Year 6 Study Guide
Term 2   2025 - 2026

Subject	Topics included	Refer to
ENGLISH		PowerPoint Presentation saved in **General - Files - Assessments Topics - English.**
	Topic 1: Relative clauses	**PowerPoint Reference:** Vocabulary and Grammar textbook pgs. 24 Relative clauses PPT
	Topic 2: Colons and semicolons	**Textbook Reference:** Vocabulary and Grammar textbook pgs. 44 **PowerPoint Reference:** Colons and semi colons PPT
	Topic 3: Cohesive devices (conjunctions)	**PowerPoint Reference:** Vocabulary and Grammar textbook pgs. 28 Cohesive Devices PPT
	Topic 4: Subjunctive	**Textbook Reference:** Vocabulary and Grammar textbook pgs. 18 **PowerPoint Reference:** The Subjunctive PPT
	Topic 5: Question tags	**PowerPoint Reference** Vocabulary and Grammar textbook pgs. 14 Question tags PPT

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Subject: English Practice Sheets	Date:	Year 6
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GRAMMAR CONCEPTS – INFORMATION

Colons (:) and Semi-Colons (;)

◆ **Colon (:)**

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

Uses:
- A list
- An explanation
- An example

Examples:
- I need three things: a pen, a ruler, and a notebook.
- He had one goal: to win the race.

◆ **Semi-Colon (;)**

It is used to join two related sentences.

Rule:

Each part must be a complete sentence.

Examples:
- I finished my homework; I went outside to play.
- She likes reading; she visits the library often.

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1

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Subject: English Practice Sheets	Date:	Year 6
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Relative Clauses & Relative Pronouns

What is a relative clause?

A **relative clause** gives **more 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
- **whom** – people (object)

Examples

- The girl **who** is singing is my sister.
- The man **whom** I met was kind.
- The book **which** I read was exciting.
- The movie **that** we watched was funny.
- The boy **whose** bag is lost is crying.

Types of Relative Clauses

- **Defining**: essential information
  👉 The student **who studies hard** succeeds.
- **Non-defining**: extra information (needs commas)
  👉 My brother, **who lives in London**, is visiting.

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Subject: English Practice Sheets	Date:	Year 6
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Question Tags

Question tags are short form at the end of statements. They are mainly used in speech when we want to confirm something or when we want to find out if something is true or false.

Rule:
We use negative question tag after a positive sentence.
- Kate **will** be here soon, **won't she**?
- There **was** a lot of traffic, **wasn't there**?

We use positive question tag after a negative sentence.
- Kate **won't** be late, **will** she?
- They **don't** like us, **do** they?

More Examples:

Statement	**Question Tag**
He can swim →	can't he?
They don't like Maths →	do they?
You were late →	weren't you?

Conjunctions (Cohesive Devices)

◆ What is a Conjunction?

A conjunction joins words, phrases, or sentences.

When we organise our writing into paragraphs, we need to make sure that anyone reading it can follow the ideas. This means the ideas should be linked together.

We can link ideas in paragraphs in different ways. We can use conjunctions to show connections.

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Subject: English Practice Sheets	Date:	Year 6
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Examples:

◆ Coordinating Conjunctions (FANBOYS)

Conjunction	Use	Example
for	reason	I stayed home, **for** it was raining.
and	add	She sang **and** danced.
nor	negative	He didn't call, **nor** did he text.
but	contrast	I tried, **but** it was hard.
or	choice	Tea **or** coffee?
yet	contrast	It was cold, **yet** sunny.
so	result	I studied, **so** I passed.

◆ Subordinating Conjunctions

They start a **dependent clause**.

Examples:

- because
- although
- when
- if
- while
- after

Example:

- I stayed inside **because** it was raining.

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Subject: English Practice Sheets	Date:	Year 6
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The Subjunctive

◆ What Is the Subjunctive?

The **subjunctive** is used to talk about:

- wishes
- suggestions
- things that are not real

◆ Common Subjunctive Form

We use **"were"** instead of **"was"**.

Examples:

- If I **were** rich, I would travel the world.
- I wish she **were** here.

◆ Subjunctive After Certain Verbs

Used after verbs like:

- suggest
- recommend
- insist
- demand

For all verbs except the past of 'be', you use the same as the **infinitive** (basic) form.

Examples:

- The teacher suggested that he **study** more.
- It is important that she **be** on time.

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Subject: English Practice Sheets	Date:	Year 6
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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: A Young Inventor

Ali is a young student who loves science and technology. He is the kind of boy who enjoys solving problems and building new things. At school, his teachers noticed his talent early, and they encouraged him to join the science club, which meets every Thursday after lessons.

One day, Ali decided to create an invention that could save electricity at home. He worked carefully in his room; he wanted his project to be perfect. His parents supported him, although they did not fully understand how his invention worked. Ali often said that if he were older, he would become a famous engineer.

When the science fair arrived, Ali was nervous, wasn't he? Many students presented creative projects; however, Ali's invention attracted a lot of attention. The judges asked questions, and Ali answered confidently because he had prepared well.

At the end of the day, the teacher made one request: that every student be proud of their effort. Ali did not win first place, but he learned an important lesson: hard work and creativity matter more than winning.

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Subject: English Practice Sheets	Date:	Year 6
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Knowledge / Recall - Literal

1. Identify one thing Ali loves doing.

_____

2. When does the science club meet?

_____

3. What was Ali's invention designed to save?

_____

4. Did Ali win first place at the science fair?

_____

Understanding / Application - Inference

5. Explain why Ali was able to answer the judges' questions confidently?

_____

Grammar Exercises (Based on the Text)

Relative Pronouns and Clauses

6. Find two relative pronouns in the text. _____   _____

7. Complete the sentence using who / which /:

Ali is a student _____ enjoys science and technology.

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Colons and Semi-Colons

8. Find one sentence in the text that uses a semi-colon and write it down:

_____

_____

9. Rewrite the sentence using a colon (:) to introduce an explanation:

"Ali learned an important lesson hard work and creativity matter more than winning".

➔ _____

_____

Question Tags

10. Find the question tag in the text

_____.

11. Add a suitable question tag to the following sentence:

Ali worked hard on his invention, _____?

Conjunctions

12. Find two conjunctions used in the text.

_____   _____

13. Complete the sentence with a suitable conjunction:

(because / although / so):

Ali was confident _____ he had prepared well.

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Subject: English Practice Sheets	Date:	**Year 6**
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The Subjunctive

14. Find one example of the subjunctive in the text.

_____

15. Complete the sentence correctly using (was / were)

If Ali _____ older, he would become an engineer.

PASSAGE 2: The School Garden Project

Sara is a responsible student who enjoys helping others and caring for the environment. At her school, there is a small garden which had not been used for many years. One afternoon, her teacher suggested that the students create a project to improve it, and Sara volunteered immediately.

She worked with her classmates; everyone had a role to play. Some students planted flowers, while others cleaned the area and painted the fence. Sara explained the plan clearly: each group would take care of one part of the garden. Her friends supported her, although the work was tiring.

Sara often said that if she were the school principal, she would organise more environmental activities. When the project was finished, the teacher looked pleased, didn't she? The garden looked colourful and welcoming, so the students felt proud of their effort.

At the end of the day, the teacher made one important request: that everyone be responsible for keeping the garden clean. Sara learned a valuable lesson: teamwork and care can make a big difference.

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Subject: English Practice Sheets	Date:	Year 6
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Knowledge / Recall

1. State one activity Sara enjoys.

_____

2. What part of the school had not been used for many years?

_____

Understanding / Application – Inference

3. Explain why Sara volunteered immediately for the project.

_____

_____

4. Did the students finish the garden project? Explain.

_____

_____

Inference & Reasoning

5. Justify why the students felt proud at the end of the project.
   Use evidence from the text in your answer.

_____

_____

6. Justify how Sara showed leadership in the project.

_____

_____

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Language & Author's Choice

7. Explain what the semi-colon *(;)* in the sentence below shows about the students' work:

   "She worked with her classmates; everyone had a role to play."

   _____

   _____

Analysis / Evaluation – Application

8. Justify whether the teacher's request at the end was important. Give one reason based on the text.

   _____

   _____

Grammar Exercises (Based on the Text)

Relative Clauses & Relative Pronouns

9. **Multiple choice:**

   Which sentence contains a relative clause? Circle one answer.

   a) Sara volunteered immediately.

   b) Sara is a student who enjoys helping others.

   c) The garden looked colourful.

10. **Rewrite the sentence:**

    Rewrite the sentence by adding a relative clause using *which*.

    (The garden was unused)

    ➔ _____

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Colons (:) and Semi-Colons (;)

11. Choose the correct punctuation mark to complete the sentence:

> ;   :   ,

Sara explained the plan __ each group had a task.

12. Identify and correct: The sentence below has <u>missing punctuation</u>.

Rewrite it correctly:

The teacher made one request everyone be responsible

➔ _____

_____

Question Tags

13. Tick ✓ the correct question tag

The teacher looked pleased, _____?

a) didn't she?   ☐

b) wasn't she?   ☐

c) doesn't she?   ☐

14. This sentence has an incorrect question tag. Correct it:

The students felt proud, <u>did they?</u> ➔ _____.

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Conjunctions (Cohesive Devices)

15. Match the conjunction to its function.

Conjunction	Function
although	☐ reason
so	☐ contrast
while	☐ time

16. Sentence combining.

Join the two sentences using a suitable conjunction:

The work was tiring. The students did not stop.

➔ _____

_____

The Subjunctive

17. Choose the correct form (was / were):

If Sara _____ the principal, she would organise more projects.

18. Identify the purpose.

Why is the subjunctive used in this sentence? Circle one answer.

"If she were the principal…"

a) To describe a fact.

b) To describe a wish or unreal situation.

c) To describe the past

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Writing Task (Narrative)

Ali did not win first place at the science fair, but his day was not over.

Write a narrative of **150–180 words** describing **what happened next**.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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