

Class

Name

Vocabulary in Context

- Ⓐ 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 _____ grow _____ and pick oranges.

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

At the factory machines _____ wash _____ the oranges.

Other machines turn the _____ oranges _____ into _____ juice _____ 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 _____ puts _____ the juice on a shelf.

People buy it and take it home.

A lot of people work to give us food.

They all _____ have _____ important jobs.

Structure Writing Practice

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

Prepositions of place

in inside into on

1. Oranges grow **into** trees.

Oranges grow *on* trees.

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

Farmers put the oranges *into* a truck.

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

Machines put the juice *into* containers.

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

Trucks drive *on* the road.

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

A worker puts the juice *on* 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 work in the city together with people.

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

He is the fire truck.

He works with fire fighters to put out fires.

She is the ambulance.

She works with doctors to help sick and injured people.

He is the garbage truck.

He works with street cleaners to clean up the streets.

We work for people every day.

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

Our jobs are important.

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.

We are the Carbots, and we all have jobs.

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

We work in the city together with people.

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

We work with people every day.

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

She works with doctors to help sick and injured people.

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

We make 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 animals.

How are they special?

Giraffes are herbivores.

Herbivores are plant-eating animals.

Giraffes eat leaves and branches from trees.

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

Giraffes also have a long tongue.

It can grow to 50 cm.

It helps giraffes eat from trees.

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

meat-eating animals. Giraffes need to be fast. Their long legs help them run away.

Omnivores don't usually attack giraffes.

Omnivores eat plants and meat.

But giraffes are difficult for them to kill.

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

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Modal Verbs of Obligation & Necessity

don't need to have to must must not

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

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

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

Carnivores *need to* eat meat.

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

Giraffes *need to* be fast.

4. Herbivores **must** eat meats.

Herbivores *don't need to* eat meat.

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

Giraffes *need to* 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

_____ Park _____.

A _____ safari _____ 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 _____ look _____ like.

We _____ need _____ to find ten different animals.

There must be carnivores, herbivores, and omnivores.

There's a reward when we _____ finish _____ the _____ worksheet _____.

We will become _____ junior _____ park rangers.

We will get a special badge.

I will _____ show _____ you my badge when I get home.

See you soon,

Paul

Structure Writing Practice

Ⓑ 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.

I *am* 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.

Mr. Marmo gave us a camera. He *asked* us to find ten different animals.

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

We *will* become junior park rangers.

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

We *will* get a special badge.

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

If we finish, we *will* 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 _____ made _____ history that day.

He threw the fastest _____ pitch _____ 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 _____ body _____.

This builds up power.

_____ Think _____ 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 _____ angle _____, the _____ more _____ the power.

Power _____ turns _____ into speed.

Most baseball players make angles around 40 to 60°

Chapman makes a 65° angle.

This _____ helped _____ him throw his 169.1 km/h pitch.

Structure Writing Practice

Ⓑ 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.

The ball *went* 169.1 km/h.

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

He *threw* the fastest pitch ever in an MLB game.

3. This **built** up power.

This *builds* up power.

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

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

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

This helped him *throw* 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 baseball game with my family.

Jen: Are you having fun?

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

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

ball was hit by my favorite player, Jon James.

Jen: Wow, that's amazing.

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

batter hit the ball. I heard a loud

crack and the ball flew 139 meters.

Jen: Oh that's really 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

show you the ball I caught.

Jen: Ok.

Structure Writing Practice

Ⓑ 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!

I *caught* a home run ball with my baseball glove!

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

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

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

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

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

I *heard* a loud crack, and the ball flew 139 meters.

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

It *flew* 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 look happy, sad, or excited.

All countries have traditional dances and music.

These are special to each country.

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

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

There are international battles where dancers meet.

A battle is a break-dancing competition.

Dancers come from different countries.

Some can't speak the same language.

They communicate through dance and expression.

They dance and express themselves in the same way.

It's a great way to communicate.

They can become friends.

Structure Writing Practice

Ⓑ 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.

We *can* learn about people by how they dance.

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

How people dance *can* tell us things.

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

They *can* look happy, sad, or excited.

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

Some *can't* speak the same language.

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

But they *can* express themselves through dance.

Class Name **Vocabulary in Context**

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WORD BOX

student dance competition his school lot around team

There is a talent competition at school next week.

All fourth grade students at our school will compete.

We will dance in teams.

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

One of our team 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 around in his wheelchair!

Now he can dance with us.

We have been practicing a lot.

Our dance looks great.

Travis is the only student at school with a wheelchair.

Other teams can't copy our dance.

We are special.

We're happy and excited

about the dance competition!

Structure Writing Practice

Ⓑ 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.

All fourth-grade students at our school *will* compete.

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

We *will* dance in teams.

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

Travis *will* spin around in his wheelchair!

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

Now, he *will* dance with us.

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

He is sick. He *will not* dance with us.