

Class**Name****Vocabulary in Context**

- A** Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.

WORD BOX

oranges puts truck grow farm wash juice have

Farmers _____ and pick oranges.

The oranges are put on a _____ and go from a _____ to a factory.

At the factory machines _____ the oranges.

Other machines turn the _____ into _____ and put it into a container. These are picked up by another truck.

That truck takes the juice to a store.

A grocery store worker _____ the juice on a shelf.

People buy it and take it home.

A lot of people work to give us food.

They all _____ important jobs.

Structure Writing Practice

B Read each sentence. Correct the mistake and re-write the sentence.

Prepositions of place

in inside into on

1. Oranges grow **into** trees.

2. Farmers put the oranges **inside** a truck.

3. Machines put the juice **on to** containers.

4. Truck drive **in** the road.

5. A worker puts the juice **in** a shelf.

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WORD BOX

people work catch sick put place important clean

We are the Carbots, and we all have jobs.

We help anyone who needs us.

We _____ in the city together with people.

I am the police car. I work with police officers to _____
criminals.

He is the fire truck.

He works with fire fighters to _____ out fires.

She is the ambulance.

She works with doctors to help _____ and injured
_____.

He is the garbage truck.

He works with street cleaners to _____ up the streets.

We work for people every day.

We make the city a clean and safe _____ for them.

Our jobs are _____.

Structure Writing Practice

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Present Simple And Conjugations

are work works make makes

1. We **is** the Carbots, and we all have jobs.

2. We **works** in the city together with people.

3. We **works** with people every day.

4. She **work** with doctors to help sick and injured people.

5. We **makes** the city a clean and safe place for them.

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WORD BOX

kill animals meat long have giraffes usually eat

Giraffes are special _____.

How are they special?

_____ are herbivores.

Herbivores are plant-eating animals.

Giraffes eat leaves and branches from trees.

They need to be tall, so they _____ long necks.

Giraffes also have a _____ tongue.

It can grow to 50 cm.

It helps giraffes eat from trees.

Some animals attack and eat giraffes. They are carnivores, or

_____ -eating animals. Giraffes need to be fast. Their

long legs help them run away.

Omnivores don't _____ attack giraffes.

Omnivores _____ plants and meat.

But giraffes are difficult for them to _____.

Giraffes can kick and step on them with their long legs.

Now you know why giraffes look special.

It helps them live.

Structure Writing Practice

B Read each sentence. Correct the mistake and re-write the sentence.

Modal Verbs of Obligation & Necessity

don't need to have to must must not

1. They **must to** be tall, so they have long necks.

2. Carnivores **must not** to eat meats.

3. Giraffes **are** to be fast.

4. Herbivores **must** eat meats.

5. Giraffes **must not** be tall and fast.

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WORD BOX

worksheet junior look finish my need show safari park

Hi, Antonio.

I'm on a safari with my family. We're in the Serengeti National

_____.

A _____ ranger shows us around. We ride around in a jeep.

The ranger gave us a camera. This is what we have to do.

We take pictures of animals we see.

We put the pictures on a worksheet.

We write the animals' names.

We describe what they _____ like.

We _____ to find ten different animals.

There must be carnivores, herbivores, and omnivores.

There's a reward when we _____ the _____.

We will become _____ park rangers.

We will get a special badge.

I will _____ you my badge when I get home.

See you soon,

Paul

Structure Writing Practice

B Read each sentence. Correct the mistake and re-write the sentence.

Future Tense

will am asked

1. I **will** in the Serengeti National Park. We're on a safari.

2. Mr. Marmo gave us a camera. He **will ask** us to find ten different animals.

3. We **had** become junior park rangers.

4. We **are** get a special badge.

5. If we finish, we **were** become junior park rangers.

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WORD BOX

angle think turns made more helped pitch wider body

It was September 24th, 2010.

Aroldis Chapman _____ history that day.

He threw the fastest _____ ever in an MLB game.

The ball went 169.1 km/h.

That's really fast!

How did he do it?

He did it with angles.

Before they throw, players twist their upper _____.

This builds up power.

_____ of springs.

Springs build up power when pushed down

Then they bounce back.

Twisting makes an angle between the hip and shoulder.

The wider the _____, the _____ the power.

Power _____ into speed.

Most baseball players make angles around 40 to 60°

Chapman makes a 65° angle.

This _____ him throw his 169.1 km/h pitch.

Structure Writing Practice

B Read each sentence. Correct the mistake and re-write the sentence.

Irregular Past Tense Verbs

throw

builds

threw

went

throw

1. The ball **goes** 169.1 km/h.

2. He **throws** the fastest pitch ever in an MLB game.

3. This **built** up power.

4. Pitchers twist their upper body to build up power before they **threw** the ball.

5. This helped him **threw** his 169.1 km/h pitch.

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WORD BOX

favorite batter that's fun really show baseball loud

Jen: Hi, Kelly. What are you doing?

Kelly: Hi, Jen. I'm at the _____ game with my family.

Jen: Are you having fun?

Kelly: Yes, it's really _____ here at the stadium. Guess what?

I caught a home run ball with my favorite glove! The

ball was hit by my _____ player, Jon James.

Jen: Wow, _____ amazing.

Kelly: Yes. The pitcher threw the ball 150km/h. Then the

_____ hit the ball. I heard a _____

crack and the ball flew 139 meters.

Jen: Oh that's _____ far.

Kelly: It flew right into my glove. Look at the picture I sent you.

Alright, I have to go now. I'll see you at school tomorrow. I'll

_____ you the ball I caught.

Jen: Ok.

Structure Writing Practice

B Read each sentence. Correct the mistake and re-write the sentence.

Irregular Past Tense Verbs

threw heard flew was caught

1. I **catch** a home run ball with my baseball glove!

2. The ball **were** hit by my favorite player, Jon James.

3. The pitcher **throw** the ball 150 km/h. Then the batter hit the ball.

4. I **hear** a loud crack and the ball flew 139 meters.

5. It **fly** right into my glove.

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WORD BOX

meet themselves around break look great exciting countries

People around the world like music.

They dance to music. People dance in different ways.

We can learn about people by how they dance.

Dancers show feelings in their dance.

They can _____ happy, sad, or excited.

All _____ have traditional dances and music.

These are special to each country.

But there's a dance that is popular _____ the world.

The dance is _____ and creative. It's break dancing.

There are international battles where dancers _____.

A battle is a _____-dancing competition.

Dancers come from different countries.

Some can't speak the same language.

They communicate through dance and expression.

They dance and express _____ in the same way.

It's a _____ way to communicate.

They can become friends.

Structure Writing Practice

B Read each sentence. Correct the mistake and re-write the sentence.

Modal Verbs of Ability

can can't

1. We **must** learn about people by how they dance.

2. How people dance **should** tell us things.

3. They **won't** look happy, sad, or excited.

4. Some **must** speak the same language.

5. But they **wouldn't** express themselves through dance.

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WORD BOX

student dance competition his school lot around team

There is a talent _____ at school next week.

All fourth grade students at our _____ will compete.

We will dance in teams.

Our teacher, Mr.Crabtree, put together the teams.

One of our _____ members, Travis, can't walk.

He uses a wheelchair.

Travis felt sad.

He can't use his legs.

So, he can't dance.

But our team had a good idea.

Travis can spin _____ in _____ wheelchair!

Now he can dance with us.

We have been practicing a _____.

Our dance looks great.

Travis is the only _____ at school with a wheelchair.

Other teams can't copy our _____.

We are special.

We're happy and excited

about the dance competition!

Structure Writing Practice

B Read each sentence. Correct the mistake and re-write the sentence.

Future Tense

will

will not

1. All fourth grade students at our school **may** compete.

2. We **had to** dance in teams.

3. Travis **did** spin around in his wheelchair!

4. Now, he **could** dance with us.

5. He is sick. He **should** dance with us.
