

## The Primary Stage of Grades (4-5)

School Year 2022 - 2023

**Name:** Answer Key

**Subject:** English Language

Revision worksheet #1

**Date:** / /

**Class:** Grade 5CP (All Sections)

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**Objective/s:**

To develop students reading comprehension skills.

To reinforce grammatical and spelling concepts.

**Read the extract and answer the following questions.**

*Three boys are at home with their mother. One of the boys, Charlie, is worried because he has done something bad. He has stolen an old dog, a foxhound\* called Bertha.*

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'He'll know,' Charlie whispered to me in bed at dawn. 'As soon as they find Bertha gone, the Colonel will know it was me. I won't tell him where she is. I don't care what he does, I won't tell him.'

Charlie and I ate our breakfast in silence, hoping the inevitable storm wouldn't break, but knowing that sooner or later it must. Big Joe sensed something was wrong – he could always feel anxiety in the air. He was rocking back and forth and wouldn't touch his breakfast. So then Mother knew something was up as well. Once she was suspicious Mother was a difficult person to hide things from, and we weren't very good at it, not that morning.

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'Is Molly coming over?' she asked, beginning to probe.

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There was a loud and insistent knocking on the door. She could tell at once it wouldn't be Molly. It was too early for Molly, and anyway she didn't knock like that. Besides I think she could already see from our faces that Charlie and I were expecting an unwelcome visitor. As we feared, it was the Colonel.

Mother invited him in. He stood there glaring at us, thin-lipped and pale with fury. 'I think you know why I've come, Mrs Peaceful,' he began.

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'No, Colonel, I don't,' said Mother.

'So the young devil hasn't told you.' He was shouting now, shaking his stick at Charlie. Big Joe began to whimper and clutched Mother's hand as the Colonel ranted on.

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'That boy of yours is a despicable thief. First of all he steals the salmon out of my river. And now, in my employ, in a position of trust, he steals one of my foxhounds\*. Don't deny it, boy. I know it was you. Where is she? Is she here? Is she?'

Mother looked to Charlie for an explanation. 'He was going to shoot her, Mother,' he said quickly. 'I had to do it.'

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'You see!' roared the Colonel. 'He admits it! He admits it!' Big Joe was beginning to wail now and Mother was smoothing his hair, trying to reassure and comfort him as she spoke. 'So you took her in order to save her, Charlie, is that right?'

'Yes, Mother.'

30

'Well, you shouldn't have done that, Charlie, should you?'

'No, Mother.'

'Will you tell the Colonel where you've hidden her?'

'No, Mother.'

Mother thought for a moment or two. 'I didn't think so,' she said. She looked the Colonel full in the face. 'Colonel, am I right in thinking that if you were going to shoot this dog, presumably it was because she's no use to you anymore – as a foxhound I mean?'

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'Yes,' the Colonel replied, 'but what I do with my own animals, or why I do it, is no business of yours, Mrs Peaceful. I don't have to explain myself to you.'

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'Of course not, Colonel,' Mother spoke softly, sweetly almost, 'but if you were going to shoot her anyway, then you wouldn't mind if I were to take her off your hands and look after her, would you?'

#### Glossary

foxhound: a type / breed of dog

#### 1. What does Charlie refuse to do?

**To show or tell the Colonel where Bertha the dog is hidden.**

#### 2. Read the second paragraph (lines 4-9).

**Which word means “cannot be avoided”?**

**Inevitable**

#### 3. “... the inevitable storm...” (line4)

**What is the narrator referring to?**

**The storm is the Colonel finding out Bertha his dog is missing.**

**The Colonel's anger (fury) with Charlie.**

4. What do we learn about Mother from lines 4-9?

Tick (✓) **one** box.

She is strict about setting rules for her children.

She is foolish about her children's needs.

She is observant of her children's behaviour.

She is trusting of her children's honesty.

5. Read the third and fourth paragraphs (lines 10-14)

Give one word that shows Mother is trying to find out what is happening.

**Probe**

6. Give two reasons why Mother knows it is not Molly knocking at the door.

- Molly would not have turned up at their house at that time/ it was too early.
- Molly would have knocked the door in a different way/ she wouldn't knock so loudly.

7. “Besides I think she could already see from our faces that Charlie and I were expecting an unwelcome visitor. As we feared, it was the Colonel.” (lines 13-14)

**Give two ways the writer uses language or sentence structure to build suspense.**

- **The word ‘unwelcome’ is used.**
- **The person knocking is not specified so it builds up suspense (mystery).**

8. Suggest one reason why Big Joe “began to whimper and clutched Mother’s hand” (line 19)

**He felt intimidated by the Colonel.**

**The Colonel was shouting.**

9. What does Mother do to Big Joe in response to the noise he makes?

**She touches him on the head.**

**She smooths his hair.**

10. Read these sentences: “Don’t deny it, boy. I know it was you. Where is she? Is she here? Is she?” (Lines 23-24)

**Why does the Colonel repeat his questions?**

Tick (✓) **two** boxes.

**He’s a bully.**

He thinks it’s funny.

He hasn’t been heard.

He’s feeling worried.

**He’s impatient.**

11. (a) Give a short phrase from the text that describes the Colonel's appearance and shows that he is angry.

**He was thin lipped, pale with fury.**

(b) Give two verbs from the text that describe how angrily the Colonel was shouting.

- **Ranted**
- **Roared**

12. Give two reasons from the text to explain why the name "Mrs. Peaceful" is a good name for Mother.

- **She is a calm person/ she didn't get excited.**
- **She is able to find a satisfactory solution**

13. Between lines 5-9 find a word that means doubtful or skeptical.

**Suspicious**

14. What is the genre of the text.

Tick (✓) **one** box.

Fantasy

**Realistic Fiction**

Science Fiction

15. Whose point of view is the story told from? How did you know?

**It is first person point of view, told by Charlie's brother.**

**The narrator used the pronouns I, me. Expressed his thoughts and ideas.**

**Vocabulary and Spelling.**

## Prefixes:

A root word stands on its own as a word, but you can make new words from it by adding a group of letters at the beginning or end of the word. For example, “sleep” is a root word. We can add “over” (prefix) at the beginning of “sleep” to make “oversleep”, and we can add “less” (suffix) at the end to make “sleepless”.

A prefix is the name for the group of letters that can be added to the beginning of a root word in order to change the meaning of a word, for example **co** + driver = **codriver**.

This table lists some common prefixes, their meaning and examples of how they are used.

Prefix	Meaning	Examples
Dis	not, opposite	Disagree, disadvantage
Pre	Before	Prepaid, precondition
Re	Again	Repay, rearrange
Un	Not	Unwell, unrealistic

### 1. Choose the correct prefix to complete the sentences.

- When Sam opened his lunchbox, he was shocked to (dis/un) discover that it was completely empty.
- When she (dis/un) unfastened her coat, a button fell off.
- He had to (un/re) untie his shoelaces before he could get his shoes off.
- The headteacher(dis/un) disapproves of ball games during break time.

2. Add the correct prefix to the words and add them to the chart.

Marine, see, pansion, act, possible, grown

Prefix	Meaning	
Ex	Out	1.expansion
Fore	Before	2.foresee
Im	Not	3.impossible
Inter	between, among	4.interact
Over	too much	5.overgrown
Sub	Under	6.submarine

3. Choose the correct meaning of the sentences.

Tick (✓) one box.

1. Susie's house **predates** all the other houses on the street.

a. It was built before all the other houses on the street.

b. It was built after all the other houses on the street.

2. Mo **rearranged** his appointment with the dentist.

a. He made an appointment, but he changed it.

b. He made one appointment and then he made another one.

**Suffixes: word endings: tion, sion, ssion, cian, ance and ence.**

Certain word endings are spelled differently, but sound the same. For example the endings tion, sion, ssion and cian, in words such as ambition, comprehension, expression and musician, all sound like 'shun'. The endings (ance and ence), in words such as brilliance and excellence, also sound the same- like 'unce'. Because the endings do not give a clue as to the spelling of the words, the best approach is to memories the most commonly used words with these endings.



## **tion**

All words that end in **tion** ending are nouns.

Examples include: action, competition, invitation, nation, operation, reproduction and solution.

## **sion**

Most nouns that end in **sion** are formed from verbs that end with d, de or se.

Example include: to extend – **extension**, to decide – **decision** and to revise – **revision**

## **ssion**

Most nouns that end in **ssion** are formed from verbs that end with ss or t.

Examples include: to discuss – **discussion**, and to permit – **permission**

When verbs end with **cede** or **ceed**, the noun ending also changes to **ssion**.

Example include: to accede- **accession** and to proceed- **procession**.

## **Cian**

Nouns that end in **cian** tend to be related to jobs.

Examples include: electric**ian**, music**ian**, optic**ian**, and technic**ian**

## **Ance**

Adjectives that end in **ant** can form nouns ending with **ance**

Examples include: abundant – **abundance**, fragrant – **fragrance** and radiant – **radiance**.

## Ence

Adjectives that end in **ent** can form nouns ending with **ence**.

Examples include: **absent** – **absence**, **confident** – **confidence** and **resident** – **residence**

1. Complete the words with one of the following endings.

sion	ssion	tion	cian
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1. **Action** 2. **Mansion**
3. **Collision** 4. **Mission** 5. **Depression**
6. **delusion** 7. **Attraction** 8. **persuasion**
9. **population**

2. Write the occupations of the following Characters.



**Electrician**



**Magician**



**Optician**

3. Change the adjectives into nouns. Use **ance** or **ence**.

- a. Significant **significance**
- b. Relevant **relevance**
- c. Patient **patience**
- d. Arrogant **arrogance**
- e. Confident **confidence**
- f. Absent **absence**

### Vocabulary

1. Use the words below to fill in the blanks.

forsaken	transfixed	courage	billowing	reaping	stubborn	sow
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- a. They had the **courage** to stand up and fight for what they believed in.
- b. Throughout his long reign he rarely visited the palace and the building became utterly **forsaken**.
- c. He would **sow** a bushel of oats, he tells me; it will take no more.
- d. The boys are **transfixed** by the old man 's face.
- e. He spent a lot of time to convince the **stubborn** horse to head back the way they came.
- f. The national flag is **billowing** in the breeze.
- g. The workers were out **reaping** the crops.

## 2. Write the synonyms of the words below.

Seize **snatch**

Scoop **pick up**

Suspicious **doubtful, skeptical**

Billowing **rise and fall**

## Grammar

### 1. Identify the word classes of the underlined words.

Verb , Noun , Adjective , Adverb , Conjunction , Interjection , Preposition, Pronoun.

- a. Lisa sticks all the pictures in her big scrapbook. **verb**
- b. She was amazed by the enormous castle. **adjective**
- c. Everyone one shouted “Wow! What a great performance!”  
**interjection**
- d. He ate the chocolate cake greedily. **adverb**
- e. Jack is completely unlike his father. **verb**
- f. As we reach the pool, I will jump in the water. **conjunction**
- g. Put some cookies on the table. **preposition**
- h. She asked them to stop arguing. **pronoun**
- i. An ambitious person; who works hard to reach his goal. **verb**
- j. She promised to help me with my homework tomorrow. **adverb**
- k. We were pleased with the final results. **noun**
- l. I quickly realized that I was on the wrong train. **adverb**
- m. Ouch! That pin pricked me. **interjection**
- n. The green grasshopper is sitting on the flower. **adjective**
- o. “Mom, watch me do a cartwheel!” **verb**
- p. They studied for the exam. **pronoun**

2. Identify the type of noun for the underlined words below.

Abstract noun, concrete noun, collective noun, possessive noun

- a. Each morning, the boy's mother would walk the boy to school. **Possessive**
- b. A herd of shoppers waited anxiously for the store to open. **Collective.**
- c. She is admired for her kindness and her honesty. **Abstract**
- d. I have tickets – two of them if you want to go. **Concrete**

3. Circle the proper nouns and underline the common nouns paragraph below.

**Charles John Huffam Dickens** was an English writer and social critic. He created some of the world's best-known fictional characters and is regarded by many as the greatest novelist of the Victorian era.

## Direct speech punctuation

Read the sentences below, add inverted commas in the correct places to show the words being spoken. Also add any other missing punctuation such as full stops, question marks, exclamation marks or commas?

1. “How about we pack up the study,” said Mum.
2. “Mind you don’t trip over the beams,” Grandma was saying.
3. “Give me that!” Cole spluttered.
4. “Who is this?” she growled.
5. “Please, make yourself at home,” said the king as they stepped into the room.