



# Semester 4 Exam Review

## English, Grade 5, Semester 4



May 30<sup>th</sup>, 2016

*(PB-Practice Book, RWW-Reading Writing Workshop, LA-Literature Anthology)*

### Units 1-5 Vocabulary (All Vocabulary Worksheets)

**Comprehension strategies:** Sequence and reading for detail, Point of view, Summarize 170, 243, 257 RWW, Antonyms/synonyms, Compare/Contrast 308-313,315, 343 RWW, Problem/Solution, Theme 171 RWW, Point of View: 1<sup>st</sup> person, 2<sup>nd</sup> person, 3<sup>rd</sup> person, and each perspective RWW 243,257.

**Stories to revise with their corresponding questions/activities:** The Magical Lost Brocade (136-139 RWW), Where the Mountain Meets the Moon (119-131 L.A), The Spider Monkey and the Marmoset (in file), Raven the Trickster and the Fish Hawk (in file), A Reluctant Traveler (166-169 RWW), How the Fly Saved the River (83-85 P.B.), Potluck or Potlatch (103-105 P.B.), They Don't Mean It (L.A. 182-195). A Window into History pgs. 282-293 LA, How Mighty Kate Stopped The Train RWW 238-241, Davy Crockett Saves the World L.A.262-275, Where's Brownie? RWW 252-255 and A Penny Saved 183-185 P.B., Miguel In the Middle 308-313 RWW, The Day the Rollets Got Their Moxie Back 324-327 RWW, Global Warming 384-397 L.A., Forests on Fire 348-341 RWW.

**Literary elements:** Personification 143 RWW, Adages/Proverbs RWW 259, Idioms

**Genre:** Folktale 142 RWW, Realistic fiction 172 RWW, Tall Tale RWW 244, Drama RWW 258, Expository text 343 RWW.

**Writing:** writing a problem/solution narrative, writing a folktale, writing a letter (175 RWW), writing a realistic fiction story, using vocabulary words, using personification/simile, point of view, organization (introduction, supporting details and conclusion), transitions and sequence (first, second, third, next, then...etc), proofreading, writing traits: Ideas (revise RWW 246-247 and 260-261). Revise writing note book.

**Grammar/spelling:** Subjects and Predicates, Nouns (proper, common, plural, singular, and possessive), Verbs (past, present, future), Subject/verb agreement, Proofreading: Identifying and correcting mistakes in a given passage, Pronouns and antecedents, prefixes, and Irregular Verbs. Short vowels, long vowels, words with final /el/ and /en/sounds, homophones, independent and dependent clauses, complex sentences, adjectives.

**Note:** All material can be viewed/revise on the school's website: [ischooli.com](http://ischooli.com) under grade 5 English video reviews. Semester 4 weekly revision worksheets and semester 4 exam review worksheet are found in student's file and can be downloaded from class dojo.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read “Keeping the Oceans Quiet” and complete the activities that follow.

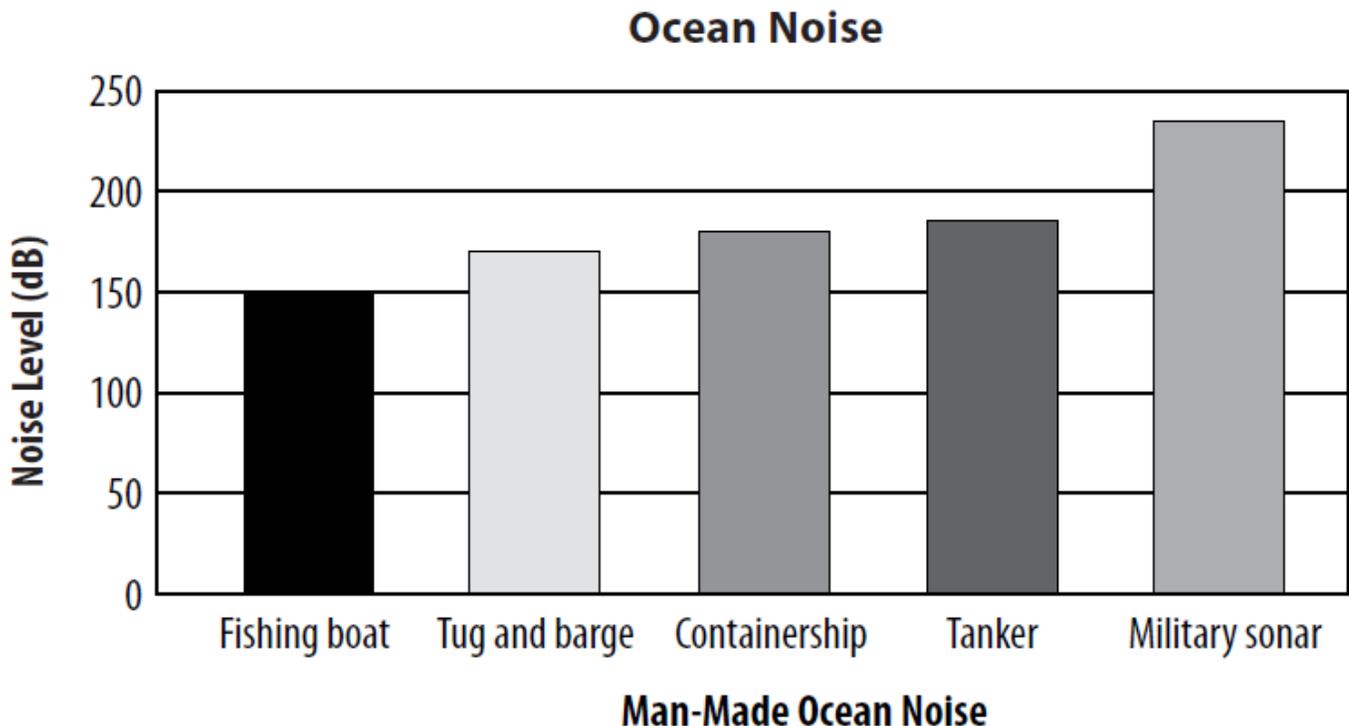
## Keeping the Oceans Quiet

Scientists have worried about saving whales for years, but now they have a new concern—protecting the animals’ hearing!

Long ago, most ocean noises came from waves and weather; in contrast, today the ocean is **noticeably** louder than in the past. Large machines and other manmade sources create much more noise pollution.

A whale’s hearing is its most important sense. Whales use sound to communicate, and they depend on their hearing to locate food and their families. Loud noises **impact** their hearing and affect their ability to use it.

Scientists want to reduce noise pollution. They are making maps that show what and where the loud noises are. In the near future, they hope to limit noise levels allowed in oceans.



A. Answer the following questions:

1. What type of **genre** is this passage?

---

Give examples that help you find the genre:

---

2. **Circle** details that describe what scientists have been concerned about for years.

What are they concerned about now?

---

---

3. **Underline** the words that help to show what noticeably means.

Write the meaning of noticeably.

---

4. How are ocean noises today different from in the past?

---

5. **Underline** the sentence that tells how ocean noises *impact* whales.

What does *impact* mean?

---

6. Look at the bar graph. **Draw a box** around the name of the machine that creates the most ocean noise.

B. Vocabulary: Use the vocabulary word that best fits the sentence to complete the passage meaningfully.

Risk, savings, scarce, wages, assuring, detected, emerging, gratitude, blurted, congratulate, critical, misunderstanding, commenced, deeds, exaggeration, heroic, astounded, concealed, inquisitive, interpret, noticeably, receding, stability, variations, disdain, focused, genius, perspective, afford, loan, profit, prosper, guidance, outcome, previous, pursuit, appreciation, contradicted, complimenting, cultural, impress, posed, sauntered, wring, perplexed, precise, reconsider, suspicious, atmosphere, decays, gradual, impact, prospect, stunned, superb, transition.

It was a cool summer that started with a lemonade stand to help us \_\_\_\_\_ to buy the newest games for my Xbox. We made a \_\_\_\_\_ of \$60 the first week.

I asked my teacher for \_\_\_\_\_ on how to start and the result or \_\_\_\_\_ was great! We showed \_\_\_\_\_ to our teacher by thanking her and telling her that we were grateful.

We recycled the paper cups to help protect the earth and its surrounding \_\_\_\_\_. As for the lemons, since they \_\_\_\_\_ on their own we threw them into a compost. The customers were \_\_\_\_\_ and surprised at our nice décor so they \_\_\_\_\_ for pictures. Some people \_\_\_\_\_ and strolled near us just to peer at us. We thought that was kind of \_\_\_\_\_ and weird.

## Part 2: Grammar

**A. After each group of words, circle the letter of the strategy that would best correct the sentence error.**

1. My new model airplane kit.

a. Add a subject. b. Add a predicate. c. Make a complex sentence.

2. Inside the box on the kitchen table.

a. Add a subject. b. Add a predicate. c. Add both subject and predicate.

3. Found all kinds of small parts and pieces.
  - a. Add a subject. b. Add a predicate. c. Make a compound sentence.
4. There were no instructions I didn't know what to do.
  - a. Add a subject. b. Add a comma. c. Make a compound sentence.
5. I asked Mom for help she fixes things all the time.
  - a. Add a comma. b. Add a semicolon. c. Add a subject.

**A. Read each sentence. Circle the letter of the answer that shows the correct form of the verb in parentheses.**

1. Night (fall) while we were inside the theater.
  - a. had fell b. have fallen c. had fallen
2. We (go) to the store to pick up groceries.
  - a. went b. had went c. have went
3. My father and I (think) about making sandwiches.
  - a. has thought b. had thought c. had think
4. He (leave) his wallet at home earlier in the day.
  - a. have left b. has left c. had left
5. Luckily, I (bring) enough money to pay for the food.
  - a. brought b. bring c. has brought

**B. Proofread the paragraph. On the lines below, correct any fragments and run-on sentences. Use commas and conjunctions properly where needed.**

Our class would like to make a movie we need a few supplies. A video camera and a computer. My classmates are writing a script I will help out with costumes. Wants to be an actor someday. All of us worked on the scenery. We wanted the room to look like a cave we made rocks and boulders out of plaster. Sheets with streaks of black and gray. We will work all week long. Opening night of our blockbuster movie!

---

---

---

---

---

---

---

---

---

---

**C. Proofread the paragraph. Circle the mistakes. On the lines below, correct mistakes in plural nouns and their endings.**

Most homes should have one or two toolboxes on hand in case of emergencies. Hammeres and screwdrivers are the most useful tools. A good set of wrenchs is helpful for fixing sinks and faucets. Power tool, such as drills and sawes, can solve many problems. Some appliancees run on batterys and can be used outdoors. Many hobby require an assortment of tools. A toolbox is the best wayes to store them.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_  
6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

**E. Read each sentence. Write the correct form of the verb in parentheses on the line provided.**

- 1. The town fair (begin) earlier this morning. \_\_\_\_\_
- 2. We had (make) baked goods last night. \_\_\_\_\_
- 3. My sister and I (drink) two cups of juice an hour ago. \_\_\_\_\_
- 4. The cooks had (go) to get more food. \_\_\_\_\_
- 5. I'm glad I've (bring) some snacks along! \_\_\_\_\_

**F. Proofread the paragraph. Circle the mistakes. On the lines below, correct mistakes in verb tenses and spelling.**

The boat had leaved England two months earlier. Some of the ship's passengers had not eated in days. They fought with one another over the little food they have. Many had got sick.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**G. Circle the pronoun in parentheses that best completes the sentence.**

1. Our neighbors told us about a trip (he, they) are taking.
2. They will visit friends in Florida and stay with (her, them) for a week.
3. They asked my sister if (he, she) would like to join them.
4. My brother was upset that they did not ask (him, them).
5. My father suggested that (I, we) could go as a family.
6. Mom liked the idea and said that (it, they) would be fun.
7. (They, We) started making our plans that afternoon.
8. Our neighbors gave (it, us) some advice on day trips.
9. (I, We) was the only one who had never been to Florida.
10. Everyone wished (me, her) well on my first trip south.

**H. Proofread the paragraph. Circle the mistakes. On the lines below, correct mistakes in pronoun usage and agreement.**

I saw the new movie and wanted to write about them. My favorite actress had the lead role, and he did an excellent job. Most of the special effects were good, but some of it looked fake. My friends said that he didn't like the film much. We saw it together, and none of you cared for the music.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**I. Circle the word in parentheses that best completes the sentence.**

1. "Watch (your, you're) step," the tour guide warned.
2. "(Your, You're) about to enter the main cavern."
3. The students avoided the rocks and stones in (there, their) path.
4. "(Its, It's) really muddy down here," one of them said.
5. "That's because (theirs, there's) so much moisture," the guide replied.
6. "The stream we saw spends most of (it's, its) time underground."
7. A student asked, "What are those things up (there, their) above us called?"
8. "(They're, Their) called stalactites," the guide answered.
9. "(Your, You're) looking at structures that took centuries to form."
10. The teacher took a picture with her camera, and the students took photos with (there's, theirs).

**J. Proofread the paragraph. Circle the mistakes. On the lines below, correct mistakes in the use of clauses, appositives, and commas.**

Billy “Bib” Barker the baseball legend will be signing photos after today’s game. If you have a chance come by to say hello to him. Current members of the team which won last year’s state championship will join Bib. Before Bib leaves the stadium Suki Yee our mayor will present him with a special award the key to the city. Channel 3 our local news station will broadcast the event live.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**K. Proofread the paragraph. Circle the mistakes. On the lines below, correct mistakes in subject-verb agreement.**

My brother take his bike to school. I needs to fi x my bike. The seat wobble on bumpy roads. The pedals slips a lot, and the chain is loose. I tell my father about the problems. He offer to help and get out his toolbox. Dad and I tightens many of the screws and bolts. I fills the tires with air, and Dad adjusts the chain. Now my brother and I enjoys riding to school together.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**Part 3: Writing**

People don’t realize that their everyday actions can impact the Earth. The Earth needs our help. Write a well-organized paragraph expressing why the planet is in danger. Include different ways we can help the earth.



