English	**Topic 1: Spelling**	PowerPoint Presentations saved in **General-Files-Assessments Topics-English-**with the given folder name- **Topic 1- Spelling** **25 words given in the practice sheets.** **10 will be done during the exam.** 1. **Words with the suffix -ly.** 2. **Words with the pattern -sure.** 3. **Words with the endings -ture and -cher.** 4. **Words with the ending –sion.** 5. **Words with the endings -cian, -tion, -ous.**
	Topic 2: Fronted adverbials	PowerPoint Presentations saved in **General-Files-Assessments Topics-English-**with the given folder name- **Topic 2 – Fronted adverbials** **Collins's vocabulary, grammar and punctuation book reference:** **Unit 6 page 28-29: Fronted Adverbials**
	Topic 3: Direct speech	PowerPoint Presentations saved in **General-Files-Assessments Topics-English-**with the given folder name- **Topic 3 – Direct Speech** **Collins's vocabulary, grammar, and punctuation book reference:** **Unit 4 page 50-51: Punctuating direct speech**
	Topic 4: Standard and Non-Standard English	PowerPoint Presentations and worksheet saved in **General-Files-Assessments Topics-English-**with the given folder name- **Topic 4 - Standard and Non-Standard English** **Collins's vocabulary, grammar, and**

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		punctuation book reference: **Unit 12 page 40-41: Standard and non-Standard English**
	Topic 5: Apostrophes to Show Possession	PowerPoint Presentations and worksheet saved in **General-Files-Assessments Topics-English-**with the given folder name-**Topic 5 - Apostrophes to Show Possession** **Collins's vocabulary, grammar, and punctuation book reference:** **Unit 2 page 46-47: Apostrophes to show possession**
	Topic 6: Reading comprehension	A sample text for practice will be provided in the Practice Sheets. The student should read the text carefully and answer the questions to practice reading comprehension skills. *Please note: The text in the exam will be different.*
	Topic 7: Instructional Writing	PowerPoint Presentations and worksheet saved in **General-Files-Assessments Topics-English-**with the given folder name-**Topic 7 – Instructional Writing.** Additionally refer to the information pasted in your child`s notebook.

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GRAMMAR CONCEPTS – INFORMATION

Fronted Adverbials

What is a fronted adverbial?

A fronted adverbial is a word or phrase placed **at the beginning of a sentence** to give extra information about **time, place, manner, or reason**. It is followed by a **comma**.

Why do we use them?

Fronted adverbials make writing more interesting and help the reader understand when, where, how, or why something happens.

Examples

- *Early in the morning,* the young man went into the garden.
- *In the small town,* the family lived together.
- *With great anger,* she spoke to her brother.
- *After school,* the children played football.
- *Without warning,* the storm began.

Direct Speech

What is direct speech?

Direct speech shows the **exact words** spoken by a character. These words are written inside **speech marks**.

Rules to remember:

- Speech marks - **" "** - go around the spoken words.
- A comma usually comes before the closing speech marks.

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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- The first word inside the speech marks begins with a **capital letter**.
- Reporting clauses (he said, she asked) are punctuated correctly.

Examples

- **"Don't touch the mango tree,"** said the sister.
- The teacher said, **"Open your books to page ten."**
- **"I will finish my homework later,"** he replied

Standard and Non-Standard English

What is standard English?

Standard English is the correct form of English used in writing and formal speech.

What is non-standard English?

Non-standard English is often used in informal speech but should **not** be used in school writing.

Examples:

- Non-standard: *She don't like maths.*
- Standard: *She doesn't like maths.*
- Non-standard: *We was late for school.*
- Standard: *We were late for school.*
- Non-standard: *I ain't finished my work.*
- Standard: *I haven't finished my work.*

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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Apostrophes to Show Possession

What does possession mean?

An apostrophe shows that something **belongs to someone.**

Rules and examples:

Singular noun → add 's	Plural noun ending in –s → add '	Plural noun not ending in –s → add 's
the boy's bag the sister's mango tree the dog's collar	the girls' books the teachers' room the farmers' crops	the children's toys the men's shoes the women's voices

Remember:

Apostrophes are not used to make words plural.

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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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 Mango Tree

Behind a small house stood a mango tree that was older than the children who lived there. Every afternoon, Lina went into the garden to care for it. She watered the roots, cleared away dry leaves, and spoke softly to the tree as she worked.

Her brother Amir watched from the doorway. "You spend too much time with that tree," he said. "You never help me tidy the house."

"That ain't true," Lina replied. "I help every morning. The mango tree needs care too."

Later that evening, their mother called them into the kitchen. "I've noticed the arguing," she said calmly. "Lina looks after the garden, and Amir helps inside. Both jobs are important."

The next day, Amir followed Lina outside. With curiosity, he asked, "Can you show me how to look after the tree?" Lina smiled and handed him the watering can.

From that day on, the mango tree was no longer Lina's responsibility alone. It became something they cared for together.

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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Knowledge / Recall - Literal

1. Where was the mango tree located?

_____

2. Name **two things** Lina does to care for the mango tree.

_____

3. Who notices the arguing between the children?

_____

4. What does Amir ask Lina at the end of the story?

_____

Understanding / Application - Inference

5. Look at lines 4-5. Explain why Amir feels unhappy at the beginning of the story?

_____

_____

6. Identify and circle all the **fronted adverbials** in the above passage.
7. Identify and underline all the **direct speech** used in the above passage.
8. Rewrite the sentence below correctly punctuating the direct speech (with speech marks and punctuation).

You spend too much time with that tree he said.

_____

_____

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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9. Rewrite the sentence below by adding a **fronted adverbial**:
Amir followed Lina into the garden.

_____

_____

10. Find and copy **one example of non-standard English** from the passage.

_____

11. Rewrite the sentence using **standard English**:
That ain't true.

_____

12. Add the apostrophe correctly:

- the children argument → _____
- the mango tree leaves → _____

Analysis / Evaluation - Application

13. What lesson does the story teach about sharing responsibility?

_____

_____

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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14. Look at line 6. What does Lina's reply tell us about how she feels?

_____

_____

15. a) Write one example of a sentence using **non-standard English**.

b) Rewrite it using **standard English**.

c) **Explain** when non-standard English is usually used and when standard English should be used.

a) Non-standard English sentence:

_____

b) Standard English sentence:

_____

c) Explanation:

_____

_____

_____

_____

_____

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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16. Put the nouns below into the *plural form*.
Then write a sentence using a *plural possessive apostrophe* for each noun.

One example has been done for you.

Noun	Plural form	Sentence using plural apostrophe
Cat	***Cats***	***The cats` fur is soft and fluffy.***
Child		
Girl		
Farmer		

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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PASSAGE 2 – NON – FICTION

A Short History of Chocolate

Chocolate comes from cocoa beans, which grow on cacao trees in hot, rainy countries near the Equator. Long ago, people in Central and South America were the first to use cocoa beans. They did not eat chocolate as a sweet treat. Instead, they made a bitter drink by mixing cocoa with water and spices.

Many years later, cocoa beans were taken to Europe. People there began to experiment with the drink by adding sugar and milk. A famous chocolate maker, Willy Wonka, once said, "Chocolate should be sweet, warm, and full of joy." Hot chocolate soon became popular, especially in cold weather.

At first, only rich people could afford chocolate because cocoa was rare and expensive. Over time, new machines were invented, and chocolate became easier to make. This meant more people could enjoy chocolate in different forms, such as drinks and bars.

Today, chocolate is loved all around the world. Hot chocolate is still a favourite drink on cold days. "All you need," said Willy Wonka, "is good cocoa, warm milk, and a little imagination." Hot chocolate is usually made with cocoa powder, milk, and sugar, creating a comforting and delicious drink.

Knowledge / Recall - Literal

1. Where do cacao trees grow?

_____

2. Who were the first people to use cocoa beans?

_____

_____

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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3. How did people originally drink chocolate?

_____

4. Name two ingredients people added to chocolate in Europe.

_____

5. Tick (✓) whether each statement is **True** or **False**.

Chocolate was first eaten as a sweet treat.

☐ True

☐ False

Hot chocolate became popular because people added sugar and milk.

☐ True

☐ False

Chocolate is still enjoyed today as a warm drink.

☐ True

☐ False

Understanding / Application – Inference

6. Why was chocolate only enjoyed by rich people at first?

_____

_____

7. How did new machines change chocolate over time?

_____

_____

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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8. What does the word *experiment* mean in this sentence? (1 mark)
"People there began to experiment with the drink…"

_____

_____

9. Identify and circle all the **fronted adverbials** in the above passage.

10. Identify and underline all the **direct speech** used in the above passage.

Analysis / Evaluation – Application

13. Find and copy **one sentence of direct speech** from the text.

_____

_____

14. Who says the words below?

"Chocolate should be sweet, warm, and full of joy."

_____

15. Rewrite the sentence below as **direct speech**, using correct punctuation.

Willy Wonka said that chocolate needs imagination.

_____

_____

16. Rewrite the sentence below by adding a **fronted adverbial** at the beginning.
Chocolate became popular in Europe.

_____

_____

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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17. Put the noun into its plural form and then write a sentence using a plural possessive apostrophe.

Noun: chocolate maker
Plural: _____
Sentence:

_____

_____

_____

18. List three ingredients you would need to make hot chocolate.

(This will help you with your next writing task.)

_____

_____

_____

LO: ☐ **Excellent!** ☐ **Very good!** ☐ **Good job!** ☐ **Revise**

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