



## End of term 3 revision :



Study the following :

عزيزي الطالب : ارجو مذاكرة القواعد والقطع التالية . ارجو العلم بأن الامتحان موحد لجميع الطلبة .  
وهي من مقررات الصف الخامس general & literacy

(ارجو عدم اهمال الكتاب والدفتر والتدريب على كتابة الجمل كما مر معكم في الامتحان الكتابي .

1	one	11	eleven
2	two	12	twelve
3	three	13	thirteen
4	four	14	fourteen
5	five	15	fifteen
6	six	16	sixteen
7	seven	17	seventeen
8	eight	18	eighteen
9	nine	19	nineteen
10	ten	20	twenty

	one	11	_____
	two	12	_____
3	_____		thirteen
4	four	14	_____
5	_____		fifteen
	six	16	_____
7	_____	17	_____
8	_____		eighteen
	nine	19	_____
	ten	20	_____

Read the numbers and complete the table, paying attention to the pattern.

21	twenty-one	30	thirty
22	twenty-two	40	forty
23	twenty-three	50	fifty
24	twenty-four	60	sixty
25	twenty-five	70	seventy
26	twenty-six	80	eighty
27	twenty-seven	90	ninety
28	twenty-eight	100	one hundred
29	twenty-nine	200	two hundred

21	twenty-___	30	_____
22	twenty-___	40	_____
	twenty-three		fifty
24	_____-four	60	_____
	twenty-five	70	_____
26	_____ - six		eighty
27	twenty-_____	90	_____
	twenty-eight	100	___ hundred
	_____ - nine		___ hundred

الرؤية: تعليم ابتكاري لمجتمع معرفي ريادي عالمي .

الرسالة: بناء وإدارة نظام تعليمي ابتكاري لمجتمع معرفي ذي تنافسية عالمية يشمل كافة المراحل العمرية ويلبي احتياجات سوق العمل المستقبلية وذلك من خلال ضمان جودة مخرجات وزارة التربية والتعليم وتقديم خدمات متميزة للمتعاملين الداخليين والخارجيين .



Question	Answer	Example
What?	ask for information about things or objects	<i>What</i> is your name?
When?	time	<i>When</i> do you go to school?
Who?	people	<i>Who</i> is your English teacher?
Where?	place	<i>Where</i> are you from?
Why?	reasons	<i>Why</i> do you like school?
How?	numbers or the way to do something	<i>How</i> many brothers do you have? <i>How</i> do you make karak?

happy	sad	angry	bored
excited	hungry	scared	tired

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- We add **not** after the **verb** to make the **negative (-)** form of

Subject	Negative Form of to be	Short Form	Example
I	<b>am not</b>	<b>I'm not</b>	I <b>am not</b> excited. I' <b>m not</b> excited.
You	<b>are not</b>	<b>You're not</b>	You <b>are not</b> angry. You' <b>re not</b> angry.
He	<b>is not</b>	<b>He's not</b>	He <b>is not</b> hungry. He' <b>s not</b> hungry.
She		<b>She's not</b>	She <b>is not</b> tired. She' <b>s not</b> tired.
It		<b>It's not</b>	It <b>is not</b> bored. It' <b>s not</b> bored.
We	<b>are not</b>	<b>We're not</b>	We <b>are not</b> happy. We' <b>re not</b> happy.
You		<b>You're not</b>	You <b>are not</b> scared. You' <b>re not</b> scared.
They		<b>They're not</b>	They <b>are not</b> sad. They' <b>re not</b> sad.


	Positive (+)	Negative (-)	Questions (?)
Singular	I eat.	I <b>don't</b> eat.	<b>Do</b> I eat?
	You eat.	You <b>don't</b> eat.	<b>Do</b> you eat?
	He eats.	He <b>doesn't</b> eat.	<b>Does</b> he eat?
	She eats.	She <b>doesn't</b> eat.	<b>Does</b> she eat?
	It eats.	It <b>doesn't</b> eat.	<b>Does</b> it eat?
Plural	We eat.	We <b>don't</b> eat.	<b>Do</b> we eat?
	You eat.	You <b>don't</b> eat.	<b>Do</b> you eat?
	They eat.	They <b>don't</b> eat.	<b>Do</b> they eat?

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 <b>this book</b> (1 book / near)	 <b>that book</b> (1 book / far)
 <b>these books</b> (more than 1 book / near)	 <b>those books</b> (more than 1 book / far)

- We use **a, an, some** and **any** for sentences with **countable** and **uncountable** nouns.

		Countable	Uncountable
<b>Positive (+)</b> We use <b>a, an</b> or <b>some</b> for <i>countable nouns</i> . We use <b>some</b> for <i>uncountable nouns</i> .	singular	There is <b>a</b> ball. There's <b>a</b> ball.	There is <b>some</b> sugar.
	plural	There are <b>some</b> balls.	
<b>Negative (-)</b> We use <b>a, an</b> or <b>any</b> for <i>countable nouns</i> . We use <b>any</b> for <i>uncountable nouns</i> .	singular	There is not <b>a</b> ball. There isn't <b>a</b> ball.	There isn't <b>any</b> sugar.
	plural	There are not <b>any</b> balls. There aren't <b>any</b> balls.	
<b>Question (?)</b> We use <b>a, an, any</b> or <b>many</b> for <i>countable nouns</i> . We use <b>any</b> or <b>much</b> for <i>uncountable nouns</i> .	singular	Is there <b>a</b> ball?	Is there <b>any</b> sugar?
	plural	Are there <b>any</b> balls?	

- We can use **containers** and **quantities** to show how much of something we **want** or **need**. Instead of saying **some sugar** we can say **a spoon of sugar** to show exactly how much we want.

				
<b>a piece of</b>	<b>a box of</b>	<b>a cup of</b>	<b>a glass of</b>	<b>a bottle of</b>
				
<b>a bag of</b>	<b>a spoon of</b>	<b>a jar of</b>	<b>a bowl of</b>	<b>a plate of</b>

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- **Quantifiers** are words or phrases that tell us the number or amount of something.
- **Quantifiers** come before **countable** and **uncountable nouns**.

The table below shows the different quantifiers.

Quantifiers	
Countable Nouns	Uncountable Nouns
a few	a little
some, any	
many	much
a lot of, lots of	

**A few** and **a little** are quantifiers that tell us about small amounts.

<b>a few</b> + plural countable nouns	<b>some</b> , a small amount <i>I have <b>a few</b> cookies for my friends.</i>
<b>a little</b> + uncountable nouns	<b>some</b> , a small amount <i>She likes <b>a little</b> cheese on her pizza.</i>

### Activity 1

**Some** and **any** are quantifiers that are used in positive/ negative answers and questions. **Unit 19**

<b>some</b> + plural countable nouns and uncountable nouns	<b>positive sentences (+)</b> <i>There is <b>some</b> pizza in the box.</i>
<b>any</b> + plural countable nouns and uncountable nouns	<b>negative sentences (-)</b> <i>There isn't <b>any</b> pizza in the box.</i>
<b>any</b> + plural countable nouns and uncountable nouns	<b>questions (?)</b> <i>Is there <b>any</b> pizza in the box?</i>

**A lot of** or **lots of** is used in positive sentences.

(A lot of = lots of)

<b>a lot of</b> + plural countable nouns and uncountable nouns	<b>positive sentences (+)</b> <i>There is a lot of sugar in my tea. There are lots of fries on the tray.</i>
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- An **object pronoun** is a kind of **personal pronoun**.
- **Object pronouns** replace the noun that is the object of a sentence.

	Subject Pronoun	Object Pronoun	Example
Singular	I you he she it	me you him her it	He told <b>me</b> to go to the shop. I'll ask <b>you</b> again. Show <b>him</b> how to do the activity. Tell <b>her</b> to do her homework. Have <b>it</b> for lunch tomorrow.
Plural	we you they	us you them	Help <b>us</b> clean the classroom. Can <b>you</b> all stand up? Put <b>them</b> in the bin.

- **Adverbs of frequency** tell us **how often** something happen

Adverb of Frequency		
100%	<b>always</b>	happens all the time
	<b>usually</b>	happens most of the time
	<b>often</b>	happens many times
0%	<b>sometimes</b>	does not happen all the time
	<b>never</b>	does not happen at any time

In a sentence, the adverb of frequency goes **before** the main verb.

subject + <b>adverb of frequency</b> + main verb
My mother <b>always</b> makes us dinner.
I <b>usually</b> walk to work.
My friends <b>often</b> go to the mall.
The teacher <b>sometimes</b> gives the class homework.
We <b>never</b> run in the classroom.

In a sentence, the adverb of frequency goes **after** the verb **to be**.

subject + <b>to be</b> + <b>adverb of frequency</b>
He <b>is</b> <b>always</b> happy.
They <b>are</b> <b>usually</b> tired after football.
We <b>are</b> <b>often</b> told not to stay up late at night.
She <b>is</b> <b>sometimes</b> confused after science lessons.
I <b>am</b> <b>never</b> late for school.

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- We use the **present continuous** to describe actions that are happening now.
- We use the **present continuous** in **positive (+)** sentences, **negative (-)** sentences and **questions (?)**.

### Activity 1 - Track 74

Listen and repeat the different forms of the verb **to walk** using the **present continuous**.

	Positive (+)	Negative (-)	Question (?)
Singular	I'm walking.	I'm <b>not</b> walking.	<b>Am</b> I walking?
	You're walking.	You <b>aren't</b> walking.	<b>Are</b> you walking?
	He's walking.	He <b>isn't</b> walking.	<b>Is</b> he walking?
	She's walking.	She <b>isn't</b> walking.	<b>Is</b> she walking?
	It's walking.	It <b>isn't</b> walking.	<b>Is</b> it walking?
Plural	We're walking.	We <b>aren't</b> walking.	<b>Are</b> we walking?
	You're walking.	You <b>aren't</b> walking.	<b>Are</b> you walking?
	They're walking.	They <b>aren't</b> walking.	<b>Are</b> they walking?

Prepositions of Place					
between	in front of	behind	under	on	next to
The circle is <b>between</b> the boxes.	The circle is <b>in front of</b> the box.	The circle is <b>behind</b> the box.	The circle is <b>under</b> the box.	The circle is <b>on</b> the box.	The circle is <b>next to</b> the box.

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- The **past simple** tells us about things that happened in the **past** (before now).
- We use the **past simple** in **positive (+)** sentences, **negative (-)** sentences and **questions (?)**.

	Positive (+)	Negative (-)	Question (?)
Singular	I worked.	I <b>didn't</b> work.	<b>Did</b> I work?
	You worked.	You <b>didn't</b> work.	<b>Did</b> you work?
	He worked.	He <b>didn't</b> work.	<b>Did</b> he work?
	She worked.	She <b>didn't</b> work.	<b>Did</b> she work?
	It worked.	It <b>didn't</b> work.	<b>Did</b> it work?
Plural	We worked.	We <b>didn't</b> work.	<b>Did</b> we work?
	You worked.	You <b>didn't</b> work.	<b>Did</b> you work?
	They worked.	They <b>didn't</b> work.	<b>Did</b> they work?

- We can use **time expressions** with the **past simple**.

Time Expressions for Past Simple		
last	ago	yesterday
last night	10 minutes ago	yesterday
last Sunday	an hour ago	yesterday morning
last week	three days ago	yesterday afternoon
last weekend	a week ago	yesterday evening
last year	a month ago	the day before yesterday
last month	a year ago	

- **at, in and on** are **prepositions of time**.
- We use **prepositions of time** to talk about **when** something happens.
- **Prepositions of time** are the same words as **prepositions of place**, but they are used in a different way.

at	in	on
<i>times, long holidays</i>	<i>months, years, season, time periods</i>	<i>days, dates</i>
<b>at</b> 3 o'clock	<b>in</b> August	<b>on</b> Sunday
<b>at</b> 10.30am	<b>in</b> the summer	<b>on</b> 6 <sup>th</sup> March
<b>at</b> lunchtime	<b>in</b> 2018	<b>on</b> 10 <sup>th</sup> December 2017
<b>at</b> Ramadan	<b>in</b> the past	<b>on</b> New Year's Day
<b>at</b> Eid al-Fitr	<b>in</b> the future	<b>on</b> Friday afternoon

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We say...

in the morning  
in the afternoon  
in the evening

But we say...

at night  
at the weekend

- The **past simple** tells us about things that happened in the **past**.
- When we use the **past simple**, there are different **spelling rules**.

Verb Ending	Spelling Rule	Examples
most regular verbs	+ ed	Majed <b>needed</b> to go to the doctor. Fatima play <b>ed</b> football in the park.
regular verbs ending -e	+ d	He liv <b>ed</b> in a big house. She mov <b>ed</b> to Abu Dhabi.
verbs ending consonant + y	take away -y, + ied	Omar stud <b>ied</b> maths after school. She <b>cried</b> when the film ended.
<b>some</b> verbs ending vowel + consonant	last consonant x 2, + ed	He stop <b>ped</b> eating unhealthy food. She travel <b>led</b> to France.

- The **future simple** tells us about things that will happen in the **future**.
- We use the **future simple** in **positive (+)** sentences, **negative (-)** sentences and **questions (?)**.

### Activity 1 - Track 91

Listen and repeat the different forms of **to listen** using the **future simple**.



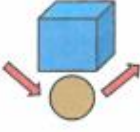
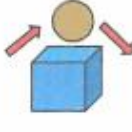


	Positive (+)	Negative (-)	Question (?)
Singular	I <b>will</b> listen.	I <b>will not</b> listen.	<b>Will</b> I listen?
	You <b>will</b> listen.	You <b>will not</b> listen.	<b>Will</b> you listen?
	He <b>will</b> listen.	He <b>will not</b> listen.	<b>Will</b> he listen?
	She <b>will</b> listen.	She <b>will not</b> listen.	<b>Will</b> she listen?
	It <b>will</b> listen.	It <b>will not</b> listen.	<b>Will</b> it listen?
Plural	We <b>will</b> listen.	We <b>will not</b> listen.	<b>Will</b> we listen?
	You <b>will</b> listen.	You <b>will not</b> listen.	<b>Will</b> you listen?
	They <b>will</b> listen.	They <b>will not</b> listen.	<b>Will</b> they listen?

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- **Prepositions of movement** tell us how something moves.

Prepositions of Movement					
up	down	under	over	into	out of
					
The circle is going <b>up</b> .	The circle is going <b>down</b> .	The circle is going <b>under</b> the box.	The circle is going <b>over</b> the box.	The circle is going <b>into</b> the box.	The circle is coming <b>out of</b> the box.

beautiful exciting interesting caring

For my presentation, I am going to talk about Jane Goodall. I think she is very <sup>1</sup>nice, because her job is <sup>2</sup>nice. She is famous for her work with chimpanzees in Africa. She watched their actions, and discovered many interesting things about them.

She was born in England in 1934. She lived in London and in the <sup>3</sup>nice town of Bournemouth. When she was a child, she liked watching the animals and birds in her garden. Jane really wanted to travel to Africa to look at the animals that lived in the forests. When she was older, her dream came true and she worked with animals in Africa for many years.

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## SCIENTISTS

Did you know that there are hundreds of different types of scientists? Some work in a laboratory, and others work outdoors or in an office.

### Engineers

Some scientists are **engineers**. They work out how to build things we need. Sometimes they study big things like roads, bridges or buildings. Sometimes they study smaller things like machines for a doctor to use. They may **also** study something so small you can't see it without a microscope.

### Plant scientists

Some scientists work with **plants**. They spend time outside working with plants, seeing how they grow. Sometimes they are in a laboratory **too**. They might look at parts of the plant with a microscope, or work in a team with other kinds of scientists to look at insects that eat plants, or how the weather affects their plants.

### Earth scientists

Some scientists study the **earth**. They try to find out more about earthquakes or volcanoes and why they happen. They might spend time outside looking at the shape of hills or collecting rocks. They might spend some time at a computer **as well**, trying to work out when earthquakes will happen or how big they will be.

artist explorer scientist  
inventor business person

brave kind caring intelligent fun creative

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### 1 Can you remember?

Match these words with their definitions.

- |               |  |
|---------------|--|
| 1 brave       | a someone who has new and interesting ideas                  |
| 2 caring      | b someone who is not afraid of dangerous or difficult things |
| 3 intelligent | c when you have a good time                                  |
| 4 fun         | d a person who likes to help others                          |
| 5 creative    | e someone who can learn and understand things easily         |

writer film director mountain climber

### 3 Word study Synonyms

Match the adjectives with the definitions. Use your dictionary to help you.

- |           |                           |
|-----------|---------------------------|
| 1 clever  | a strong                  |
| 2 grumpy  | b someone who cries a lot |
| 3 jolly   | c intelligent             |
| 4 tough   | d not polite              |
| 5 lazy    | e bad-tempered            |
| 6 anxious | f good-humoured           |
| 7 weepy   | g not hard-working        |
| 8 rude    | h worried/nervous         |

#### Speaking tip

Remember to use adjectives to describe a person. Think about how the person looks as well as how they might behave.

الرؤية: تعليم ابتكاري لمجتمع معرفي ريادي عالمي.

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Read about the different equipment used in a laboratory and choose the correct word.



Scientists use computers in offices <sup>1</sup>**and/both** laboratories. They can use them to collect information and to help them work out difficult maths <sup>2</sup>**both/too**.



The microscope is used by many different types of scientists. It is <sup>3</sup>**also/too** used in laboratories in schools, universities and hospitals.



Funnels are used in many experiments to pour liquids <sup>4</sup>**and/too** things like sand from big containers into small containers. Some funnels are marked so you can measure a liquid <sup>5</sup>**and/but** other funnels have no marks for measuring.

2 Write sentences about the people in the images below using these words.

brave caring intelligent creative



الرؤية: تعليه

الرسالة: بناء

المستقبلية وذ



Read the text about the activities Omar does. Find and underline the **verbs**.  
Check your answers with a partner.

This is Omar and his brother. They live in Fujairah.  
Omar is fifteen years old. Omar likes school.  
On Sunday, Omar walks to school with his brother.  
On Monday, Omar reads English books.  
On Tuesday, Omar and his friends play football after school.  
On Wednesday, Omar studies DT.  
On Thursday Omar goes to the mall with his family.  
They watch a film and eat popcorn.  
On the weekend, he goes to the beach with his family.  
He swims in the sea and plays games.



## 1 Read

Read about three scientists from the UAE. What does each scientist study?

<b>Dr Amal Al Ghaferi</b>
<b>Works at:</b> Masdar Institute
<b>Works on:</b> Environment science – solar power and making or changing things so small they can only be seen with a microscope.
<b>Has studied in:</b> USA, UAE

<b>Dr Habiba Alsafar</b>
<b>Works at:</b> Khalifa University
<b>Works on:</b> Medicine science – finding out how some illness is passed on in families, particularly in the UAE.
<b>Has studied in:</b> USA, UK, Australia, UAE

<b>Dr Nabil Bastaki</b>
<b>Works at:</b> United Arab Emirates University
<b>Works on:</b> Engineering science – making robots that climb and walk that can go where it is difficult or dangerous for people to go.
<b>Has studied in:</b> UAE, USA

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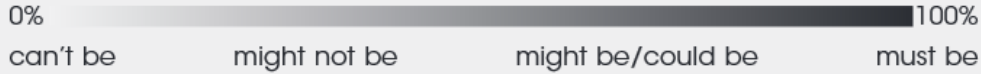
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## Use of English

When we are not sure about something, we can use **could** and **might**.  
He **could be** a scientist. She **might not be** a scientist.



## 2 Use of English

Complete the sentences with **can't**, **must**, **could** or **might**.

- 1 He's looking through a microscope. He must be a scientist.
- 2 She's going into the theatre. She \_\_\_\_\_ be an actress.
- 3 The teacher has a British accent, so he \_\_\_\_\_ be American.
- 4 He paints all the time so he \_\_\_\_\_ an artist.
- 5 He's always playing the piano. He \_\_\_\_\_ be a piano teacher.

## 1 Use of English Describing people

Complete these sentences with **must**, **can't**, **might** or **could**.

- 1 I don't know where Hamdan lives but he \_\_\_\_\_ live near here because he comes to school on foot.
- 2 Did you hear that noise? I think there \_\_\_\_\_ be a thief downstairs. Call the police!
- 3 It \_\_\_\_\_ be a thief. All the doors and windows are locked. I think it \_\_\_\_\_ be the cat.
- 4 Look! There's water on the grass. It \_\_\_\_\_ be raining outside.
- 5 I have a lot of homework so I \_\_\_\_\_ be late for our football game.

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**Name:** HH Sheikh Hamdan bin Mohammed bin  
Rashid Al Maktoum

**Born:** The UAE, 1982

**Family:** Son of Sheikh Mohammed bin Rashid Al Maktoum

**Character:** Hard-working

**What does he do?:** President of the Hamdan bin  
Mohammed e-university



**Name:** Sheikha Fatima bint Mubarak

**Born:** Al Ain

**Family:** Married to Sheikh Zayed bin Sultan Al Nahyan

**Character:** Caring, generous, positive

**What does she do?:** She is called Mother of Sheikhs and  
Mother of the UAE, or Mother of the Nation



**Name:** Jane Goodall

**Born:** England, 1934

**Family:** Has a sister called Judith

**Character:** Loves animals

**What does she do?:** Discovered interesting things  
about chimpanzees



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