



Exam Review Worksheet for Entrance Exam (2016/2017) English, Grade 4



Part 1: Comprehension

Read the passage and complete the activities that follow:

Dreaming of the Model T

“Matthew, eat your breakfast,” his mother said again.

Matthew looked up from the newspaper and said,

“Henry Ford’s Model T car is fantastic! Right now it costs \$850, but it will cost much less in five years. It is being built on an assembly line—I can’t wait to buy one someday!”

On the way to school, Matthew scouted for a Model T by looking down Main Street and then searching the side streets. When he walked around the corner, he spotted one with dirt smudges on it from the muddy streets. “I wonder who owns it,” thought Matthew. “I could make it spotless!”

After school, he saw Lizzie Bond get into the same Model T beside her father, so he rushed up to them.

“Hi, Lizzie. Hi, Mr. Bond!”

“How are you?” Mr. Bond smiled.

“Good! I...ummm...was wondering...”

“What is it, son?” asked Mr. Bond.

“Could I wash your Model T every Saturday? I’d make it so it was **gleaming**, just like a diamond!”

“That’s a great idea, and I’ll even pay you for it.”

As the Model T pulled away, Matthew was one step closer to getting his very own car.

A. Complete the activities below using the passage “Dreaming of the Model T”

1. Is the narrator a character in the passage? _____
Explain how you know. _____

2. **Draw a box** around the clues that show how Matthew feels about the Model T car.

3. **Circle** the details that explain what scouted means.

What does scouted mean? _____

4. How do you know that Matthew is nervous about asking Mr. Bond something? _____

Underline the sentence that supports your answer.

5. **Circle** the details that tell the meaning of gleaming.

What does gleaming mean? _____

B. Vocabulary:

gleaming	decade	tinkering	engineering
scouted	squirmed	directing	technology

Write each word next to its definition.

1. puttering; keeping busy in an aimless way _____
2. the use of science for practical purposes _____
3. explored to find out more information _____
4. shining or glowing _____
5. work that uses scientific knowledge for practical things _____
6. turned and twisted _____
7. period of ten years _____
8. giving orders or instructions _____

rotates	crescent	sliver	astronomer
telescope	series	phases	specific

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. The Earth *rotates* up and down.

2. A thin piece of cake that might be called a *sliver*.

3. A *crescent* is shaped in a circle, with a thin middle and wider ends.

4. Something that happens in *phases* happens once.

5. An *astronomer* studies the stars and planets.

6. A *telescope* is an instrument that makes things that are far look smaller.

7. The teacher is very *specific* she gives us exact directions.

8. Random numbers might be called a *series*.

Part 2: Writing:

A. Read the draft model. Use the questions that follow the draft to help you think about adding setting details to develop the plot.

Draft Model

I woke up and went downstairs for breakfast. My brother and I went swimming in the lake. Then we went to help our dad with the horses in the barn. After that, we all went inside to do household chores.

- B. Now revise the draft by adding details about the setting to help develop the story's plot.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

A: Read each sentence and rewrite the underlined word or words using a possessive pronoun or a possessive pronoun and noun.

1. My brother's house is in Hosh.

2. He left the homework that belongs to him at home. _____

3. Alex's tablet is working properly. _____

4. We watched the dog's puppies as they played with the ball. _____

5. The school that belongs to you and me is the best. _____

6. B: Circle the correct possessive pronoun in parentheses to complete the sentence. Then rewrite the sentence on the line.

1. Is this beautiful horse (yours/her)?

2. They do not know what they want for (their/them) graduation party.

3. We saw (him/he) sitting at the back of the room.

4. That dog house looks like (it/its) home.

5. Do they want (your/mine) money?

C: Circle the possessive pronoun in parentheses to complete the sentence.

1. Have you seen (him/his) puppy anywhere?

2. We believe this car is (her/hers) mother's.
3. When I come home I want (your/you) things cleaned up.
4. He thinks that video game is (my/mine) brother's.
5. That box of snacks is (him/his).

D: Fill in the blanks using the correct pronouns:

Once upon a time there was a girl called Little Red Riding Hood.
Together with mom, lived in a big forest.

One fine day, Little Red Riding Hood's mother said, "
grandmother is ill. Please go and take this cake and a bottle of medicine
to . Grandma's house is not too far from house,
but always keep to the path and don't stop!"

So, Little Red Riding Hood made way to Grandma's house.

In the forest met the big bad wolf.

Little Red Riding Hood greeted and the wolf asked:

"Where are going, Little Red Riding Hood?"

"To grandma's house." answered Little Red Riding Hood.

"Can you tell where grandma lives?"

" lives in a little cottage at the edge of the forest."

"Why don't pick some nice flowers for ?" asked
the wolf.

“That’s a good idea.” said Little Red Riding Hood and began looking for flowers. Meanwhile, the wolf was on way to grandma’s house.

The house was quite small but nice and roof was made out of straw.

The wolf went inside and swallowed poor old Grandma. After that put Grandma’s clothes on and lay down in bed.

E. Spelling:

A. Circle the word that rhymes with the word in bold type. Write the word.

- | | | | | |
|-------------------|----------|---------|---------|----------------------|
| 1. shower | shoulder | tower | toiled | <input type="text"/> |
| 2. choices | cases | voices | vices | <input type="text"/> |
| 3. couch | grouch | rich | cake | <input type="text"/> |
| 4. sound | sour | pound | proud | <input type="text"/> |
| 5. town | gown | grow | tow | <input type="text"/> |
| 6. enjoy | away | joyful | destroy | <input type="text"/> |
| 7. found | fried | food | mound | <input type="text"/> |
| 8. ouch | pooch | pouch | lunch | <input type="text"/> |
| 9. clown | clue | own | frown | <input type="text"/> |
| 10 mouth | south | youth | mount | <input type="text"/> |
| 11 sound | hound | should | hood | <input type="text"/> |
| 12 ground | gold | bind | wound | <input type="text"/> |
| 13 employ | annoy | before | empty | <input type="text"/> |
| 14 scowlin | bowling | howling | going | <input type="text"/> |
| 15 hour | flower | fire | tour | <input type="text"/> |

B. Read each sentence. Circle the word with the same vowel sound found in boy or cow. Then write the letters that make the vowel sound on the line.

1. The voices in the hall would make it hard to study for the test. ____
2. The tree will tower over the plants once it begins to grow. ____
3. I must carefully pack for the long voyage ahead of me. ____
4. There were over two thousand people at the show last night. ____