

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Vocabulary in Context**

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

**WORD BOX**

later   modern-day   have   th   since   called   Invasions   Early   sound

English has changed a lot over time.

\_\_\_\_\_, migrations, and trade \_\_\_\_\_ changed the language.

English speakers mixed with non-English speakers.

They borrowed words, adopted letters, and learned new sounds.

This is why English can be confusing sometimes.

Northern Europeans invaded \_\_\_\_\_ England in 787.

People there spoke Old English.

They created the first English alphabet, called Futhark. The letters are \_\_\_\_\_ runes.

One of the runes is called thorn.

It represents the \_\_\_\_\_.

But thorn looked too similar to the letter p, so it was \_\_\_\_\_ replaced by the letters th.

This is why today t and h have a unique sound when put together.

Around 1000, England was invaded by Western Europeans.

From 1100-1500, Old English changed into Middle English.

It used Latin letters. They look like today's alphabet.

From 1500-1800, the language changed into \_\_\_\_\_ Modern English.

It used 27 alphabet letters.

The 27th letter was ampersand.

All of the other letters represent sounds.

But ampersand represents the word and.

However, being the only letter that represented a word, it was eventually dropped from the alphabet. The symbol is still used today, though. You can see it on any keyboard.

These and other events, occurring \_\_\_\_\_ ancient times, resulted in today's Modern English.

## Structure Writing Practice

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

### Simple Past Passive

*called   carried   was   replaced   was*

1. It was later **replace** by the letters th.

---

2. The bicycle was **caring** by a man.

---

3. It **were** eventually dropped from the alphabet.

---

4. The old English **is** used before 800.

---

5. One of the runes is **call** thorn.

---

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**Vocabulary in Context**

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

**WORD BOX****first   empire   set   central   Romans   culture   new   strong**

Today, I went to a history museum. I learned about the Roman Empire. It was very interesting.

The Roman Empire was a multicultural civilization. It helped \_\_\_\_\_ the **foundation** for modern western societies. The **structure** of the \_\_\_\_\_ spread new ideas about government, transportation, **architecture**, and \_\_\_\_\_.

The \_\_\_\_\_ **expanded** their empire. They spread their way of life. They did this like no other civilization. The Roman military was \_\_\_\_\_ and **advanced**. They conquered vast regions of land at once. Once an area was under control, the Romans worked with the locals. They **established** a strong \_\_\_\_\_ government. It allied itself with Rome. Next, they built roads. They connected \_\_\_\_\_ **territories** with the rest of the empire. The roads helped spread culture and technology. Different cultures and languages also spread throughout the empire. The \_\_\_\_\_ **official** language in the empire was Latin. Later it was Greek.

Other languages slowly spread as people moved around.

In newly-conquered areas, the Romans built cities. They created public spaces open to all people. These places included amphitheaters, forums, racetracks, markets, and public baths. Diverse groups of people learned Roman ways of life at these places.

Roman roads and public spaces were valuable. They shaped the Western culture we know today.

## Structure Writing Practice

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

### Adverbs of Place, Time, and Manner

*around*    *already*    *recently*    *slowly*

1. Other languages **slower** spread as people moved around.

---

2. Those students moved **a round**.

---

3. The school was built **recent**.

---

4. We **slow** drove on the road.

---

5. I **ready** finished cleaning the bathroom.

---

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**Vocabulary in Context**

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

**WORD BOX****systems   connected   bodily   their   our   tissue   backbone   makes**

The human body is complicated. It has many different parts working together. Our bodies have six basic **bodily** \_\_\_\_\_. The skeletal and muscular systems are two of them.

Our skeletal system is made of \_\_\_\_\_ **bones**. It gives our bodies shape. Bones help with lots of important \_\_\_\_\_ **functions**. For example, our \_\_\_\_\_ **protects** our spinal cord. The spinal cord carries messages back and forth between the brain to the rest of the body.

Adult humans have 206 bones in \_\_\_\_\_ **skeleton**.

But we are born with 270 bones.

Some bones grow together as we get older and bigger.

Compact bone **tissue** \_\_\_\_\_ up the outside part of our bones.

It's solid, hard, and extremely strong.

Our bones are as strong as solid granite.

Most of our skeleton is compact bone tissue.

**Muscles** and bones are \_\_\_\_\_ by \_\_\_\_\_ called **tendons**.

Muscles use tendons to pull on bones.

This is how we can move.

If a tendon is broken or torn, we can't move.

Muscles hold the skeleton together.

Humans have over 650 muscles, which make up 50 percent of our weight.

Muscles give our body shape, too.

Our muscular and skeletal systems allow us to move.

Eat a healthy diet and exercise.

Your muscles and bones will work well.

## Structure Writing Practice

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

### Equative Adjectives and Adverbs

*pretty   heavy   tall   as strong as   strong*

1. Our bones are as **stronger** as compact bone tissue.

---

2. Jenna is as **prettiest** as a princess.

---

3. My legs are **strong** rocks.

---

4. My sister is as **the heaviest** as my dog.

---

5. I am as **more tall** as my brother.

---

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**Vocabulary in Context**

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

**WORD BOX**

micronutrients

carbohydrates

important

needs

must

healthier

all

unhealthy

Today, I want to discuss nutrition. Most people want to look and feel good. They have some idea about what's good or bad for them. They want to be healthy.

But they are confused by \_\_\_\_\_ the information out there about how to do it.

There are three equally \_\_\_\_\_ requirements for a healthy life: nutrition, exercise, and rest.

Humans have complicated bodily systems.

You need healthy food to give your bodily systems energy.

You need exercise to keep them strong.

You need sleep to give them rest.

You won't be healthy if you usually make \_\_\_\_\_ decisions.

Choices about nutrition, exercise, and sleep \_\_\_\_\_ be consistent and sustainable.

Sometimes people say they are going on a diet to be healthy.

But, what happens later, when they go back off that diet?

Even worse, some people think a diet means not eating. But, not eating is one of the worst things you can do.

Your body must have a balance of \_\_\_\_\_, proteins, and fats, or macronutrients.

It also \_\_\_\_\_ vitamins and minerals, or \_\_\_\_\_.

To have good health, find out how much food your body needs.

Next, learn about what is in the foods you usually like to eat.

Finally, replace the bad foods with \_\_\_\_\_ options.

I hope this information is helpful.

## Structure Writing Practice

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

### Adverbs of Frequency

*usually*

*always*

*Sometimes*

1. You won't be healthy if you **never** make unhealthy decisions.

---

2. **Times** people say they are going on a diet to be healthy.

---

3. Next, learn about what is in the foods you **usual** like to eat.

---

4. I have to go to work at 7 o'clock so I **never** wake up at 6.

---

5. I **never** exercise everyday in the morning. Because I like fresh air.

---



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**Vocabulary in Context**

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**WORD BOX**

shapes right start ice together triangles Snowflakes arms

A snowflake is an \_\_\_\_\_ crystal. Ice crystals are formed in clouds. Snowflakes grow when they fall through cold air from clouds.

The first person to take photos of the structure of snowflakes was Wilson Bentley.

He took the first photo in 1885. He took five thousand snowflake photos. Bentley liked to study the beautiful crystal structures.

He found that no two snowflakes are exactly the same. They are all different.

All snowflakes \_\_\_\_\_ as a hexagon.

A hexagon is a six-sided polygon.

Snowflakes then grow bigger and bigger.

And the six corners grow arms.

The \_\_\_\_\_ transform into different shapes.

Some snowflakes are made of one ice crystal.

Other snowflakes are made of many ice crystals stuck \_\_\_\_\_.

Clouds can have warmer parts and cooler parts.

Different temperatures make snowflakes of different shapes.

Drier weather creates snowflakes with simple shapes.

Warm and wet weather produces snowflakes with complex \_\_\_\_\_. \_\_\_\_\_ are symmetrical.

This means they have the same pattern on both halves.

The patterns are made of different kinds of polygons.

You can see many triangles in a snowflake.

Triangles are a three-sided polygons.

Snowflakes have \_\_\_\_\_ triangles, equilateral triangles, and isosceles \_\_\_\_\_.

It's amazing that a tiny snowflake can have such complex designs.

## Structure Writing Practice

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

### Plural Count Nouns without Determiners

*have      are      make      Ice crystals      grow*

1. A Ice crystals are formed in clouds.

---

2. Snowflakes grows when they fall through cold air from clouds.

---

3. Clouds can has warmer parts and cooler parts.

---

4. Different temperatures makes snowflakes of different shapes.

---

5. Triangles is a three-sided polygons.

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**Vocabulary in Context**

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

**WORD BOX**

folded   favorite   snowflakes   studying   had   cut   part   different

We are \_\_\_\_\_ geometry in math class.

Today, we learned about the shapes in snowflakes. I was very interested because winter is my \_\_\_\_\_ season.

First, we looked at snowflakes through a microscope.

We discussed the \_\_\_\_\_ shapes and sizes.

The teacher told us that no two \_\_\_\_\_ are identical. I thought that was amazing.

After learning about snowflakes, we made paper snowflakes. The first part of the instructions was the same for everyone.

First, we folded a square piece of paper into a right triangle.

Then we folded the right triangle in half.

This produced a smaller isosceles triangle.

The next \_\_\_\_\_ was tough.

We \_\_\_\_\_ the triangle into thirds.

After that, we cut off the corners sticking out of the base.

This created another isosceles triangle.

We opened up the triangle and it became a twelvesided polygon.

After that, we made our own unique designs.

We folded the paper back up and drew polygons on it.

Then we used scissors to carefully \_\_\_\_\_ the lines we drew.

The last step was the exciting part.

We unfolded our triangles and saw beautiful snowflakes. Each snowflake \_\_\_\_\_ a different pattern.

I really enjoyed the lesson. But most of all, I loved using what I learned to make something special.

## Structure Writing Practice

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

### Verb-preposition Collocations

*up   about   upper   off*

1. Today, we learned **above** the shapes in snowflakes.

---

2. After that, we cut **on** the corners sticking out of the base.

---

3. We folded the paper back **upper**.

---

4. We opened **under** the triangle.

---

5. The student talked **a** her.

---

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**Vocabulary in Context**

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

**WORD BOX**

sunlight more light room small water people or

If a \_\_\_\_\_ is **dark**, you can simply turn on the light without thinking.

In developed urban areas you don't have to be think about electricity.

Whether it's day or night, there is always \_\_\_\_\_ **available**. However, this is not true everywhere.

People in poorer and \_\_\_\_\_ **rural** areas don't have access to electricity. This is especially true in many tropical countries.

Many of the people there live in dark homes without many windows.

Even during the day it's dark inside. Houses are built this way to protect people from the hot sun and heavy rains. Even if there is electricity, many \_\_\_\_\_ can't **afford** it.

Another problem is that tropical storms often knock out or destroy access to electricity.

But this is changing because of the solar bottle light bulb.

It's made from a clear plastic bottle and water. The bottle is filled with water.

It is **installed** in a \_\_\_\_\_ hole in the **ceiling** \_\_\_\_\_ **roof**. This

way, \_\_\_\_\_ **shines** through the \_\_\_\_\_ and lights the dark room.

Now many homes are not dark inside during the day.

This is a simple but great invention. It's easy to set up and environmentally friendly.

## Structure Writing Practice

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

### Adjectives & Adverbs

*dark*   *friendly*   *especially*   *great*   *heavy*

1. If a room is **darkest**, what do you do?

---

2. This is **especial** true in many tropical countries.

---

3. Houses are built this way to protect people from the hot sun and **more heavy** rains.

---

4. This is a simple but **greatly** invention.

---

5. It's easy to set up and environmentally **friend**.

---

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**WORD BOX**

living food children water make things volunteered worker

I'm an international aid \_\_\_\_\_ for the UN. I've been an aid worker for eight years. I've worked all around the world. Right now, I'm working in India.

Aid workers work in underdeveloped areas. We also work in countries that are at war. We help sick people, distribute \_\_\_\_\_, and build \_\_\_\_\_. We also take care of \_\_\_\_\_. It can be dangerous, but many people need our help.

People often ask me why I became an aid worker. When I was in university, I wanted to experience \_\_\_\_\_ abroad. So I \_\_\_\_\_ in a village in Kenya for one year. The village didn't have running water or electricity. I helped build a water pump and install solar bottle light bulbs. Before that, I never thought about how much water or electricity I used. My experience in Kenya made me think about how valuable \_\_\_\_\_ and electricity are. It also made me want to help people. So I decided to become an aid worker. Helping people makes me happy. I see the smiles on people's faces. If you want to help people, become an aid worker. I suggest you volunteer first. Then see if you want to \_\_\_\_\_ it your career.

## Structure Writing Practice

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### Present Perfect

*have been*

*been*

*have wanted*

*studied*

*worked*

1. I **been** an aid worker for eight years.

---

2. I've **work** all around the world.

---

3. He has **being** an firefighter for 10 years.

---

4. She has **study** French for 5 years.

---

5. I **has wanted** to go to Europe for a long time.

---