown away

are brand new and still in a shop

**U22** What did the teacher probably think of Noura's idea? Give a likely opinion and one text detail supporting it. Both are needed for 1 point.

## Activity 7

## A different exit check

Read this new text. Work with the same level of support as in activity 1, then compare the 4 matching skills.

### The class noticeboard

Maha helps with the class noticeboard. Every Sunday, she checks the dates on the notices and removes old messages. Her friends add drawings and short reports about class activities. Last week, the group moved a sports notice beside the classroom door. More pupils could see it as they entered. The old notice was still clear, so the group used it again. Maha enjoys this job because it helps classmates remember important events. Next month, the group plans to add a small space where pupils can suggest activities.

U23 Choose: Every Sunday, Maha \_\_\_ the dates on the notices.  
check   checking   checks

U24 Where did the group move the sports notice last week?

U25 Change this sentence to the negative: The group printed a new notice last week.

U26 Choose the connector that gives a reason: Maha enjoys the job \_\_\_ it helps classmates remember events.  
because   but

Keep and reuse

## My practice record

Choose one skill to practise next. Record the help you used, then solve a different item independently.

| Date | Skill / item | Help used | Next practice |
|------|--------------|-----------|---------------|
|      |              |           |               |
|      |              |           |               |
|      |              |           |               |
|      |              |           |               |
|      |              |           |               |
|      |              |           |               |

### My next step

One skill I can now explain:

One skill I will practise again:

I will practise on:

Progress means needing less help or explaining your reasoning more clearly. This sheet does not predict a school or external examination score.