

GRAND REVISION WORKSHEET

Grade 5 English • Cambridge-style revision practice • Original questions

Name: _____	Class: _____	Date: _____	Marks: ____ / 60
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Instructions: Read each question carefully. Write complete answers where required. Use evidence from the passage for reading questions. Check spelling and punctuation before moving on.

Paper 1 • Reading and Language in Context

Read the passage carefully and answer Questions 1–12.

THE READING GARDEN

On a bright Saturday morning, Maya arrived at the old community garden with her grandfather. She wanted to help prepare it for the neighbourhood's reading festival. **Carefully**, she carried boxes of books along the narrow path, **and** her grandfather pushed a small cart behind her. The garden looked ordinary at first, **but** every corner held a surprise.

Near the gate, a fountain **whispered** softly while leaves **danced** above the flower beds. A little stream made a cheerful "**gurgles, gurgles**" sound as it passed under a wooden bridge. Maya stopped to watch a butterfly. Its wings were **as delicate as silk**, and the garden seemed to her like **a living storybook**.

At the centre stood an enormous oak tree. Its branches stretched over the lawn like long arms, and its leaves **clapped with delight** whenever the wind passed through them. Maya and her grandfather worked **more quickly** when they heard the volunteers arriving. "We have to finish before noon, **so** let's divide the work," said Grandpa. Maya agreed and **pitched in** by arranging the books on wooden tables.

Soon, a problem appeared. A sudden shower soaked several cardboard boxes. Maya felt worried, but Grandpa smiled. "Don't **give up**," he said. "This may be **a blessing in disguise** because the rain will freshen the garden." Maya **looked forward to** seeing how the flowers would bloom. She dried the books **in the shade beside the library wall**, while the other volunteers moved the tables under a covered area.

By midday, the festival space was ready. The children had made colourful signs, the volunteers had arranged comfortable reading corners, and Grandpa had prepared a small storytelling stage. Maya stood back and smiled. She knew that **actions speak louder than words**: everyone had promised to help, but their real effort had made the festival possible. As families arrived, the garden became **brighter**, noisier and more cheerful. Maya felt proud because she had learned that a difficult morning can become a wonderful memory when people work together.

1. Understanding the text [2 marks]

Why did Maya go to the community garden?

2. Retrieval [2 marks]

Give **two** details that show the garden was full of life.

1. _____
2. _____

3. Vocabulary in context [2 marks]

What does **pitch in** mean in the passage? Tick (✓) one answer.

☐ to leave quickly ☐ to help with a task ☐ to throw something ☐ to complain

4. Inference [2 marks]

Why do you think Grandpa told Maya not to give up? Use evidence from the passage.

5. Writer's language [3 marks]

The writer describes the garden as “**a living storybook**”. What does this suggest about the garden?

6. Summarising [3 marks]

Write **three key events** from the passage in the correct order.

- (a) _____
- (b) _____
- (c) _____

7. Connectives [3 marks]

Complete each sentence with **and**, **but** or **so**.

- a) The rain started, _____ the volunteers moved the books.
- b) Maya wanted to continue, _____ the boxes were wet.
- c) The children made signs _____ arranged the reading corners.

8. Adverbs [3 marks]

- a) Underline the adverb: *The students listened quietly.*
- b) Write the comparative and superlative forms of **quickly**: _____ / _____
- c) Complete with a suitable adverb: *The runner finished the race* _____.

9. Adverbial phrases [3 marks]

Identify the adverbial phrase in each sentence and write what it tells us: **time**, **place** or **manner**.

- a) We will meet *after the final lesson*. _____ / _____
- b) She waited *outside the library*. _____ / _____
- c) He answered *with great confidence*. _____ / _____

10. Phrase or clause? [3 marks]

Write **phrase** or **clause**.

- a) *after the match* _____
- b) *because the bus was late* _____
- c) *the bright yellow kite* _____

11. Phrasal verbs [3 marks]

Match each phrasal verb to its meaning by writing A, B or C.

break down _____ **look forward to** _____ **give up** _____

A stop trying B become unable to work C feel excited about something in the future

12. Prefixes and suffixes [3 marks]

- a) Add a prefix to make the opposite of **happy**: _____
- b) Add a prefix to make the opposite of **possible**: _____
- c) Add a suitable suffix to **care** to form a new word: _____

13. Identify the figure of speech [4 marks]

Write **simile**, **metaphor**, **personification** or **onomatopoeia**.

- a) "The moon was a silver coin." _____
- b) "The wind whispered through the trees." _____
- c) "The child ran like the wind." _____
- d) "Crash! The books fell." _____

14. Explain the meaning [2 marks]

What does the metaphor "**Her voice was music**" suggest?

15. Synonyms [3 marks]

Write a synonym for each word.

- a) enormous _____
- b) cheerful _____
- c) rapid _____

16. Proverbs [3 marks]

Choose the most suitable proverb for each situation.

- a) Hassan practised every day until his spelling improved. _____
- b) A student kept trying despite a difficult problem. _____
- c) A volunteer promised to help and then actually helped. _____

Use: **Actions speak louder than words** • **Practice makes (a man) perfect** • **Where there is a will, there is a way**

17. Idioms [3 marks]

Complete or explain each idiom.

- a) To **break the ice** means _____
- b) A **blessing in disguise** is _____
- c) If someone **beats around the bush**, they _____

18. Parts of speech [4 marks]

Identify the part of speech of the bold word.

- a) The **curious** child opened the box. _____
- b) The birds **flew** over the garden. _____
- c) Mina spoke **softly**. _____
- d) **They** finished the project. _____

19. Fiction: Fable writing [6 marks]

Write a fable of **150–180 words**. Your fable should include:

- a clear setting and two characters
- a problem and a solution
- a clear moral
- at least one simile or metaphor
- at least one phrasal verb, idiom or proverb

Plan: Characters: _____ Setting: _____
Problem: _____ Moral: _____

Your fable:

20. Non-fiction: Biography [6 marks]

Write a biography of a person you admire in **150–180 words**. Include:

- early life
- education or training
- important achievements
- challenges or significant events
- contribution or legacy

Use a formal tone, chronological order, suitable connectives and precise adverbs.

Plan: Name: _____ Early life: _____
Achievements: _____ Contribution: _____

Your biography:

Final Check • Vocabulary Lists

Use the exact vocabulary from your class **August – List 1** and **September – List 1**.

August – List 1

Word	Synonym / meaning	Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

September – List 1

Word	Synonym / meaning	Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Student reflection

The skill I feel most confident about is:	_____
The skill I need to practise more is:	_____
My target for the next English assessment is:	_____