

The City School
University Road Campus
English Reinforcement



Worksheet #1
Class 5

Name: _____ Section: _____ Date: _____

Read the passage below and answer the questions that follow.

Carnivorous Plants

Imagine that you're a fly. You're just zipping around the sky, looking for a place to rest, when you see nice pink leaf. That looks like a nice place to land. You think to yourself in your fly head. As you rest your feet on the leaf, you notice something strange. This leaf is hairy. You begin to make your move, but you trigger the plant's reflex. Snap! In one-tenth of a second, you are caught in the Venus flytrap. You will be digested in five to twelve days. Welcome to the world of carnivorous plants!

There are over a quarter of a millions plant species. Only 600 or so are carnivorous. We call them this because they attract, trap, and eat bugs. Like other plants, they get energy from the sun. But **unlike** other plants, they get their nutrients from their prey. Carnivorous plants live in bogs and places where the soil lacks nutrients. Most plants get nutrients from the soil. Carnivorous plants have turned to other sources.

The snap of the Venus flytrap is not the only way that plants eat bugs. Pitcher plants trick their prey into landing on them. They offer nectar bribes to the foolish insects that would take them. True to their name, pitcher plants have deep chambers. Their landing surface is slippery. They have inward pointing hairs, making it hard to escape. The fly lands on the pitcher plant to eat, but slips into a pit filled with digestive fluids and is eaten.

Then there're sundews. We call them sundews because they sparkle in the sun as if covered in morning dew. Of course, that sparkle is from something much more treacherous. It is a sweetgoo called mucilage that bugs can't resist. Sundews create mucilage to attract bugs. As they fly in to eat, bugs become trapped in the very object of their desire. They soon exhaust themselves by trying to escape the mucilage. Or the sundew's tentacles, which respond to prey by curling around them, smother them. Bugs usually die in about 15 minutes. Then the plant dissolves its prey in enzymes and absorbs the nutrients.

Have you ever walked into trouble and found that you couldn't get out? So has every insect that has ever wandered into a corkscrew plant. Bugs love to investigate plants for nectar and food. Corkscrew plants have inviting stems. Curved hairs line the inside of these stems. These hairs allow insects to go up the stems, but not back. Going forward leads a chamber filled with digestive fluid, the plant's stomach. Bugs who wander into the corkscrew plant find that they are **unable** to escape. They must march to their own demise.

And then there are the bladderworts. They're about as nice as they sound. They live in water and float near the surface. Their traps are like small bladders hidden beneath the water. Only their flowers are visible from the surface. When bugs swim into the trigger hairs, the plant reacts. A trapdoor in the bladder opens up. The bladder sucks up the prey and the water surrounding it. A tenth of a second later, the bladder shuts again. The plant has trapped the prey. It releases digestive fluids. The prey will be digested within hours.

Carnivorous plants might sound tough, but they are difficult to keep at home. They are built to survive in places that other plants cannot. This specialization comes at a cost. They have a hard time adapting to other environments. Their strengths become weaknesses in rich soil. They depend on the harsh yet delicate environments in which they thrive. They are not so hardy after all. Still, there's something to be said about the power of life when one finds a plant that can survive in barren soil.

Questions:

1. Which statement would the author most likely agree with?
 - a. There are too many species of carnivorous plants.
 - b. There are too few plant species in the world.
 - c. Only a small number of plants are carnivorous.
 - d. A majority of plants are carnivorous.

2. Which plant traps bugs in its stem and forces them to walk forward?
 - a. Corkscrew plants b. Sundews
 - c. Bladderworts d. Pitcher plants

3. Which of the following statements is false?
 - a. Carnivorous plants get their energy from eating bugs.
 - b. Carnivorous plants do not get nutrients from the soil.
 - c. Carnivorous plants get their energy from the sun.
 - d. Carnivorous plants get their nutrients from eating bugs.

4. Which event happens last when a sundew eats a meal?
 - a. The sundew creates mucilage.
 - b. The sundew's tentacles curl in response to the prey.
 - c. The bug is attracted to the mucilage.
 - d. The sundew releases enzymes.

5. Which best expresses the main idea of the third paragraph?
 - a. There are more types of carnivorous plants than the Venus fly trap.
 - b. The pitcher plant tricks bugs into falling into its stomach.
 - c. The Venus flytrap kills its prey in a various ways.
 - d. Some plants attract bugs by offering them nectar.

6. Which best defines the word treacherous as it is used in the fourth paragraph?
 - a. Something that provides nutrients. b. Something that is very bright.
 - c. Something that tastes delicious. d. Something that has a hidden danger.

7. Which best describes the overall text structure of the second paragraph?
 - a. Chronological order b. Compare and contrast
 - c. Sequential order d. Spatial

8. Which statement would the author most likely disagree with?
 - a. Carnivorous plants cannot thrive in rich soil.

- b. Bladderworts react quickly when their trigger hairs are bumped.
- c. Carnivorous plants are tough and can live in any environment.
- d. Bladderworts hide their traps just below the surface of the water.

1. In what ways are carnivorous plants stronger and more resilient than other plants? In what ways are they weaker? Answer both parts of the question and support your answer with quotes from the text. Explain what your quotes show.

2. Compare and contrast two types of plants described in this passage. How are they similar? How are they different? Refer to the text in your answer and explain your arguments completely.

3. Change the words in bold to their root words and use them in your own sentence:

unlike _____

unable _____

4. Underline the clauses and circle the connective in the following sentences.

- a. You begin to make your move, but you trigger the plant's reflex.
- b. Carnivorous plants live in bogs and places where the soil lacks nutrients.
- c. We call them sundews because they sparkle in the sun as if covered in morning dew.

The City School
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English Reinforcement
Worksheet #2
Class 5



Name: _____ Section: _____ Date: _____

Read the passage below and answer the questions that follow.

Hitchhikers in the Bathroom

By Liana Mahoney

Imagine this. You step up to the sink, wet your toothbrush, and begin cleaning your pearly whites. Out of the corner of your eye, you see something moving on the wall. Suddenly, you realize you're not alone in the bathroom. Your heart pounding, you turn toward the tiny intruder to get a better look.

You're horrified to see that it has eight legs, and a pair of oversized pincers on its front end. Is it some kind of miniature octopus, or a bizarre crab? Is it going to sting you?

Actually, it's a bug, and it's no more harmful to you than a housefly. This tiny bathroom bug is called a pseudoscorpion (SOO-doh-SCOR-pee-uhn). But don't be fooled by its name. It's not really a scorpion; it's just a relative. The pseudoscorpion is a kind of arachnid (uh-RAK-nid), which means it is closely related to spiders, scorpions, and mites. Like scorpions, pseudoscorpions have a segmented body and two enormous pincers. But pseudoscorpions lack the curved stinger that all true scorpions have.

Pseudoscorpions usually live outside in mulch, under tree bark, and in leaf litter. So how do they end up in the bathroom? They use those pincer-like claws to hitch a ride on other bugs, such as flies and beetles. When these insects come in, so do the pseudoscorpions - attached to their legs!

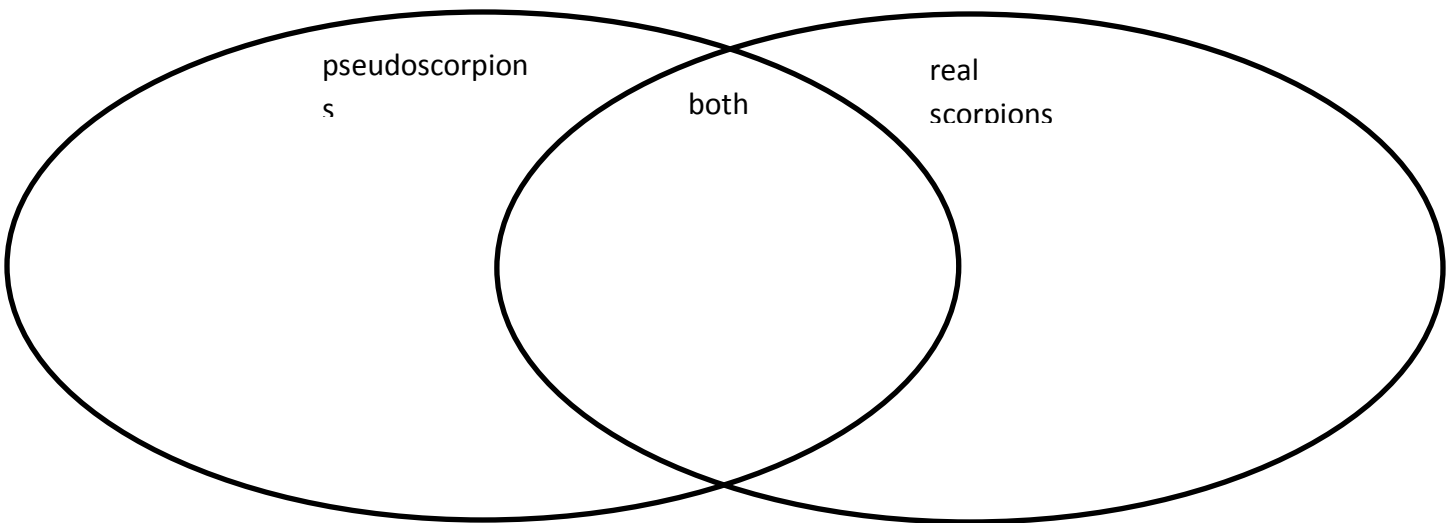
These tiny arachnids prefer moist places. Since the bathroom tends to be humid after bathing and showering, it's a likely place to find them. But they are easily overlooked. Most pseudoscorpions are only about two to eight millimeters long.

Pseudoscorpions don't bite or sting humans and they can even be helpful. These bugs feed on common household pests, such as carpet beetle larvae, ants, mites, and small flies. Welcoming this hitchhiker into your home may mean there are fewer household pests to "bug" you!

Questions:

1. If you wanted to find a pseudoscorpion outdoors, where would you look?

2. Use the Venn diagram to show how pseudoscorpions and real scorpions are alike and how they're different.



3. How can pseudoscorpions be helpful to humans?

4. Match each vocabulary word from the article with the correct definition.

- | | |
|--------------------|------------------------------------|
| _____ 1. bizarre | a. the immature forms of an insect |
| _____ 2. moist | b. having a very small size |
| _____ 3. enormous | c. strange, unusual |
| _____ 4. miniature | d. extremely scared or shocked |
| _____ 5. larvae | e. somewhat wet or damp |
| _____ 6. intruder | f. divided into sections |
| _____ 7. segmented | g. very large in size; huge |
| _____ 8. horrified | h. invader |

5. Underline the verbs and change the following sentences into past tense.

a. You step up to the sink, wet your toothbrush, and begin cleaning your pearly whites.

b. Out of the corner of your eye, you see something moving on the wall.

c. Suddenly, you realize you're not alone in the bathroom.

4. How does a spitting cobra use its spit to protect itself?

5. What is the author's purpose for writing this passage?

- a. to tell funny stories about animals
- b. to teach the reader how animals survive
- c. to express opinions about animals
- d. to show how animals are different

6. Identify the simile used to describe the archer fish and its skill of spitting. Can you come up with a simile or a metaphor for the cobra snake's skill?

7. Choose appropriate subjects and verbs from the table below to create 2 passive and 2 active sentences. Add a suitable object to the sentences. Remember to change the form of the verb to suit the sentence.

Subject		Verb	
llama	scientist	spit	threaten
snake	fish	aim	spray

Active

Passive

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Worksheet # 3

Class 5



Name: _____ Section: _____ Date: _____

Active and Passive Voice Sentences

In active voice sentences the subject does the action.

Example: Liz played the piano.

In passive voice sentences the subject receives the action.

Example: The piano was played by Liz.

- The sentence that uses the active voice is stronger, uses fewer words, and clearly shows who performs the action.

- The sentence that uses the passive voice is weaker and less direct. It is, however, not incorrect to use the passive voice.

* Sometimes the doer of the action is omitted in passive voice sentences.

Example: The piano was played.

Decide whether the following sentences are written in the active or passive voice. Then write the doer of the action on the line to the right. If the doer is unknown, write a question mark (?).

1) Thomas feeds his dog. active / passive _____

2) The dog is fed by Thomas. active / passive _____

3) The family went to the beach. active / passive _____

4) The letter was written by Marshall. active / passive _____

5) The game had been won by the blue team. active / passive _____

Directions: Rewrite the *passive* voice sentences as *active* voice sentences.

Passive: The dog was hit by the car.

Active: _____

Passive: The house will be built by the construction crew in five months.

Active: _____

Directions: Rewrite the *active* voice sentences as *passive* voice sentences.

Active: Julie answered the question.

Passive: _____

Active: The dolphins have learned many tricks.

Passive: _____

Directions: Write one sentence using the active voice, and one using the passive voice.

Active: _____

Passive: _____

Punctuation

The apostrophe has two primary functions:

- 1) to show possession of a noun
- 2) to show the omission of letters

Q. Directions: Change the “ _____ of _____ ” phrases into possessive noun phrases using an apostrophe.

Example: That is the house of David. *That is David's house.*

- 1) This is the shoe of the girl. _____.
- 2) We are at the room of the hotel. _____.
- 3) He is the son of Marcus. _____.
- 4) This is the house of Julie and Juan. _____.

Q. Directions: Use apostrophes in the following sentences to make contractions.

Example: I am your friend. *I'm your friend.*

- 1) I do not like vanilla ice cream. _____.
- 2) I am going to the mall. _____.
- 3) Who is the new student? _____.
- 4) They are my best friends. _____.

You can use a hyphen (or hyphens) to link the words in a compound adjective to show it is a single adjective.

(A compound adjective is a single adjective that is made up of more than one word.) For example:

- *two-seater* aircraft ✓
- *never-to-be-forgotten* experience ✓

Q. Fill in the blanks to form correct compound words:

- | | |
|------------------|-----------------|
| 1-.....-eyed | 2- -proof |
| 3--necked | 4--made |
| 5--hearted | 6.....-free |

Brackets add emphasis to the words contained in the brackets. One way they are used in writing is to give information that might interrupt the normal flow of the sentence. Sometimes this information adds to reader's understanding of the rest of the sentence.

Example 1:

John Smith (the Scottish architect, not the settler of Jamestown) built castles and bridges.

Example 2:

The Great Dane (which is my favorite dog breed) originated in Germany.

Q. Rewrite each sentence placing brackets in the correct places:

1. My mother likes although I don't know why old folk music.

2. All tiger species especially the South China tiger are endangered.

3. Danny told Shelly can you believe this? that he made an A on the test.

4. Brad Pitt real name: William Bradley Pitt is a famous actor.

Figurative Language

HYPERBOLE

A really, really huge exaggeration

This figurative language poster is so bright that I need sunglasses to look at it.

SIMILE

A comparison that uses "like" or "as."

**This poster is like a work of art.
This poster is as pretty as a bouquet of flowers.**

INTERJECTION

A word that expresses emotion and is usually, but not always, followed by an exclamation mark

Hooray! I've always wanted a figurative language poster.

ONOMATOPOEIA

A word that sounds like what it is describing

I can hear the clock saying "tick-tock" as I race to finish my work.

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IDIOM

An expression whose meaning is different than the literal meaning of the words

Figurative language will knock your socks off.

PERSONIFICATION

Giving human characteristics to animals or objects

This poster sings to me.

METAPHOR

A comparison that does not use the words "like" or "as"

This poster is a work of art.

ALLITERATION

When words in a phrase start with the same letter or sound

Pink and purple posters really pop.

Q. Label the following: simile, metaphor, hyperbole, or personification. Then explain your answer in the space given.

Example: The alarm screeched a warning for children to head for safety.

Personification

Human qualities are given to the alarm.

1. Elaine has no sympathy for others. You know she has a heart of stone.

2. Harry's guitar sings a mournful tune that reflects his sadness.

3. Nana can't see the eye of the needle. She is blind as a bat.

4. My puppy must be eating too much because he weighs a ton.

5. Her face was bone white after hearing the horrific news.

6. Cindy's first engagement ring was so small that she needed a magnifying glass to find the diamond.

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Worksheet #5

Class 5

Name: _____ Section: _____ Date: _____

Choose **ONE** option for each of the following questions. Make sure to read through the success criteria carefully. Your answer should be numbered (Ex. A2b.) and written in your composition copy.

Word limit : 120-150

1. Write a story based on facts and opinions.

- a. Storm in the Night.
- b. A strange meeting

Story Criteria:

- Ideas and paragraphing
- Spelling
- Grammar and Punctuation
- Sequence
- Relevance

Fact & Opinion

A **fact** is a statement that you can prove true or false. An **opinion** is a judgement that often contains words like "I believe", "I think", "best" or "probably".

Opinion is subjective!

I believe, "I think", "best" or "probably".

The graphic includes a small illustration of a chalkboard with a plus sign and a minus sign, and a small illustration of a person sitting at a desk.

2. Informal letter writing

a. You are planning a surprise birthday party for a friend who has been feeling particularly sad. Write to another classmate and invite him / her to the party. In your letter:

- explain the reason for the party
- give the date and time of the party
- suggest what the classmate could bring to the party

Letter Criteria:

- Format/Layout
- Ideas and paragraphing
- Spelling, Grammar and Punctuation
- Relevance

b. Your best friend just won his/her first award in a talent show. You are currently overseas but will be returning to your hometown in a week. Write to your friend. In your letter:

- congratulate your friend, specifying the reason for the win
- tell him/her when you will be returning home
- ask when you could drop in to meet him/her

3. Story Writing (Using third person pronoun)

- a. The Empty Storeroom
- b. The Magic Sweater

Story Criteria:

- Ideas and paragraphing
- Spelling
- Grammar and Punctuation
- Sequence
- Relevance

FIRST PERSON CLUES: I, ME, MINE, MY, WE, OUR, OURS
A character inside the story tells their emotions + thoughts

SECOND PERSON CLUES: YOU, YOURS, YOU'RE
The story is told from the perspective of "you"

THIRD PERSON CLUES: HE, SHE, IT, THEY, CHARACTER NAMES
The story is told from the view of someone from afar

4. Descriptive writing (feelings and thoughts). You may use 2 or 3 paragraphs for this question.

a. Imagine you have gone hiking in a forest on a mountainside. There is nobody else around. Describe what you feel as you look at the natural beauty around you.

b. You and your family have gathered after a long while. Describe the special time that you had together.

Descriptive Writing Criteria:

- Ideas and paragraphing
- Spelling, Grammar and Punctuation
- Use of Adjectives/Adverbs/Similes/Metaphors
- Sequence
- Relevance

5. Story Writing

a. You are the security guard at the zoo and someone has stolen a rhinoceros! How do you track down the thief?

b. You have been invited to have lunch with the queen. What foods do you eat and what topics do you and the queen discuss?

Story Criteria:

- Ideas and paragraphing
- Spelling
- Grammar and Punctuation
- Sequence
- Relevance

6. Article Writing

Use one of the following headings to write your article. Remember to keep the style informative and use the proper format.

a. Should the School Day Start Later?

b. Is Online Learning as Good as Face-to-Face Learning?

Article Criteria:

- Format/layout
- Ideas and paragraphing
- Spelling, Grammar and Punctuation
- Sequence
- Relevance

Title of the Article

Writer's name

Body (main part of the article)

- *Introductory Paragraph*
- *Descriptive Paragraph*
- *Additional Information (if needed)*

Conclusion (ending part of the article)

7. Report Writing

a. Write a report about a trip that took place in your school.

b. Write about the Children's Day Event that took place at your school.

Report Criteria:

- Ideas and paragraphing
- Spelling, Grammar and Punctuation
- Sequence
- Relevance

Format of Event Report Writing

1. **Heading:** A descriptive title which is expressive of the contents of the report
2. **Opening paragraph (introduction):** it may include the 5 Ws namely what, where, when, who and why.
3. **Account of the event in detail:** The proper sequence of events that occurred along with their description. It is the main paragraph and can be split into two short paragraphs if required.
4. **Conclusion:** This will include the description of the event ended. It may include quote excerpts from the chief guest's speech or how the event wound up.

8. Poetry Writing (Free Verse). Remember to keep the lines long to match the word limit. Write at least 2 stanzas or 10 lines.

a. It's the Little Things! Tiny things are all around you! Write a poem about something very small, such as a piece of thread, an M&M, a button, an ant, or a Lego brick.

b. Alliteration All Around. Alliteration is a common poetic term. Alliteration happens when words that appear close together in a line or verse share the same beginning sound (usually a consonant). This poem gives an example of alliteration.

Lacy lilacs by the lake shore.

Larkspur blooms and lady's slippers,

Scent of lavender and lemon,

Lingers long among the lilies.

How many words begin with the 'l' sound?

Now write your own poem using alliteration.

Poetry Writing Criteria:

- Ideas and Creativity
- Use of Adjectives/Adverbs/Similes/Metaphors
- Spelling
- Grammar and Punctuation
- Relevance
- No. of Verses/stanzas

9. Poetry Writing (Rhyming) Remember to keep the lines long to match the word limit. Write at least 2 stanzas or 10 lines.

a. Write a poem about something your parents taught you. It could be a value, like Respect, or even something specific, like how to ride a bike.

b. Write a poem about a bad dream. How did you feel? What was it about? Was it funny/sad/scary?



Poetry Writing Criteria:

- Ideas and Creativity
- Use of Adjectives/Adverbs/Similes/Metaphors
- Spelling
- Grammar and Punctuation
- Relevance
- No. of Verses/stanzas