

Name:		Term 2 (2025/26)
Subject: English Practice Sheets	Date:	Year 5
L.O – I can apply knowledge to complete tasks.		

GRAMMAR CONCEPTS – INFORMATION

Relative Clauses & Relative Pronouns

What is a relative clause?

A **relative clause** gives **extra information** about a noun (person, place, or thing).
*It usually starts with a **relative pronoun**.*

Common relative pronouns

- **who** – for people
- **which** – for things or animals
- **that** – for people or things
- **where** – for places
- **whose** – to show belonging

Examples

- The boy **who won the race** felt proud.
- I read a book **which was very exciting.**
- This is the park **where we play every day.**
- She has a friend **whose bag is red.**

Hyphens in Compound Adjectives

What is a compound adjective?

A **compound adjective** is made of **two or more words joined by a hyphen** to describe a noun. *It usually comes **before a noun**.* If two words work together to describe one noun, they often need a **hyphen**.

Examples

- a **well-known** author
- a **fast-moving** car
- a **hard-working** student
- **plastic-filled** oceans
- **long-term** damage

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“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

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Modal Verbs

What are modal verbs?

Modal verbs help show **possibility, ability, permission, advice, or rules.**

They come **before the main verb.** Modal verbs do **not** change form (no *-s*, *-ed*, or *-ing*).

Common modal verbs – It can also have negative forms.

- **can / could** – ability or possibility – **can't/ couldn't**
- **may / might** – possibility – **might not**
- **should** – advice – **shouldn't**
- **must** – strong rule or obligation - **mustn't**
- **will / would** – future or polite request - **won't/ wouldn't**

Examples

- Students **should** listen carefully in class.
- We **must** wear seatbelts in the car.
- It **might** rain today.
- She **can** solve difficult problems.

Colons to Introduce Lists

When do we use a colon?

A **colon (:)** is used to **introduce a list** after a complete sentence. The sentence before the colon must make sense on its own.

Examples

- I need to pack the following items: **books, pencils, and a notebook.**
- The park has many facilities: **slides, swings, and benches.**
- To stay healthy, we should follow these habits: **eat well, exercise, and sleep on time.**

✘ Incorrect:

- I like: apples, bananas, oranges.

✔ Correct:

- I like these fruits: apples, bananas, oranges.

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Please note: *The grammar concepts are **embedded within the reading comprehension passages**. Students are required to answer the comprehension questions and **identify and apply their grammar knowledge** as demonstrated in the texts.*

PASSAGE 1 – FICTION

The Park That Changed Our Neighbourhood

The neighbourhood park, which had once been dull and unused, slowly became the heart of the community after a major renovation. Children, who previously spent most of their time indoors, now ran across the grass, climbed the play equipment, and laughed freely. Parents gathered on benches, talking to neighbours whom they had rarely spoken to before.

The park committee, which included volunteers from the local area, believed that the park could help people feel more connected. They explained that children should have safe places to play and that families must be encouraged to spend time outdoors instead of staying inside with screens. One volunteer, who organised weekly sports activities, noticed that people were happier and healthier.

Not everyone agreed at first. Some residents felt the money might have been better spent on roads or buildings. However, over time, most people realised that the park had improved their quality of life. The park, which now felt welcoming and lively, showed how shared spaces can bring people together and strengthen a community.

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Respond in complete sentences where required.

Knowledge / Recall – Literal

1. Describe the park before it was renovated.

2. State two activities children do in the park now.

3. Identify the members of the park committee.

4. Select and state one modal verb from the passage.

Understanding / Application - Inference

5. Explain why parents and neighbours start talking more after the renovation.

6. Identify and circle all the **relative pronouns and the relative clauses** in the above passage.

7. Identify and underline all the **modal verbs** used in the above passage.

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8. Rewrite the sentence using a **different modal verb** that still makes sense:
Children should have safe places to play.

9. Compare and explain the difference in meaning between the modal verbs **should** and **might** as used in the passage.

Analysis / Evaluation - Application

10. Suggest why some residents disagreed with spending money on the park.

11. Assess whether the renovation was worthwhile. Justify your answer using two reasons from the text.

12. Analyse how the passage persuades the reader to support community parks.

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13. Combine and rewrite the sentences as one sentence using **whom** or **who**.

Parents sat on benches. The parents talked to neighbours they had rarely spoken to before.

14. Combine and rewrite the sentences as one sentence using **who**.

Some residents did not agree with the decision at first. The residents felt the money could be used elsewhere.

15. Rewrite the sentence by **removing the relative clause**. Then explain **what information is lost**.

The park, which now felt welcoming and lively, showed how shared spaces can bring people together.

16. Compose one sentence related to the park that includes:

- one **relative pronoun**, and
- one **modal verb**.

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PASSAGE 2 – NON-FICTION

Should Students Wear School Uniforms?

School uniforms are worn in many schools around the world and continue to be a widely discussed topic. One important reason schools support uniforms is equality: uniforms reduce visible differences between students and help prevent unfair comparisons. When everyone wears the same clothing, students feel less pressure to compete over fashion choices.

Uniforms also offer several practical benefits: comfort, safety, and a sense of belonging. Many schools choose well-designed uniforms that are suitable for long school days. Wearing uniforms can create a school-ready mindset: one that encourages students to take learning seriously. In addition, uniforms make it easier for staff to recognise students, which supports a safe and well-organised environment.

Another advantage is that uniforms help students focus on learning. When students wear uniforms, they can spend less time worrying about clothing and more time concentrating on lessons. Teachers believe that uniforms should be worn for clear reasons: they reduce distractions and promote discipline. Schools must also consider safety: uniforms allow quick identification during trips and school events.

However, some students feel that uniforms might limit creativity and personal choice. They argue that clothing is a way to express individuality. Despite this concern, many schools believe that the benefits of school-wide rules and clear expectations are greater than the disadvantages. Overall, school uniforms are seen as a practical solution that supports key values: equality, safety, and a positive learning environment.

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Respond in complete sentences where required.

Knowledge / Recall – Literal

1. State one reason why schools support wearing uniforms.

2. List the three practical benefits listed after the colon in paragraph two.

3. Identify one **hyphenated compound adjective** from the passage.

4. Complete the phrase using a hyphenated compound adjective from the passage.

a) a _____ uniform (designed well)

b) a _____ environment (ready for school)

5. Select the sentence that indicates the use of colon correctly and tick (✓) it.

Uniforms offer many benefits: comfort, safety, and belonging.

Uniforms offer many benefits, comfort, safety, and belonging.

6. Identify and underline the correct compound adjective.

Students follow **school wide / school-wide** rules at school.

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Understanding / Application – Inference

7. Explain how uniforms reduce pressure between students.

8. Explain how wearing uniforms help students focus on learning.

9. Identify and underline **all sentences** in the passage where colon is used to introduce lists.

10. Identify and circle all the **hyphenated compound adjectives** in the passage.

11. Rewrite the phrases as a hyphenated compound adjective.

a) students that work hard

→ _____ students

b) classrooms that are organised well

→ _____ classrooms

c) behaviour that follows the rules

→ _____ behaviour

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12. Rewrite the sentence using a colon to introduce a list.

Uniforms have many advantages such as equality, safety and discipline.

Analysis / Evaluation – Application

13. Explain why some students might feel uniforms limit creativity and personal choice.

14. Evaluate whether the writer is mostly in favour of school uniforms. Justify your answer with two reasons from the passage.

15. Compose one sentence related to school uniforms using a colon to introduce a list.

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16. Compose one sentence related to school uniforms that includes:

- a) one hyphenated compound adjective, and
b) one colon to introduce a list.

17. Rewrite the sentence by adding a hyphenated compound adjective to clarify the meaning.

The school encourages a learning environment.

18. Rewrite and organise the sentence clearly by introducing a colon.

Uniforms help students in many ways including improving focus reducing distractions and increasing safety.

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Read through all the **persuasive writing examples** pasted in your notebook to help you understand the features of persuasive writing and how to write a strong persuasive piece.

Persuasive Writing

The passage you read explains different ideas about **school uniforms**. It gives reasons why many schools support uniforms. It also mentions that some students feel uniforms may limit creativity.

In persuasive writing, your job is to **share your opinion** and convince the reader to agree with you. When writing about '**Should students wear school uniforms?**', remember to:

- Clearly say whether you **agree or disagree**.
- Give **reasons** to support your opinion (You may take ideas from the passage).
- Explain your reasons using **examples**.
- Use persuasive words like *should, because, and therefore*.
- Write 3 small paragraphs and use connecting words such as *firstly, secondly, lastly, finally*.
- End with a strong sentence that repeats your opinion.
- Refer to the checklist given at the end to make sure that you have included everything.

'Should students wear school uniforms?'

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