

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

waste eco causes pollution waste homes environment

Cities are bad for the environment.

The homes of plants and animals are destroyed.

The large amount of energy people use causes pollution.

Fortunately, there is a new way to build and run cities.

These new cities are called eco-cities.

There are three major things that make an eco-city different.

First, “eco” means “environment.”

Eco-cities are built into the natural environment.

So, the environment is not destroyed.

Second, energy is made in natural ways.

So are food and water.

Finally, less waste is produced.

Most waste is recycled.

Eco-cities do less harm to the environment.

The natural environment stays within them.

Waste is limited.

Pollution is reduced.

We should build eco-cities.

This will help the environment.

The world will be a better place for everyone.

Structure Writing Practice

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

Be Verb

are is

1. Cities **is** bad for the environment.

Cities *are* bad for the environment.

2. Fortunately, there **were** a new way to build and run cities.

Fortunately, there *is* a new way to build and run cities.

3. There **was** three major things that make an eco-city different.

There *are* three major things that make an eco-city different.

4. The High Line **are** an old railway track that was turned into a park in Manhattan, New York City.

The High Line *is* an old railway track that was turned into a park in Manhattan, New York City.

5. There **are** less waste produced.

There *is* less waste produced.

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WORD BOX

walls times packed put strong house bottles first

Dear Chris,

It's interesting to learn about your life in the city.

My family built our own house.

It's a special house.

It's made out of old glass bottles.

Sand was packed tightly inside the bottles first.

Next, we built short clay and mud walls for each side of the house.

Then, we put a row of bottles on the walls.

We covered the bottles with clay and mud.

We repeated this many times.

There are more than 9,000 bottles making up our house.

We live in the desert.

In the daytime, it's very hot.

At night, it's cold.

The house is great for the desert.

In the day, it stays cool inside.

At night, it stays warm.

The bottle _____ house _____ is _____ strong _____.

It's stronger than a house made of bricks.

Write back soon,

Tiffany

Structure Writing Practice

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

Comparative Adjectives

more colder stronger

1. There are **most** than 9,000 bottles making up our house.

There are *more* than 9,000 bottles making up our house.

2. It's **strong** than a house made of bricks.

It's *stronger* than a house made of bricks.

3. **Much** than 9,000 bottles were used in our house.

More than 9,000 bottles were used in our house.

4. But it's **strongest** than a brick house.

But it's *stronger* than a brick house.

5. It is **cold** than other places.

It is *colder* than other places.

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WORD BOX

second third break three down first living make up

All living things need energy from food.

They can be categorized by how they get energy.

There are three categories.

The first is producers.

All producers are plants. They make their own food.

They do this using the sun's energy.

The second category is consumers.

One kind of consumer eats producers for energy.

Another kind eats other consumers.

The third category is decomposers.

They break down dead things and waste into soil.

They get energy from these things.

In turn, the soil helps producers make energy.

Each category of living things gives the others energy.

They need each other to live.

Together they make up an ecosystem.

There are many _____ kinds _____ of ecosystems.

They can be small, like a pond, or big, like a forest.

Structure Writing Practice

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

Modal Verbs of Obligation & Necessity

need to need

1. They **needs** to be together.

They *need* to be together.

2. All living things **has** energy from food.

All living things *need* energy from food.

3. They **must** each other to live.

They *need* each other to live.

4. They **mustn't** each other's energy.

They *need* each other's energy.

5. One group **must to** use the sun's energy.

One group *needs to* use the sun's energy.

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WORD BOX

termites family plants decomposer work up these sure

Jenna is hiking with her _____ family _____ at Goldface Mountain.

Jenna: What are those?

Jenna's brother: I don't know, but they look like ants. Mom, look at this!

Mom: Oh, _____ these _____ are termites.

Jenna: They _____ sure _____ are busy. What are they doing?

Mom: Well, termites are decomposers. Decomposers get energy by
breaking down waste and dead plants and animals.

Jenna's brother: So, they are eating this old, dead tree?

Mom: Yes, and they add nutrients to the soil as they do so.

_____ Plants _____ need the nutrients to grow.

Jenna: Oh, so _____ termites _____ help plants grow when they live and
clean them _____ up _____ when they die.

Jenna's brother: They sure do. They work 24-7. Wow, they

_____ work _____ really hard!

Mom: They sure do. They work 24-7.

Jenna's brother: I'm glad I'm not a _____ decomposer _____!

Jenna: No, but you kind of look like one!

Jenna's brother: Hey!

Structure Writing Practice

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

Demonstrative Adjectives

these *this*

1. Look closely right here. What are **that**?

Look closely right here. What are *these*?

2. Hmm, is **those** some kind of ant?

Hmm, is *that* some kind of ant?

3. Mom, look at **she**! It's so beautiful.

Mom, look at *this*! It's so beautiful.

4. Oh, **this** are termites.

Oh, *these* are termites.

5. So, they are eating **it** old, dead tree?

So, they are eating *this* old, dead tree?

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WORD BOX

when race person weight millions slow about will also

Why are F1 race cars fast?

There are many reasons.

F1 race cars are light.

And they carry only one person.

They weigh about 702 kg.

Normal cars weigh about 1,819 kg.

Lighter cars can go faster.

F1 cars are also aerodynamic.

They move through air easily.

Race teams study aerodynamics.

They spend millions of dollars a year on this.

They want to make a winning race car.

Then, they will win much more money.

F1 cars get to 300 km/h in about 9 seconds.

Regular cars need 10 seconds to make 100 km/h.

Being light, F1 cars can also slow down quickly.

They must do this _____ when _____ they turn.

Otherwise, they _____ will _____ crash.

Aerodynamics and _____ weight _____ are important.

Race teams need to get them right.

Then, they'll have a winning car.

Structure Writing Practice

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

Comparative Adjectives

better lighter faster more

1. More light cars can go faster.

Lighter cars can go faster.

2. It can go fastest than a regular car.

It can go faster than a regular car.

3. Race teams spend millions of dollars studying aerodynamics to try and design faster and most cars.

Race teams spend millions of dollars studying aerodynamics to try and design faster and better cars.

4. Then, they will win much many money.

Then they will win much more money.

5. Only one person can sit in an F1 car. This makes it lightly.

Only one person can sit in an F1 car. This makes it lighter.

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WORD BOX

special this needs big strong light soft really

Hi, Joe.

Have you been to a car race?

_____ This _____ weekend, I am going to go to a car race.

I'm _____ really _____ excited.

It's going to be a lot of fun.

I have been reading about race cars.

There are a lot of special things about them.

F1 race cars can go 369.9 km/h.

It's amazing.

My mom's car can only go up to 100 km/h.

To go that fast, race cars need _____ special _____ parts.

They have _____ strong _____ brakes and _____ soft _____ tires.

They have a _____ big _____ engine and a _____ light _____ body.

A great race car also _____ needs _____ to have a really good driver.

I wonder who is going to win?

I can't wait to go to the race!

It's going to be an awesome experience.

Write back soon,

Robby

Structure Writing Practice

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

Adjectives

special big awesome soft amazing

1. There are a lot of **specially** things about them.

There are a lot of *special* things about them.

2. F1 race cars can go 369.9 km/h. It's **badly**.

F1 race cars can go 369.9 km/h. It's *amazing*.

3. They have strong brakes and **weakest** tires.

They have strong brakes and *soft* tires.

4. They have a **small** engine and a light body.

They have a *big* engine and a light body.

5. I can't wait to go to the race! It's going to be an **terrible** experience.

I can't wait to go to the race! It's going to be an *awesome* experience.

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WORD BOX

multicultural different another many together ideas countries

What is a multicultural country?

_____ Many _____ things make culture.

Food and music are culture.

_____ Ideas _____ and traditions are culture.

Language is culture.

The way people look is culture.

Each country has a different culture.

Sometimes a country has only one culture.

Korea, Japan, and Iceland are examples.

Sometimes a country has people from many cultures living

_____ together _____.

There are different ways this can happen.

Sometimes a country was created with more than one culture.

Canada, Belgium, and Uganda began this way.

There are many others.

Another way is when people move from other _____ countries _____.

Examples are Australia, the United States, and Germany. Multicultural countries accept many cultures.

So, what is a multicultural country?

It's a country with different cultures.

They live together and mix with one another.

Structure Writing Practice

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

Frequency Adverbs

rarely *seldom* *always* *never* *sometimes*

1. The students in our town **always** go to school on Sundays.

The students in our town *never* go to school on Sundays.

2. The Earth **sometimes** goes around the Sun

The Earth *always* goes around the Sun.

3. I go to the library once or twice a week. Therefore, I **never** go to the library.

I go to the library once or twice a week. Therefore, I *sometimes* go to the library.

4. It will be only my second time abroad. I **always** go to other countries.

It will be my second time to go abroad. I *seldom* go to other countries.

5. I am living in a rainforest, in Brazil. It **often** snows.

I am living in a rainforest in Brazil. It *never* snows.

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WORD BOX

were each playing candy piñata hit got years

Name: Billy

Date: Monday, August 24th

Subject: English

Topic: What did you do last weekend?

Yesterday, I went to my friend's house.

His name is Ernesto, and he's from Mexico.

He moved to the US three years ago.

Yesterday was his sister's birthday. She turned 15 years old.

In Mexican culture, there's a special party when girls turn 15.

We ate traditional Mexican foods.

I loved the enchiladas. They were delicious.

We played some games.

One of the games was really fun.

We covered our eyes and tried to hit a piñata with a stick.Each person had one chance.

When the _____ piñata _____ broke, lots of _____ candy _____ fell out.

We all _____ got _____ to _____ keep some.

There was a _____ band _____ playing _____ music.

The music was exciting, and people danced.

The party was a lot of fun.

Ernesto's sister happily accepted gifts from everyone.

Structure Writing Practice

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

Irregular Past Tense Verbs

was broke ate hit went

1. Yesterday, I **go** to my friend's house.

Yesterday, I *went* to my friend's house.

2. We **eated** traditional Mexican foods.

We *ate* traditional Mexican foods.

3. One of the games **were** really fun.

One of the games *was* really fun.

4. We covered our eyes and tried to **hitted** a piñata with a stick.

We covered our eyes and tried to *hit* a piñata with a stick.

5. When the piñata **break**, lots of candy fell out.

When the piñata *broke*, lots of candy fell out.