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# English Revision Paper 2- Term 3

## Contents for the Progress Test

**All the topics from Term 1, 2 and 3 are the part of the curriculum. Please refer to books, notebooks and things taught in class also.**

- Fiction comprehension.
- Non – fiction comprehension.
- Punctuation: comma, colon and semi-colon.
- Word classes: Verb, nouns, pronouns, prepositions, adjective, adverbs
- Adverbial conjunctions
- Subject, Verb and Object.
- Simple, Compound and Complex sentences.
- Noun phrases.

## Comprehension 1

### A SHIP IN A STORM

Did you ever go far out into the great ocean? How beautiful it is to be out at sea when the sea is smooth and still!

Let a storm approach, and the scene is changed. The heavy, black clouds appear in the distance and throw a deep, deathlike shade over the world of waters. The captain and sailors soon see in the clouds the signs of evil. All hands are then set to work to take in sail.

The hoarse notes of the captain, speaking through his trumpet, are echoed from lip to lip among the rigging. Happy will it be, if all is made snug before the gale strikes the vessel.

At last, the gale comes like a vast moving mountain of air. It strikes the ship. The vessel heaves and groans under the dreadful weight and struggles to escape through the foaming waters. If she is far out at sea, she will be likely to ride out the storm in safety. But if the wind is driving her upon the shore, the poor sailors will hardly escape being dashed upon the rocks and drowned.

Once there was a ship in a storm. Some of her masts were already broken, and her sails lost. While the wind was raging, and the billows were dashing against her, the cry was heard, "A man has fallen overboard!"

The boat was lowered quickly, and she was soon seen bounding on her way over the mountain waves. At one moment, the boat seemed lifted to the skies, and the next, it sank down and appeared to be lost beneath the waves!

Finally, the man was found. He had almost drowned; but he was taken on board, and now they made for the ship. But the ship rolled so dreadfully that it seemed certain the boat wouldn't make it to her. And now, what should they do?

The captain told one of the men to go aloft and throw down a rope. This was tied fast to the boat, and when the sea was somewhat calm, the boat was hoisted and landed on the ship with a dreadful crash. It was a desperate way of getting on board, but fortunately no lives were lost.

On the dangerous points along our seacoast are lighthouses which can be seen far out at sea and serve as guides to ships. Sometimes the fog is so dense that these lights cannot be seen, but most lighthouses have great fog bells or fog horns; some of the latter are made to sound by steam and can be heard for a long distance. These bells and horns are kept sounding as long as the fog lasts.

There are also many life-saving stations along the coast where trained men are ready with lifeboats. "When a ship is driven ashore they at once go to the rescue of those on board, and thus many valuable lives are saved.

Take it all in all; a sailor's life is a very hard one. Our young friends owe a debt of gratitude to those whose home is upon the great waters, and who bring them the luxuries of other countries.

Answer the following questions using full complete sentences.

1. Based on the passage, what is a gale?

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2. Why do lighthouses use fog bells?

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3. Why is it safer for the ship to be in a storm when it is far out at sea?

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4. Give an example about why, as the passage says, "A sailor's life is a hard one."

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## Comprehension 2

### SWEET DREAMS

A good night's sleep is very important for your health. Your brain and your body use that time to do all kinds of things that they cannot do as well when you're awake. How much sleep do you need? Every person is a little different, but many experts say that children need about ten hours of sleep per night. So if you wake up at seven o'clock to go to school, you should be going to bed by nine o'clock at night.

Sometimes it's not easy to fall asleep quickly, though. You might have a lot of energy. Or you might be excited about something. Maybe you're worried about something. When that happens, it's hard to get sleepy. Here are some things you can do to make it easier for you to get the sleep you need:

- Keep your body in a routine by going to bed at the same time every night.
- Do something calming right before bedtime, such as taking a warm bath or reading.
- Limit sodas, iced tea, and other foods and drinks that contain caffeine.
- Turn off your TV when it is time to sleep. Better yet, don't have a TV in your room. Studies show that children who have a TV in their rooms sleep less.
- Don't watch scary TV shows or movies close to bedtime because these can sometimes make it hard to fall asleep.
- Exercise during the day—it will help you sleep better at night. But don't exercise just before going to bed.
- Don't do homework, read, play games, or talk on the phone in bed. Use your bed just for sleeping—you'll train your body to associate your bed with sleep. If you follow these handy tips, you will get yourself relaxed before bedtime. Then, it will be easier for you to fall asleep and stay asleep.

Answer the following questions using full complete sentences.

1. Which is true for the bulleted list in the text?

- A. The first item is the most important.
- B. Each item on the list is important and supports the main idea.
- C. The items should be done in order.
- D. Bulleted lists make no sense.

2. Which of these is a topic sentence stating a main idea?

- A. You might have a lot of energy.
- B. A good night's sleep is very important for your health.
- C. Try to go to bed at the same time every night.
- D. Use your bed just for sleeping.

3. What is a purpose for reading this text?

- A. to find ways to sleep better
- B. to learn good study habits
- C. to learn how to cook
- D. to find a good place to buy a bed

4. What is an accurate inference about caffeine?

- A. It can make you sleepy.
- B. It can keep you awake.
- C. It is good for your health.
- D. It is hard to find.

5. What would the author's advice be for readers?

- A. sleep less
- B. stop getting exercise
- C. buy a TV
- D. get plenty of sleep

6. Why might having a TV in your room keep you awake?

- A. You would forget to turn it on.
- B. You would not like having a TV.
- C. You would turn it off to sleep.
- D. You would watch it instead of sleeping.

7. Why do you think being excited about something might keep you awake?

- A. You will be afraid to fall out of bed.
- B. You will fall asleep very quickly.
- C. You will think about what is making you excited instead of getting sleepy.
- D. You eat too much if you are excited.

8. Which is the best summary of this text?

- A. People can get a good night's sleep by following some helpful tips.
- B. Sleep is not important.
- C. Children don't know how to go to sleep.
- D. Many people have sleep issues

# GRAMMAR

## Word classes

Draw a straight line to match up the description with the correct word class, and provide a few examples of each.

the name of a particular person, place or thing, and always begins with a capital letter
a word that tells you where or when something is in relation to something else
the names of things, for example, people, places or objects
a word that takes the place of nouns
a word that describes a noun
a simple sentence
a doing or action word
a word that describes a verb
a word that joins two sentences or clauses

- preposition
- adjective
- proper noun
- noun
- verb
- a pronoun
- conjunction
- a clause
- adverb


Read the sentences and underline the parts of speech with the correct colours.

nouns

verbs

adjectives

adverbs

Example: The fierce lion ate the buffalo hungrily.

1. The zookeeper quietly set free all the wild animals.

2. Skeletons protect our important organs well.

3. Peter played the saxophone loudly in his old house.



4. Muscles help humans to move easily.

5. Finally, the teacher was fed up because the noisy class did not listen.

6. Big dogs chase small cats quickly.

7. The studious girl completed her homework carefully.

Now write 3 sentences of your own, including all four parts of speech, like the sentences above.

Underline the parts of speech with the correct colours.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Choose the write preposition and fill in the blanks.

1. He has been absent \_\_\_\_\_ Monday. (since / for / from)
2. I haven't been to the theatre \_\_\_\_\_ a long time. (since / for / from)
3. He goes \_\_\_\_\_ school by car. (to / at / on)
4. This is a comfortable house to live \_\_\_\_\_. (on / at / in)
5. They are called \_\_\_\_\_ different names. (by / with / for)
6. We should not spend money \_\_\_\_\_ luxuries. (for / on / with)

7. I gave him a chair to sit  (on / at / in)
8. The new term begins  June 1st. (on / in / from)
9. He poured the tea  the mug. (into / on / in)
10. He said that he was very pleased ... my work. (with / on / at)

**A pronoun is a word that takes the place of a noun.**

Example: John is a mail carrier. John carries a blue bag.

**To make the second sentence sound better, you can change the word John to he.**

New sentence: John is a mail carrier. He carries a blue bag.

**The word he is a pronoun that takes the place of the word John.**

*Some common pronouns include: I, you, he, she, it, we, they, you, him, her, them, it, us*

**Now, rewrite each sentence. Change the underlined word or words to a pronoun.**

1. Sarah made dinner for the whole family.

2. Tyler played tag with Miguel and Ramon.

3. Mr. Cane went to the movies with Mrs. Cane.

4. The house needs a fresh coat of paint.