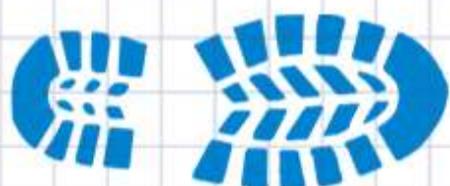


ENGLISH LANGUAGE

LANGUAGE

LEAP WITH



LANGUAGE

TRACKERS

GRADE 4 - 9

CAPS
HL/FAL



CREATED BY
JUF. CHANEL RAUTENBACH



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Starting Point: Your Language Sneakers

Language isn't a talent — it's a skill you build.

Let's lace up and lock it in!

Welcome to **LANGUAGE TRACKERS** — where we don't just learn language, we walk it, step by step. Your footprints on this page show you're on your way. And English? It's not just a subject — it's a learning journey. You weren't born knowing what an adverbial clause or an attributive adjective is. If you do — 10 out of 10! But if you don't, you're exactly where you need to be: on the right track.

This booklet isn't a collection of thousands of examples — it's a guide to the key concepts of grammar and basic literature for **Grades 4–9**, aligned with the **CAPS curriculum**. You need to understand the concept so you can recognise the examples. A noun stays a noun — whether you're in Grade 4 or Grade 9. The difficulty changes, not the concept.

The school system is like a busy highway — packed with extracurriculars, social buzz, and a curriculum that takes your breath away. But languages ask for something different: **mastery**. What's that? It's when you understand and remember — not just for today, but for your whole school career. It's your responsibility to build that foundation. Because you can't start building a house from the roof. You start at the foundation — with your feet firmly planted.

Language is like a hike. You don't just wander — you choose your path; you build your route. Every concept is a footprint. Every bit of mastery is a step forward. And every time you understand something, you leave a sneaker-print on your learning journey.



The fun stuff flies by.

So... make English fun, and the learning will soar.

Every step counts.

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● Language•step 1: Spelling

- When we **speak**, we use **sounds**.
- When we **write**, we use **letters** to show those sounds.
- Every English word is made up of **vowels** and **consonants**.

LANGUAGE TRACKERS-TALK:



“Sound and spelling are the heartbeat of language —each word leaves a footprint on your learning path!”

Vowels

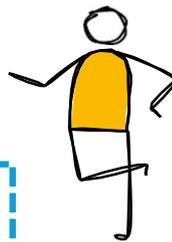
a e i o u – short vowels

They give voice to words and help us pronounce them smoothly.

Sometimes **y** also acts as a vowel:

(**cry**, **sky**, **my**).

All the other letters are consonants. 



Consonants

b	c	d	f	g	h
j	k	l	m	n	p
q	r	s	t	v	w
		x	z		

Double sounds

ai oi ou ea au

(**rain**, **coin**, **house**, **bread**, **caught**)

When **two vowel sounds** slide together in one syllable. You can hear both vowels, but they blend as one sound.

SYLLABLES



LANGUAGE TRACKERS TIP

“Every syllable is a step
— break it, hear it, track it!”

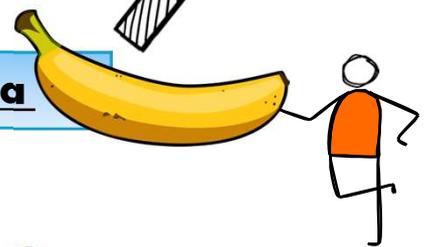
- Syllables are when words are **broken up** into smaller pieces based on their **sounds**.



Words may have one, two, three or more **syllable sounds**.

- Syllables must have a vowel.

banana → ba / na / na



1 SYLLABLE ONE CLAP

	shoe
	me
	book

2 SYLLABLES TWO CLAP

	tur/key	
	gui/tar	
	bal/loon	

3 SYLLABLES THREE CLAP

	rec/tan/gle	
	tel/e/phone	

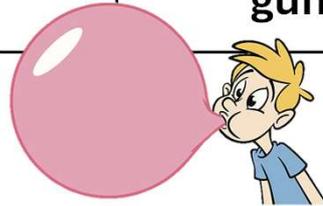
<h3>Open syllables</h3>	<p>These are syllables that end on a vowel (a e i o u). These syllables often have long vowel sounds.</p>	<p>ti/ger pi/lot</p> 	<p>The first syllable is open because it ends on the vowel i</p>
<h3>Closed syllables</h3>	<p>These syllables end on a consonant. These syllables tend to have short vowel sounds.</p>	<p>sand/wich car/pet</p> 	<p>The first syllable is closed because it ends on the consonant d</p> <p>The first syllable is closed because it ends on the consonant r</p>

THE LETTER G

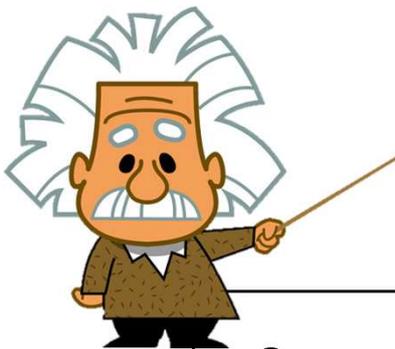
Words **starting** or **containing** the letter “g” may either be pronounced as a “**g-sound**” or “**j-sound**”

When the letter ‘g’ sounds like **an actual “g”** is referred to as a “**HARD G SOUND**”.

grass	garden
grandparents	gate
green	gum



When the letter ‘g’ is **followed with the letters e/i/ or y**, it may sometimes sound like a “**j**” sound and is referred to as a “**SOFT G SOUND**”.



Geography	gypsy	giant
ginger	giraffe	gymnastics

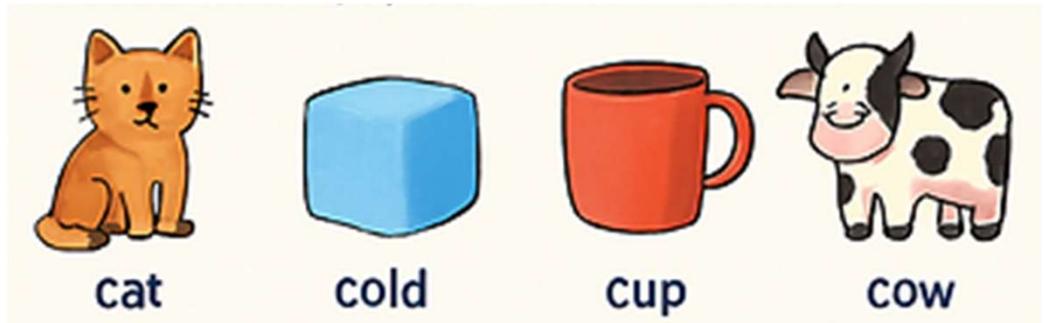


THE LETTER C

What is the Hard C Sound?



- The **Hard C** sounds like a /k/ (as in “cat”).
- We hear this sound when **c** comes before the letters **a**, **o**, or **u**.
- Examples:

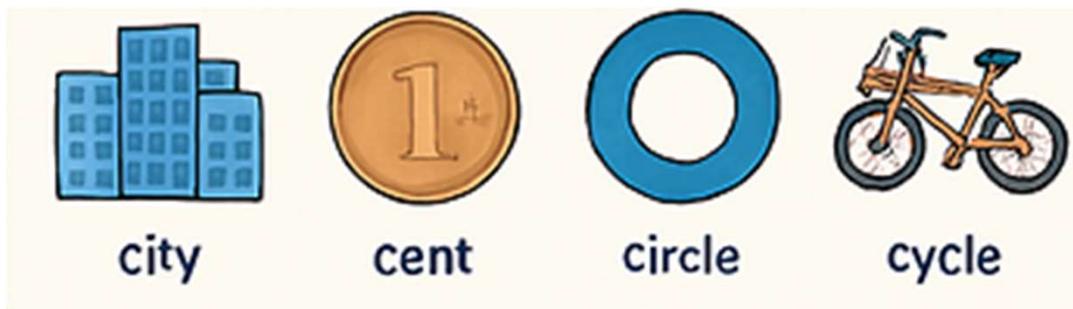


What is the Soft C Sound?



- The **Soft C** sounds like a /s/ (as in “city”).
- We hear this sound when **c** comes before the letters **e**, **i**, or **y**.

Examples:



Type	Sound	Rule	Examples
Hard C	/k/	c + a, o, or u	cat, cold, cup, car
Soft C	/s/	c + e, i, or y	city, cent, circle, cycle

● Language • step 2: Language structures

NOUNS



LANGUAGE TRACKERS TALK
“If you can name it, count it, or feel it — it’s probably a noun!”



Type of Noun	Meaning / Use	Example
<p>Common Noun</p> 	<p>Names general items, people, or places. Can be in plural and diminutive form:</p> <ul style="list-style-type: none"> • dogs – puppy • cats – kitten <p>Can stand on its own.</p>	<ul style="list-style-type: none"> • book • teacher • city
<p>Proper Noun</p>	<p>Names a specific:</p> <ul style="list-style-type: none"> • person • place • or thing. <p>Always starts with a capital letter.</p>	<ul style="list-style-type: none"> • Sarah • Cape Town • Monday
<p>Abstract Noun</p>	<p>Names:</p> <ul style="list-style-type: none"> • ideas • feelings • or qualities you cannot touch. 	<ul style="list-style-type: none"> • love • freedom • anger 
<p>Collective Noun</p>	<p>Names a group of:</p> <ul style="list-style-type: none"> • people • animals • or things 	<ul style="list-style-type: none"> • team of players • flock of sheep • bundle of sticks • choir of voices
<p>Countable Noun</p>	<p>Things you can count — they have singular and plural forms.</p>	<ul style="list-style-type: none"> • apple • chair • dog
<p>Uncountable Noun</p>	<p>Things you cannot count — usually, substances or concepts.</p>	<ul style="list-style-type: none"> • water • sand • information

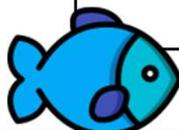
SINGULAR & PLURAL



LANGUAGE TRACKERS TALK
 “If one isn’t enough, follow the rule
 — but watch out for the rebels!”



Rule	Singular	Plural
+ Add -s	cat	cats
+ Add -es (after s, x, z, ch, sh)	box	boxes
	brush	brushes
Change -y to -ies (after consonant)	baby	babies
	lady	ladies
Keep -y + s (after vowel)	toy	toys
	key	keys
Change -f/-fe to -ves	leaf	leaves
	knife	knives
Just add -s to some -f/-fe nouns.	roof	roofs
	belief	beliefs
Add -es to consonant + o Most nouns ending in consonant + o add -es EXCEPTIONS Add -s	tomato	tomatoes
	hero	heroes
	piano	pianos
Uncountable nouns These do not have plural forms — use quantifiers	milk	milk
	rice	rice
Compound nouns Make the main word plural	mother-in-law	mothers-in-law
	passer-by	passers-by
Irregular plurals	man	men
	mouse	mice
No change (same singular & plural)	sheep	sheep
	fish	fish



ARTICLES / DETERMINERS

A & An

This is a non-specific or indefinite	
She is a candidate for the Bravery Award. (one of many – not specific)	She received an award for bravery. (not specific / not definite)



- In general, **an** is used when the **word following it begins with a vowel**. (a, e, i, o, u)

BUT  **LISTEN!!!**

- **an umbrella, an elephant.**

Rule	Explanation	Examples
If the word starts with a vowel letter but sounds like a consonant , use a	The word begins with a vowel (like "u"), but sounds like "you" (a consonant sound)	<ul style="list-style-type: none"> a used car, a university, a useful gadget
If the word starts with a consonant letter but sounds like a vowel , use an	The word begins with a silent consonant (like "h") or sounds like a vowel	<ul style="list-style-type: none"> an hour (sounds a) an honest man (sounds o) an MG sports car (sounds e)

an apple	a daisy	an umbrella
an honest man	a banana	a van
a motor car	an Indian	a white rhino
a nose	a seat	an orange
a zebra	a blue dress	a lion
a price	a good person	an awful dress

an a	a b	a c	a d	an e
an f	a g	an h	an i	a j
a k	an l	an m	an n	an o
a p	a q	an r	an s	a t
a u	a v	a w	an x	a y
a z				

NOUN PHRASES VS NOUN CLAUSES

What is a Noun Phrase?	What is a Noun Clause?
<ul style="list-style-type: none"> A noun phrase is a group of words that work together as a noun. It includes a noun and the words that describe it. It does not contain a verb. 	<ul style="list-style-type: none"> A noun clause is a group of words that contains a subject and a verb and acts like a noun in a sentence. It answers questions like: What? Who? Why? How?
<p>Examples:</p> <ul style="list-style-type: none"> The big, fluffy dog. My best friend from school. A delicious chocolate cake. 	<p>Examples:</p> <ul style="list-style-type: none"> What she said made us laugh. I don't know why he left. Whoever wins the race will get a prize.
<p>Used in a sentence:</p> <p><i>The small brown puppy</i> ran across the road. → “The small brown puppy” is the noun phrase acting as the subject.</p>	<p>Used in a sentence:</p> <p>I don't know <i>why he left</i>. → “Why he left” is the noun clause acting as the object of the verb “know.”</p>

- If the group of words has a **verb** and tells you something like **what someone said or did**, it's probably a **noun clause**.
- If it's just a **description of a thing or person**, it's a **noun phrase**.

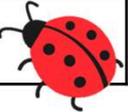


ADJECTIVES

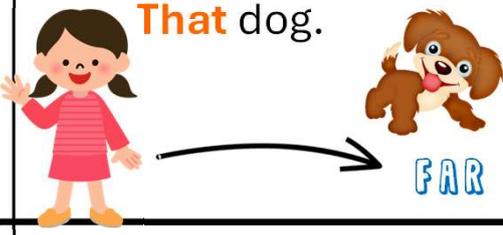
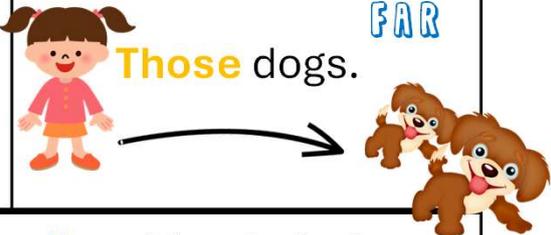
- A word that **describes or gives more information** about a noun or pronoun.
- It tells us **what kind, how many, which one, or whose**.
 - The **clever** girl solved the **tricky** puzzle. → **clever and tricky are adjectives.**

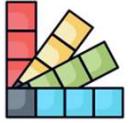


LANGUAGE TRACKERS TALK
 “Adjectives are like sneakers — they come in all styles, but they always support the noun!”

messy bedroom	beautiful rainbow
blue shirt 	delicious pizza
fluffy bunny	happy baby
silly dragon	brave firefighter
shiny mirror	tiny ladybug 

TYPE OF ADJECTIVES

<p>Demonstrative</p> <p>To point out which noun you are talking about.</p> <ul style="list-style-type: none"> • This shoe is mine. • That boy is her brother. 	Points out specific nouns.	
	SINGULAR	PLURAL
	<p>This dog. </p> <p>NEAR</p>	<p>These dogs. </p> <p>NEAR</p>
	<p>That dog. </p> <p>FAR</p>	<p>Those dogs. </p> <p>FAR</p>
<p>Relative</p> <p>Used to introduce a relative clause and describe a noun.</p>	If it connects and describes , it's relative!	
	<p>The girl whose bike was stolen is crying. </p> <p>“Whose” introduces the relative clause “whose bike was stolen” and describes “girl.”</p>	<p>That’s the author whose book won an award.</p> <p>“Whose book won an award” gives more detail about “author.”</p>

<p>Interrogative</p> <p>Used to ask a question, which, what, and whose — always followed by a noun</p>	<p>If it asks, it's interrogative.</p>	
	<p>Use which when there are only a few things to choose from.</p> <p>Which dress shall I wear? </p>	<p>Use what when there are many things to choose from.</p> <p>What colour would you like? </p>
<p>Descriptive</p> <p>Describes qualities or part of a noun.</p>	<p>The most commonly used adjective.</p>	
	<p>The happy child. </p>	<p>The blue sky. </p>
<p>Quantitative </p>	<p>Tells how much or how many.</p>	
<p>Exact numbers</p>	<p>Gives a specific quantity</p>	<ul style="list-style-type: none"> • three books • ten learners
<p>General quantity</p>	<p>Uses words that express non-specific amounts</p>	<ul style="list-style-type: none"> • some water, • many pencils
<p>All-inclusive</p>	<p>Refers to the whole group or everything</p>	<ul style="list-style-type: none"> • all students • every page
<p>Partial quantity</p>	<p>Refers to a part or portion</p>	<ul style="list-style-type: none"> • some sugar • half the class
<p>Zero or none</p>	<p>Refers to no quantity</p>	<ul style="list-style-type: none"> • no homework • zero errors
<p>Possessive</p> <p>Shows ownership</p>	<ul style="list-style-type: none"> - Shows who owns or has something. - It always comes before a noun and tells us whose it is. 	
<p>Possessive adjectives are not the same as possessive pronouns.</p> <ul style="list-style-type: none"> - Her book (possessive adjective) vs The book is hers (possessive pronoun) 		
<ul style="list-style-type: none"> • my pencil • your shoes 	<ul style="list-style-type: none"> • his jacket • her phone • their homework 	<ul style="list-style-type: none"> • its tail (for an animal) • our classroom
<p>Proper Adjective</p> <p>Describes specific things, places or names.</p>	<p>Formed from proper nouns</p> 	<ul style="list-style-type: none"> • French cuisine • African music

Attributive adjective	Comes BEFORE the nouns they describe.	The beautiful cat.
Predicative adjective	Comes AFTER the nouns they describe and usually follow the verb in a sentence.	The cat is beautiful .



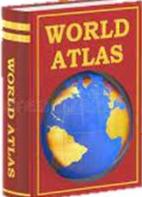
ADJECTIVAL CLAUSES

A clause that functions as an adjective and provides information for a noun.

Adjective clauses **starts with the following relative pronoun:**

that	whose	which	where
who	whoever	whom	what





The book that I have given you is not mine.

↖ noun ↖ adjectival clause

ADVERBIAL CLAUSES

An adverb clause gives **more information about the verb, adjective or adverb.**

It tells us **WHEN, WHERE, HOW** or **WHY** an action occurs.

She came **when the moon appeared.** 

↖ verb ↖ adverbial clause
(tells us **when she came**)

DEGREES OF COMPARISON

Adjectives that compare

- They show **how one thing compares to another** using adjectives.
- There are **three degrees**:

POSITIVE ADJECTIVE 1	COMPARATIVE	SUPERLATIVE 3+
DESCRIBES ONE THING WITHOUT COMPARING	COMPARING TWO THINGS 2	COMPARING MANY THINGS
Short adjectives (1 syllable) add -er / -est		
big	bigger	biggest
small	smaller	smallest
sad	sadder	saddest
tall	taller	tallest
When words ends on a "y" it changes to "ie"		
happy	happier	happiest
easy	easier	easiest
pretty	prettier	prettiest
busy	busier	busiest
When words ending on "ful" get more and most!		
beautiful	more beautiful	most beautiful
painful	more painful	most painful
Irregular adjectives		
good	better	best
bad	worse	worst
many	more	most
much	more	most
little	less	least

PRONOUN

- A word that **takes the place of a noun**.
- We use pronouns so we **don't have to repeat the same noun repeatedly**.
 - Sarah is kind. **She** helps everyone. (“**She**” replaces “**Sarah**”)

Type of Pronoun	Definition	Examples
Personal Pronouns	Replace people or things in a sentence. 	<ul style="list-style-type: none"> • Subject: I, you, he, she, it, we, they • Object: me, you, him, her, it, us, them
Possessive Pronouns	Show ownership or belonging. 	<p>mine, yours, his, hers, ours, theirs</p> <ul style="list-style-type: none"> • That book is mine.
Reflexive Pronouns	Refer to the subject of the sentence. 	<p>myself, yourself, himself, herself, itself, ourselves, yourselves, themselves</p> <ul style="list-style-type: none"> • She made it herself.
Demonstrative Pronouns	Point to specific things. 	<p>this, that, these, those</p> <ul style="list-style-type: none"> • This is my pen. • Those are your shoes.
Relative Pronoun	Connect clauses and refer to a noun. 	<p>who, whom, whose, which, that</p> <ul style="list-style-type: none"> • The teacher who helped me is very kind.
Interrogative Pronouns	Stands alone, replaces the noun. Used to ask questions. 	<p>who, what, which, whose</p> <ul style="list-style-type: none"> • Who called you? • Which is yours?
Indefinite Pronouns	Refer to non-specific people or things. 	<p>someone, anyone, everyone, nothing</p> <ul style="list-style-type: none"> • Someone left their jacket. • Nothing can stop us.
Reciprocal Pronouns	Show mutual action or relationship. 	<p>each other, one another</p> <ul style="list-style-type: none"> • The friends hugged each other. • The team members encouraged one another.



VERBS

The Action Words

A **verb** is a word that shows:

- **Action** (run, jump, write)
- **State of being** (is, are, was)
- **Occurrence** (become, happen)



Language Trackers Tip
 “If it moves, links, or helps
 — it’s a verb in action!”

Type	Function	Examples	
Regular Verbs	Add -ed for past tense	walk walk ed	play play ed
	Double last consonant	beg beg ged	fit fit ted
	Only add -d	arrive arrive d	complete complete d
Irregular Verbs	Change completely in past tense	sit sat	tell told
Linking Verbs	Connect the subject to more information	is, are, was, seem <ul style="list-style-type: none"> • The sky is blue and peaceful. 	
Helping Verbs	Help the main verb show tense or mood	have, has, do, will, can <ul style="list-style-type: none"> • She has finished her homework already. 	
Transitive Verbs Needs a direct object	A type of verb that requires one or more objects to complete its meaning in a sentence.		
	 She reads a book . (book = object) <ul style="list-style-type: none"> • I found a puppy. 		
Intransitive Verbs Don't need a direct object	Action verb that does NOT need a direct object to complete its meaning. The action stays with the subject — it doesn't act on anything.		
	She reads quietly. (no object needed) <ul style="list-style-type: none"> • The dog barked. 		

<p>Finite verbs</p>	<ul style="list-style-type: none"> Is the main verb in a sentence. Indicate the past, present and future tense. 	<p>I travel by car. (present) I travelled by car. (past) I will travel by car. (future)</p> 
<p>Infinite verbs</p>	<ul style="list-style-type: none"> The base form of a verb. Do not belong in a particular tense. Has “to” in front of it: “to stay” “to find” Used as: 	
	<p>SUBJECT: To dance is to live.</p>	<p>OBJECT: Pam likes to sleep.</p>
	<p>ADJECTIVE: I need magazine to read on the bus.</p>	<p>ADVERB: She is glad to hear this.</p>

Auxiliary verb

An **auxiliary verb** is a **helping verb** that **works with a main verb** to show:

- Tense** (past, present, future)
- Voice** (active or passive)
- Mood** (possibility, necessity, intention)

It doesn't carry the main action — it **supports** the verb that does.

auxiliary verb

main verb





He is watching TV.
They are driving all the way.
I did not go to school.
I can swim in the summer.
Would you like some?
I have eaten already.



Modal verbs



Language Trackers Tip
 “All modals are helpers, but not all helpers are modals!”



Is a
VERB!

It combines with another verb to indicate **MOOD**.

Modal verbs

A **modal verb** (also called a **modal auxiliary verb**) is used along with a main verb to **express**:



permission	<ul style="list-style-type: none"> may 	May I go to the park to play?
ability	<ul style="list-style-type: none"> can can't could (past) 	He can play rugby very well. I can't play today.
necessity	<ul style="list-style-type: none"> must should 	You must wear a helmet.
possibility	<ul style="list-style-type: none"> can might (present/future) 	We might visit the museum.
probability	<ul style="list-style-type: none"> should 	It's very late. You should go to sleep now.
certainty	<ul style="list-style-type: none"> must will 	You must eat breakfast before you go to school.
request	<ul style="list-style-type: none"> would 	Would you like tea?

LANGUAGE TRACKERS TIP

- Modal verbs are **mood-makers** — but you need **the whole sentence** to know what mood they're in!
- Modal verbs don't take “-s”, “-ed”, or “-ing” — so you can't rely on endings to help you.
- Same modal verb, different meanings!
 - She **can** swim. → **ability**
 - **Can** I leave early? → **permission**

Phrasal verb



LANGUAGE TRACKERS TIP
 “If the verb teams up with a little word and changes meaning — it’s a phrasal verb!”

A **phrasal verb** is a combination of:

- A **main verb** +
- One or more **particles** (prepositions or adverbs)

Together, they **form a new meaning** — often **different from the original verb**.

- She **gave up** smoking. → **gave up** = quit (not just “gave”)

Phrasal Verb	Meaning	Example Sentence
wake up 	stop sleeping	I wake up at 6am every day.
turn off 	stop something working	Please turn off the lights.
look after 	take care of	She looks after her little brother.
give up 	stop trying	Don't give up — keep going!
run into 	meet by accident	I ran into my teacher at the shop.
get on 	enter a vehicle / have a good relationship	We get on well with our neighbours.

Gerunds

- Gerund is a **verb** that ends in **-ing**.
- However, this word **acts more like a noun** and usually **follows a verb**.



He is **carefully painting** the **fence**.

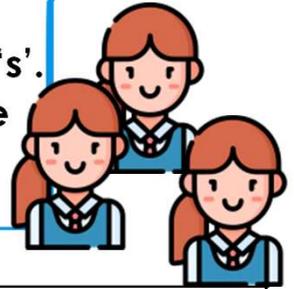
↑
adverb ↑
gerund ↑
direct object

sleeping	writing
hearing	taking
doing	riding
running	laughing

VERB TO BE



LANGUAGE TRACKERS TIP:
 If your subject is one — the verb takes an 's'.
 If your subject is more than one — let the
 verb stay plain and free!"



Verb	Singular Form	Example (Singular)	Plural Form	Example (Plural)
to be	am / is / was	She is my friend.	are / were	They are my friends.
to have	has	He has a dog.	have	We have dogs.
to do	does	She does her homework.	do	They do their homework.
to go	goes	He goes to school.	go	They go to school.
to play	plays	The child plays outside.	play	The children play outside.
to run	runs	The athlete runs fast.	run	The athletes run fast.
to eat	eats	The boy eats an apple.	eat	The boys eat apples.
to write	writes	She writes neatly.	write	They write neatly.
to dance	dances	He dances well.	dance	They dance well.
to fly	flies	The bird flies high.	fly	The birds fly high.
to watch	watches	She watches TV.	watch	They watch TV.

Is / Am / Are

- 'Am' goes with 'I'
- 'Is' goes with **he/she/it** (one person or object)
- 'Are' goes with **you/we/they** (more than one person or object)

Subject	Verb	Example 
I	am	I am happy.
You	are	You are my friend.
He / She / It	is	She is kind. It is sunny.
We	are	We are ready.
They	are	They are excited.

Was / Were

- Use **was** if there is **one** person or object.
- Use **were** after "you" and if there is **more than one** person or object.

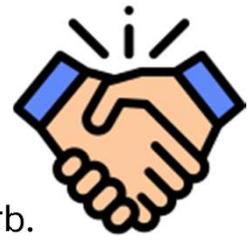
He / She / It 	was	She was happy.
The boy 	was	The boy was happy.
They	were	They were kind.
You	were	You were excited
The boys	were	The boys were funny.

Has / Have

- When your subject is **just one** — use **has**.
- When it's 'I' or **more than one** — use **have**!

I	have	I have a pencil.
You	have	You have nice shoes.
He / She / It	has	He has a pet dog.
We	have	We have homework.
They	have	They have new bags.

Concord verbs



Subject Verb Agreement

The subject of a sentence must agree with the verb.

- Every sentence has a **subject** (who or what the sentence is about) and a **verb** (the action or state of being).
- These two must **agree in number** —
 - if the subject is **singular**, the **verb must also be singular**;
 - if the subject is **plural**, the **verb must be plural**.

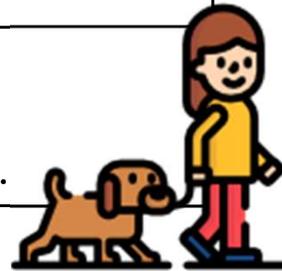


Look at how the verbs change in these two sentences:

Jim plays soccer.	Jim and Mandu play soccer.
Only one person is playing , so the present tense verb is ' plays '.	Two people are playing , so the present tense verb is ' play '.
• (gets an "s")	• (don't get an "s")

Do **not add "s"** if the **subject** is "**I**" or "**you**".

- **I walk** the dog every evening.
- **You walk** the dog on Monday.



ADVERB

Describe verbs.



LANGUAGE TRACKERS TIP

“If it adds detail to how, when, where, or why to the verb— it’s an adverb in action!”

TELL HOW	TELL WHEN	TELL WHERE	TELL HOW OFTEN
Adverb of manner	Adverb of time	Adverb of place	Adverb of frequency
<ul style="list-style-type: none"> softly slowly happily 	<ul style="list-style-type: none"> daily yesterday now 	<ul style="list-style-type: none"> there inside tonight 	<ul style="list-style-type: none"> always once usually
The soldiers fought bravely .	She will be here soon .	I’ve lived here for about two years.	I normally go to the gym.

TELL HOW MUCH / HOW LITTLE / TO WHAT DEGREE

Adverb of degree

- rarely
- normally
- often



She has an **extremely** bad headache.

PREPOSITIONS

Prepositions tell you where things are in **relation** to each other.

- A **preposition** is a word or phrase that **precedes a pronoun, noun, or noun phrase** to **indicate time, location, direction, spatial relationships and place**.

Time 	Place 	Manner 
These show when something happens.	These show where something is.	These show how something is done.
at, on, in	in, on, under, next to, behind	with, by, like
We have our test on Monday . “ on ” tells us when the test is happening.	The book is under the table. “ under ” tells us where the book is.	She painted the picture with a brush. “ with ” tells us how she painted it.

Simple preposition

When a preposition consists of **1 word** is called single or simple preposition.

- I am not coming **with** you.
- Mom is working **in** the kitchen.
- She is sleeping **on** the sofa.



Complex preposition



PREPOSITION + NOUN PHRASE + PREPOSITION

- In** accordance **with**...
- By** means **of**...
- On** account **of**..
- On** behalf **of**...
- For** the purpose **of**...
- For** the sake **of**...
- In** spite **of**...
- In** case **of**...
- In** addition **to**...
- With** reference **to**...

Compound preposition

A compound preposition consists of **2 or more words**.

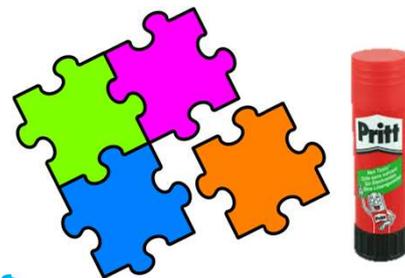


I cannot stay here **as of** now.

- His car is parked **in front of** my house.
- I found his name **on top of** the list.
- There is nothing left **inside** the container.

CONJUNCTIONS

Coordinating conjunctions



Joins parts of a sentence!

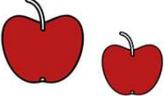
- Is like glue, it helps things to stick together.
- Is a word that is used to **connect clauses, sentences or phrases** (e.g. and, but, if.)

F → **for** Henry bought a bottle of water, **for** he was thirsty.

A → **and** Jenny loves cupcakes **and** donuts. 

N → **nor** They couldn't go to town, **nor** could we.

B → **but** Sarah likes oranges, **but** not apples.

O → **or** Do you like tea **or** coffee?  

Y → **yet** He had very little money, **yet** he bought me apples.

S → **so** Jake was studying, **so** he stayed up late.

Subordinating Conjunctions



- A word that **joins**
 - **a dependent clause** (a part of a sentence that cannot stand alone)
 - **to an independent clause** (a complete sentence).
- It shows a **relationship** between the two parts like:

Conjunction	Use in a Sentence	Type of Relationship
because	I stayed home because it was raining. 	cause
although 	Although he was tired, he finished his homework.	contrast
if	If you study, you will pass the test. 	condition
when	I smile when I see my dog. 	time
since	Since it's late, we should go home. 	cause/time

Correlative Conjunctions



Language Trackers Tip
“If it links words or ideas — it’s
a conjunction in connection!”

A correlative conjunction is a **pair of words** that work together to connect:

- Two **subjects**
- Two **verbs**
- Two **adjectives**
- Two **clauses**



They always **come as a set**, and **both parts are needed** for the **sentence to make sense**.

Pair	Function	Example Sentence
either ... or	Choice between two options	You can either draw or paint.
neither ... nor	Negative choice	He likes neither apples nor bananas.
both ... and	Includes both items	She is both smart and kind.
not only ... but also	Adds emphasis	He is not only talented but also humble.
whether ... or	Shows uncertainty or options	I don't know whether she's coming or not.
as ... as	Shows comparison	This book is as exciting as the movie.

MORPHOLOGY

The study of word formation.



- **Morphology** is the branch of linguistics that studies how words are **formed, structured, and changed**.
- It looks at the **smallest units of meaning** in a word — called **morphemes**.



LANGUAGE TRACKERS TIP
“If you’re building or breaking words into parts — you’re doing morphology magic!”

What is a Morpheme?

- A **morpheme** is the **smallest meaningful unit** in a word.
- It can’t be broken down any further without losing its meaning.
- It can be:

A root	A prefix	A suffix
---------------	-----------------	-----------------

Unhappiness = **un-** (prefix) + **happy** (root) + **-ness** (suffix)

- Each part adds meaning. Each part is a **morpheme**.

Root word

- A **root word** is the **basic part of a word** that carries the **core meaning**.
 - It’s the foundation to which **prefixes** and **suffixes** can be added to create new words.

Unhappiness → Root word: **happy** → un- (prefix) + happy (root) + -ness (suffix)

Root Word	New Words Formed
act	action , react , actor , active
write	re write , writer , un written
kind	un kind , kindness , kindly



Prefix

Suffix

A **prefix** is added to the **beginning** of a word to make a **new word**.

un- 	unknown
	unkind
dis-	dislike
	dishonest
im-	impossible
de-	defrost
re-	remove
	rewrite

A **suffix** is added to the **end** of a word to make a **new word**.

-ful	successful
	beautiful
	thankful
-ness 	illness
	kindness 
-ly	kindly
	fully
	softly

Compound nouns



LANGUAGE TRACKERS TIP

"If two words team up to name one thing — it's a compound noun in action!"

- A **compound noun** is formed when **two or more words** are joined together to create a **single noun** with a new meaning.
 - The **first word** usually describes the **type or purpose**.
 - The **second word** is the **main noun**.

Word 1	Word 2	Compound Word
sun 	flower 	sunflower 
foot 	ball 	football 
fire 	man 	fireman 
snow 	man 	snowman 

Complex noun



LANGUAGE TRACKERS TIP:

“A complex noun is a word that’s been built like a house —the root is the foundation, and prefixes and suffixes are the walls and roof!”

- A **complex noun** is a **noun that’s been built from more than one part** — it has a **root word** plus **prefixes** and/or **suffixes** added to it.
- Each added part changes the meaning or function of the word.
- **Break it down:**
 - A **root** carries the **basic meaning**.
 - A **prefix** comes **before** the root.
 - A **suffix** comes **after** the root.
- When we **add these parts together**, the noun becomes **complex** because it’s made up of **more than one morpheme** (word part).

Prefixes used in complex nouns		
Prefix	Example	Meaning of Word
un-	unbelief	not believing
dis-	dishonesty	not honest
mis-	misfortune	bad luck
re-	renewal	the act of making new again



Suffixes used in complex nouns		
Suffix	Example	Meaning of Word
-ness	kindness	the quality of being kind
-ship	leadership	the position of a leader
-ment	achievement	the act of achieving
-tion / -sion	creation, decision	the act of creating / deciding



NEGATIVE FORM



What is a Negative Sentence?

- A **negative sentence** tells us that something **does not happen, did not happen, or will not happen.**
- We use words like: **not, don't, doesn't, didn't, won't, can't, etc.**
- Basic Rule:

- **Positive:** I play soccer.
- **Negative:** I **do not** play soccer.



Negative Forms by Tense

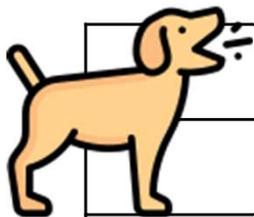
Tense	Positive Sentence	Negative Sentence
Present Simple	She walks to school.	She does not walk to school.
Past Simple	He ate the cake.	He did not eat the cake.
Future Simple	They will visit us.	They will not visit us.
Present Continuous	I am reading a book.	I am not reading a book.
Past Continuous	We were playing outside.	We were not playing outside.
Present Perfect	She has finished her work.	She has not finished her work.

● Language • step 3: Sentence Structures

SUBJECT AND PREDICATE

All complete sentences need a **subject** and **predicate**.

- The **subject** tells the **who or what a sentence is about**.
- The **predicate** tells **what the subject is or does**.

 Subject	Predicate 
The dog	barks at the cat.
Mr. Smith	is my teacher.
Jo an Bob	played outside.
Our family	went on vacation.

SUBJECT, VERB AND OBJECT

A simple sentence includes a subject, a verb and an object.

SUBJECT

- The subject tells us **who or what the sentence is about**.

The boy
I
A dog

VERB

- The **action word**.
- The verb tells us **what happened**.

kicks
went
ate

OBJECT

- The object **receives an action of the verb**.

the ball.
to the store.
a sandwich.

MAIN AND SUBORDINATE CLAUSES

The **MAIN CLAUSE** (sometimes called an **independent clause**) must contain:

SUBJECT + **VERB**

Involves in the **action**. The **verb** is the **action**.

SUBORDINATE CLAUSES are used to **add more information** to sentences.



Although I was scared, I crept inside.
subordinate clause main clause

The boy, who was ten, jumped.
main clause subordinate clause main clause

When is a comma needed when a connecting word is used?

When two independent clauses are joint.



What is an independent clause?

A sentence that can stand on its own.

DEPENDENT CLAUSE

He eats healthy, but still stays small.

(comma needed because “still stays small” can’t stand on its own.)

INDEPENDENT CLAUSE

She is healthy. She likes sweets.

She is healthy, but likes sweets. (comma needed)



SENTENCES

Simple Sentences

- A **simple sentence** is also called an **independent clause**.
- It contains a **subject** and a **verb** and expresses a complete thought.



Compound Sentences

- A **compound sentence** contains **two independent clauses** joined by a **coordinating conjunction**.

(and, but, for, nor, or, so, yet)

Scott was playing soccer, so Mary went to the beach.

Complex Sentences

- A **complex sentence** **combines an independent clause with one or more dependent clauses**.
- A complex sentence **always has a subordinating conjunction** (after, although, because, since, when) **or a relative pronoun** (that, which, who).

I did not see Scott today, because he was playing soccer.



TYPES OF SENTENCE

STATEMENT SENTENCE (DECLARATIVE) 	QUESTION SENTENCE (INTERROGATIVE)
<ul style="list-style-type: none"> A sentence that gives information or states a fact. Ends with: a full stop (.) 	<ul style="list-style-type: none"> A sentence that asks something. Ends with: a question mark (?) 
Example: <ul style="list-style-type: none"> The sun is shining. I love reading books. 	Example: <ul style="list-style-type: none"> What is your name? Are you coming to the party?

COMMAND SENTENCE (IMPERATIVE)	EXCLAMATION SENTENCE (EXCLAMATORY)
<ul style="list-style-type: none"> A sentence that gives an order or instruction. Ends with: a full stop (.) or exclamation mark (!) 	<ul style="list-style-type: none"> A sentence that shows strong feeling like surprise, joy, or anger. Ends with: an exclamation mark (!)
Example: <ul style="list-style-type: none"> Please sit down. Stop talking! 	Example: <ul style="list-style-type: none"> Wow, that's amazing! I can't believe it! 

QUESTION FORMS

One way of changing statement into questions is to change the word order.

- If **linking verbs** are present like **is** and **are, was** and **were**, place it at the **beginning** of the sentence.

 <ul style="list-style-type: none"> It is raining. Is it raining? 	<ul style="list-style-type: none"> We are hungry. Are we hungry? 	<ul style="list-style-type: none"> I was eating. Was I eating? 	<ul style="list-style-type: none"> They were singing. Were they singing? 
--	--	--	--

- If there is **no linking verb** in the sentence **look at the subject** of the sentence, is it in **singular form**, or in **plural form**?



- Add “**do**” for **plural subjects** or “**you**”.



<ul style="list-style-type: none"> They greet their teacher. Do they greet their teacher? 	<ul style="list-style-type: none"> You throw stones at my window. Do you throw stones at my window? 	<ul style="list-style-type: none"> The protesters call for change. Do the protesters call for change?
---	---	---

- Ad “**did**” to the beginning if the **verb** is in the **simple past tense**.

<ul style="list-style-type: none"> He saved the cat. Did he save the cat? 	<ul style="list-style-type: none"> She sang a song. Did she sing a song? 	<ul style="list-style-type: none"> Mary played the piano. Did Mary play the piano?
--	---	---



- Add “**does**” to the beginning if the **verb** is in the **present tense**.

<ul style="list-style-type: none"> My cat plays with a toy. Does my cat play with the toy? 	<ul style="list-style-type: none"> Ben rides his bike. Does Ben ride his bike? 	<ul style="list-style-type: none"> She eats an apple. Does she eat an apple?
---	---	---



QUESTION TAGS

A **TAG QUESTION** is a sentence with a **question phrase connected at the end**.

Example: It's very hot today, **isn't it?**



WE USE QUESTION TAGS:

1. To **agree** with someone (the speaker **DOES NOT** expect an answer)

- You're falling asleep, **aren't you?**
- The party **was** a lot of fun, **wasn't it?**
- I **didn't** win the lottery, **did I?**



2. To **clarify information** (the speaker expects an answer)

- Mr. Rob **is** coming to the class, **isn't he?**
- I'm permitted to park here, **aren't I?**
- We **have** a test tomorrow, **don't we?**

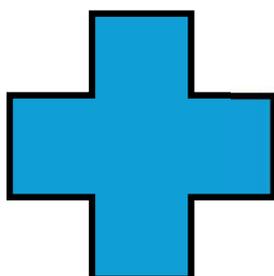
3. To **confirm something** or when we want to **find out if something is true or not**.

- It **isn't** a cat, **is it?**
- They **are** dogs, **aren't they?**



We use a **negative question tag** **AFTER** a **positive sentence**.

- Tom **will be** here soon, **won't he?**
- There **was** a lot of traffic, **wasn't there?**
- Ben **should** pass the exam, **shouldn't he?**



We use a **positive question tag** **AFTER** a **negative sentence**.

- Sam **won't** be late, **will he?**
- They **don't** like us, **do they?**
- You **haven't** got a bike, **have you?**

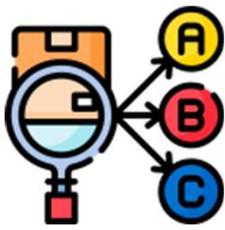
ACTIVE AND PASSIVE VOICE

What is Active Voice?	What is Passive Voice?
<ul style="list-style-type: none"> In active voice, the subject of the sentence does the action. 	<ul style="list-style-type: none"> In passive voice, the subject of the sentence receives the action.
Subject + Verb + Object	Object + "to be" verb + Past Participle + (by Subject)
<p>Examples:</p> <ul style="list-style-type: none"> The dog chased the cat. Sarah baked a cake. The teacher explained the lesson. 	<p>Examples:</p> <ul style="list-style-type: none"> The cat was chased by the dog. A cake was baked by Sarah. The lesson was explained by the teacher. 
The subject is active and in control.	The object becomes the focus of the sentence.

Passive Voice in English



Tense	English Passive Structure	Example (English)
Present Simple	am / is / are + past participle	The cake is baked by Sarah.
Past Simple	was / were + past participle	The cake was baked by Sarah.
Future Simple	will be + past participle	The cake will be baked by Sarah.



ALPHABETICAL ORDER

When you are starting to put words into alphabetical order, you need to look at the **FIRST** letter of the words.

1. The word whose first letter comes first in the order of the alphabet will go first.
2. Then the word whose **first letter appears NEXT in the alphabet** will go next.
3. Keep going until you have no more words left to order.



APPLE ART CANNAL CAT ELEPHANT TREE TRUNK

DIRECT SPEECH

Sam said, "They are coming to my party this weekend."

A sentence in which the **exact words** spoken are reproduced in **QUOTATION MARKS**.



REPORTED SPEECH

↳ **indirect speech**

When the general points of what someone has said are **reported**, without actually writing the speech out in full.



Sam said that they were going to his party that weekend.

CALL ME



When **changing direct speech into reported speech**, **CHANGES** must be made to a sentence.



Direct speech



Sam said, "They **are** coming to **my** party **this** weekend."

Verb tenses usually shift into the past tense

Indirect speech



Sam said **that** they **were** going to **his** party **that** weekend.

Word order often needs to change (ADD that)

Pronouns often need to change

Words indicating place and time need to change

Pronouns often need to change

Direct speech	Reported speech	Direct speech	Reported speech
I	He/she	Me	Him/her
We	They	Us	Them
You	He/she/they	You	Him/her/them
My	His/her	Mine	His/hers
Our	Their	Ours	Theirs
Your	His/her/their	Yours	His/hers/theirs

Words indicating place and time need to change

Are	Were
Is	Was
Am	Was
This day	That day
Was/were	Had been

TENSES

Simple present tense

WHAT IS HAPPENING NOW!



Subject + 1st form of verb + object.
He goes to school.



Subject + do/does + 1st form of verb + object
He does not go to school.



Do/does + subject + 1st form of verb + object + ?
Does he go to school?



SUBJECT	VERB	OBJECT
I/We You/They	live live	in town. on a farm. 
He/She	lives	in Soweto.
I	am	eleven years old.
You/We/ They	are	sick today. 
He/She	is	older than I am.

Simple past tense

WHAT ALREADY HAPPENED /
USED TO HAPPEN!



Subject + 2nd form of verb + object
I drank milk.



Subject + did + not + 1st form of verb + object
I did not drink milk.



Did + subject + 1st form of verb + object + ?
Did I drink milk?



SUBJECT	VERB	OBJECT
I/We You/They He/She	lived	in Durban last year.
I/He/She	was	ten years old last year.
You/We They	were	sick.



Simple future tense

WHAT IS GOING TO HAPPEN!



Subject + will/shall + 1st form of verb + object.
I shall drive the bus.



Subject + will/shall + not + 1st form of verb + object
I shall not drive the bus.



Will/shall + subject + 1st form of verb + object + ?
Shall I drive the bus?



EXAMPLES

SUBJECT	WILL/SHALL	VERB	OBJECT
I / We	shall	wait	for the rain to stop.
You / They He / She / It	will	wear be	a sunhat. cloudy today.





Present continuous tense



Affirmative

Subject + am/is/are + Verb - ing
He is jumping.



Negative

Subject + am/is/are (not) + Verb - ing ...
He isn't jumping.



Question

Am/is/are + Subject + Verb - ing +... ?
Is he jumping?



Past continuous tense



Affirmative

Subject + was/were + Verb - ing
She was cooking all morning.



Negative

Subject + was/were + not + Verb - ing ...
She was not cooking all morning.



Question

Was/were + Subject + Verb - ing +... ?
Was she cooking all morning?



Future continuous tense



Affirmative

Subject + will + be + Verb - ing
I will be singing in the concert tomorrow.



Negative

Subject + will + not + be + Verb - ing ...
I will not be singing in the concert tomorrow.



Question

Will + Subject + be + Verb - ing +... ?
Will I be singing in the concert tomorrow?



The present perfect tense

- The **present perfect tense** is used to describe an **ACTION** that **has taken place** in the **PAST** but has a connection with the present.
- We do not specify the exact time that the ACTION had taken place in when using this tense.



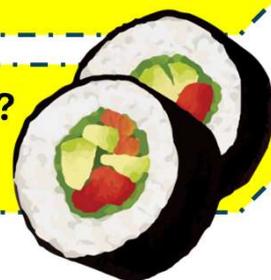
Subject + have/has + past participle
I **have** tried sushi.



Subject + have not (haven't) / has not (hasn't) + past participle
I **have not** tried sushi.



Have/has + subject + past participle?
Have you tried sushi?



AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I <u>have</u> jumped.	I <u>haven't</u> jumped.	<u>Have</u> I jumped?
You <u>have</u> eaten.	You <u>haven't</u> eaten.	<u>Have</u> you eaten?
He <u>has</u> cooked.	He <u>hasn't</u> cooked.	<u>Has</u> he cooked?
We <u>have</u> shouted.	We <u>haven't</u> shouted.	<u>Have</u> we shouted?
They <u>have</u> opened.	They <u>haven't</u> opened.	<u>Have</u> they opened?



The past perfect tense

- The **past perfect tense** talks about an event that **HAD HAPPENED IN THE PAST** and was **FINISHED BEFORE ANOTHER ACTION TOOK PLACE**.
- This particular tense is used to describe an action that took place and was interrupted by another action.



Subject + had + past participle
He had finished the test.



Subject + had not/hadn't + past participle
He hadn't finished the test.



Had + subject + past participle + ...?
Had he finished the test?



AFFIRMATIVE	NEGATIVE	INTERROGATIVE
We had played video games.	We hadn't played video games.	Had we played video games?
John had found a new job.	John hadn't found a new job.	Had John found a new job?
She had drawn a good painting.	She hadn't drawn a good painting.	Had she drawn a good painting?
I had driven a car yesterday.	I hadn't driven a car yesterday.	Had I driven a car yesterday?
She had watched a horror movie.	She hadn't watched a horror movie.	Had she watched a horror movie?

The future perfect tense

- The **future perfect tense** is used to describe the **ACTIONS** that **WILL BE FINISHED** by some **SPECIFIC TIME** or **DATE** in the **future**.



Subject + will + have + past participle + ...
He will have done it by this evening.



Subject + will + not + have + past participle + ...
He will not have done it by this evening.



Will + subject + have + past participle + ...
Will he have done it by this evening?



AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I will have visited Africa by the end of the year.	I will not have visited Africa by the end of the year.	Will I have visited Africa by the end of the year?
He will have returned by next week.	He will not have returned by next week.	Will he have returned by next week?
The manager will have left the company by the end of the month.	The manager will not have left the company by the end of the month.	Will the manager have left the company by the end of the month?
He will have stopped responding to my emails.	He will not have stopped responding to my emails.	Will he have stopped responding to my emails?

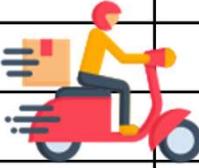
ANTONYMS AND SYNONYMS



IN LANGUAGE TRACKERS TALK:
 “Every word has friends and opposites — learning both helps you track meaning faster!”

Synonyms

- Words that have **the same or nearly the same meaning** as another word.
- Using synonyms makes your writing more **interesting** and **less repetitive**.

Word	Synonym
 happy	joyful / glad 
big	large / huge
smart	clever / bright
pretty 	beautiful / lovely 
fast	quick / speedy
start	begin / commence
cold	chilly / icy

Antonyms

- Words that have **opposite meanings**.
- They help you **understand contrast** and **describe** things more clearly.

Word	Antonym
 hot	cold 
happy	sad
tall	short
fast	slow
light	dark
up 	down
laugh	cry 

HOMONYMS AND HOMOPHONES

Homonyms

Words that have the **same spelling and pronunciation**, but they have **different meanings**.



IN LANGUAGE TRACKERS TALK:
 “Some words sound alike; some look alike — but their meanings take different paths! Track carefully so you don’t get lost!”

Word	Meaning 1	Meaning 2	Example Sentences
bat 	an animal	 a piece of sports equipment	The bat flew at night. / He hit the ball with a bat .
bank	a place for money	the side of a river	I went to the bank . / The boat reached the river bank .
bark	the sound a dog makes	the outer layer of a tree	The dog began to bark . / The tree’s bark is rough.
ring 	a piece of jewellery	the sound a bell makes 	I wear a ring . / The bells ring loudly.

Homophones

Homo – means the same **Phone** – means sound



Homophones mean the **same sound** (pronunciation), but **different meanings**.

Word 1	Word 2	Meaning 1	Meaning 2	Example Sentences
two	too / to	the number 2	also / showing direction	I have two books. / I like that too . / Go to school.
there	their / they’re	in that place	belongs to them	They live there . / It’s their house. / They’re friends.
sea	see	large body of water	to look with your eyes	The sea is blue. / I see the ship. 
flower 	flour 	plant that blooms	white powder used in baking	The flower smells sweet. / We baked with flour .

● Language • step 5: Punctuation & Writing Conventions



APOSTROPHE 'S

To show belonging

- We use 's to **show that something belongs to someone or something**.
- This is called possessive form.

Rule	Example	Explanation
<p>+ Add 's to singular nouns</p> 	The girl's book.	The book belongs to the girl.
	My friend's phone.	The phone belongs to my friend.
	The dog's tail.	The tail belongs to the dog.
<p>+ Add ' to plural nouns ending in -s</p> 	The teachers' staff room.	The staff room belongs to the teachers.
	The boys' soccer team.	The soccer team belongs to the boys.
<p>+ Add 's to irregular plural nouns</p> 	The children's toys.	The toys belong to the children.
	The men's jackets.	The jackets belong to the men.
<p>Its versus It's</p> 	The cat licked its paw. 	Its = shows ownership (no apostrophe!)
	It's raining outside.	It's = it is / it has (apostrophe shows contraction)

PUNCTUATION

Name	Use / Function	Examples	Language Trackers Tip
Full Stop 	Used at the end of a complete sentence .	<ul style="list-style-type: none"> I like reading books. The dog barked loudly. 	“Every sentence needs a full stop — it’s where the words take a rest!”
Comma 	Shows a short pause in a sentence. Separates words or ideas.	<ul style="list-style-type: none"> I bought apples, bananas, and grapes. After dinner, we went for a walk. 	“Commas help your sentences breathe — but don’t let them take over the whole page!”
Question Mark 	Used at the end of a question .	<ul style="list-style-type: none"> What is your name? Are you coming with us? 	“A question mark curves like a curious eyebrow — it always asks for an answer!”
Exclamation Mark 	Shows strong feeling — excitement, anger, surprise, or joy.	<ul style="list-style-type: none"> Wow! That’s amazing! Stop that right now! 	“Use exclamation marks to shout your feelings — but don’t shout too often!”
Apostrophe 	<ul style="list-style-type: none"> Shows possession (ownership): the boy’s book. Shows contraction (missing letters): can’t, don’t, it’s. 	<ul style="list-style-type: none"> This is Sam’s hat. I can’t find my pen. 	“An apostrophe shows something’s missing — a letter or an owner!”

Name	Use / Function	Examples	Language Trackers Tip
Quotation Marks ” ”	Used for direct speech or quoting someone’s words .	<ul style="list-style-type: none"> • “I’m ready,” said John. The teacher said, • “Work quietly.” 	“Quotation marks hold someone’s exact words — like speech bubbles in writing!”
Colon ♦♦	Introduces a list, explanation, or example .	<ul style="list-style-type: none"> • We need: pencils, books, and rulers. She knew what to do: run! 	“A colon points forward — it says, ‘Look, something is coming!’”
Semicolon ♦ ;	Joins two related sentences or separates long list items.	<ul style="list-style-type: none"> • I finished my work; now I can relax. • I met Sam, the teacher; and Jane, the coach. 	“A semicolon joins sentences that are close friends — stronger than a comma, softer than a full stop!”
Parentheses / Brackets / Dashes () [] —	Add extra information, explanations, or thoughts .	<ul style="list-style-type: none"> • My brother (who is older) loves soccer. • We waited — for hours! 	“Brackets and dashes are side notes — whispers that add details to your story.”
Capital Letters	Used at the beginning of a sentence and for proper nouns (names, places, days, months, titles).	<ul style="list-style-type: none"> • London is in England. • My name is Sarah. 	“Capitals show importance — names, beginnings, and special words always stand tall!”