

Revision

Unseen Reading Comprehension (1)

Read the following passage. Then, answer the questions that follow. (5 points)

Guide dogs are special animals trained to help people who cannot see well. These dogs must learn many skills so they can function safely in busy places. Their job is important, but sometimes they face difficult circumstances that make their work harder. One common problem is loud or crowded environments. In these circumstances, a guide dog might become confused by the noise. To solve this problem, trainers practice with the dogs in busier and busier places. This helps the dogs become capable of focusing even when the world around them is noisy. Another problem is that some people do not know how to behave around guide dogs. They might try to pet the dog while it is working. This is dangerous because it can distract the dog from its job. A solution is to teach the public that guide dogs should not be touched when they are wearing their working harness. When people understand this rule, guide dogs can function safely. Finally, guide dogs sometimes face obstacles like stairs, curbs, or uneven ground. These circumstances can be challenging for both the dog and the person they assist. Trainers solve this by teaching dogs to stop at obstacles and wait for commands. This teamwork makes the dog capable of guiding its partner through many environments. Guide dogs work hard every day, and with the right training and support, they are capable of helping people live more independent lives.

1. What is the genre of the text above? Write **one** element of this genre.

2. Is this text **fictional** or **nonfictional**? Explain your answer.

3. From the text, find a solution to the following problem.

Problem: Smoke can make it hard for firefighters to see during emergencies.

Solution: _____.

4. From the text find a word that means "conditions or situations"._____

Critical Thinking:

5. If you were designing new tools for firefighters, what features would you add to help them work more safely?

Unseen Reading Comprehension (2)

Read the following text carefully. Then, answer the questions that follow.

One sunny afternoon, Mia was walking home from school when she heard a soft whimper coming from the bushes. Curious, she stopped and bent down to take a look. There, hiding in the bushes, was a small brown puppy. Its fur was muddy, and it looked scared and hungry. Mia recognized that the puppy needed aid. She gently reached out her hand. The puppy sniffed her fingers and wagged its tail. "You must be lost," Mia said softly. She decided to take the puppy home and ask her mom for help. On the way, she stopped by the grocery store and bought some dog food with her pocket money. When Mia got home, her mom smiled. "We should take the puppy to the animal shelter," her mom said. "They can help find its owner." Mia agreed, but she felt a little sad. She had already grown attached to the puppy. At the shelter, the staff scanned the puppy for a microchip. To Mia's surprise, the puppy's owner lived just a few streets away! The owner, an elderly woman named Mrs. Brown, arrived at the shelter a short while later. She hugged the puppy tightly and thanked Mia for her kindness. "You're a very thoughtful young lady," Mrs. Brown said. "Would you like to come visit him sometimes?" Mia's face lit up. "I'd love to!" she said. That evening, Mia felt proud of herself. She had helped reunite a lost puppy with its owner and made a new friend along the way.

1. Is this text **fictional** or **nonfictional**? Explain your answer.

2. What is the genre of the text above? Write 2 elements.

3. Who is **the main character** of the text above?

2. What is the conflict in the text above?

4. What is the main idea of text above?

5. Find a word from the text that means "**see and understand**"

6. Critical Thinking:

If you were Mia, what other ways could you use to help the puppy?

Vocabulary

A. Use each of the following words in complete and meaningful sentences of your own.

1. circumstances (n): _____
2. resident (n): _____
3. sighed (verb): _____
4. capable (adj): _____
5. adjustable (adj): _____
6. emotions (adj): _____
7. features (n): _____
8. program (n): _____
9. emergency (n): _____
10. courageous (adj): _____
11. teamwork (n): _____
12. training (n): _____
13. intervene (v): _____
14. aid (v): _____
15. aid (n): _____
16. commit (v): _____
17. sufficient (adj): _____
18. refugee (n): _____

B. Read each of the following paragraph carefully. Then, fill in each blank with the most suitable word. (/5)

features - circumstances - resident - adjustable - sighed

The _____ of the small house looked around and _____.
Because of the rainy _____, he had to stay indoors all day. He sat in his _____ chair and moved it up and down until it felt comfortable. Then he opened his new tablet and explored its cool _____, such as games, music, and drawing tools. Even though the weather wasn't great, he still found a way to have a fun day.

emotions - program - capable

Our new classroom computer is amazing. The learning _____ on it is very helpful and easy to use. The computer is very _____, and it can do many tasks at once. It even shows _____ on the screen, like happy faces when we answer questions correctly.

training- courageous - teamwork - emergency -intervene

During the fire drill at school, our teacher explained what to do in an _____. She told us that being _____ doesn't mean not being scared, but doing the right thing anyway. We practiced _____ by helping each other stay calm and move safely outside. Thanks to our _____, everyone knew where to go and how to act. The teacher said she would only _____ if someone needed extra help, but we all did a great job on our own.

sufficient- aid -refugee - commit

The town welcomed a _____ family who had to leave their home because it was not safe. Many people in the community gave _____, such as food, clothes, and

school supplies. Everyone wanted to _____ to helping the family feel safe and comfortable. The donations were _____, and the family was grateful for all the kindness they received.

recognize- flock-mechanical- nodded- directory

1. the robot dog moved in a _____ way, using gears and metal parts.
2. Our class made a _____ of important phone numbers for emergencies.
3. The teacher asked if we understood, and everyone _____ in agreement.
4. I didn't _____ my friend at first because he was wearing a costume.
5. A _____ of birds flew across the sky in a V-shape.

During our class trip to the science museum, we saw a _____ bird that moved its wings like a real one. At first, I didn't even _____ it wasn't alive. My teacher _____ when I asked if it was part of the robotics exhibit. Later, we watched a _____ of real birds fly across the sky outside, which helped us compare nature to machines. Before we left, our teacher checked the museum _____ to make sure we visited every section on our list.

medicine - supplies- victims- destroyed -healthy- tsunami - program

1. The powerful _____ washed away homes along the coastline.
2. The storm completely _____ the old bridge, leaving nothing behind.
3. Doctors gave _____ to people who were injured after the disaster.
4. The _____ of the earthquake were taken to a shelter for safety.
5. Learning how to cook and clean are important life _____.
6. Eating fruits and vegetables helps you stay strong and _____.

When a powerful _____ hit a small coastal town, many homes were _____, and people needed help right away. Rescue teams arrived with important _____ such as clean water, food, and blankets. Doctors brought _____ to treat the _____ who were hurt. Volunteers used their _____ to set up a safety _____ that helped families find shelter and support. Thanks to everyone's hard work, the community began to recover and stay _____ during the difficult time.

Circle the correct answer. (/2)

1. A **refugee** is a person who leaves their home to find safety. What is the part of speech of *refugee*?

a- verb b- adjective c- noun

2. People sent **aid** to the village after the storm. What is the part of speech of *aid* in this sentence?

a- noun b- verb c- adjective

3. We should **commit** to finishing our project on time. What is the part of speech of *commit*?

a- noun b- verb c- adjective

4. We had **sufficient** food for everyone at the picnic. What is the part of speech of *sufficient*?

a- adjective b- verb c- noun

5. Volunteers will **aid** the injured animals at the shelter. What is the part of speech of *aid* in this sentence?

a- noun b- verb c- adjective

Grammar:

A. Put the verbs in brackets in the correct form of the Simple Present. (/6)

My name _____ (be) Sam. I _____ (have) a small dog. The dog _____ (play) in the yard every day. My sister _____ (be) Alma. She _____ (have) a cat. Her cat _____ (hurry) to catch the mouse. There _____ (be) two birds in a cage. The birds _____ (sing) beautifully. Sometimes, my dog _____ (not/play) inside the house.

My cat _____ (not/go) to its bed when she is sleepy. The birds _____ (not/sing) at night. Alma _____ (stay) awake to play with the cat.

She _____ (not/be) tired when she _____ (wake) up in the morning.

B. Put the verbs in brackets in the correct form of the Simple Future. (/2)

Tomorrow will be a busy day. I _____ (wake up) early and I _____ (eat/not) a big breakfast. Then I _____ (go) to school, where we _____ (have) a science project to finish. At recess, my friends and I _____ (play/ not) soccer. After school, I _____ (do) my homework and _____ (help) my family make dinner. It _____ (be) a fun and productive day!

B. Answer the following questions using the future tense. (/2)

1. Where might you go this weekend?

2. What could you bring to the picnic on Saturday?

3. Who will you meet after class tomorrow?
