

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**

Greece can answering named questions beliefs ideas want

It's good that we can all choose what kinds of mass media to use.  
We can enjoy news programs, movies, songs, and other media that we like.  
But what if someone wants to change something you like?

What if they \_\_\_\_\_ to **ban** it?

What if you disagree with things other people like?

How would you debate these issues?

In ancient \_\_\_\_\_, there was an **intelligent philosopher** \_\_\_\_\_  
Socrates.

He thought about the best ways to debate ideas.

He created a system of discussion called the Socratic method.

It's one of the best ways to debate an idea.

It's done by asking and \_\_\_\_\_ **challenging** questions about an idea.

This helps us to understand why people have **certain** \_\_\_\_\_.

People \_\_\_\_\_ **confirm** or change their \_\_\_\_\_ after a rigorous  
debate.

This is useful for questions that don't have a correct answer.

Some \_\_\_\_\_ have a **definite**, correct answer.

For example, what is one plus one?

The correct answer is 2. That's not debatable. These questions usually come  
from science and math.

However, social questions often don't have a correct answer.

They only have better and worse answers.

For example, what is appropriate music for children?

It's up to people to think, discuss, debate, and decide for themselves.

The Socratic method is one of the best ways to do that.

## Structure Writing Practice

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

### Adjectives with Suffixes

*respectful*

*helpful*

*useful*

*wonderful*

1. This is **use** for questions that don't have a correct answer.

---

2. He is very **helper**.

---

3. The view was so **wonderous**.

---

4. He always treat others in a **respectly** way.

---

5. This camera is **usefully** when I want to capture the moment.

---

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**WORD BOX**

team find prepare teach smartphones various side school

I am a member of the debate team at my school.

Recently, we had an important debate.

For a long time, there has been a ban on students using smartphones during class.

The \_\_\_\_\_ administration has been considering changing this rule.

The administration was divided about this issue.

They decided to ask the debate team to debate it.

They split the \_\_\_\_\_ into two sides.

I was on the side for changing the rules.

The other side was for continuing the ban.

We had one week to \_\_\_\_\_ our arguments.

Our side made several good points.

First, we argued that students can use their \_\_\_\_\_ for education. They can do research, \_\_\_\_\_ definitions, and use the calculator on their phones.

Second, changing the rule would be a good way to \_\_\_\_\_ self-discipline.

Only educational uses of smartphones are to be allowed in class.

If students use their phone for non-educational purposes, their phones should be taken away.

Finally, changing the rules would make the teachers' job easier.

They wouldn't have to collect and return phones every day.

They also wouldn't need to wait for students to take out and put away \_\_\_\_\_ stationery items.

Everything they need is on their phones.

Our \_\_\_\_\_ convinced some of the teachers to change their minds.

The next week the administration voted on the issue.

They decided to change the rules.

## Structure Writing Practice

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

### Modal Verbs

*could rain*

*could*

*wouldn't*

*would*

1. Finally, changing the rules **would be** make the teacher's job easier.

---

2. They **must** have to collect and return phones every day. It's more convenient.

---

3. They also **would to** need to wait for students to take out and put away various stationary items. It's a good news.

---

4. I think it **rain** tomorrow.

---

5. If you work harder than others, then you **could not** be promoted fast.

---

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

**Vocabulary in Context**

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

**WORD BOX****power these needs dangers will nuclear machines safe**

The world desperately \_\_\_\_\_ clean, reliable, \_\_\_\_\_, and sustainable energy.

The element thorium and a machine called the molten salt reactor could meet these energy needs.

But we need the hard work of physicists, engineers, and technicians to make it happen.

Current energy sources work but have problems.

Fossil fuels like coal and oil are reliable but aren't clean or sustainable.

Natural energy like wind and solar power is clean, safe, and sustainable but not reliable.

Nuclear \_\_\_\_\_ is reliable, and sustainable, but dangerous.

Today's nuclear power plants use a machine called the light water reactor to create energy.

If humans and machines don't maintain \_\_\_\_\_ reactors, they \_\_\_\_\_ explode.

There have already been many incidents like this around the world.

These reactors use the elements uranium or plutonium as fuel.

These are dangerous elements and are used to make \_\_\_\_\_ weapons.

Thorium and the molten salt reactor could eliminate the \_\_\_\_\_ of accidents and weapons.

Thorium cannot be easily used to make weapons.

It's clean and reliable.

It's abundant throughout the world.

It also creates about ninety times more energy than uranium.

Molten salt reactors rely on physics, not humans or \_\_\_\_\_, to prevent malfunctions.

If there was an accident, thorium and a molten salt reactor wouldn't explode. It would just stop working.

The next generation of scientists could make thorium energy a reality.

## Structure Writing Practice

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

### Modal Verbs

*will      would      cannot be      could*

1. The element thorium and a machine called the molten salt reactor **could be** meet these energy needs.

---

2. If humans and machines don't maintain these reactors, they **will be** explode.

---

3. Thorium and the molten salt reactor **could have** eliminate the dangers of accidents and weapons.

---

4. Thorium **cannot** easily used to make weapons.

---

5. If there was an accident, thorium and a molten salt reactor wouldn't explode. It **wouldn't** just stop working.

---

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**WORD BOX**

Greece can answering named questions beliefs ideas want

People around the \_\_\_\_\_ **depend** on energy almost \_\_\_\_\_  
moment of the day.

We need energy for many things, like lighting, heating, \_\_\_\_\_, and  
**transportation**.

Transportation is especially important in today's global economy.

The energy for it must be created and consumed \_\_\_\_\_, **efficiently**,  
and safely.

Today, the energy sources used for transportation are expensive to make and  
consume.

They also pollute the environment.

They add harmful gases, like carbon dioxide, into the earth's atmosphere. On  
top of this, they aren't efficient.

Hydrogen, electric, hybrid, and even solar cars are all available today.

They are a good start to \_\_\_\_\_ **vehicles** that rely on fossil fuels.

But they are expensive, some still cause pollution, and they need to be  
refueled often.

Furthermore, most of these cars will only last roughly 10 years before they  
need to be replaced with a new car.

None of these cars are a real solution to the problems.

Better energy solutions for transportation are needed now.

Pegasus Motors is \_\_\_\_\_ to **announce** a **revolutionary** \_\_\_\_\_  
car.

The car lasts 100 years. It never needs to be refueled.

The car's energy comes from the nuclear element thorium.

It's affordable and doesn't cause any air pollution.

The clear solution to improve our transportation energy needs is here now,  
thanks to the **brilliant** \_\_\_\_\_ at Pegasus Motors.

## Structure Writing Practice

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

### Modals of Obligation

*respectful*

*helpful*

*useful*

*wonderful*

1. This is **use** for questions that don't have a correct answer.

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2. He is very **helper**.

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3. The view was so **wonderous**.

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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**by friends celebrated on  $\pi$  circle same places

Pi is a unique number. It has a special place in math.

Math and science lovers celebrate it on a certain day each year.

Pi is a number that goes \_\_\_\_\_ forever.

People have calculated it to over 10 trillion decimal \_\_\_\_\_!

This special number is represented by the symbol \_\_\_\_\_.

To keep the math simple, we say  $\pi$  equals 3.14.

Pi is used to find the size of circles.

It is equal to the circumference of a \_\_\_\_\_ divided \_\_\_\_\_ the diameter.

The equation is  $\pi = C \div d$ . Pi is the \_\_\_\_\_ value for every circle.

Because it is so special, someone thought of celebrating it.

On March 14th, 1988, physicist Larry Shaw gathered his \_\_\_\_\_ in San Francisco.

They marched around in a circle and ate pies.

In 2009, the US government recognized the day as National Pi Day.

Pi Day is celebrated in different ways.

There are games in which people try to memorize as many decimal places as they can. There are pie-eating contests. Then, at 3:14 p.m., there are special events.

For example, people get free pies at some parties.

Pi, or  $\pi$ , is not just a number. It's a number that never ends.

This special characteristic is \_\_\_\_\_ in fun ways on Pi Day.

## Structure Writing Practice

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

### Prepositions of Time

*in at on*

3. **At** March 14th, 1988, physicist Larry Shaw gathered his friends in San Francisco.

---

2. **On** 2009, the US government recognized the day as National Pi Day.

---

3. Then, **on** 3:14 p.m., there are special events.

---

4. He was born **over** 1989.

---

5. I went to school **in** 5 p.m.

---

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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**

call   pies   how   apples   a   good   there   doing

- A: Sorry I **missed** your \_\_\_\_\_. I was busy \_\_\_\_\_ **chores**. What are you bringing for Pi Day?
- B: I'm bringing apple pies.
- A: How many are you bringing?
- B: That's what I want to talk to you about. I need to **figure out** \_\_\_\_\_ many pies I need to prepare. There are twenty-seven students, plus the teacher. I'm bad at math, so can you help me calculate how many pies I need to make?
- A: How many **slices** are \_\_\_\_\_ in a pie?
- B: I'm cutting each pie into eight slices.
- A: That means each person gets one eighth, and there are twenty-eight people. Now, one eighth multiplied by twenty-eight is 3.5, so you need three-and-a-half pies.
- B: I'll make four **whole** \_\_\_\_\_ then. It's better to have extra than not enough.
- A: Homemade pies are the best! Can I have the leftovers?
- B: Sure!
- A: You must need a lot of apples.
- B: The recipe says I need ten \_\_\_\_\_ **per** pie. So I'll need forty apples in total. I wonder how many apples there are in one slice of pie.
- A: Well, one eighth multiplied by ten is 125. So, that means one slice has one-and- \_\_\_\_\_ **-quarter** apples.
- B: You're \_\_\_\_\_ at **fractions**! What are you bringing tomorrow?
- A: There's going to be lots of pie, so I'm picking up milk from the store.

## Structure Writing Practice

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

### Present Continuous

*cutting is are bringing*

1. What **is** you brining for Pi Day?

---

2. How many are you **bring**?

---

3. I'm **cut** each pie into eight slices.

---

4. What **were** you brining tomorrow?

---

5. There's going to be lots of pie, so I **are** picking up milk from the store.

---

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**WORD BOX****Impressionist joined style become gave museums mother one**

Claude Monet is **considered** to be \_\_\_\_\_ of the greatest artists of all time.

He is a **leading figure** of the \_\_\_\_\_ art \_\_\_\_\_.

Born in 1840, Monet loved to draw as a child.

He drew in his textbooks during class.

As a teenager, he drew funny pictures of his teachers.

He was so good that some people paid for his drawings.

However, as a young adult, Monet's life became difficult.

When he was 17, his \_\_\_\_\_ **passed away**.

He \_\_\_\_\_ the **army**, but he got very sick and left.

Eventually, he decided to study art in Paris.

As a poor artist, life was hard.

Still, Monet went on to \_\_\_\_\_ a **master** of light and color.

In 1872, he painted Impression, Sunrise.

Rather than focusing on detail, it \_\_\_\_\_ the **impression** of the sun just rising.

Many people think this painting started the Impressionist movement.

A few artists formed a group with Monet.

They enjoyed painting outdoors in the sunlight.

The movement made this style of painting popular.

Despite his hard life, Monet was able to create his own style.

Even today, more than a century after Impression, Sunrise appeared, he is famous for his work. You can **view** his art in \_\_\_\_\_ and learn about the Impressionist style.

## Structure Writing Practice

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

### Time Clauses and Phrases

*when      during      for*

1. **In** he was 17, his mother passed away.

---

2. I was walking **of** 3 hours.

---

3. Be careful **which** crossing the road.

---

4. **Where** the day, Jake was working at his office.

---

5. I was in school **where** you were sleeping at home.

---

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**Vocabulary in Context**

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**WORD BOX****this brains side illusion bit looked me moving**

Yesterday, I went to an art museum.

I went there to get ideas for my upcoming art project.

There were many different kinds of art there, but I enjoyed the optical illusions the most.

I had never seen an optical illusion at the art museum before.

I got a pamphlet at the museum.

It **explained** that an \_\_\_\_\_ is something that looks different from what it actually is.

Optical illusions use colors, lights, and patterns to **trick** our \_\_\_\_\_.

We think we see things that aren't really there.

First, I looked at an optical illusion that **appeared** to be \_\_\_\_\_.

My brain thought the image was spinning.

Of course, it wasn't really moving.

I felt a little \_\_\_\_\_ **dizzy**.

Next, I looked at an optical illusion that seemed like it was two different images in one picture.

It was an image of three **vases** \_\_\_\_\_ by side.

In between each vase it looked like two people talking.

I thought \_\_\_\_\_ was **interesting**.

Last, I saw an image that \_\_\_\_\_ like it had slanted, **horizontal** lines.

The horizontal lines were actually straight.

I tried to focus my eyes, but the lines still looked slanted.

This one **confused** \_\_\_\_\_.

I got some good ideas for my art project by visiting the art museum. I enjoyed learning about optical illusions.

## Structure Writing Practice

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

### Linking Verbs

*tastes*

*seemed*

*sounds*

*smells*

*was*

1. **In** This food smell really nice. Because my mom made it.

---

2. Next, I looked at an optical illusion that **saw** like it was two different images in one picture.

---

3. It **tasty** delicious. I like this salad.

---

4. I thought this **were** interesting.

---

5. The story **sounding** sad.

---