

# **Revision Study Sheet**

## **Answer Key**

## 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.

**Genre: Informational text**

**Element: Gives facts about a real topic.**

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

**Nonfiction, because it provides real information about guide dogs.**

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

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

**Solution:** **Train firefighters to practice in difficult environments.**

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

Critical Thinking:

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

Add features like heat-resistant cameras, strong lights, oxygen sensors, and adjustable safety masks.

### 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.

Fiction, because it is a story with characters and events.

2. What's the genre of the text above? Write 2 elements.

Genre: fiction

Elements: characters, problem and solution.

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

Main character: Mia

2. What is the conflict in the text above?

Mia finds a lost puppy and needs to help it find its owner.

4. What is the main idea of text above?

Mia helps a lost puppy return to its owner.

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

## 6. Critical Thinking:

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

Put up posters, ask neighbors, call a vet or rescue center.

## Vocabulary

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

1. circumstances: The trip was canceled because the weather circumstances were dangerous.
2. resident: Every resident in the building must follow the safety rules.
3. sighed: Lena sighed with relief when she finished her test.
4. capable: The robot is capable of carrying heavy objects.
5. adjustable: My new chair is adjustable so I can change its height.
6. emotions: She tried to hide her emotions, but her smile gave her away.
7. features: My phone has many new features, including a better camera.
8. program: We watched an educational program in science class.
9. emergency: You should call 911 in an emergency.
10. courageous: The courageous firefighter rescued the family from the fire.
11. teamwork: The project was successful because of great teamwork.
12. training: The athletes finished their morning training.
13. intervene: The teacher had to intervene when the students argued.
14. aid (v): Doctors aid sick people by giving them medicine.
15. aid (n): The charity sent aid to families in need.
16. commit: We must commit to finishing our assignments on time.
17. sufficient: We had sufficient water for the whole day.
18. refugee: The refugee family moved to a safer place.

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 resident of the small house looked around and sighed. Because of the rainy weather circumstances, he had to stay indoors all day. He sat in his adjustable chair and moved it up and down until it felt comfortable. Then he opened his new tablet and explored its cool features, 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 program on it is very helpful and easy to use. The computer is very capable, and it can do many tasks at once. It even shows emotions 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 emergency. She told us that being courageous doesn't mean not being scared, but doing the right thing anyway. We practiced teamwork by helping each other stay calm and move safely outside. Thanks to our training, everyone knew where to go and how to act. The teacher said she would only intervene if someone needed extra help, but we all did a great job on our own.

**sufficient- aid -refugee - commit**

The town welcomed a **refugee** family who had to leave their home because it was not safe. Many people in the community gave aid, such as food, clothes, and school supplies. Everyone wanted to commit to helping the family feel safe and comfortable. The donations were sufficient, and the family was grateful for all the kindness they received.

**recognize- flock-mechanical- nodded- directory**

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

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

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

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

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

My name **(is)** Sam. I **(have)** a small dog. The dog **(plays)** in the yard every day. My sister **(is)** Alma. She **(has)** a cat. Her cat **(hurries)** to catch the mouse. There **(are)** two birds in a cage. The birds **(sing)** beautifully. Sometimes, my dog **(doesn't play)** inside the house.

-My cat **(doesn't go)** to its bed when she is sleepy. The birds **(don't sing)** at night. Alma **(stays)** awake to play with the cat.

-She **(isn't)** tired when she **(wakes)** up in the morning.

### B. Put the verbs in brackets in the correct form of the **Simple Future**.

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

### B. Answer the following questions using the future tense.

Where might you go this weekend? **I might go to the park.**

What could you bring to the picnic on Saturday? **I could bring sandwiches.**

Who will you meet after class tomorrow? **I will meet my friend.**

