Grade 5 General English Revision Notes

First Assessment

These notes cover the grammar and vocabulary taught in the Grade 5 General English materials. Read the rules, study the short examples, and highlight anything you want to remember. The examples are models only – they are not taken from your booklets.

1. Present forms
2. Adverbs of frequency
3. Stative verbs
4. Past forms
5. Conditionals (Types 0, 1 and 2)
6. Vocabulary 1 – Mysterious Shipwrecks
7. Vocabulary 2 – General Descriptions
8. How to correct a mistake

1. Present forms

Present simple

Form: I / you / we / they + base verb | he / she / it + verb-**s** or **-es**. Questions and negatives use *do* / *does* + the base form: *Does she walk to school? She does not walk to school.*

Most verbs: +s	-ss, -sh, -ch, -x, -o: +es	vowel + y: +s	consonant + y → ies
get → **gets**, run → runs	watch → **watches**, go → goes	play → **plays**, stay → stays	fly → **flies**, study → studies

We use the present simple for:

Permanent situations or states. *My uncle lives in a small village near the harbour.*

Repeated or habitual actions, especially with frequency adverbs. *Lucy usually practises the piano after school.*

Permanent truths or laws of nature. *The moon travels around the Earth.*

Timetables and programmes (future meaning). *The ferry arrives at quarter past six this evening.*

Reviews, sports commentaries and dramatic narratives. *Chan dribbles past two defenders and kicks the ball into the net.*

Present continuous

Form: *am* / *is* / *are* + verb-**ing**. *I am writing. She is not writing. Are they writing?*

Temporary situations. *We are staying at my grandmother's house this month.*

Actions happening at or around the moment of speaking. *Listen! The baby is crying in the next room.*

Fixed arrangements in the near future. *I am playing football with my classmates on Friday.*

Which one? Present simple or present continuous

Choose the present simple for…	Choose the present continuous for…
facts, habits, timetables and things that are always or usually true	temporary situations, actions happening now or around now, and fixed near-future plans
He walks to school every day. *The museum opens at ten o'clock.* *I live in this neighbourhood.*	*He is walking to school right now.* *We are visiting the museum tomorrow.* *I am living with my cousins this term.*

Present perfect

Form: *have* / *has* + past participle. *I have finished. She has finished. Have you finished? He has not finished.*

Finished actions with present evidence, often with *just*. *I have just baked a cake. It is still warm.*

Past actions at an unstated time, connected with the present. *She has broken her glasses, so she cannot read the board.*

Since* and *for show duration up to now: *since* + a starting point; *for* + a length of time. *They have lived in this flat since 2018. We have sung in the choir for two years.*

Already means sooner than expected. *I have already packed my school bag, and it is only seven o'clock.*

Yet comes at the end of negatives and questions. *Have you finished your project yet? I have not started it yet.*

Life experience, with *ever* in questions and *never* for a lifetime up to now. *Have you ever tried ice skating? I have never climbed that hill.*

Remember. Present perfect continuous is optional in the booklet and is not needed for this assessment.

2. Adverbs of frequency

These adverbs tell us **how often** something happens:

always	usually	often	sometimes	seldom / rarely	never

They go from most often (*always*) to least often (*never*).

Position. Put the adverb **before the main verb**, but **after** *be*, auxiliaries (*do*, *have*) or modals (*can*, *should*).

I always tidy my desk before I leave. (before the main verb)

Mr Chan is usually cheerful in the morning. (after *be*)

In short answers, the adverb goes **before the auxiliary**: *Yes, I usually do.*

Watch out. *Never*, *seldom* and *rarely* are never used with *not*. Say *She never eats fish.* Do not say *She doesn't never eat fish* or *She rarely doesn't go to bed late.*

3. Stative verbs

A stative verb describes a **state of being**, as opposed to an action. Stative verbs do **not** normally have a continuous form.

Group	Verbs	Notes and examples
Senses	see, hear, smell, feel, taste	Often used with *can* or *could*. *Can you see that kite over there? I can't hear you. Feel* and *hurt* may be simple or continuous: *How do you feel today? How are you feeling today? My knee hurts. My knee is hurting.*
Opinion	agree, believe, consider	*I believe the answer is correct. I agree with you.*
Emotion	feel, forgive, hate, like, love	*Harry likes folk music. I forgive you.*
Other	appear, be, belong, fit, have (=possess), know, look (=appear), need, prefer, require, want, wish	*He knows where the keys are. These books belong on the top shelf.*

When a continuous form changes the meaning

Some of these verbs can be continuous, but the meaning changes from a **state** to an **action**:

Verb	State (simple form)	Action (continuous form)
think	*I think this puzzle is too easy.* (= I believe)	*I am thinking about a present for Mum.* (= I am considering)
taste	*These lemons taste very sour.* (= have this flavour)	*The chef is tasting the sauce.* (= trying its flavour)
have	*Maya has a red bicycle.* (= possesses)	*Maya is having trouble with her homework.* (= experiencing)
feel	*This blanket feels soft.* (= has this texture)	*She is feeling the fruit to see if it is ripe.* (= touching)
see	*I see why you are upset.* (= I understand)	*I am seeing the dentist on Thursday.* (= visiting)
smell	*The bread smells fresh.* (= has this scent)	*The puppy is smelling my shoes.* (= sniffing)
come	*This tea comes from India.* (= originates / is from)	*Uncle is coming from the station now.* (= travelling)

Verb	State (simple form)	Action (continuous form)
love	*We love rainy afternoons indoors.* (= in general)	*The children are loving the puppet show.* (= enjoying this one)
look	*You look sleepy this morning.* (= appear)	*Tom is looking at the instruction booklet.* (= examining)
weigh	*This sack of rice weighs ten kilograms.* (= has this weight)	*The shop assistant is weighing the oranges.* (= finding out the weight)
be	*Anna is a quiet girl.* (= that is her character)	*Anna is being very noisy today.* (= she is behaving this way)

4. Past forms

Past simple

Form: regular verbs add **-ed** (*visited, packed*); many verbs are irregular (*went, found, heard*). Questions and negatives use *did* / *didn't* + the **base form**: *Did you hear the announcement? We didn't catch the first bus.*

A finished action at a stated time in the past. *Our class visited the science museum last Friday.*

Actions which happened one after another (a sequence). *I opened my book, found the right page and started to read.*

Past continuous

Form: *was* / *were* + verb-**ing**.

The background to events in a story. *The rain was falling and the streets were emptying.*

An action in progress interrupted by a past-simple action, often with *as*, *while* or *when*. *While Mum was cooking dinner, the doorbell rang. As we were leaving the library, we met our teacher.*

Past perfect

Form: *had* + past participle.

In a past-tense story, use the **past simple** for the main sequence of events, and the **past perfect** for an event that happened **earlier** than that main timeline. *The playground was wet because it had rained all morning.*

Use it also for a past action that occurred **before another past action**, or before a specific time in the past. *Mia had packed her bag before the taxi arrived. By the time we reached the station, the train had already left.*

Time expressions

Tense	Common time expressions
Past simple	yesterday, last week, 2 months ago, then, just now, when, in 2020, etc.
Past continuous	while, when, as, etc.
Past perfect	for, since, already, after, just, never, yet, before, by, by the time, etc.

Which one? Sequence, interruption or earlier event

Idea	Pattern	Example
Sequence	past simple + past simple	*I washed the dishes and then I watched a film.*
Interruption	past continuous + past simple	*I was washing the dishes when the phone rang.*
Earlier event	past perfect + past simple	*I had washed the dishes before I watched the film.*

5. Conditionals (Types 0, 1 and 2)

Type 0 – facts; things that always happen

Use Type 0 for things that always happen, or that happen in the same way every time. These can be scientific or technical facts, or personal habits.

Form: *if* / *when* + present simple, present simple.

> **Remember.** If the *if*-clause comes first, use a comma. If the main clause comes first, do not use a comma.
> *If you mix red and yellow, you get orange.* *You get orange if you mix red and yellow.*
> *When metal gets hot, it expands.* *If I miss breakfast, I feel hungry by mid-morning.*

Type 1 – real or very likely future possibilities

Type 1 is like saying, "If this happens, then that will happen."

If-clause: *if* + a present form (present simple, present continuous or present perfect). **Main clause:** *will* / *won't*, *may*, *might*, *must*, *should* or *can*.

If we leave now, we will catch the early bus. (present simple + *will*)

If it is raining at three o'clock, we will stay in the hall. (present continuous + *will*)

If you have finished your lunch, you may go out to play. (present perfect + *may*)

You should take a jumper if the wind is strong. We might visit the market if Dad finishes work early.

Type 2 – unlikely or imaginary present / future; also used for advice

Use Type 2 for a situation that might happen but probably will not, for imaginary things that are different from reality, or to give advice.

Form: *if* + past simple or past continuous, *would* / *could* + bare infinitive.

If I lived nearer the school, I would walk there every day. (imaginary)

If I won a free ticket, I would take my sister to the concert. (unlikely)

If she were practising now, the house would be quieter. (past continuous in the *if*-clause)

If I were you, I would revise the irregular verbs tonight. (advice)

> **Watch out.** With the verb *be* in the *if*-clause, we usually use **were**, not *was*, even with *I*, *he*, *she* and *it*.
> *If I were you, I would take an umbrella.* *If he weren't so tired, he could join the game.*

Summary of Types 0, 1 and 2

Type	Use	If-clause	Main clause	Example
0	facts; things that always happen	*if* / *when* + present simple	present simple	*If you mix red and yellow, you get orange.*
1	real or very likely future possibilities	*if* + a present form	*will* / *won't*, *may*, *might*, *must*, *should*, *can*	*If we leave now, we will catch the early bus.*
2	unlikely or imaginary present / future; advice	*if* + past simple or past continuous	*would* / *could* + bare infinitive	*If I were you, I would take an umbrella.*

Optional – not required for this assessment. The booklet also has an optional section on *unless*, *as long as* and *even if*. You do not need to study these conjunctions for this assessment.

6. Vocabulary 1: Mysterious Shipwrecks (MEB 1.1)

These tables use the same layout as your MEB pages. The parts of speech and definitions are already filled in for you. Learn each word, then study the worked examples below.

A Words from the first part of the reader. Match the word with its part of speech and definition.

Word	Parts of Speech	Definition
artifacts (p.5)	n	objects made or used by humans long ago
fleet (p.6)	n	a group of ships or vehicles travelling together that are under the same command
maritime (p.6)	adj.	of or relating to sea, sailing, or activities done on the sea
hull (p.6)	n.	the main body of a ship or boat including the bottom, sides, and deck
salvage (p.6)	n.	property that is saved from damage or destruction, the recovery of a wrecked ship or its cargo

D Words from the later pages of the reader. Match the word with its definition as well as the part of speech.

Word	Parts of Speech	Definition
navigational (p.7)	adj.	relating to steering a course toward a destination
treachery (p.7)	n.	an act of betrayal or dishonesty
aground (p.10)	adj.	on or onto the shore or bottom of a body of water
capsized (p.10)	v.	turned over in the water so that an object's bottom or side is facing up
hampered (p.10)	v.	made it difficult for someone to do something

Watch out. On the printed list the spelling is **artifacts**, not *artefacts*.

B / E In your booklet you write two sentences in your notebook. **Extra hot:** each sentence should be complex and use at least two vocabulary words. Try this when you revise.

F Check your understanding by filling in the blanks using the vocabulary in parts A and D. Each word can only be used **ONCE**. The answers have been filled in for you.

1. The missing chart was believed to be an act of **treachery** by a jealous member of the crew.
2. The harbour's small **fleet** was scattered after two boats **capsized** in the sudden squall.
3. Clay jars and other **artifacts** were brought up with the **salvage** from the wreck, and later shown in a **maritime** museum.
4. The little steamer had a wooden **hull** and a simple **navigational** compass to steer her along the coast.
5. A fishing boat ran **aground** on a hidden sandbank, and thick fog further **hampered** the team's efforts to pull her free.

7. Vocabulary 2: General Descriptions (MEB 1.2)

These adjectives are grouped as they appear on the printed list. Use them to describe places, objects and atmospheres.

(A) Grandeur	(B) Defence	(C) Mystery
majestic	sturdy	ruined
lavish	fortified	haunted
magnificent		ominous
historical		eerie

Complete the following sentences by circling the most appropriate word. The correct word has already been circled for you.

1. An (sturdy / eerie / historical) light moved through the empty corridor after midnight.
2. The (sturdy / ruined / lavish) oak door held firm against the storm.
3. The queen prepared a (haunted / fortified / lavish) feast for the visiting guests.
4. Dark clouds over the hills gave an (ominous / magnificent / historical) warning of rain.
5. Visitors stopped to admire the (magnificent / eerie / ruined) painted ceiling of the hall.
6. The hilltop fort was (lavish / fortified / haunted) with thick stone walls and a deep moat.
7. The king entered in a (ruined / sturdy / majestic) cloak trimmed with gold.
8. Some children thought the school attic was (haunted / magnificent / fortified) because they heard footsteps after lessons.
9. The library keeps many (eerie / historical / lavish) letters written by sailors a century ago.
10. After the fire, only the (majestic / sturdy / ruined) walls of the barn were left standing.

Extra hot. When you revise, write two sentences below. Each sentence should be complex and use at least two adjectives, preferably from different groups (A, B or C).

1. _____

_____

2. _____

_____

8. How to correct a mistake

The booklets practise four proofreading correction types. Each line has no more than one mistake, and some lines may be correct. Do not change punctuation unless that is the error you are asked to mark, and do not make unnecessary changes.

Type	What you do	Example	In the space
Wrong word	Underline the wrong word and write the correct word in the space provided.	Tom usually go to bed at nine.	*goes*
Extra word	Delete the extra word with an "X", then write the word you have crossed out in the space provided.	She can ~~to~~ × swim very well.	*to*
Missing word	Mark the position of the missing word with "^" and write the missing word in the space provided.	We ^ lived here since 2019.	*have*
No mistake	Put a tick in the space provided.	The ferry leaves at six o'clock every morning.	✓

Remember. Read the whole sentence before you mark it. Check verb forms, agreement (for example *he goes*, not *he go*), tense and word order. If the line is already correct, use a tick – do not invent a change.

A quick checklist

- Subject–verb agreement: *he goes*, not *he go*.
- Use the base form after *did*, *doesn't* or a modal (*can*, *should*).
- Check the tense: present forms, past simple / continuous / perfect, or the correct type of conditional.
- In Type 2, use *were* (not *was*) in the *if*-clause, and *would* or *could* in the main clause.
- If the line is already correct, put a tick. Do not invent a change.

Worked examples

Type	Sentence	What to write	Why
Wrong word	My sister have finished her project.	*has*	The subject *My sister* takes *has*.
Extra word	The bus arrives at ~~at~~ × eight o'clock.	*at*	The preposition has been written twice.
Missing word	They ^ lived here for six years.	*have*	Present perfect is needed with *for* (duration up to now).
No mistake	If you mix red and yellow, you get orange.	✓	This Type 0 sentence is already correct.