

# **JPMethod**

## **English Sentence Construction**

**Building Strong Communication Skills**

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# **English Sentence Construction - Building Strong Communication Skills Instructions**

This workbook helps students develop strong sentence construction and writing skills through graduated exercises. Start with basic vocabulary and progress to complex sentence building.

- Read all instructions carefully before starting each exercise.
- Use proper grammar and punctuation in your responses.
- Write clearly and legibly on the provided lines.
- Take time to think about your word choices.
- Use context clues to help complete sentences.
- Practice writing complete, well-formed sentences.

Strong sentence construction is the foundation of clear communication. Keep practicing to improve your writing skills!

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## Section 1. Basic Vocabulary &amp; Definitions

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |             |         |                                    |
|-------------|---------|------------------------------------|
| A. between  | [     ] | Maybe or possibly                  |
| B. because  | [     ] | From one side to the other side of |
| C. although | [     ] | Even though something is true      |
| D. perhaps  | [     ] | But on the other hand              |
| E. however  | [     ] | In the space separating two things |
| F. through  | [     ] | For the reason that                |

## Section 1. Basic Vocabulary &amp; Definitions

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|--------------------|---------|------------------------------------|
| <b>A. although</b> | [     ] | Maybe or possibly                  |
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| <b>C. because</b>  | [     ] | For the reason that                |
| <b>D. however</b>  | [     ] | From one side to the other side of |
| <b>E. several</b>  | [     ] | Even though something is true      |
| <b>F. perhaps</b>  | [     ] | More than two but not many         |

## Section 1. Basic Vocabulary &amp; Definitions

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**Words****Definitions**

- |             |         |                               |
|-------------|---------|-------------------------------|
| A. however  | [     ] | Even though something is true |
| B. always   | [     ] | But on the other hand         |
| C. enough   | [     ] | Most of the time              |
| D. perhaps  | [     ] | As much as is needed          |
| E. although | [     ] | Maybe or possibly             |
| F. usually  | [     ] | Every time without exception  |

## Section 1. Basic Vocabulary &amp; Definitions

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|--------------------|---------|-------------------------------|
| <b>A. however</b>  | [     ] | As much as is needed          |
| <b>B. often</b>    | [     ] | Many times or frequently      |
| <b>C. because</b>  | [     ] | But on the other hand         |
| <b>D. enough</b>   | [     ] | Most of the time              |
| <b>E. usually</b>  | [     ] | Even though something is true |
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**Words****Definitions**

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|------------|---------|------------------------------------|
| A. several | [     ] | For the reason that                |
| B. because | [     ] | More than two but not many         |
| C. usually | [     ] | In the space separating two things |
| D. between | [     ] | Most of the time                   |
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|---------------------|---------|------------------------------------|
| <b>A. between</b>   | [     ] | Many times or frequently           |
| <b>B. often</b>     | [     ] | From one side to the other side of |
| <b>C. therefore</b> | [     ] | More than two but not many         |
| <b>D. through</b>   | [     ] | In the space separating two things |
| <b>E. several</b>   | [     ] | As a result of this                |
| <b>F. because</b>   | [     ] | For the reason that                |

## Section 1. Basic Vocabulary &amp; Definitions

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| <b>A. several</b>   | [     ] | More than two but not many   |
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**Match each word to its definition by writing the correct letter in the brackets:**

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- |                     |         |                                    |
|---------------------|---------|------------------------------------|
| <b>A. usually</b>   | [     ] | Most of the time                   |
| <b>B. between</b>   | [     ] | For the reason that                |
| <b>C. always</b>    | [     ] | As a result of this                |
| <b>D. therefore</b> | [     ] | Every time without exception       |
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- |              |         |                          |
|--------------|---------|--------------------------|
| A. enough    | [     ] | Most of the time         |
| B. usually   | [     ] | Many times or frequently |
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| <b>A. between</b>   | [     ] | As a result of this                |
| <b>B. therefore</b> | [     ] | In the space separating two things |
| <b>C. usually</b>   | [     ] | But on the other hand              |
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|--------------|---------|------------------------------------|
| A. through   | [     ] | For the reason that                |
| B. perhaps   | [     ] | As a result of this                |
| C. several   | [     ] | From one side to the other side of |
| D. therefore | [     ] | Maybe or possibly                  |
| E. because   | [     ] | More than two but not many         |
| F. usually   | [     ] | Most of the time                   |

## Section 1. Basic Vocabulary &amp; Definitions

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                     |         |                                    |
|---------------------|---------|------------------------------------|
| A. <b>therefore</b> | [     ] | Even though something is true      |
| B. <b>several</b>   | [     ] | Many times or frequently           |
| C. <b>between</b>   | [     ] | More than two but not many         |
| D. <b>although</b>  | [     ] | In the space separating two things |
| E. <b>often</b>     | [     ] | But on the other hand              |
| F. <b>however</b>   | [     ] | As a result of this                |

## Section 1. Basic Vocabulary &amp; Definitions

*Complete each exercise and write your answers clearly.*

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| <b>A. although</b> | [     ] | As much as is needed          |
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| <b>E. several</b>  | [     ] | Even though something is true |
| <b>F. often</b>    | [     ] | For the reason that           |

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (feet, eyes, nose)

I use my \_\_\_\_\_ to see things.

- 2) (car, teeth, tree)

I brush my \_\_\_\_\_ every morning.

- 3) (sleep, run, cook)

At night, I \_\_\_\_\_ in my bed.

- 4) (shoes, books, hats)

I wear \_\_\_\_\_ on my feet.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (car, tree, teeth)

I brush my \_\_\_\_\_ every morning.

- 2) (cook, run, sleep)

At night, I \_\_\_\_\_ in my bed.

- 3) (swim, drive, fly)

Birds can \_\_\_\_\_ in the sky.

- 4) (eat, read, throw)

I like to \_\_\_\_\_ books every day.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (eat, throw, read)

I like to \_\_\_\_\_ books every day.

- 2) (tree, car, teeth)

I brush my \_\_\_\_\_ every morning.

- 3) (hats, books, shoes)

I wear \_\_\_\_\_ on my feet.

- 4) (sun, car, moon)

The \_\_\_\_\_ shines during the day.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (fly, swim, drive)

Birds can \_\_\_\_\_ in the sky.

- 2) (cook, run, sleep)

At night, I \_\_\_\_\_ in my bed.

- 3) (car, water, sky)

Fish live in the \_\_\_\_\_.

- 4) (moon, car, sun)

The \_\_\_\_\_ shines during the day.



## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (car, sun, moon)

The \_\_\_\_\_ shines during the day.

- 2) (nose, eyes, feet)

I use my \_\_\_\_\_ to see things.

- 3) (drive, swim, fly)

Birds can \_\_\_\_\_ in the sky.

- 4) (shoes, hats, books)

I wear \_\_\_\_\_ on my feet.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (water, sky, car)

Fish live in the \_\_\_\_\_.

- 2) (tree, car, teeth)

I brush my \_\_\_\_\_ every morning.

- 3) (car, moon, sun)

The \_\_\_\_\_ shines during the day.

- 4) (books, shoes, hats)

I wear \_\_\_\_\_ on my feet.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (sky, car, water)

Fish live in the \_\_\_\_\_.

- 2) (swim, drive, fly)

Birds can \_\_\_\_\_ in the sky.

- 3) (cook, run, sleep)

At night, I \_\_\_\_\_ in my bed.

- 4) (read, throw, eat)

I like to \_\_\_\_\_ books every day.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (drive, swim, fly)

Birds can \_\_\_\_\_ in the sky.

- 2) (car, moon, sun)

The \_\_\_\_\_ shines during the day.

- 3) (teeth, tree, car)

I brush my \_\_\_\_\_ every morning.

- 4) (read, throw, eat)

I like to \_\_\_\_\_ books every day.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (car, tree, teeth)

I brush my \_\_\_\_\_ every morning.

- 2) (sky, water, car)

Fish live in the \_\_\_\_\_.

- 3) (sun, moon, car)

The \_\_\_\_\_ shines during the day.

- 4) (nose, feet, eyes)

I use my \_\_\_\_\_ to see things.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (car, tree, teeth)

I brush my \_\_\_\_\_ every morning.

- 2) (run, cook, sleep)

At night, I \_\_\_\_\_ in my bed.

- 3) (moon, sun, car)

The \_\_\_\_\_ shines during the day.

- 4) (sky, water, car)

Fish live in the \_\_\_\_\_.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (moon, sun, car)

The \_\_\_\_\_ shines during the day.

- 2) (eat, read, throw)

I like to \_\_\_\_\_ books every day.

- 3) (sleep, cook, run)

At night, I \_\_\_\_\_ in my bed.

- 4) (car, water, sky)

Fish live in the \_\_\_\_\_.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (books, hats, shoes)

I wear \_\_\_\_\_ on my feet.

- 2) (water, car, sky)

Fish live in the \_\_\_\_\_.

- 3) (nose, feet, eyes)

I use my \_\_\_\_\_ to see things.

- 4) (drive, fly, swim)

Birds can \_\_\_\_\_ in the sky.



## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (car, water, sky)

Fish live in the \_\_\_\_\_.

- 2) (cook, sleep, run)

At night, I \_\_\_\_\_ in my bed.

- 3) (tree, car, teeth)

I brush my \_\_\_\_\_ every morning.

- 4) (car, sun, moon)

The \_\_\_\_\_ shines during the day.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (car, teeth, tree)

I brush my \_\_\_\_\_ every morning.

- 2) (sun, moon, car)

The \_\_\_\_\_ shines during the day.

- 3) (run, sleep, cook)

At night, I \_\_\_\_\_ in my bed.

- 4) (feet, nose, eyes)

I use my \_\_\_\_\_ to see things.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (car, sky, water)

Fish live in the \_\_\_\_\_.

- 2) (throw, read, eat)

I like to \_\_\_\_\_ books every day.

- 3) (shoes, hats, books)

I wear \_\_\_\_\_ on my feet.

- 4) (cook, run, sleep)

At night, I \_\_\_\_\_ in my bed.

## Section 2. Simple Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (teeth, car, tree)

I brush my \_\_\_\_\_ every morning.

- 2) (feet, eyes, nose)

I use my \_\_\_\_\_ to see things.

- 3) (throw, eat, read)

I like to \_\_\_\_\_ books every day.

- 4) (books, hats, shoes)

I wear \_\_\_\_\_ on my feet.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (and, on, but)

I want to play \_\_\_\_\_ I have homework.

- 2)** (or, on, because)

I am happy \_\_\_\_\_ it is my birthday.

- 3)** (or, before, under)

I brush my teeth \_\_\_\_\_ I go to bed.

- 4)** (under, or, because)

Would you like tea \_\_\_\_\_ coffee?

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (on, because, or)

I am happy \_\_\_\_\_ it is my birthday.

- 2) (on, but, and)

I want to play \_\_\_\_\_ I have homework.

- 3) (because, and, under)

I like apples \_\_\_\_\_ oranges.

- 4) (or, before, under)

I brush my teeth \_\_\_\_\_ I go to bed.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (because, or, under)

Would you like tea \_\_\_\_\_ coffee?

- 2) (or, under, before)

I brush my teeth \_\_\_\_\_ I go to bed.

- 3) (on, or, because)

I am happy \_\_\_\_\_ it is my birthday.

- 4) (or, on, after)

We eat lunch \_\_\_\_\_ we finish our work.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (or, after, on)

We eat lunch \_\_\_\_\_ we finish our work.

- 2)** (under, or, because)

Would you like tea \_\_\_\_\_ coffee?

- 3)** (or, because, on)

I am happy \_\_\_\_\_ it is my birthday.

- 4)** (under, before, or)

I brush my teeth \_\_\_\_\_ I go to bed.



## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (because, on, or)

I am happy \_\_\_\_\_ it is my birthday.

- 2) (and, on, but)

I want to play \_\_\_\_\_ I have homework.

- 3) (or, under, before)

I brush my teeth \_\_\_\_\_ I go to bed.

- 4) (after, on, or)

We eat lunch \_\_\_\_\_ we finish our work.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (or, because, under)

Would you like tea \_\_\_\_\_ coffee?

- 2)** (and, because, under)

I like apples \_\_\_\_\_ oranges.

- 3)** (or, on, after)

We eat lunch \_\_\_\_\_ we finish our work.

- 4)** (on, but, and)

I want to play \_\_\_\_\_ I have homework.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (before, or, under)

I brush my teeth \_\_\_\_\_ I go to bed.

- 2) (or, under, because)

Would you like tea \_\_\_\_\_ coffee?

- 3) (under, and, because)

I like apples \_\_\_\_\_ oranges.

- 4) (on, because, or)

I am happy \_\_\_\_\_ it is my birthday.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (because, or, under)

Would you like tea \_\_\_\_\_ coffee?

- 2) (and, under, because)

I like apples \_\_\_\_\_ oranges.

- 3) (on, or, because)

I am happy \_\_\_\_\_ it is my birthday.

- 4) (before, or, under)

I brush my teeth \_\_\_\_\_ I go to bed.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (after, on, or)

We eat lunch \_\_\_\_\_ we finish our work.

- 2)** (and, under, because)

I like apples \_\_\_\_\_ oranges.

- 3)** (or, because, under)

Would you like tea \_\_\_\_\_ coffee?

- 4)** (or, because, on)

I am happy \_\_\_\_\_ it is my birthday.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (and, but, on)

I want to play \_\_\_\_\_ I have homework.

- 2)** (because, or, on)

I am happy \_\_\_\_\_ it is my birthday.

- 3)** (under, before, or)

I brush my teeth \_\_\_\_\_ I go to bed.

- 4)** (or, under, because)

Would you like tea \_\_\_\_\_ coffee?

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (but, on, and)

I want to play \_\_\_\_\_ I have homework.

- 2)** (or, because, on)

I am happy \_\_\_\_\_ it is my birthday.

- 3)** (or, because, under)

Would you like tea \_\_\_\_\_ coffee?

- 4)** (or, after, on)

We eat lunch \_\_\_\_\_ we finish our work.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (after, or, on)

We eat lunch \_\_\_\_\_ we finish our work.

- 2)** (because, under, and)

I like apples \_\_\_\_\_ oranges.

- 3)** (or, because, under)

Would you like tea \_\_\_\_\_ coffee?

- 4)** (or, on, because)

I am happy \_\_\_\_\_ it is my birthday.



## Section 3. Preposition Practice

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**Choose the best word from the choices to complete each sentence:**

- 1)** (on, but, and)

I want to play \_\_\_\_\_ I have homework.

- 2)** (and, under, because)

I like apples \_\_\_\_\_ oranges.

- 3)** (or, before, under)

I brush my teeth \_\_\_\_\_ I go to bed.

- 4)** (because, or, on)

I am happy \_\_\_\_\_ it is my birthday.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (or, because, on)

I am happy \_\_\_\_\_ it is my birthday.

- 2)** (on, or, after)

We eat lunch \_\_\_\_\_ we finish our work.

- 3)** (and, on, but)

I want to play \_\_\_\_\_ I have homework.

- 4)** (and, because, under)

I like apples \_\_\_\_\_ oranges.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (under, and, because)

I like apples \_\_\_\_\_ oranges.

- 2) (before, under, or)

I brush my teeth \_\_\_\_\_ I go to bed.

- 3) (but, on, and)

I want to play \_\_\_\_\_ I have homework.

- 4) (after, or, on)

We eat lunch \_\_\_\_\_ we finish our work.

## Section 3. Preposition Practice

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (on, and, but)

I want to play \_\_\_\_\_ I have homework.

- 2)** (because, or, on)

I am happy \_\_\_\_\_ it is my birthday.

- 3)** (or, before, under)

I brush my teeth \_\_\_\_\_ I go to bed.

- 4)** (after, on, or)

We eat lunch \_\_\_\_\_ we finish our work.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

at   before   in   on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (finish, throw, eat)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

- 2) (drive, sing, eat)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

- 3) (cook, sleep, play)

The children like to \_\_\_\_\_ games \_\_\_\_\_ the playground.

- 4) (swim, fly, eat)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    at    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (drive, eat, sing)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

- 2) (cat, car, tree)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

- 3) (ride, cook, sleep)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 4) (swim, eat, fly)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

at    before    for    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (fly, eat, swim)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

- 2) (eat, fly, swim)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 3) (swim, sit, fly)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 4) (clean, cook, break)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    for    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (break, clean, cook)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 2) (swim, sit, fly)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 3) (eat, swim, fly)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 4) (break, complete, eat)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.



## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    from    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (swim, sit, fly)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 2) (throw, brush, eat)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 3) (drive, read, swim)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

- 4) (cook, clean, break)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    from    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (throw, finish, eat)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

- 2) (swim, drive, read)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

- 3) (sit, swim, fly)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 4) (car, tree, cat)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (brush, throw, eat)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 2) (sleep, ride, cook)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 3) (cook, clean, break)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 4) (fly, sit, swim)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

at    before    from

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (eat, brush, throw)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 2) (fly, swim, eat)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

- 3) (drive, swim, read)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

- 4) (eat, finish, throw)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

at    from    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (fly, swim, eat)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

- 2) (cat, car, tree)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

- 3) (sleep, plant, drive)

My mother likes to \_\_\_\_\_ flowers \_\_\_\_\_ the garden.

- 4) (drive, read, swim)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    for    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (break, cook, clean)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 2) (eat, swim, fly)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 3) (car, cat, tree)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

- 4) (cook, sleep, play)

The children like to \_\_\_\_\_ games \_\_\_\_\_ the playground.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (eat, finish, throw)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

- 2) (eat, sing, drive)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

- 3) (clean, cook, break)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 4) (play, cook, sleep)

The children like to \_\_\_\_\_ games \_\_\_\_\_ the playground.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    from

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (throw, eat, finish)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

- 2) (break, complete, eat)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 3) (read, swim, drive)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

- 4) (brush, eat, throw)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.



## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

for    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (sing, eat, drive)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

- 2) (cat, tree, car)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

- 3) (sit, swim, fly)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 4) (eat, fly, swim)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

at    before    for

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (brush, throw, eat)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 2) (swim, fly, eat)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 3) (eat, fly, swim)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

- 4) (throw, finish, eat)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    for    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (sleep, plant, drive)

My mother likes to \_\_\_\_\_ flowers \_\_\_\_\_ the garden.

- 2) (eat, swim, fly)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 3) (brush, throw, eat)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 4) (cat, tree, car)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

## Section 4. Advanced Sentence Building

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    at    before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (eat, break, complete)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 2) (sun, car, book)

The \_\_\_\_\_ is shining brightly \_\_\_\_\_ the sky.

- 3) (sleep, ride, cook)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 4) (eat, fly, swim)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

During summer vacation, the Johnson family visited the beach for a week. They built sandcastles, collected seashells, and swam in the ocean. In the evenings, they walked along the shore and watched beautiful sunsets. It was their favorite family vacation ever.

- 1) Where did the Johnson family \_\_\_\_\_ during summer?
  
  
  
  
  
  
  
  
  
  
- 2) What did they do in the \_\_\_\_\_ at the beach?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

During summer vacation, the Johnson family visited the beach for a week. They built sandcastles, collected seashells, and swam in the ocean. In the evenings, they walked along the shore and watched beautiful sunsets. It was their favorite family vacation ever.

- 1) Where did the Johnson family \_\_\_\_\_ during summer?
  
  
  
  
  
  
  
  
  
  
- 2) What did they do in the \_\_\_\_\_ at the beach?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Sarah's class is planning a science fair for next month. Each student will create a project about animals, plants, or weather. Sarah decided to study how plants grow in different types of soil. She is excited to share her discoveries with parents and other students.

- 1) What is Sarah's class planning for next \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
- 2) What did Sarah decide to \_\_\_\_\_ for her project?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Sarah's class is planning a science fair for next month. Each student will create a project about animals, plants, or weather. Sarah decided to study how plants grow in different types of soil. She is excited to share her discoveries with parents and other students.

- 1) What is Sarah's class planning for next \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
- 2) What did Sarah decide to \_\_\_\_\_ for her project?



## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Maria's family has a small garden behind their house. They grow tomatoes, carrots, and lettuce. Every Saturday, Maria helps her mom water the plants. She likes to watch the vegetables grow bigger each week. When they are ready, the family picks them for dinner.

- 1) What vegetables does Maria's family \_\_\_\_\_ in their garden?
  
  
  
  
  
  
  
  
  
  
- 2) When does Maria help her mom \_\_\_\_\_ the plants?
  
  
  
  
  
  
  
  
  
  
- 3) What does Maria like to \_\_\_\_\_ each week?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Maria's family has a small garden behind their house. They grow tomatoes, carrots, and lettuce. Every Saturday, Maria helps her mom water the plants. She likes to watch the vegetables grow bigger each week. When they are ready, the family picks them for dinner.

- 1) What vegetables does Maria's family \_\_\_\_\_ in their garden?
  
  
  
  
  
  
  
  
  
  
- 2) When does Maria help her mom \_\_\_\_\_ the plants?
  
  
  
  
  
  
  
  
  
  
- 3) What does Maria like to \_\_\_\_\_ each week?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Every morning, Jake walks his dog Buddy through the neighborhood park. Buddy loves to chase squirrels and play with other dogs. After their walk, Jake gives Buddy fresh water and breakfast. This daily routine keeps both Jake and Buddy happy and healthy.

- 1) What does Jake do every \_\_\_\_\_ with his dog?
  
  
  
  
  
  
  
  
  
  
- 2) What does Buddy love to \_\_\_\_\_ in the park?
  
  
  
  
  
  
  
  
  
  
- 3) What does Jake give Buddy after their \_\_\_\_\_?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

The library in our town is a special place. It has thousands of books on tall shelves. Children can borrow books for free. Mrs. Johnson, the librarian, helps everyone find interesting stories. Many people come here to read and learn new things.

- 1) Who is the \_\_\_\_\_ at the library?
  
  
  
  
  
  
  
  
  
  
- 2) What can children do at the library for \_\_\_\_\_?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Sarah's class is planning a science fair for next month. Each student will create a project about animals, plants, or weather. Sarah decided to study how plants grow in different types of soil. She is excited to share her discoveries with parents and other students.

- 1) What is Sarah's class planning for next \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
- 2) What did Sarah decide to \_\_\_\_\_ for her project?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

During summer vacation, the Johnson family visited the beach for a week. They built sandcastles, collected seashells, and swam in the ocean. In the evenings, they walked along the shore and watched beautiful sunsets. It was their favorite family vacation ever.

- 1) Where did the Johnson family \_\_\_\_\_ during summer?
  
  
  
  
  
  
  
  
  
  
- 2) What did they do in the \_\_\_\_\_ at the beach?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

The library in our town is a special place. It has thousands of books on tall shelves. Children can borrow books for free. Mrs. Johnson, the librarian, helps everyone find interesting stories. Many people come here to read and learn new things.

- 1) Who is the \_\_\_\_\_ at the library?
  
  
  
  
  
  
  
  
  
  
- 2) What can children do at the library for \_\_\_\_\_?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Every morning, Jake walks his dog Buddy through the neighborhood park. Buddy loves to chase squirrels and play with other dogs. After their walk, Jake gives Buddy fresh water and breakfast. This daily routine keeps both Jake and Buddy happy and healthy.

- 1) What does Jake do every \_\_\_\_\_ with his dog?
- 2) What does Buddy love to \_\_\_\_\_ in the park?
- 3) What does Jake give Buddy after their \_\_\_\_\_?



## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

During summer vacation, the Johnson family visited the beach for a week. They built sandcastles, collected seashells, and swam in the ocean. In the evenings, they walked along the shore and watched beautiful sunsets. It was their favorite family vacation ever.

- 1) Where did the Johnson family \_\_\_\_\_ during summer?
  
  
  
  
  
  
  
  
  
  
- 2) What did they do in the \_\_\_\_\_ at the beach?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

The school cafeteria serves lunch to hundreds of students every day. The kitchen staff arrives early each morning to prepare fresh meals. Students can choose from healthy options like salads, sandwiches, and fruit. Everyone appreciates the hard work of the cafeteria team.

- 1) How many students does the cafeteria serve each \_\_\_\_\_?
- 2) When does the kitchen staff \_\_\_\_\_ each morning?
- 3) What healthy options can students \_\_\_\_\_ from?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Every morning, Jake walks his dog Buddy through the neighborhood park. Buddy loves to chase squirrels and play with other dogs. After their walk, Jake gives Buddy fresh water and breakfast. This daily routine keeps both Jake and Buddy happy and healthy.

- 1) What does Jake do every \_\_\_\_\_ with his dog?
  
  
  
  
  
  
  
  
  
  
- 2) What does Buddy love to \_\_\_\_\_ in the park?
  
  
  
  
  
  
  
  
  
  
- 3) What does Jake give Buddy after their \_\_\_\_\_?

## Section 5. Reading Comprehension - Short Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Sarah's class is planning a science fair for next month. Each student will create a project about animals, plants, or weather. Sarah decided to study how plants grow in different types of soil. She is excited to share her discoveries with parents and other students.

- 1) What is Sarah's class planning for next \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
- 2) What did Sarah decide to \_\_\_\_\_ for her project?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

The school cafeteria serves lunch to hundreds of students every day. The kitchen staff arrives early each morning to prepare fresh meals. Students can choose from healthy options like salads, sandwiches, and fruit. Everyone appreciates the hard work of the cafeteria team.

- 1) How many students does the cafeteria serve each \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
- 2) Describe when does the kitchen staff \_\_\_\_\_ each morning?
  
  
  
  
  
  
  
  
  
  
- 3) Explain what healthy options can students \_\_\_\_\_ from?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

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## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

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- 3) Explain what does Jake give Buddy after their \_\_\_\_\_?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

Sarah's class is planning a science fair for next month. Each student will create a project about animals, plants, or weather. Sarah decided to study how plants grow in different types of soil. She is excited to share her discoveries with parents and other students.

- 1) Explain what is Sarah's class planning for next \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
- 2) Explain what did Sarah decide to \_\_\_\_\_ for her project?



## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

During summer vacation, the Johnson family visited the beach for a week. They built sandcastles, collected seashells, and swam in the ocean. In the evenings, they walked along the shore and watched beautiful sunsets. It was their favorite family vacation ever.

- 1) Explain where did the Johnson family \_\_\_\_\_ during summer?
  
  
  
  
  
  
  
  
  
  
- 2) Explain what did they do in the \_\_\_\_\_ at the beach?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

The school cafeteria serves lunch to hundreds of students every day. The kitchen staff arrives early each morning to prepare fresh meals. Students can choose from healthy options like salads, sandwiches, and fruit. Everyone appreciates the hard work of the cafeteria team.

- 1) How many students does the cafeteria serve each \_\_\_\_\_?
  
- 2) Describe when does the kitchen staff \_\_\_\_\_ each morning?
  
- 3) Explain what healthy options can students \_\_\_\_\_ from?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

Every morning, Jake walks his dog Buddy through the neighborhood park. Buddy loves to chase squirrels and play with other dogs. After their walk, Jake gives Buddy fresh water and breakfast. This daily routine keeps both Jake and Buddy happy and healthy.

- 1) Explain what does Jake do every \_\_\_\_\_ with his dog?
  
  
  
  
  
  
  
  
  
  
- 2) Explain what does Buddy love to \_\_\_\_\_ in the park?
  
  
  
  
  
  
  
  
  
  
- 3) Explain what does Jake give Buddy after their \_\_\_\_\_?

## Section 6. Question &amp; Answer Practice

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**Read the passage and then answer the questions.**

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## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

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- 1) Explain where did the Johnson family \_\_\_\_\_ during summer?
  
  
  
  
  
  
  
  
  
  
- 2) Explain what did they do in the \_\_\_\_\_ at the beach?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

Sarah's class is planning a science fair for next month. Each student will create a project about animals, plants, or weather. Sarah decided to study how plants grow in different types of soil. She is excited to share her discoveries with parents and other students.

- 1) Explain what is Sarah's class planning for next \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
- 2) Explain what did Sarah decide to \_\_\_\_\_ for her project?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

Every morning, Jake walks his dog Buddy through the neighborhood park. Buddy loves to chase squirrels and play with other dogs. After their walk, Jake gives Buddy fresh water and breakfast. This daily routine keeps both Jake and Buddy happy and healthy.

- 1) Explain what does Jake do every \_\_\_\_\_ with his dog?
  
  
  
  
  
  
  
  
  
  
- 2) Explain what does Buddy love to \_\_\_\_\_ in the park?
  
  
  
  
  
  
  
  
  
  
- 3) Explain what does Jake give Buddy after their \_\_\_\_\_?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

Every morning, Jake walks his dog Buddy through the neighborhood park. Buddy loves to chase squirrels and play with other dogs. After their walk, Jake gives Buddy fresh water and breakfast. This daily routine keeps both Jake and Buddy happy and healthy.

- 1) Explain what does Jake do every \_\_\_\_\_ with his dog?
  
  
  
  
  
  
  
  
  
  
- 2) Explain what does Buddy love to \_\_\_\_\_ in the park?
  
  
  
  
  
  
  
  
  
  
- 3) Explain what does Jake give Buddy after their \_\_\_\_\_?



## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

Every morning, Jake walks his dog Buddy through the neighborhood park. Buddy loves to chase squirrels and play with other dogs. After their walk, Jake gives Buddy fresh water and breakfast. This daily routine keeps both Jake and Buddy happy and healthy.

- 1) Explain what does Jake do every \_\_\_\_\_ with his dog?
  
  
  
  
  
  
  
  
  
  
- 2) Explain what does Buddy love to \_\_\_\_\_ in the park?
  
  
  
  
  
  
  
  
  
  
- 3) Explain what does Jake give Buddy after their \_\_\_\_\_?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

The library in our town is a special place. It has thousands of books on tall shelves. Children can borrow books for free. Mrs. Johnson, the librarian, helps everyone find interesting stories. Many people come here to read and learn new things.

- 1) Describe who is the \_\_\_\_\_ at the library?
  
  
  
  
  
  
  
  
  
  
- 2) Explain what can children do at the library for \_\_\_\_\_?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

Maria's family has a small garden behind their house. They grow tomatoes, carrots, and lettuce. Every Saturday, Maria helps her mom water the plants. She likes to watch the vegetables grow bigger each week. When they are ready, the family picks them for dinner.

- 1) Explain what vegetables does Maria's family \_\_\_\_\_ in their garden?
  
  
  
  
  
  
  
  
  
  
- 2) Describe when does Maria help her mom \_\_\_\_\_ the plants?
  
  
  
  
  
  
  
  
  
  
- 3) Explain what does Maria like to \_\_\_\_\_ each week?

## Section 6. Question &amp; Answer Practice

*Complete each exercise and write your answers clearly.*

**Read the passage and then answer the questions.**

During summer vacation, the Johnson family visited the beach for a week. They built sandcastles, collected seashells, and swam in the ocean. In the evenings, they walked along the shore and watched beautiful sunsets. It was their favorite family vacation ever.

- 1) Explain where did the Johnson family \_\_\_\_\_ during summer?
  
  
  
  
  
  
  
  
  
  
- 2) Explain what did they do in the \_\_\_\_\_ at the beach?

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Monsoons bring seasonal rain.**

Word choices: (Clouds, Rivers, Monsoons)

\_\_\_\_\_ are seasonal winds \_\_\_\_\_ bring heavy rain.

- 2) Fact: Mediterranean climate is known for dry summers and wet winters.**

Word choices: (Arctic, Tropical, Mediterranean)

The \_\_\_\_\_ climate is unique, \_\_\_\_\_ has dry summers and wet winters.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Blizzards are severe snowstorms with strong winds.**

Word choices: (Blizzards, Earthquakes, Floods)

\_\_\_\_\_ are winter storms, \_\_\_\_\_ have strong winds.

- 2) Fact: Tornadoes can cause significant damage.**

Word choices: (Rivers, Trees, Tornadoes)

\_\_\_\_\_ often occur in flat areas \_\_\_\_\_ can be destructive.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that

- 1) Fact: Weather forecasts predict future weather conditions.**

Word choices: (clouds, forecasts, storms)

Weather \_\_\_\_\_ are useful tools \_\_\_\_\_ predict future conditions.

- 2) Fact: Rainforests are humid and have heavy rainfall.**

Word choices: (Mountains, Rainforests, Deserts)

\_\_\_\_\_ are found in tropical regions \_\_\_\_\_ have a lot of rain.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Tornadoes can cause significant damage.**

Word choices: (Rivers, Trees, Tornadoes)

\_\_\_\_\_ often occur in flat areas \_\_\_\_\_ can be destructive.

- 2) Fact: Blizzards are severe snowstorms with strong winds.**

Word choices: (Blizzards, Earthquakes, Floods)

\_\_\_\_\_ are winter storms, \_\_\_\_\_ have strong winds.



## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    when

- 1) Fact: Tornadoes can cause significant damage.**

Word choices: (Trees, Tornadoes, Rivers)

\_\_\_\_\_ often occur in flat areas \_\_\_\_\_ can be destructive.

- 2) Fact: Snow falls when temperatures drop below freezing.**

Word choices: (Spring, Summer, Winter)

\_\_\_\_\_ is the season \_\_\_\_\_ snow falls frequently.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

where    which

- 1) Fact: Blizzards are severe snowstorms with strong winds.**

Word choices: (Blizzards, Floods, Earthquakes)

\_\_\_\_\_ are winter storms, \_\_\_\_\_ have strong winds.

- 2) Fact: Fog is common in coastal areas.**

Word choices: (mountains, deserts, areas)

Coastal \_\_\_\_\_ are places \_\_\_\_\_ fog is common.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

which

- 1) Fact: The climate in mountainous regions varies with altitude.**

Word choices: (deserts, mountains, oceans)

The \_\_\_\_\_ are regions \_\_\_\_\_ have different climates at various altitudes.

- 2) Fact: Hail forms during severe thunderstorms.**

Word choices: (Rain, Snow, Hail)

\_\_\_\_\_ consists of ice pellets, \_\_\_\_\_ forms during storms.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Blizzards are severe snowstorms with strong winds.**

Word choices: (Earthquakes, Blizzards, Floods)

\_\_\_\_\_ are winter storms, \_\_\_\_\_ have strong winds.

- 2) Fact: Hurricanes form over warm ocean waters.**

Word choices: (desert, mountain, ocean)

Hurricanes often develop over the \_\_\_\_\_ is warm.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that

- 1) Fact: Weather forecasts predict future weather conditions.**

Word choices: (storms, clouds, forecasts)

Weather \_\_\_\_\_ are useful tools \_\_\_\_\_ predict future conditions.

- 2) Fact: Hurricanes form over warm ocean waters.**

Word choices: (ocean, desert, mountain)

Hurricanes often develop over the \_\_\_\_\_ is warm.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

where    which

- 1) Fact: Fog is common in coastal areas.**

Word choices: (areas, mountains, deserts)

Coastal \_\_\_\_\_ are places \_\_\_\_\_ fog is common.

- 2) Fact: Clouds form when water vapor condenses.**

Word choices: (Clouds, Planes, Birds)

\_\_\_\_\_ float in the sky, \_\_\_\_\_ form from water vapor.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Weather forecasts predict future weather conditions.**

Word choices: (forecasts, storms, clouds)

Weather \_\_\_\_\_ are useful tools \_\_\_\_\_ predict future conditions.

- 2) Fact: Hail forms during severe thunderstorms.**

Word choices: (Rain, Hail, Snow)

\_\_\_\_\_ consists of ice pellets, \_\_\_\_\_ forms during storms.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Rainforests are humid and have heavy rainfall.**

Word choices: (Deserts, Mountains, Rainforests)

\_\_\_\_\_ are found in tropical regions \_\_\_\_\_ have a lot of rain.

- 2) Fact: Clouds form when water vapor condenses.**

Word choices: (Planes, Clouds, Birds)

\_\_\_\_\_ float in the sky, \_\_\_\_\_ form from water vapor.



## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Mediterranean climate is known for dry summers and wet winters.**

Word choices: (Arctic, Tropical, Mediterranean)

The \_\_\_\_\_ climate is unique, \_\_\_\_\_ has dry summers and wet winters.

- 2) Fact: Rainforests are humid and have heavy rainfall.**

Word choices: (Deserts, Mountains, Rainforests)

\_\_\_\_\_ are found in tropical regions \_\_\_\_\_ have a lot of rain.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

where    which

- 1) Fact: Hail forms during severe thunderstorms.**

Word choices: (Hail, Snow, Rain)

\_\_\_\_\_ consists of ice pellets, \_\_\_\_\_ forms during storms.

- 2) Fact: Fog is common in coastal areas.**

Word choices: (deserts, areas, mountains)

Coastal \_\_\_\_\_ are places \_\_\_\_\_ fog is common.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    where

- 1) Fact: Fog is common in coastal areas.**

Word choices: (areas, mountains, deserts)

Coastal \_\_\_\_\_ are places \_\_\_\_\_ fog is common.

- 2) Fact: Tornadoes can cause significant damage.**

Word choices: (Tornadoes, Rivers, Trees)

\_\_\_\_\_ often occur in flat areas \_\_\_\_\_ can be destructive.

## Section 7. Which Clause Construction - Weather &amp; Climate

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

when    which

- 1) Fact: The Arctic is known for its cold temperature.**

Word choices: (jungle, desert, Arctic)

The \_\_\_\_\_ is a region, \_\_\_\_\_ experiences extreme cold.

- 2) Fact: Snow falls when temperatures drop below freezing.**

Word choices: (Summer, Winter, Spring)

\_\_\_\_\_ is the season \_\_\_\_\_ snow falls frequently.

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions****A. knowledge**

[     ]

A chance to do something good or improve yourself

**B. community**

[     ]

An exciting experience or journey with unknown outcomes

**C. discovery**

[     ]

To do special things because something good happened

**D. opportunity**

[     ]

Customs and beliefs passed down through generations

**E. environment**

[     ]

The natural world around us including air, water, and land

**F. tradition**

[     ]

Finding something new or learning something for the first time

**G. celebrate**

[     ]

A group of people living in the same area who help each other

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **adventure**

[       ]

Information and understanding gained  
through learning

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                          |         |  |
|--------------------------|---------|--|
| <b>A. tradition</b>      | [     ] | A duty or task that you are expected to complete               |
| <b>B. responsibility</b> | [     ] | An exciting experience or journey with unknown outcomes        |
| <b>C. knowledge</b>      | [     ] | Finding something new or learning something for the first time |
| <b>D. celebrate</b>      | [     ] | To recognize the value and importance of something             |
| <b>E. appreciate</b>     | [     ] | Information and understanding gained through learning          |
| <b>F. opportunity</b>    | [     ] | A chance to do something good or improve yourself              |
| <b>G. adventure</b>      | [     ] | To do special things because something good happened           |

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **discovery**

[       ]

Customs and beliefs passed down  
through generations



## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                          |         |  |
|--------------------------|---------|--|
| <b>A. opportunity</b>    | [     ] | Finding something new or learning something for the first time |
| <b>B. celebrate</b>      | [     ] | To do special things because something good happened           |
| <b>C. challenge</b>      | [     ] | A chance to do something good or improve yourself              |
| <b>D. adventure</b>      | [     ] | A difficult task that tests your abilities                     |
| <b>E. responsibility</b> | [     ] | An exciting experience or journey with unknown outcomes        |
| <b>F. tradition</b>      | [     ] | Customs and beliefs passed down through generations            |
| <b>G. discovery</b>      | [     ] | A duty or task that you are expected to complete               |

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **community**

[       ]

A group of people living in the same  
area who help each other

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions****A. celebrate**

[     ]

To do special things because something good happened

**B. tradition**

[     ]

A chance to do something good or improve yourself

**C. community**

[     ]

The ability to create pictures and ideas in your mind

**D. appreciate**

[     ]

To recognize the value and importance of something

**E. imagination**

[     ]

A group of people living in the same area who help each other

**F. opportunity**

[     ]

Finding something new or learning something for the first time

**G. environment**

[     ]

The natural world around us including air, water, and land

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **discovery**

[       ]

Customs and beliefs passed down  
through generations

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                          |         |  |
|--------------------------|---------|--|
| <b>A. responsibility</b> | [     ] | The natural world around us including air, water, and land     |
| <b>B. celebrate</b>      | [     ] | To do special things because something good happened           |
| <b>C. knowledge</b>      | [     ] | Customs and beliefs passed down through generations            |
| <b>D. discovery</b>      | [     ] | A chance to do something good or improve yourself              |
| <b>E. adventure</b>      | [     ] | Finding something new or learning something for the first time |
| <b>F. opportunity</b>    | [     ] | A duty or task that you are expected to complete               |
| <b>G. tradition</b>      | [     ] | Information and understanding gained through learning          |

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H. environment

[       ]

An exciting experience or journey with unknown outcomes

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions****A. knowledge**

[     ]

Customs and beliefs passed down through generations

**B. adventure**

[     ]

A duty or task that you are expected to complete

**C. opportunity**

[     ]

Finding something new or learning something for the first time

**D. discovery**

[     ]

A difficult task that tests your abilities

**E. imagination**

[     ]

The ability to create pictures and ideas in your mind

**F. responsibility**

[     ]

A chance to do something good or improve yourself

**G. challenge**

[     ]

An exciting experience or journey with unknown outcomes

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H. tradition

[       ]

Information and understanding gained through learning



## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions****A. appreciate**

[     ]

A group of people living in the same area who help each other

**B. tradition**

[     ]

The ability to create pictures and ideas in your mind

**C. community**

[     ]

A difficult task that tests your abilities

**D. adventure**

[     ]

Customs and beliefs passed down through generations

**E. opportunity**

[     ]

The natural world around us including air, water, and land

**F. imagination**

[     ]

An exciting experience or journey with unknown outcomes

**G. challenge**

[     ]

A chance to do something good or improve yourself

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H. environment

[       ]

To recognize the value and importance of something

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions****A. community**

[     ]

The natural world around us including air, water, and land

**B. celebrate**

[     ]

A group of people living in the same area who help each other

**C. environment**

[     ]

A duty or task that you are expected to complete

**D. tradition**

[     ]

To do special things because something good happened

**E. responsibility**

[     ]

Finding something new or learning something for the first time

**F. discovery**

[     ]

Customs and beliefs passed down through generations

**G. imagination**

[     ]

A difficult task that tests your abilities

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H. challenge

[       ]

The ability to create pictures and ideas in your mind

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                       |         |  |
|-----------------------|---------|--|
| <b>A. knowledge</b>   | [     ] | Finding something new or learning something for the first time |
| <b>B. opportunity</b> | [     ] | To recognize the value and importance of something             |
| <b>C. challenge</b>   | [     ] | A chance to do something good or improve yourself              |
| <b>D. discovery</b>   | [     ] | Information and understanding gained through learning          |
| <b>E. environment</b> | [     ] | Customs and beliefs passed down through generations            |
| <b>F. appreciate</b>  | [     ] | The natural world around us including air, water, and land     |
| <b>G. adventure</b>   | [     ] | A difficult task that tests your abilities                     |

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **tradition**

[       ]

An exciting experience or journey with  
unknown outcomes

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions****A. challenge**

[     ]

Customs and beliefs passed down through generations

**B. appreciate**

[     ]

A difficult task that tests your abilities

**C. tradition**

[     ]

To recognize the value and importance of something

**D. environment**

[     ]

Finding something new or learning something for the first time

**E. celebrate**

[     ]

The natural world around us including air, water, and land

**F. responsibility**

[     ]

A chance to do something good or improve yourself

**G. opportunity**

[     ]

To do special things because something good happened

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **discovery**

[       ]

A duty or task that you are expected to complete



## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions****A. appreciate**

[     ]

A chance to do something good or improve yourself

**B. opportunity**

[     ]

To recognize the value and importance of something

**C. challenge**

[     ]

A difficult task that tests your abilities

**D. knowledge**

[     ]

To do special things because something good happened

**E. celebrate**

[     ]

Customs and beliefs passed down through generations

**F. discovery**

[     ]

Information and understanding gained through learning

**G. tradition**

[     ]

An exciting experience or journey with unknown outcomes

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **adventure**

[       ]

Finding something new or learning something for the first time

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                       |         |  |
|-----------------------|---------|--|
| <b>A. tradition</b>   | [     ] | The natural world around us including air, water, and land     |
| <b>B. adventure</b>   | [     ] | To do special things because something good happened           |
| <b>C. environment</b> | [     ] | Information and understanding gained through learning          |
| <b>D. discovery</b>   | [     ] | A chance to do something good or improve yourself              |
| <b>E. imagination</b> | [     ] | Customs and beliefs passed down through generations            |
| <b>F. knowledge</b>   | [     ] | Finding something new or learning something for the first time |
| <b>G. celebrate</b>   | [     ] | The ability to create pictures and ideas in your mind          |

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

Words		Definitions
H. opportunity	[     ]	An exciting experience or journey with unknown outcomes

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                          |         |  |
|--------------------------|---------|--|
| <b>A. community</b>      | [     ] | Customs and beliefs passed down through generations            |
| <b>B. tradition</b>      | [     ] | Information and understanding gained through learning          |
| <b>C. responsibility</b> | [     ] | The natural world around us including air, water, and land     |
| <b>D. imagination</b>    | [     ] | A group of people living in the same area who help each other  |
| <b>E. knowledge</b>      | [     ] | The ability to create pictures and ideas in your mind          |
| <b>F. discovery</b>      | [     ] | Finding something new or learning something for the first time |
| <b>G. adventure</b>      | [     ] | A duty or task that you are expected to complete               |

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H. environment

[       ]

An exciting experience or journey with unknown outcomes

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                          |         |  |
|--------------------------|---------|--|
| <b>A. opportunity</b>    | [     ] | A group of people living in the same area who help each other  |
| <b>B. celebrate</b>      | [     ] | An exciting experience or journey with unknown outcomes        |
| <b>C. responsibility</b> | [     ] | To recognize the value and importance of something             |
| <b>D. appreciate</b>     | [     ] | A chance to do something good or improve yourself              |
| <b>E. community</b>      | [     ] | A duty or task that you are expected to complete               |
| <b>F. discovery</b>      | [     ] | Finding something new or learning something for the first time |
| <b>G. adventure</b>      | [     ] | To do special things because something good happened           |

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **imagination**

[       ]

The ability to create pictures and ideas in your mind



## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                          |         |   |
|--------------------------|---------|---|
| <b>A. adventure</b>      | [     ] | A difficult task that tests your abilities                    |
| <b>B. responsibility</b> | [     ] | The ability to create pictures and ideas in your mind         |
| <b>C. imagination</b>    | [     ] | An exciting experience or journey with unknown outcomes       |
| <b>D. challenge</b>      | [     ] | To do special things because something good happened          |
| <b>E. knowledge</b>      | [     ] | A duty or task that you are expected to complete              |
| <b>F. community</b>      | [     ] | A group of people living in the same area who help each other |
| <b>G. tradition</b>      | [     ] | Information and understanding gained through learning         |

Section 8. Intermediate Vocabulary & Word Relationships  
*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.   celebrate

[        ]

Customs and beliefs passed down  
through generations

## Section 8. Intermediate Vocabulary &amp; Word Relationships

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                          |         |   |
|--------------------------|---------|---|
| <b>A. challenge</b>      | [     ] | Information and understanding gained through learning         |
| <b>B. knowledge</b>      | [     ] | A difficult task that tests your abilities                    |
| <b>C. appreciate</b>     | [     ] | Customs and beliefs passed down through generations           |
| <b>D. opportunity</b>    | [     ] | A group of people living in the same area who help each other |
| <b>E. tradition</b>      | [     ] | A chance to do something good or improve yourself             |
| <b>F. responsibility</b> | [     ] | To recognize the value and importance of something            |
| <b>G. community</b>      | [     ] | A duty or task that you are expected to complete              |

Section 8. Intermediate Vocabulary & Word Relationships

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **imagination**

[       ]

The ability to create pictures and ideas in your mind

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (car, tree, teeth)

I brush my \_\_\_\_\_ every morning.

- 2) (eyes, feet, nose)

I use my \_\_\_\_\_ to see things.

- 3) (shoes, hats, books)

I wear \_\_\_\_\_ on my feet.

- 4) (sleep, run, cook)

At night, I \_\_\_\_\_ in my bed.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (sleep, cook, run)

At night, I \_\_\_\_\_ in my bed.

- 2) (swim, drive, fly)

Birds can \_\_\_\_\_ in the sky.

- 3) (eyes, feet, nose)

I use my \_\_\_\_\_ to see things.

- 4) (water, sky, car)

Fish live in the \_\_\_\_\_.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (cook, sleep, run)

At night, I \_\_\_\_\_ in my bed.

- 2) (eat, read, throw)

I like to \_\_\_\_\_ books every day.

- 3) (shoes, hats, books)

I wear \_\_\_\_\_ on my feet.

- 4) (drive, fly, swim)

Birds can \_\_\_\_\_ in the sky.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (shoes, hats, books)

I wear \_\_\_\_\_ on my feet.

- 2) (sky, water, car)

Fish live in the \_\_\_\_\_.

- 3) (car, teeth, tree)

I brush my \_\_\_\_\_ every morning.

- 4) (moon, sun, car)

The \_\_\_\_\_ shines during the day.



## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (sleep, run, cook)

At night, I \_\_\_\_\_ in my bed.

- 2) (moon, sun, car)

The \_\_\_\_\_ shines during the day.

- 3) (drive, swim, fly)

Birds can \_\_\_\_\_ in the sky.

- 4) (read, throw, eat)

I like to \_\_\_\_\_ books every day.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (eyes, feet, nose)

I use my \_\_\_\_\_ to see things.

- 2) (car, sky, water)

Fish live in the \_\_\_\_\_.

- 3) (sun, car, moon)

The \_\_\_\_\_ shines during the day.

- 4) (sleep, run, cook)

At night, I \_\_\_\_\_ in my bed.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (car, sky, water)

Fish live in the \_\_\_\_\_.

- 2) (fly, swim, drive)

Birds can \_\_\_\_\_ in the sky.

- 3) (throw, eat, read)

I like to \_\_\_\_\_ books every day.

- 4) (tree, car, teeth)

I brush my \_\_\_\_\_ every morning.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (water, sky, car)

Fish live in the \_\_\_\_\_.

- 2) (fly, swim, drive)

Birds can \_\_\_\_\_ in the sky.

- 3) (nose, feet, eyes)

I use my \_\_\_\_\_ to see things.

- 4) (books, shoes, hats)

I wear \_\_\_\_\_ on my feet.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (shoes, hats, books)

I wear \_\_\_\_\_ on my feet.

- 2) (sleep, run, cook)

At night, I \_\_\_\_\_ in my bed.

- 3) (water, sky, car)

Fish live in the \_\_\_\_\_.

- 4) (eat, throw, read)

I like to \_\_\_\_\_ books every day.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (eat, throw, read)

I like to \_\_\_\_\_ books every day.

- 2) (car, tree, teeth)

I brush my \_\_\_\_\_ every morning.

- 3) (eyes, feet, nose)

I use my \_\_\_\_\_ to see things.

- 4) (fly, drive, swim)

Birds can \_\_\_\_\_ in the sky.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (eyes, feet, nose)

I use my \_\_\_\_\_ to see things.

- 2) (drive, fly, swim)

Birds can \_\_\_\_\_ in the sky.

- 3) (shoes, hats, books)

I wear \_\_\_\_\_ on my feet.

- 4) (throw, eat, read)

I like to \_\_\_\_\_ books every day.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (teeth, car, tree)

I brush my \_\_\_\_\_ every morning.

- 2) (water, sky, car)

Fish live in the \_\_\_\_\_.

- 3) (feet, nose, eyes)

I use my \_\_\_\_\_ to see things.

- 4) (throw, read, eat)

I like to \_\_\_\_\_ books every day.



## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (sky, water, car)

Fish live in the \_\_\_\_\_.

- 2) (moon, sun, car)

The \_\_\_\_\_ shines during the day.

- 3) (drive, swim, fly)

Birds can \_\_\_\_\_ in the sky.

- 4) (eat, throw, read)

I like to \_\_\_\_\_ books every day.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (swim, fly, drive)

Birds can \_\_\_\_\_ in the sky.

- 2) (throw, eat, read)

I like to \_\_\_\_\_ books every day.

- 3) (run, cook, sleep)

At night, I \_\_\_\_\_ in my bed.

- 4) (car, water, sky)

Fish live in the \_\_\_\_\_.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (nose, feet, eyes)

I use my \_\_\_\_\_ to see things.

- 2) (run, cook, sleep)

At night, I \_\_\_\_\_ in my bed.

- 3) (tree, teeth, car)

I brush my \_\_\_\_\_ every morning.

- 4) (water, sky, car)

Fish live in the \_\_\_\_\_.

## Section 9. Complex Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (throw, eat, read)

I like to \_\_\_\_\_ books every day.

- 2) (sky, water, car)

Fish live in the \_\_\_\_\_.

- 3) (nose, eyes, feet)

I use my \_\_\_\_\_ to see things.

- 4) (teeth, tree, car)

I brush my \_\_\_\_\_ every morning.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (under, over, inside)

The bird flies \_\_\_\_\_ the house.

- 2) (under, next to, through)

I sit \_\_\_\_\_ my friend in class.

- 3) (on, inside, through)

The cat is \_\_\_\_\_ the table.

- 4) (through, under, above)

My shoes are \_\_\_\_\_ the bed.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (inside, on, through)

The cat is \_\_\_\_\_ the table.

- 2) (on, through, under)

The book is \_\_\_\_\_ the shelf.

- 3) (under, through, next to)

I sit \_\_\_\_\_ my friend in class.

- 4) (through, under, above)

My shoes are \_\_\_\_\_ the bed.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (on, inside, through)

The cat is \_\_\_\_\_ the table.

- 2) (under, through, above)

My shoes are \_\_\_\_\_ the bed.

- 3) (over, inside, under)

The bird flies \_\_\_\_\_ the house.

- 4) (under, through, on)

The book is \_\_\_\_\_ the shelf.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (through, behind, above)

The dog hides \_\_\_\_\_ the chair.

- 2) (next to, through, under)

I sit \_\_\_\_\_ my friend in class.

- 3) (under, through, above)

My shoes are \_\_\_\_\_ the bed.

- 4) (through, on, under)

The book is \_\_\_\_\_ the shelf.



## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (over, inside, under)

The bird flies \_\_\_\_\_ the house.

- 2)** (through, under, on)

The book is \_\_\_\_\_ the shelf.

- 3)** (above, through, behind)

The dog hides \_\_\_\_\_ the chair.

- 4)** (under, through, next to)

I sit \_\_\_\_\_ my friend in class.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (under, on, through)

The book is \_\_\_\_\_ the shelf.

- 2) (on, inside, through)

The cat is \_\_\_\_\_ the table.

- 3) (under, over, inside)

The bird flies \_\_\_\_\_ the house.

- 4) (next to, through, under)

I sit \_\_\_\_\_ my friend in class.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (behind, above, through)

The dog hides \_\_\_\_\_ the chair.

- 2) (through, on, under)

The book is \_\_\_\_\_ the shelf.

- 3) (inside, on, through)

The cat is \_\_\_\_\_ the table.

- 4) (through, above, under)

My shoes are \_\_\_\_\_ the bed.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (through, under, above)

My shoes are \_\_\_\_\_ the bed.

- 2) (through, on, inside)

The cat is \_\_\_\_\_ the table.

- 3) (inside, over, under)

The bird flies \_\_\_\_\_ the house.

- 4) (on, under, through)

The book is \_\_\_\_\_ the shelf.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (on, through, inside)

The cat is \_\_\_\_\_ the table.

- 2) (through, under, above)

My shoes are \_\_\_\_\_ the bed.

- 3) (under, inside, over)

The bird flies \_\_\_\_\_ the house.

- 4) (on, under, through)

The book is \_\_\_\_\_ the shelf.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (inside, on, through)

The cat is \_\_\_\_\_ the table.

- 2) (under, through, above)

My shoes are \_\_\_\_\_ the bed.

- 3) (behind, through, above)

The dog hides \_\_\_\_\_ the chair.

- 4) (through, under, on)

The book is \_\_\_\_\_ the shelf.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (under, inside, over)

The bird flies \_\_\_\_\_ the house.

- 2)** (above, behind, through)

The dog hides \_\_\_\_\_ the chair.

- 3)** (inside, on, through)

The cat is \_\_\_\_\_ the table.

- 4)** (on, through, under)

The book is \_\_\_\_\_ the shelf.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (behind, through, above)

The dog hides \_\_\_\_\_ the chair.

- 2) (through, on, under)

The book is \_\_\_\_\_ the shelf.

- 3) (under, next to, through)

I sit \_\_\_\_\_ my friend in class.

- 4) (over, inside, under)

The bird flies \_\_\_\_\_ the house.



## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (on, inside, through)

The cat is \_\_\_\_\_ the table.

- 2) (under, inside, over)

The bird flies \_\_\_\_\_ the house.

- 3) (through, on, under)

The book is \_\_\_\_\_ the shelf.

- 4) (under, through, next to)

I sit \_\_\_\_\_ my friend in class.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1)** (over, inside, under)

The bird flies \_\_\_\_\_ the house.

- 2)** (above, through, under)

My shoes are \_\_\_\_\_ the bed.

- 3)** (next to, through, under)

I sit \_\_\_\_\_ my friend in class.

- 4)** (under, through, on)

The book is \_\_\_\_\_ the shelf.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (on, under, through)

The book is \_\_\_\_\_ the shelf.

- 2) (through, under, next to)

I sit \_\_\_\_\_ my friend in class.

- 3) (above, under, through)

My shoes are \_\_\_\_\_ the bed.

- 4) (inside, over, under)

The bird flies \_\_\_\_\_ the house.

## Section 10. Advanced Connectors &amp; Transitions

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (on, through, under)

The book is \_\_\_\_\_ the shelf.

- 2) (on, inside, through)

The cat is \_\_\_\_\_ the table.

- 3) (inside, over, under)

The bird flies \_\_\_\_\_ the house.

- 4) (through, behind, above)

The dog hides \_\_\_\_\_ the chair.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (brush, throw, eat)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 2) (car, tree, cat)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

- 3) (break, cook, clean)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 4) (catch, write, cook)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (complete, eat, break)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 2) (throw, eat, finish)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

- 3) (fly, swim, sit)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 4) (cook, play, sleep)

The children like to \_\_\_\_\_ games \_\_\_\_\_ the playground.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    at    before

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (break, complete, eat)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 2) (cook, sleep, ride)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 3) (swim, fly, eat)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

- 4) (eat, throw, brush)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    from    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (cook, write, catch)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

- 2) (cat, tree, car)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

- 3) (clean, cook, break)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 4) (read, drive, swim)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.



## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    for    from    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (swim, eat, fly)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 2) (read, swim, drive)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

- 3) (brush, eat, throw)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 4) (car, cat, tree)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (brush, throw, eat)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 2) (eat, break, complete)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 3) (finish, throw, eat)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

- 4) (cook, sleep, play)

The children like to \_\_\_\_\_ games \_\_\_\_\_ the playground.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (write, catch, cook)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

- 2) (sleep, ride, cook)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 3) (complete, break, eat)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 4) (fly, sit, swim)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (car, sun, book)

The \_\_\_\_\_ is shining brightly \_\_\_\_\_ the sky.

- 2) (drive, plant, sleep)

My mother likes to \_\_\_\_\_ flowers \_\_\_\_\_ the garden.

- 3) (eat, throw, finish)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

- 4) (brush, eat, throw)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    for    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (sleep, drive, plant)

My mother likes to \_\_\_\_\_ flowers \_\_\_\_\_ the garden.

- 2) (complete, break, eat)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 3) (eat, swim, fly)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 4) (write, catch, cook)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    for    from

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (cook, break, clean)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 2) (swim, drive, read)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

- 3) (eat, swim, fly)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 4) (eat, brush, throw)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    from    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (throw, eat, brush)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 2) (finish, throw, eat)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

- 3) (cook, write, catch)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

- 4) (read, swim, drive)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    from    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (drive, read, swim)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

- 2) (clean, break, cook)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 3) (brush, eat, throw)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 4) (car, tree, cat)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.



## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

at    before    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (sleep, play, cook)

The children like to \_\_\_\_\_ games \_\_\_\_\_ the playground.

- 2) (tree, car, cat)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

- 3) (fly, swim, eat)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

- 4) (throw, brush, eat)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (eat, complete, break)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 2) (clean, break, cook)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 3) (cook, ride, sleep)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 4) (sing, eat, drive)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    for    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (tree, cat, car)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

- 2) (ride, cook, sleep)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 3) (swim, fly, eat)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 4) (drive, sing, eat)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

## Section 11. Multi-Blank Sentence Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (sleep, plant, drive)

My mother likes to \_\_\_\_\_ flowers \_\_\_\_\_ the garden.

- 2) (cook, catch, write)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

- 3) (play, sleep, cook)

The children like to \_\_\_\_\_ games \_\_\_\_\_ the playground.

- 4) (drive, eat, sing)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

## Section 12. Reading Comprehension - Extended Passages

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Every community celebrates traditions that bring people together. These special events help neighbors meet each other and share their cultures. During festivals, families prepare traditional foods and participate in cultural activities. These celebrations create lasting memories and strengthen community bonds.

- 1) What do community celebrations help people \_\_\_\_\_?
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Protecting our environment requires everyone's participation. Simple actions like recycling paper and plastic bottles make a real difference. When families work together to reduce waste, they help keep the planet healthy. Schools can teach students about environmental responsibility through hands-on projects and outdoor learning experiences.

- 1) What simple actions can families take to help the \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
- 2) How can schools teach students about environmental \_\_\_\_\_?

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## Section 14. Which Clause Construction - Science &amp; Nature

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

which

- 1) Fact: Ecosystems contain interconnected food webs.**

Word choices: (Habitats, Biomes, Ecosystems)

\_\_\_\_\_ are environments, \_\_\_\_\_ contain complex food webs.

- 2) Fact: Renewable energy sources can be replenished naturally.**

Word choices: (methods, sources, systems)

Renewable energy \_\_\_\_\_ are resources, \_\_\_\_\_ can be naturally replenished.

## Section 14. Which Clause Construction - Science &amp; Nature

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

where    which

- 1) Fact: Hypothesis testing occurs in controlled experiments.**

Word choices: (studies, experiments, observations)

Controlled \_\_\_\_\_ are procedures \_\_\_\_\_  
hypotheses are tested.

- 2) Fact: Genetics studies how traits are inherited.**

Word choices: (Biology, Chemistry, Genetics)

\_\_\_\_\_ is a science, \_\_\_\_\_ studies hereditary  
traits.

## Section 14. Which Clause Construction - Science &amp; Nature

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    where

- 1) Fact: Evolution explains how species change over time.**

Word choices: (Genetics, Evolution, Biology)

\_\_\_\_\_ is a theory \_\_\_\_\_ explains species development.

- 2) Fact: Biodiversity thrives in tropical rainforests.**

Word choices: (rainforests, deserts, grasslands)

Tropical \_\_\_\_\_ are environments \_\_\_\_\_ biodiversity flourishes.

## Section 14. Which Clause Construction - Science &amp; Nature

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

when    where

**1) Fact: Biodiversity thrives in tropical rainforests.**

Word choices: (deserts, grasslands, rainforests)

Tropical \_\_\_\_\_ are environments \_\_\_\_\_  
biodiversity flourishes.

**2) Fact: Molecules are formed when atoms bond together.**

Word choices: (Compounds, Elements, Molecules)

\_\_\_\_\_ are structures formed \_\_\_\_\_ atoms  
combine chemically.



## Section 14. Which Clause Construction - Science &amp; Nature

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

when    where

- 1) Fact: Laboratories are places where scientific research happens.**

Word choices: (Laboratories, Libraries, Museums)

\_\_\_\_\_ are facilities \_\_\_\_\_ scientists conduct experiments.

- 2) Fact: Migration occurs when animals travel seasonally.**

Word choices: (Adaptation, Hibernation, Migration)

\_\_\_\_\_ is a behavior \_\_\_\_\_ animals travel long distances.

## Section 14. Which Clause Construction - Science &amp; Nature

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

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*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

when    which

- 1) Fact: Genetics studies how traits are inherited.**

Word choices: (Chemistry, Genetics, Biology)

\_\_\_\_\_ is a science, \_\_\_\_\_ studies hereditary traits.

- 2) Fact: Molecules are formed when atoms bond together.**

Word choices: (Compounds, Elements, Molecules)

\_\_\_\_\_ are structures formed \_\_\_\_\_ atoms combine chemically.

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- 1) Fact: Molecules are formed when atoms bond together.**

Word choices: (Elements, Compounds, Molecules)

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- 2) Fact: Adaptation helps organisms survive environmental changes.**

Word choices: (Evolution, Adaptation, Migration)

\_\_\_\_\_ is a process \_\_\_\_\_ helps organisms survive  
changes.

## Section 14. Which Clause Construction - Science &amp; Nature

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Word choices: (Biology, Genetics, Evolution)

\_\_\_\_\_ is a theory \_\_\_\_\_ explains species development.

- 2) Fact: Conservation protects endangered species from extinction.**

Word choices: (Education, Research, Conservation)

\_\_\_\_\_ is an effort \_\_\_\_\_ protects wildlife from extinction.

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*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

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*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Ecosystems contain interconnected food webs.**

Word choices: (Habitats, Ecosystems, Biomes)

\_\_\_\_\_ are environments, \_\_\_\_\_ contain complex food webs.

- 2) Fact: Adaptation helps organisms survive environmental changes.**

Word choices: (Adaptation, Migration, Evolution)

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## Section 14. Which Clause Construction - Science &amp; Nature

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Photosynthesis converts sunlight into chemical energy.**

Word choices: (process, system, method)

Photosynthesis is a \_\_\_\_\_ converts  
sunlight into energy.

- 2) Fact: Genetics studies how traits are inherited.**

Word choices: (Chemistry, Genetics, Biology)

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- 2) Fact: Renewable energy sources can be replenished naturally.**

Word choices: (sources, methods, systems)

Renewable energy \_\_\_\_\_ are resources, \_\_\_\_\_  
can be naturally replenished.

## Section 14. Which Clause Construction - Science &amp; Nature

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

when    which

- 1) Fact: Genetics studies how traits are inherited.**

Word choices: (Genetics, Biology, Chemistry)

\_\_\_\_\_ is a science, \_\_\_\_\_ studies hereditary traits.

- 2) Fact: Migration occurs when animals travel seasonally.**

Word choices: (Migration, Hibernation, Adaptation)

\_\_\_\_\_ is a behavior \_\_\_\_\_ animals travel long distances.

## Section 14. Which Clause Construction - Science &amp; Nature

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

when    which

- 1) Fact: Genetics studies how traits are inherited.**

Word choices: (Biology, Chemistry, Genetics)

\_\_\_\_\_ is a science, \_\_\_\_\_ studies hereditary traits.

- 2) Fact: Migration occurs when animals travel seasonally.**

Word choices: (Migration, Hibernation, Adaptation)

\_\_\_\_\_ is a behavior \_\_\_\_\_ animals travel long distances.

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                       |         |   |
|-----------------------|---------|---|
| <b>A. phenomenon</b>  | [     ] | Having more than one possible meaning or interpretation                 |
| <b>B. perspective</b> | [     ] | A typical example or model that represents a particular approach        |
| <b>C. synthesis</b>   | [     ] | A relationship between two things that tend to occur together           |
| <b>D. ambiguous</b>   | [     ] | The combination of different ideas to create something new              |
| <b>E. criterion</b>   | [     ] | A particular way of viewing or understanding a situation                |
| <b>F. methodology</b> | [     ] | A systematic approach or set of procedures used to accomplish something |
| <b>G. analysis</b>    | [     ] | The detailed examination of something to understand it better           |

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Words****Definitions****H. consequence**

[      ]

An observable event or occurrence that can be studied scientifically

**I. correlation**

[      ]

A standard or principle used to judge or evaluate something

**J. paradigm**

[      ]

The result or outcome that follows from an action or decision

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                       |         |   |
|-----------------------|---------|---|
| <b>A. paradigm</b>    | [     ] | An educated guess that can be tested through experiments                |
| <b>B. consequence</b> | [     ] | The result or outcome that follows from an action or decision           |
| <b>C. perspective</b> | [     ] | The combination of different ideas to create something new              |
| <b>D. hypothesis</b>  | [     ] | A typical example or model that represents a particular approach        |
| <b>E. ambiguous</b>   | [     ] | A conclusion reached based on evidence and reasoning                    |
| <b>F. synthesis</b>   | [     ] | Having more than one possible meaning or interpretation                 |
| <b>G. inference</b>   | [     ] | A systematic approach or set of procedures used to accomplish something |

Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

Words		Definitions
H.	correlation	[     ] A standard or principle used to judge or evaluate something
I.	criterion	[     ] A relationship between two things that tend to occur together
J.	methodology	[     ] A particular way of viewing or understanding a situation



## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                       |         |   |
|-----------------------|---------|---|
| <b>A. hypothesis</b>  | [     ] | An educated guess that can be tested through experiments                |
| <b>B. inference</b>   | [     ] | An observable event or occurrence that can be studied scientifically    |
| <b>C. criterion</b>   | [     ] | A standard or principle used to judge or evaluate something             |
| <b>D. analysis</b>    | [     ] | A conclusion reached based on evidence and reasoning                    |
| <b>E. perspective</b> | [     ] | The detailed examination of something to understand it better           |
| <b>F. methodology</b> | [     ] | A systematic approach or set of procedures used to accomplish something |
| <b>G. phenomenon</b>  | [     ] | A typical example or model that represents a particular approach        |

Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

Words		Definitions
H.	consequence	[     ] The result or outcome that follows from an action or decision
I.	paradigm	[     ] The combination of different ideas to create something new
J.	synthesis	[     ] A particular way of viewing or understanding a situation

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

Words	Definitions
A. consequence	[     ] A particular way of viewing or understanding a situation
B. correlation	[     ] A standard or principle used to judge or evaluate something
C. phenomenon	[     ] A typical example or model that represents a particular approach
D. ambiguous	[     ] Having more than one possible meaning or interpretation
E. inference	[     ] A conclusion reached based on evidence and reasoning
F. analysis	[     ] A relationship between two things that tend to occur together
G. methodology	[     ] The result or outcome that follows from an action or decision

Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H. **criterion**

[     ]

An observable event or occurrence that can be studied scientifically

I. **perspective**

[     ]

The detailed examination of something to understand it better

J. **paradigm**

[     ]

A systematic approach or set of procedures used to accomplish something

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

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| <b>G. phenomenon</b>  | [     ] | A standard or principle used to judge or evaluate something          |

Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

Words		Definitions
H.	correlation	[     ] Having more than one possible meaning or interpretation
I.	ambiguous	[     ] A particular way of viewing or understanding a situation
J.	analysis	[     ] A relationship between two things that tend to occur together

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                       |         |  |
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| <b>A. inference</b>   | [     ] | A conclusion reached based on evidence and reasoning                 |
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| <b>G. paradigm</b>    | [     ] | A particular way of viewing or understanding a situation             |

Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

Words		Definitions
H.	correlation	[     ] The result or outcome that follows from an action or decision
I.	methodology	[     ] A systematic approach or set of procedures used to accomplish something
J.	analysis	[     ] A typical example or model that represents a particular approach



## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions****A. ambiguous**

[     ]

An educated guess that can be tested through experiments

**B. correlation**

[     ]

The detailed examination of something to understand it better

**C. synthesis**

[     ]

A systematic approach or set of procedures used to accomplish something

**D. hypothesis**

[     ]

An observable event or occurrence that can be studied scientifically

**E. analysis**

[     ]

Having more than one possible meaning or interpretation

**F. inference**

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The combination of different ideas to create something new

**G. phenomenon**

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A typical example or model that represents a particular approach

Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H. **criterion**

[      ]

A conclusion reached based on evidence and reasoning

I. **methodology**

[      ]

A relationship between two things that tend to occur together

J. **paradigm**

[      ]

A standard or principle used to judge or evaluate something

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

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|-----------------------|---------|---|
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Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **methodology**

[       ]

A particular way of viewing or understanding a situation

I.    **perspective**

[       ]

An observable event or occurrence that can be studied scientifically

J.    **correlation**

[       ]

Having more than one possible meaning or interpretation

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

Words	Definitions
A. inference	[     ] Having more than one possible meaning or interpretation
B. correlation	[     ] A conclusion reached based on evidence and reasoning
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Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Words**

**Definitions**

H.    **phenomenon**

[       ]

An educated guess that can be tested through experiments

I.    **hypothesis**

[       ]

An observable event or occurrence that can be studied scientifically

J.    **synthesis**

[       ]

A relationship between two things that tend to occur together

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                       |         |   |
|-----------------------|---------|---|
| <b>A. analysis</b>    | [     ] | The result or outcome that follows from an action or decision           |
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Section 15. Advanced Vocabulary & Abstract Concepts

Complete each exercise and write your answers clearly.

Words		Definitions
H.	ambiguous	[     ] A standard or principle used to judge or evaluate something
I.	consequence	[     ] An observable event or occurrence that can be studied scientifically
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## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

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Section 15. Advanced Vocabulary & Abstract Concepts

Complete each exercise and write your answers clearly.

Words

Definitions

H. correlation

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The detailed examination of something to understand it better

I. inference

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A standard or principle used to judge or evaluate something

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An observable event or occurrence that can be studied scientifically

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

Words	Definitions
A. <b>paradigm</b>	[     ] A systematic approach or set of procedures used to accomplish something
B. <b>synthesis</b>	[     ] A typical example or model that represents a particular approach
C. <b>criterion</b>	[     ] The combination of different ideas to create something new
D. <b>inference</b>	[     ] A standard or principle used to judge or evaluate something
E. <b>phenomenon</b>	[     ] The detailed examination of something to understand it better
F. <b>ambiguous</b>	[     ] Having more than one possible meaning or interpretation
G. <b>consequence</b>	[     ] The result or outcome that follows from an action or decision

Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

Words		Definitions	
H.	perspective	[     ]	A conclusion reached based on evidence and reasoning
I.	analysis	[     ]	A particular way of viewing or understanding a situation
J.	methodology	[     ]	An observable event or occurrence that can be studied scientifically

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

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Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

Words		Definitions
H.	hypothesis	[     ] A standard or principle used to judge or evaluate something
I.	criterion	[     ] The combination of different ideas to create something new
J.	consequence	[     ] The detailed examination of something to understand it better

## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

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| <b>F. paradigm</b>    | [     ] | Having more than one possible meaning or interpretation          |
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Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

Words		Definitions
H. <b>ambiguous</b>	[       ]	An observable event or occurrence that can be studied scientifically
I. <b>phenomenon</b>	[       ]	A systematic approach or set of procedures used to accomplish something
J. <b>inference</b>	[       ]	A particular way of viewing or understanding a situation



## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

Words	Definitions
A. correlation	[     ] The detailed examination of something to understand it better
B. methodology	[     ] The combination of different ideas to create something new
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Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

Words		Definitions
H. consequence	[     ]	A conclusion reached based on evidence and reasoning
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## Section 15. Advanced Vocabulary &amp; Abstract Concepts

*Complete each exercise and write your answers clearly.*

**Match each word to its definition by writing the correct letter in the brackets:**

**Words****Definitions**

- |                       |         |  |
|-----------------------|---------|--|
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Section 15. Advanced Vocabulary & Abstract Concepts

*Complete each exercise and write your answers clearly.*

Words		Definitions
H.	<b>synthesis</b>	[     ] A systematic approach or set of procedures used to accomplish something
I.	<b>hypothesis</b>	[     ] Having more than one possible meaning or interpretation
J.	<b>methodology</b>	[     ] A conclusion reached based on evidence and reasoning

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (water, sky, car)

Fish live in the \_\_\_\_\_.

- 2) (swim, fly, drive)

Birds can \_\_\_\_\_ in the sky.

- 3) (run, cook, sleep)

At night, I \_\_\_\_\_ in my bed.

- 4) (sun, car, moon)

The \_\_\_\_\_ shines during the day.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (books, hats, shoes)

I wear \_\_\_\_\_ on my feet.

- 2) (run, sleep, cook)

At night, I \_\_\_\_\_ in my bed.

- 3) (nose, feet, eyes)

I use my \_\_\_\_\_ to see things.

- 4) (car, sky, water)

Fish live in the \_\_\_\_\_.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (car, teeth, tree)

I brush my \_\_\_\_\_ every morning.

- 2) (sleep, cook, run)

At night, I \_\_\_\_\_ in my bed.

- 3) (drive, swim, fly)

Birds can \_\_\_\_\_ in the sky.

- 4) (water, sky, car)

Fish live in the \_\_\_\_\_.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (shoes, books, hats)

I wear \_\_\_\_\_ on my feet.

- 2) (cook, sleep, run)

At night, I \_\_\_\_\_ in my bed.

- 3) (sun, car, moon)

The \_\_\_\_\_ shines during the day.

- 4) (car, teeth, tree)

I brush my \_\_\_\_\_ every morning.



## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (sun, moon, car)

The \_\_\_\_\_ shines during the day.

- 2) (cook, sleep, run)

At night, I \_\_\_\_\_ in my bed.

- 3) (nose, eyes, feet)

I use my \_\_\_\_\_ to see things.

- 4) (read, eat, throw)

I like to \_\_\_\_\_ books every day.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (feet, eyes, nose)

I use my \_\_\_\_\_ to see things.

- 2) (run, sleep, cook)

At night, I \_\_\_\_\_ in my bed.

- 3) (hats, books, shoes)

I wear \_\_\_\_\_ on my feet.

- 4) (moon, car, sun)

The \_\_\_\_\_ shines during the day.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (tree, teeth, car)

I brush my \_\_\_\_\_ every morning.

- 2) (eyes, feet, nose)

I use my \_\_\_\_\_ to see things.

- 3) (swim, fly, drive)

Birds can \_\_\_\_\_ in the sky.

- 4) (sky, water, car)

Fish live in the \_\_\_\_\_.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (fly, swim, drive)

Birds can \_\_\_\_\_ in the sky.

- 2) (cook, sleep, run)

At night, I \_\_\_\_\_ in my bed.

- 3) (eyes, feet, nose)

I use my \_\_\_\_\_ to see things.

- 4) (teeth, car, tree)

I brush my \_\_\_\_\_ every morning.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (cook, run, sleep)

At night, I \_\_\_\_\_ in my bed.

- 2) (teeth, car, tree)

I brush my \_\_\_\_\_ every morning.

- 3) (drive, swim, fly)

Birds can \_\_\_\_\_ in the sky.

- 4) (car, water, sky)

Fish live in the \_\_\_\_\_.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (teeth, car, tree)

I brush my \_\_\_\_\_ every morning.

- 2) (feet, eyes, nose)

I use my \_\_\_\_\_ to see things.

- 3) (fly, swim, drive)

Birds can \_\_\_\_\_ in the sky.

- 4) (sun, car, moon)

The \_\_\_\_\_ shines during the day.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (nose, eyes, feet)

I use my \_\_\_\_\_ to see things.

- 2) (teeth, tree, car)

I brush my \_\_\_\_\_ every morning.

- 3) (read, eat, throw)

I like to \_\_\_\_\_ books every day.

- 4) (sun, moon, car)

The \_\_\_\_\_ shines during the day.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (fly, swim, drive)

Birds can \_\_\_\_\_ in the sky.

- 2) (sky, car, water)

Fish live in the \_\_\_\_\_.

- 3) (run, sleep, cook)

At night, I \_\_\_\_\_ in my bed.

- 4) (nose, feet, eyes)

I use my \_\_\_\_\_ to see things.



## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (drive, swim, fly)

Birds can \_\_\_\_\_ in the sky.

- 2) (shoes, books, hats)

I wear \_\_\_\_\_ on my feet.

- 3) (sky, car, water)

Fish live in the \_\_\_\_\_.

- 4) (eat, throw, read)

I like to \_\_\_\_\_ books every day.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (moon, sun, car)

The \_\_\_\_\_ shines during the day.

- 2) (shoes, books, hats)

I wear \_\_\_\_\_ on my feet.

- 3) (drive, fly, swim)

Birds can \_\_\_\_\_ in the sky.

- 4) (car, tree, teeth)

I brush my \_\_\_\_\_ every morning.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (throw, eat, read)

I like to \_\_\_\_\_ books every day.

- 2) (car, water, sky)

Fish live in the \_\_\_\_\_.

- 3) (fly, swim, drive)

Birds can \_\_\_\_\_ in the sky.

- 4) (moon, car, sun)

The \_\_\_\_\_ shines during the day.

## Section 16. Sophisticated Sentence Completion

*Complete each exercise and write your answers clearly.*

**Choose the best word to complete each sentence:**

- 1) (sleep, cook, run)

At night, I \_\_\_\_\_ in my bed.

- 2) (teeth, tree, car)

I brush my \_\_\_\_\_ every morning.

- 3) (car, moon, sun)

The \_\_\_\_\_ shines during the day.

- 4) (throw, read, eat)

I like to \_\_\_\_\_ books every day.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (on, through, inside)

The cat is \_\_\_\_\_ the table.

- 2) (under, over, inside)

The bird flies \_\_\_\_\_ the house.

- 3) (through, above, under)

My shoes are \_\_\_\_\_ the bed.

- 4) (through, next to, under)

I sit \_\_\_\_\_ my friend in class.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (under, above, through)

My shoes are \_\_\_\_\_ the bed.

- 2) (through, under, next to)

I sit \_\_\_\_\_ my friend in class.

- 3) (under, on, through)

The book is \_\_\_\_\_ the shelf.

- 4) (above, through, behind)

The dog hides \_\_\_\_\_ the chair.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (on, through, under)

The book is \_\_\_\_\_ the shelf.

- 2) (inside, under, over)

The bird flies \_\_\_\_\_ the house.

- 3) (under, through, above)

My shoes are \_\_\_\_\_ the bed.

- 4) (through, on, inside)

The cat is \_\_\_\_\_ the table.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (under, over, inside)

The bird flies \_\_\_\_\_ the house.

- 2) (behind, through, above)

The dog hides \_\_\_\_\_ the chair.

- 3) (through, above, under)

My shoes are \_\_\_\_\_ the bed.

- 4) (on, inside, through)

The cat is \_\_\_\_\_ the table.



## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (above, behind, through)

The dog hides \_\_\_\_\_ the chair.

- 2) (inside, through, on)

The cat is \_\_\_\_\_ the table.

- 3) (inside, over, under)

The bird flies \_\_\_\_\_ the house.

- 4) (under, through, above)

My shoes are \_\_\_\_\_ the bed.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (under, on, through)

The book is \_\_\_\_\_ the shelf.

- 2) (under, through, next to)

I sit \_\_\_\_\_ my friend in class.

- 3) (behind, above, through)

The dog hides \_\_\_\_\_ the chair.

- 4) (over, under, inside)

The bird flies \_\_\_\_\_ the house.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (inside, on, through)

The cat is \_\_\_\_\_ the table.

- 2) (under, next to, through)

I sit \_\_\_\_\_ my friend in class.

- 3) (through, above, behind)

The dog hides \_\_\_\_\_ the chair.

- 4) (on, under, through)

The book is \_\_\_\_\_ the shelf.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (on, inside, through)

The cat is \_\_\_\_\_ the table.

- 2) (through, above, under)

My shoes are \_\_\_\_\_ the bed.

- 3) (through, under, on)

The book is \_\_\_\_\_ the shelf.

- 4) (through, behind, above)

The dog hides \_\_\_\_\_ the chair.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (through, under, next to)

I sit \_\_\_\_\_ my friend in class.

- 2) (through, on, under)

The book is \_\_\_\_\_ the shelf.

- 3) (under, over, inside)

The bird flies \_\_\_\_\_ the house.

- 4) (above, behind, through)

The dog hides \_\_\_\_\_ the chair.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (inside, through, on)

The cat is \_\_\_\_\_ the table.

- 2) (through, under, on)

The book is \_\_\_\_\_ the shelf.

- 3) (inside, under, over)

The bird flies \_\_\_\_\_ the house.

- 4) (through, next to, under)

I sit \_\_\_\_\_ my friend in class.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (under, through, above)

My shoes are \_\_\_\_\_ the bed.

- 2) (through, on, under)

The book is \_\_\_\_\_ the shelf.

- 3) (under, over, inside)

The bird flies \_\_\_\_\_ the house.

- 4) (behind, above, through)

The dog hides \_\_\_\_\_ the chair.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (inside, through, on)

The cat is \_\_\_\_\_ the table.

- 2) (above, through, under)

My shoes are \_\_\_\_\_ the bed.

- 3) (on, through, under)

The book is \_\_\_\_\_ the shelf.

- 4) (over, under, inside)

The bird flies \_\_\_\_\_ the house.



## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (next to, through, under)

I sit \_\_\_\_\_ my friend in class.

- 2) (through, under, on)

The book is \_\_\_\_\_ the shelf.

- 3) (above, through, under)

My shoes are \_\_\_\_\_ the bed.

- 4) (through, inside, on)

The cat is \_\_\_\_\_ the table.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (under, through, next to)

I sit \_\_\_\_\_ my friend in class.

- 2) (inside, on, through)

The cat is \_\_\_\_\_ the table.

- 3) (through, under, above)

My shoes are \_\_\_\_\_ the bed.

- 4) (above, through, behind)

The dog hides \_\_\_\_\_ the chair.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (under, through, on)

The book is \_\_\_\_\_ the shelf.

- 2) (through, above, behind)

The dog hides \_\_\_\_\_ the chair.

- 3) (through, above, under)

My shoes are \_\_\_\_\_ the bed.

- 4) (over, under, inside)

The bird flies \_\_\_\_\_ the house.

## Section 17. Complex Grammatical Structures

*Complete each exercise and write your answers clearly.*

**Choose the best word from the choices to complete each sentence:**

- 1) (above, under, through)

My shoes are \_\_\_\_\_ the bed.

- 2) (over, inside, under)

The bird flies \_\_\_\_\_ the house.

- 3) (through, behind, above)

The dog hides \_\_\_\_\_ the chair.

- 4) (under, next to, through)

I sit \_\_\_\_\_ my friend in class.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    before    from    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (swim, read, drive)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

- 2) (ride, sleep, cook)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 3) (sit, fly, swim)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 4) (complete, eat, break)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (swim, fly, sit)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 2) (tree, car, cat)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

- 3) (sleep, play, cook)

The children like to \_\_\_\_\_ games \_\_\_\_\_ the playground.

- 4) (sleep, ride, cook)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    before    for    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (eat, complete, break)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 2) (swim, sit, fly)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 3) (swim, eat, fly)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 4) (sleep, ride, cook)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (cook, ride, sleep)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 2) (sleep, drive, plant)

My mother likes to \_\_\_\_\_ flowers \_\_\_\_\_ the garden.

- 3) (throw, brush, eat)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 4) (eat, throw, finish)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.



## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (break, clean, cook)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 2) (sleep, ride, cook)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 3) (catch, write, cook)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

- 4) (eat, drive, sing)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    at    before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (ride, cook, sleep)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 2) (fly, swim, eat)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

- 3) (drive, sing, eat)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

- 4) (finish, eat, throw)

I need to \_\_\_\_\_ my homework \_\_\_\_\_ I can play outside.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (clean, break, cook)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 2) (play, sleep, cook)

The children like to \_\_\_\_\_ games \_\_\_\_\_ the playground.

- 3) (sit, swim, fly)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 4) (sleep, plant, drive)

My mother likes to \_\_\_\_\_ flowers \_\_\_\_\_ the garden.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (cook, break, clean)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 2) (sing, drive, eat)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

- 3) (drive, sleep, plant)

My mother likes to \_\_\_\_\_ flowers \_\_\_\_\_ the garden.

- 4) (eat, brush, throw)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (sun, car, book)

The \_\_\_\_\_ is shining brightly \_\_\_\_\_ the sky.

- 2) (sleep, play, cook)

The children like to \_\_\_\_\_ games \_\_\_\_\_ the playground.

- 3) (break, eat, complete)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 4) (write, cook, catch)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

at    for    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (catch, cook, write)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

- 2) (eat, swim, fly)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

- 3) (eat, fly, swim)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

- 4) (sleep, plant, drive)

My mother likes to \_\_\_\_\_ flowers \_\_\_\_\_ the garden.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (drive, eat, sing)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

- 2) (break, cook, clean)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 3) (eat, brush, throw)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 4) (tree, car, cat)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    in    on

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (break, clean, cook)

We should \_\_\_\_\_ our room \_\_\_\_\_ it gets messy.

- 2) (car, book, sun)

The \_\_\_\_\_ is shining brightly \_\_\_\_\_ the sky.

- 3) (fly, swim, sit)

The students \_\_\_\_\_ quietly \_\_\_\_\_ the classroom.

- 4) (cat, tree, car)

The \_\_\_\_\_ is sleeping peacefully \_\_\_\_\_ the soft bed.



## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

before    from    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (brush, eat, throw)

I always \_\_\_\_\_ my teeth \_\_\_\_\_ going to bed.

- 2) (sun, car, book)

The \_\_\_\_\_ is shining brightly \_\_\_\_\_ the sky.

- 3) (cook, write, catch)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

- 4) (read, drive, swim)

I want to \_\_\_\_\_ a book \_\_\_\_\_ the library.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (sun, book, car)

The \_\_\_\_\_ is shining brightly \_\_\_\_\_ the sky.

- 2) (sleep, cook, ride)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 3) (eat, break, complete)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

- 4) (eat, drive, sing)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

around    at    before    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (eat, swim, fly)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

- 2) (ride, sleep, cook)

I like to \_\_\_\_\_ my bicycle \_\_\_\_\_ the neighborhood.

- 3) (write, cook, catch)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

- 4) (complete, break, eat)

We need to \_\_\_\_\_ our homework \_\_\_\_\_ class starts.

## Section 18. Advanced Multi-Clause Construction

*Complete each sentence. Choose the best word from the choices for the first blank. Fill in the second blank with the appropriate word from the word bank.*

**Word Bank for Second Blanks:**

at    for    in

*Choose from the word choices for the first blank. Use the word bank above for the second blank.*

- 1) (write, catch, cook)

The dog likes to \_\_\_\_\_ his ball \_\_\_\_\_ the park.

- 2) (fly, eat, swim)

We will \_\_\_\_\_ dinner together \_\_\_\_\_ the kitchen table.

- 3) (drive, eat, sing)

The birds \_\_\_\_\_ beautiful songs \_\_\_\_\_ the trees.

- 4) (eat, swim, fly)

The family will \_\_\_\_\_ pizza \_\_\_\_\_ dinner tonight.

## Section 19. Reading Comprehension - Academic Texts

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

The phenomenon of climate change demonstrates the complex relationships between human activities and natural systems. Environmental scientists use multiple research methods to study these interactions. Their findings reveal correlations between industrial emissions and atmospheric changes. This research provides crucial evidence for policy makers who must address environmental challenges.

- 1) What relationships does climate change \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
- 2) What do environmental scientists' findings reveal about industrial \_\_\_\_\_?

## Section 19. Reading Comprehension - Academic Texts

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

Scientific research methodology requires rigorous planning and systematic observation. Researchers must develop clear hypotheses before beginning their investigations. Data collection procedures must be carefully designed to minimize bias and ensure accuracy. The analysis of results involves statistical techniques that help scientists draw valid conclusions from their observations.

- 1) What must researchers develop before beginning their \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
- 2) How can data collection procedures minimize \_\_\_\_\_ and ensure accuracy?
  
  
  
  
  
  
  
  
  
  
- 3) What do statistical techniques help scientists \_\_\_\_\_?

## Section 19. Reading Comprehension - Academic Texts

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The phenomenon of climate change demonstrates the complex relationships between human activities and natural systems. Environmental scientists use multiple research methods to study these interactions. Their findings reveal correlations between industrial emissions and atmospheric changes. This research provides crucial evidence for policy makers who must address environmental challenges.

- 1) What relationships does climate change \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
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## Section 19. Reading Comprehension - Academic Texts

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## Section 19. Reading Comprehension - Academic Texts

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**Read the passage. Then complete the sentences using information from the passage.**

Scientific research methodology requires rigorous planning and systematic observation. Researchers must develop clear hypotheses before beginning their investigations. Data collection procedures must be carefully designed to minimize bias and ensure accuracy. The analysis of results involves statistical techniques that help scientists draw valid conclusions from their observations.

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## Section 19. Reading Comprehension - Academic Texts

*Complete each exercise and write your answers clearly.*

**Read the passage. Then complete the sentences using information from the passage.**

The phenomenon of climate change demonstrates the complex relationships between human activities and natural systems. Environmental scientists use multiple research methods to study these interactions. Their findings reveal correlations between industrial emissions and atmospheric changes. This research provides crucial evidence for policy makers who must address environmental challenges.

- 1) What relationships does climate change \_\_\_\_\_?
  
  
  
  
  
  
  
  
  
  
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## Section 20. Critical Analysis &amp; Evaluation

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## Section 21. Which Clause Construction - Academic &amp; Professional

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

where    which

- 1) Fact: Laboratories are environments where controlled research happens.**

Word choices: (laboratories, libraries, classrooms)

Research \_\_\_\_\_ are controlled environments  
\_\_\_\_\_ systematic studies occur.

- 2) Fact: Synthesis combines multiple ideas into coherent conclusions.**

Word choices: (Analysis, Evaluation, Synthesis)

\_\_\_\_\_ is a process, \_\_\_\_\_ combines diverse ideas  
coherently.

## Section 21. Which Clause Construction - Academic &amp; Professional

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

when

- 1) Fact: Peer review occurs when experts evaluate academic work.**

Word choices: (critique, analysis, review)

Peer \_\_\_\_\_ is a process \_\_\_\_\_ experts evaluate scholarly work.

- 2) Fact: Innovation emerges when creativity meets systematic thinking.**

Word choices: (Innovation, Discovery, Development)

\_\_\_\_\_ occurs \_\_\_\_\_ creativity combines with systematic approaches.

## Section 21. Which Clause Construction - Academic &amp; Professional

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Collaboration enhances the quality of academic research.**

Word choices: (collaboration, competition, publication)

Academic \_\_\_\_\_ is a practice, \_\_\_\_\_ enhances research quality.

- 2) Fact: Methodology determines the validity of research outcomes.**

Word choices: (methodology, analysis, hypothesis)

Research \_\_\_\_\_ is a framework \_\_\_\_\_ determines study validity.

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## Section 21. Which Clause Construction - Academic &amp; Professional

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

when    which

- 1) Fact: Publication occurs when research findings are formally shared.**

Word choices: (publication, presentation, discussion)

Academic \_\_\_\_\_ happens \_\_\_\_\_ findings are formally disseminated.

- 2) Fact: Ethics guide researchers in conducting responsible studies.**

Word choices: (standards, methods, ethics)

Research \_\_\_\_\_ are principles, \_\_\_\_\_ guide responsible scholarship.

## Section 21. Which Clause Construction - Academic &amp; Professional

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

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- 1) Fact: Innovation emerges when creativity meets systematic thinking.**

Word choices: (Development, Discovery, Innovation)

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Word choices: (Evaluation, Analysis, Synthesis)

\_\_\_\_\_ is a process, \_\_\_\_\_ combines diverse ideas coherently.

## Section 21. Which Clause Construction - Academic &amp; Professional

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

when    where

- 1) Fact: Laboratories are environments where controlled research happens.**

Word choices: (classrooms, libraries, laboratories)

Research \_\_\_\_\_ are controlled environments  
\_\_\_\_\_ systematic studies occur.

- 2) Fact: Publication occurs when research findings are formally shared.**

Word choices: (publication, discussion, presentation)

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## Section 21. Which Clause Construction - Academic &amp; Professional

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    which

- 1) Fact: Paradigms shape how we interpret scientific phenomena.**

Word choices: (theories, methods, paradigms)

Scientific \_\_\_\_\_ are frameworks \_\_\_\_\_ shape our interpretations.

- 2) Fact: Synthesis combines multiple ideas into coherent conclusions.**

Word choices: (Evaluation, Analysis, Synthesis)

\_\_\_\_\_ is a process, \_\_\_\_\_ combines diverse ideas coherently.

## Section 21. Which Clause Construction - Academic &amp; Professional

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

that    where

- 1) Fact: Conferences are venues where researchers share findings.**

Word choices: (conferences, journals, laboratories)

Academic \_\_\_\_\_ are venues \_\_\_\_\_ researchers  
present discoveries.

- 2) Fact: Interdisciplinary approaches combine multiple fields of study.**

Word choices: (theories, concepts, approaches)

Interdisciplinary \_\_\_\_\_ are methods \_\_\_\_\_  
integrate diverse fields.

## Section 21. Which Clause Construction - Academic &amp; Professional

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Word choices: (review, critique, analysis)

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Word choices: (analysis, methodology, hypothesis)

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- 1) Fact: Laboratories are environments where controlled research happens.**

Word choices: (libraries, classrooms, laboratories)

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Word choices: (approaches, theories, concepts)

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## Section 21. Which Clause Construction - Academic &amp; Professional

*Complete each sentence using the word from the choices and 'which'. Use the fact and instruction to guide your answer.*

**Word Bank for Connecting Words:**

where

- 1) Fact: Universities are institutions where advanced learning occurs.**

Word choices: (Universities, Laboratories, Libraries)

\_\_\_\_\_ are institutions \_\_\_\_\_ advanced scholarship takes place.

- 2) Fact: Laboratories are environments where controlled research happens.**

Word choices: (laboratories, classrooms, libraries)

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Word choices: (Synthesis, Evaluation, Analysis)

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Word choices: (laboratories, conferences, journals)

Academic \_\_\_\_\_ are venues \_\_\_\_\_ researchers present discoveries.

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

1a-A	between	3a-E	perhaps
1a-B	because	3a-F	enough
1a-C	although	3b-A	through
1a-D	perhaps	3b-B	because
1a-E	however	3b-C	although
1a-F	through	3b-D	however
1b-A	although	3b-E	perhaps
1b-B	through	3b-F	enough
1b-C	because	4a-A	between
1b-D	however	4a-B	often
1b-E	several	4a-C	therefore
1b-F	perhaps	4a-D	through
2a-A	however	4a-E	several
2a-B	always	4a-F	because
2a-C	enough	4b-A	several
2a-D	perhaps	4b-B	however
2a-E	although	4b-C	therefore
2a-F	usually	4b-D	always
2b-A	however	4b-E	usually
2b-B	often	4b-F	enough
2b-C	because	5a-A	although
2b-D	enough	5a-B	however
2b-E	usually	5a-C	through
2b-F	although	5a-D	often
3a-A	several	5a-E	usually
3a-B	because	5a-F	therefore
3a-C	usually	5b-A	usually
3a-D	between	5b-B	between

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

5b-C	always	8a-A	therefore
5b-D	therefore	8a-B	several
5b-E	perhaps	8a-C	between
5b-F	because	8a-D	although
6a-A	enough	8a-E	often
6a-B	usually	8a-F	however
6a-C	often	8b-A	although
6a-D	however	8b-B	however
6a-E	therefore	8b-C	enough
6a-F	perhaps	8b-D	because
6b-A	between	8b-E	several
6b-B	therefore	8b-F	often
6b-C	usually		
6b-D	because		
6b-E	enough		
6b-F	however		
7a-A	between		
7a-B	because		
7a-C	several		
7a-D	perhaps		
7a-E	often		
7a-F	although		
7b-A	through		
7b-B	perhaps		
7b-C	several		
7b-D	therefore		
7b-E	because		
7b-F	usually		

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

9a-1	eyes	12b-1	fly
9a-2	teeth	12b-2	sun
9a-3	sleep	12b-3	teeth
9a-4	shoes	12b-4	read
9b-1	teeth	13a-1	teeth
9b-2	sleep	13a-2	water
9b-3	fly	13a-3	sun
9b-4	read	13a-4	eyes
10a-1	read	13b-1	teeth
10a-2	teeth	13b-2	sleep
10a-3	shoes	13b-3	sun
10a-4	sun	13b-4	water
10b-1	fly	14a-1	sun
10b-2	sleep	14a-2	read
10b-3	water	14a-3	sleep
10b-4	sun	14a-4	water
11a-1	sun	14b-1	shoes
11a-2	eyes	14b-2	water
11a-3	fly	14b-3	eyes
11a-4	shoes	14b-4	fly
11b-1	water	15a-1	water
11b-2	teeth	15a-2	sleep
11b-3	sun	15a-3	teeth
11b-4	shoes	15a-4	sun
12a-1	water	15b-1	teeth
12a-2	fly	15b-2	sun
12a-3	sleep	15b-3	sleep
12a-4	read	15b-4	eyes

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

16a-1	water
16a-2	read
16a-3	shoes
16a-4	sleep
16b-1	teeth
16b-2	eyes
16b-3	read
16b-4	shoes



## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

17a-1	but	20b-1	or
17a-2	because	20b-2	and
17a-3	before	20b-3	because
17a-4	or	20b-4	before
17b-1	because	21a-1	after
17b-2	but	21a-2	and
17b-3	and	21a-3	or
17b-4	before	21a-4	because
18a-1	or	21b-1	but
18a-2	before	21b-2	because
18a-3	because	21b-3	before
18a-4	after	21b-4	or
18b-1	after	22a-1	but
18b-2	or	22a-2	because
18b-3	because	22a-3	or
18b-4	before	22a-4	after
19a-1	because	22b-1	after
19a-2	but	22b-2	and
19a-3	before	22b-3	or
19a-4	after	22b-4	because
19b-1	or	23a-1	but
19b-2	and	23a-2	and
19b-3	after	23a-3	before
19b-4	but	23a-4	because
20a-1	before	23b-1	because
20a-2	or	23b-2	after
20a-3	and	23b-3	but
20a-4	because	23b-4	and

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

24a-1	and
24a-2	before
24a-3	but
24a-4	after
24b-1	but
24b-2	because
24b-3	before
24b-4	after

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

25a-1	finish, before	28b-1	brush, before
25a-2	sing, in	28b-2	eat, at
25a-3	play, on	28b-3	read, from
25a-4	eat, at	28b-4	finish, before
25b-1	sing, in	29a-1	eat, at
25b-2	cat, on	29a-2	cat, on
25b-3	ride, around	29a-3	plant, in
25b-4	eat, at	29a-4	read, from
26a-1	eat, at	29b-1	clean, before
26a-2	eat, for	29b-2	eat, for
26a-3	sit, in	29b-3	cat, on
26a-4	clean, before	29b-4	play, on
26b-1	clean, before	30a-1	finish, before
26b-2	sit, in	30a-2	sing, in
26b-3	eat, for	30a-3	clean, before
26b-4	complete, before	30a-4	play, on
27a-1	sit, in	30b-1	finish, before
27a-2	brush, before	30b-2	complete, before
27a-3	read, from	30b-3	read, from
27a-4	clean, before	30b-4	brush, before
27b-1	finish, before	31a-1	sing, in
27b-2	read, from	31a-2	cat, on
27b-3	sit, in	31a-3	sit, in
27b-4	cat, on	31a-4	eat, for
28a-1	brush, before	31b-1	brush, before
28a-2	ride, around	31b-2	eat, for
28a-3	clean, before	31b-3	eat, at
28a-4	sit, in	31b-4	finish, before

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

32a-1	plant, in
32a-2	eat, for
32a-3	brush, before
32a-4	cat, on
32b-1	complete, before
32b-2	sun, in
32b-3	ride, around
32b-4	eat, at

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

33a-1	visit / beach	39a-1	visit / beach
33a-2	evenings / walk / sunsets	39a-2	evenings / walk / sunsets
33b-1	visit / beach	39b-1	day / hundreds
33b-2	evenings / walk / sunsets	39b-2	arrive / early
34a-1	month / science fair	39b-3	choose / salads, sandwiches
34a-2	study / plants in soil	40a-1	morning / walk
34b-1	month / science fair	40a-2	chase / squirrels / play
34b-2	study / plants in soil	40a-3	walk / water and breakfast
35a-1	grow / tomatoes, carrots, lettuce	40b-1	month / science fair
35a-2	Saturday / water	40b-2	study / plants in soil
35a-3	watch / vegetables grow		
35b-1	grow / tomatoes, carrots, lettuce		
35b-2	Saturday / water		
35b-3	watch / vegetables grow		
36a-1	morning / walk		
36a-2	chase / squirrels / play		
36a-3	walk / water and breakfast		
36b-1	librarian / Mrs. Johnson		
36b-2	free / borrow books		
37a-1	month / science fair		
37a-2	study / plants in soil		
37b-1	visit / beach		
37b-2	evenings / walk / sunsets		
38a-1	librarian / Mrs. Johnson		
38a-2	free / borrow books		
38b-1	morning / walk		
38b-2	chase / squirrels / play		
38b-3	walk / water and breakfast		

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

41a-1	day / hundreds	46a-3	walk / water and breakfast
41a-2	arrive / early	46b-1	morning / walk
41a-3	choose / salads, sandwiches	46b-2	chase / squirrels / play
41b-1	day / hundreds	46b-3	walk / water and breakfast
41b-2	arrive / early	47a-1	morning / walk
41b-3	choose / salads, sandwiches	47a-2	chase / squirrels / play
42a-1	morning / walk	47a-3	walk / water and breakfast
42a-2	chase / squirrels / play	47b-1	librarian / Mrs. Johnson
42a-3	walk / water and breakfast	47b-2	free / borrow books
42b-1	month / science fair	48a-1	grow / tomatoes, carrots, lettuce
42b-2	study / plants in soil	48a-2	Saturday / water
43a-1	visit / beach	48a-3	watch / vegetables grow
43a-2	evenings / walk / sunsets	48b-1	visit / beach
43b-1	day / hundreds	48b-2	evenings / walk / sunsets
43b-2	arrive / early		
43b-3	choose / salads, sandwiches		
44a-1	morning / walk		
44a-2	chase / squirrels / play		
44a-3	walk / water and breakfast		
44b-1	morning / walk		
44b-2	chase / squirrels / play		
44b-3	walk / water and breakfast		
45a-1	visit / beach		
45a-2	evenings / walk / sunsets		
45b-1	month / science fair		
45b-2	study / plants in soil		
46a-1	morning / walk		
46a-2	chase / squirrels / play		

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

49a-1	Monsoons, that	56a-1	areas, where
49a-2	Mediterranean, which	56a-2	Tornadoes, that
49b-1	Blizzards, which	56b-1	Arctic, which
49b-2	Tornadoes, that	56b-2	Winter, when
50a-1	forecasts, that		
50a-2	Rainforests, that		
50b-1	Tornadoes, that		
50b-2	Blizzards, which		
51a-1	Tornadoes, that		
51a-2	Winter, when		
51b-1	Blizzards, which		
51b-2	areas, where		
52a-1	mountains, which		
52a-2	Hail, which		
52b-1	Blizzards, which		
52b-2	ocean, that		
53a-1	forecasts, that		
53a-2	ocean, that		
53b-1	areas, where		
53b-2	Clouds, which		
54a-1	forecasts, that		
54a-2	Hail, which		
54b-1	Rainforests, that		
54b-2	Clouds, which		
55a-1	Mediterranean, which		
55a-2	Rainforests, that		
55b-1	Hail, which		
55b-2	areas, where		

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

57a-A	knowledge	58b-E	imagination
57a-B	community	58b-F	opportunity
57a-C	discovery	58b-G	environment
57a-D	opportunity	58b-H	discovery
57a-E	environment	59a-A	responsibility
57a-F	tradition	59a-B	celebrate
57a-G	celebrate	59a-C	knowledge
57a-H	adventure	59a-D	discovery
57b-A	tradition	59a-E	adventure
57b-B	responsibility	59a-F	opportunity
57b-C	knowledge	59a-G	tradition
57b-D	celebrate	59a-H	environment
57b-E	appreciate	59b-A	knowledge
57b-F	opportunity	59b-B	adventure
57b-G	adventure	59b-C	opportunity
57b-H	discovery	59b-D	discovery
58a-A	opportunity	59b-E	imagination
58a-B	celebrate	59b-F	responsibility
58a-C	challenge	59b-G	challenge
58a-D	adventure	59b-H	tradition
58a-E	responsibility	60a-A	appreciate
58a-F	tradition	60a-B	tradition
58a-G	discovery	60a-C	community
58a-H	community	60a-D	adventure
58b-A	celebrate	60a-E	opportunity
58b-B	tradition	60a-F	imagination
58b-C	community	60a-G	challenge
58b-D	appreciate	60a-H	environment



## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

60b-A	community	62a-E	celebrate
60b-B	celebrate	62a-F	discovery
60b-C	environment	62a-G	tradition
60b-D	tradition	62a-H	adventure
60b-E	responsibility	62b-A	tradition
60b-F	discovery	62b-B	adventure
60b-G	imagination	62b-C	environment
60b-H	challenge	62b-D	discovery
61a-A	knowledge	62b-E	imagination
61a-B	opportunity	62b-F	knowledge
61a-C	challenge	62b-G	celebrate
61a-D	discovery	62b-H	opportunity
61a-E	environment	63a-A	community
61a-F	appreciate	63a-B	tradition
61a-G	adventure	63a-C	responsibility
61a-H	tradition	63a-D	imagination
61b-A	challenge	63a-E	knowledge
61b-B	appreciate	63a-F	discovery
61b-C	tradition	63a-G	adventure
61b-D	environment	63a-H	environment
61b-E	celebrate	63b-A	opportunity
61b-F	responsibility	63b-B	celebrate
61b-G	opportunity	63b-C	responsibility
61b-H	discovery	63b-D	appreciate
62a-A	appreciate	63b-E	community
62a-B	opportunity	63b-F	discovery
62a-C	challenge	63b-G	adventure
62a-D	knowledge	63b-H	imagination

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

64a-A	adventure
64a-B	responsibility
64a-C	imagination
64a-D	challenge
64a-E	knowledge
64a-F	community
64a-G	tradition
64a-H	celebrate
64b-A	challenge
64b-B	knowledge
64b-C	appreciate
64b-D	opportunity
64b-E	tradition
64b-F	responsibility
64b-G	community
64b-H	imagination

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

65a-1	teeth	68b-1	water
65a-2	eyes	68b-2	fly
65a-3	shoes	68b-3	eyes
65a-4	sleep	68b-4	shoes
65b-1	sleep	69a-1	shoes
65b-2	fly	69a-2	sleep
65b-3	eyes	69a-3	water
65b-4	water	69a-4	read
66a-1	sleep	69b-1	read
66a-2	read	69b-2	teeth
66a-3	shoes	69b-3	eyes
66a-4	fly	69b-4	fly
66b-1	shoes	70a-1	eyes
66b-2	water	70a-2	fly
66b-3	teeth	70a-3	shoes
66b-4	sun	70a-4	read
67a-1	sleep	70b-1	teeth
67a-2	sun	70b-2	water
67a-3	fly	70b-3	eyes
67a-4	read	70b-4	read
67b-1	eyes	71a-1	water
67b-2	water	71a-2	sun
67b-3	sun	71a-3	fly
67b-4	sleep	71a-4	read
68a-1	water	71b-1	fly
68a-2	fly	71b-2	read
68a-3	read	71b-3	sleep
68a-4	teeth	71b-4	water

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

72a-1	eyes
72a-2	sleep
72a-3	teeth
72a-4	water
72b-1	read
72b-2	water
72b-3	eyes
72b-4	teeth

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

73a-1	over	76b-1	under
73a-2	next to	76b-2	on
73a-3	on	76b-3	over
73a-4	under	76b-4	on
73b-1	on	77a-1	on
73b-2	on	77a-2	under
73b-3	next to	77a-3	over
73b-4	under	77a-4	on
74a-1	on	77b-1	on
74a-2	under	77b-2	under
74a-3	over	77b-3	behind
74a-4	on	77b-4	on
74b-1	behind	78a-1	over
74b-2	next to	78a-2	behind
74b-3	under	78a-3	on
74b-4	on	78a-4	on
75a-1	over	78b-1	behind
75a-2	on	78b-2	on
75a-3	behind	78b-3	next to
75a-4	next to	78b-4	over
75b-1	on	79a-1	on
75b-2	on	79a-2	over
75b-3	over	79a-3	on
75b-4	next to	79a-4	next to
76a-1	behind	79b-1	over
76a-2	on	79b-2	under
76a-3	on	79b-3	next to
76a-4	under	79b-4	on

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

80a-1	on
80a-2	next to
80a-3	under
80a-4	over
80b-1	on
80b-2	on
80b-3	over
80b-4	behind

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

81a-1	brush, before	84b-1	sun, in
81a-2	cat, on	84b-2	plant, in
81a-3	clean, before	84b-3	finish, before
81a-4	catch, in	84b-4	brush, before
81b-1	complete, before	85a-1	plant, in
81b-2	finish, before	85a-2	complete, before
81b-3	sit, in	85a-3	eat, for
81b-4	play, on	85a-4	catch, in
82a-1	complete, before	85b-1	clean, before
82a-2	ride, around	85b-2	read, from
82a-3	eat, at	85b-3	eat, for
82a-4	brush, before	85b-4	brush, before
82b-1	catch, in	86a-1	brush, before
82b-2	cat, on	86a-2	finish, before
82b-3	clean, before	86a-3	catch, in
82b-4	read, from	86a-4	read, from
83a-1	eat, for	86b-1	read, from
83a-2	read, from	86b-2	clean, before
83a-3	brush, before	86b-3	brush, before
83a-4	cat, on	86b-4	cat, on
83b-1	brush, before	87a-1	play, on
83b-2	complete, before	87a-2	cat, on
83b-3	finish, before	87a-3	eat, at
83b-4	play, on	87a-4	brush, before
84a-1	catch, in	87b-1	complete, before
84a-2	ride, around	87b-2	clean, before
84a-3	complete, before	87b-3	ride, around
84a-4	sit, in	87b-4	sing, in

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

88a-1	cat, on
88a-2	ride, around
88a-3	eat, for
88a-4	sing, in
88b-1	plant, in
88b-2	catch, in
88b-3	play, on
88b-4	sing, in



## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

89a-1	meet / share cultures / bond	94a-3	bonds / memories / relationships
89a-2	festivals / traditional foods	94b-1	meet / share cultures / bond
89a-3	bonds / memories / relationships	94b-2	festivals / traditional foods
89b-1	meet / share cultures / bond	94b-3	bonds / memories / relationships
89b-2	festivals / traditional foods	95a-1	environment / recycle / reduce waste
89b-3	bonds / memories / relationships	95a-2	responsibility / projects / outdoor learning
90a-1	meet / share cultures / bond	95b-1	environment / recycle / reduce waste
90a-2	festivals / traditional foods	95b-2	responsibility / projects / outdoor learning
90a-3	bonds / memories / relationships	96a-1	meet / share cultures / bond
90b-1	meet / share cultures / bond	96a-2	festivals / traditional foods
90b-2	festivals / traditional foods	96a-3	bonds / memories / relationships
90b-3	bonds / memories / relationships	96b-1	environment / recycle / reduce waste
91a-1	meet / share cultures / bond	96b-2	responsibility / projects / outdoor learning
91a-2	festivals / traditional foods		
91a-3	bonds / memories / relationships		
91b-1	environment / recycle / reduce waste		
91b-2	responsibility / projects / outdoor learning		
92a-1	environment / recycle / reduce waste		
92a-2	responsibility / projects / outdoor learning		
92b-1	environment / recycle / reduce waste		
92b-2	responsibility / projects / outdoor learning		
93a-1	meet / share cultures / bond		
93a-2	festivals / traditional foods		
93a-3	bonds / memories / relationships		
93b-1	environment / recycle / reduce waste		
93b-2	responsibility / projects / outdoor learning		
94a-1	meet / share cultures / bond		
94a-2	festivals / traditional foods		

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

97a-1	environment / recycle / reduce waste	102b-1	environment / recycle / reduce waste
97a-2	responsibility / projects / outdoor learning	102b-2	responsibility / projects / outdoor learning
97b-1	meet / share cultures / bond	103a-1	meet / share cultures / bond
97b-2	festivals / traditional foods	103a-2	festivals / traditional foods
97b-3	bonds / memories / relationships	103a-3	bonds / memories / relationships
98a-1	meet / share cultures / bond	103b-1	meet / share cultures / bond
98a-2	festivals / traditional foods	103b-2	festivals / traditional foods
98a-3	bonds / memories / relationships	103b-3	bonds / memories / relationships
98b-1	environment / recycle / reduce waste	104a-1	environment / recycle / reduce waste
98b-2	responsibility / projects / outdoor learning	104a-2	responsibility / projects / outdoor learning
99a-1	meet / share cultures / bond	104b-1	meet / share cultures / bond
99a-2	festivals / traditional foods	104b-2	festivals / traditional foods
99a-3	bonds / memories / relationships	104b-3	bonds / memories / relationships
99b-1	environment / recycle / reduce waste		
99b-2	responsibility / projects / outdoor learning		
100a-1	environment / recycle / reduce waste		
100a-2	responsibility / projects / outdoor learning		
100b-1	meet / share cultures / bond		
100b-2	festivals / traditional foods		
100b-3	bonds / memories / relationships		
101a-1	meet / share cultures / bond		
101a-2	festivals / traditional foods		
101a-3	bonds / memories / relationships		
101b-1	environment / recycle / reduce waste		
101b-2	responsibility / projects / outdoor learning		
102a-1	meet / share cultures / bond		
102a-2	festivals / traditional foods		
102a-3	bonds / memories / relationships		

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

105a-1	Ecosystems, which	112a-1	Genetics, which
105a-2	sources, which	112a-2	Migration, when
105b-1	experiments, where	112b-1	Genetics, which
105b-2	Genetics, which	112b-2	Migration, when
106a-1	Evolution, that		
106a-2	rainforests, where		
106b-1	rainforests, where		
106b-2	Molecules, when		
107a-1	Laboratories, where		
107a-2	Migration, when		
107b-1	Laboratories, where		
107b-2	Evolution, that		
108a-1	Genetics, which		
108a-2	Molecules, when		
108b-1	Molecules, when		
108b-2	Adaptation, that		
109a-1	Evolution, that		
109a-2	Conservation, that		
109b-1	Migration, when		
109b-2	Genetics, which		
110a-1	Ecosystems, which		
110a-2	Adaptation, that		
110b-1	process, that		
110b-2	Genetics, which		
111a-1	sources, which		
111a-2	Ecosystems, which		
111b-1	Molecules, when		
111b-2	sources, which		

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

113a-A	phenomenon	114a-I	paradigm
113a-B	perspective	114a-J	synthesis
113a-C	synthesis	114b-A	consequence
113a-D	ambiguous	114b-B	correlation
113a-E	criterion	114b-C	phenomenon
113a-F	methodology	114b-D	ambiguous
113a-G	analysis	114b-E	inference
113a-H	consequence	114b-F	analysis
113a-I	correlation	114b-G	methodology
113a-J	paradigm	114b-H	criterion
113b-A	paradigm	114b-I	perspective
113b-B	consequence	114b-J	paradigm
113b-C	perspective	115a-A	hypothesis
113b-D	hypothesis	115a-B	synthesis
113b-E	ambiguous	115a-C	consequence
113b-F	synthesis	115a-D	criterion
113b-G	inference	115a-E	inference
113b-H	correlation	115a-F	perspective
113b-I	criterion	115a-G	phenomenon
113b-J	methodology	115a-H	correlation
114a-A	hypothesis	115a-I	ambiguous
114a-B	inference	115a-J	analysis
114a-C	criterion	115b-A	inference
114a-D	analysis	115b-B	consequence
114a-E	perspective	115b-C	perspective
114a-F	methodology	115b-D	synthesis
114a-G	phenomenon	115b-E	hypothesis
114a-H	consequence	115b-F	phenomenon

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

115b-G	paradigm	117a-E	criterion
115b-H	correlation	117a-F	paradigm
115b-I	methodology	117a-G	perspective
115b-J	analysis	117a-H	phenomenon
116a-A	ambiguous	117a-I	hypothesis
116a-B	correlation	117a-J	synthesis
116a-C	synthesis	117b-A	analysis
116a-D	hypothesis	117b-B	inference
116a-E	analysis	117b-C	methodology
116a-F	inference	117b-D	phenomenon
116a-G	phenomenon	117b-E	hypothesis
116a-H	criterion	117b-F	perspective
116a-I	methodology	117b-G	correlation
116a-J	paradigm	117b-H	ambiguous
116b-A	ambiguous	117b-I	consequence
116b-B	paradigm	117b-J	criterion
116b-C	analysis	118a-A	analysis
116b-D	consequence	118a-B	paradigm
116b-E	synthesis	118a-C	perspective
116b-F	phenomenon	118a-D	methodology
116b-G	hypothesis	118a-E	hypothesis
116b-H	methodology	118a-F	criterion
116b-I	perspective	118a-G	consequence
116b-J	correlation	118a-H	correlation
117a-A	inference	118a-I	inference
117a-B	correlation	118a-J	phenomenon
117a-C	methodology	118b-A	paradigm
117a-D	ambiguous	118b-B	synthesis

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

118b-C	criterion	120a-A	correlation
118b-D	inference	120a-B	methodology
118b-E	phenomenon	120a-C	ambiguous
118b-F	ambiguous	120a-D	criterion
118b-G	consequence	120a-E	perspective
118b-H	perspective	120a-F	synthesis
118b-I	analysis	120a-G	phenomenon
118b-J	methodology	120a-H	consequence
119a-A	ambiguous	120a-I	inference
119a-B	phenomenon	120a-J	analysis
119a-C	analysis	120b-A	criterion
119a-D	correlation	120b-B	paradigm
119a-E	inference	120b-C	correlation
119a-F	synthesis	120b-D	perspective
119a-G	methodology	120b-E	phenomenon
119a-H	hypothesis	120b-F	inference
119a-I	criterion	120b-G	ambiguous
119a-J	consequence	120b-H	synthesis
119b-A	consequence	120b-I	hypothesis
119b-B	synthesis	120b-J	methodology
119b-C	correlation		
119b-D	hypothesis		
119b-E	perspective		
119b-F	paradigm		
119b-G	methodology		
119b-H	ambiguous		
119b-I	phenomenon		
119b-J	inference		

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

121a-1 water  
121a-2 fly  
121a-3 sleep  
121a-4 sun  
121b-1 shoes  
121b-2 sleep  
121b-3 eyes  
121b-4 water  
122a-1 teeth  
122a-2 sleep  
122a-3 fly  
122a-4 water  
122b-1 shoes  
122b-2 sleep  
122b-3 sun  
122b-4 teeth  
123a-1 sun  
123a-2 sleep  
123a-3 eyes  
123a-4 read  
123b-1 eyes  
123b-2 sleep  
123b-3 shoes  
123b-4 sun  
124a-1 teeth  
124a-2 eyes  
124a-3 fly  
124a-4 water

124b-1 fly  
124b-2 sleep  
124b-3 eyes  
124b-4 teeth  
125a-1 sleep  
125a-2 teeth  
125a-3 fly  
125a-4 water  
125b-1 teeth  
125b-2 eyes  
125b-3 fly  
125b-4 sun  
126a-1 eyes  
126a-2 teeth  
126a-3 read  
126a-4 sun  
126b-1 fly  
126b-2 water  
126b-3 sleep  
126b-4 eyes  
127a-1 fly  
127a-2 shoes  
127a-3 water  
127a-4 read  
127b-1 sun  
127b-2 shoes  
127b-3 fly  
127b-4 teeth

## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

128a-1	read
128a-2	water
128a-3	fly
128a-4	sun
128b-1	sleep
128b-2	teeth
128b-3	sun
128b-4	read



## English Sentence Construction - Building Strong Communication Skills - SOLUTIONS

129a-1	on	132b-1	on
129a-2	over	132b-2	under
129a-3	under	132b-3	on
129a-4	next to	132b-4	behind
129b-1	under	133a-1	next to
129b-2	next to	133a-2	on
129b-3	on	133a-3	over
129b-4	behind	133a-4	behind
130a-1	on	133b-1	on
130a-2	over	133b-2	on
130a-3	under	133b-3	over
130a-4	on	133b-4	next to
130b-1	over	134a-1	under
130b-2	behind	134a-2	on
130b-3	under	134a-3	over
130b-4	on	134a-4	behind
131a-1	behind	134b-1	on
131a-2	on	134b-2	under
131a-3	over	134b-3	on
131a-4	under	134b-4	over
131b-1	on	135a-1	next to
131b-2	next to	135a-2	on
131b-3	behind	135a-3	under
131b-4	over	135a-4	on
132a-1	on	135b-1	next to
132a-2	next to	135b-2	on
132a-3	behind	135b-3	under
132a-4	on	135b-4	behind

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136a-1	on
136a-2	behind
136a-3	under
136a-4	over
136b-1	under
136b-2	over
136b-3	behind
136b-4	next to

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137a-1	read, from	140b-1	clean, before
137a-2	ride, around	140b-2	sing, in
137a-3	sit, in	140b-3	plant, in
137a-4	complete, before	140b-4	brush, before
137b-1	sit, in	141a-1	sun, in
137b-2	cat, on	141a-2	play, on
137b-3	play, on	141a-3	complete, before
137b-4	ride, around	141a-4	catch, in
138a-1	complete, before	141b-1	catch, in
138a-2	sit, in	141b-2	eat, for
138a-3	eat, for	141b-3	eat, at
138a-4	ride, around	141b-4	plant, in
138b-1	ride, around	142a-1	sing, in
138b-2	plant, in	142a-2	clean, before
138b-3	brush, before	142a-3	brush, before
138b-4	finish, before	142a-4	cat, on
139a-1	clean, before	142b-1	clean, before
139a-2	ride, around	142b-2	sun, in
139a-3	catch, in	142b-3	sit, in
139a-4	sing, in	142b-4	cat, on
139b-1	ride, around	143a-1	brush, before
139b-2	eat, at	143a-2	sun, in
139b-3	sing, in	143a-3	catch, in
139b-4	finish, before	143a-4	read, from
140a-1	clean, before	143b-1	sun, in
140a-2	play, on	143b-2	ride, around
140a-3	sit, in	143b-3	complete, before
140a-4	plant, in	143b-4	sing, in

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144a-1	eat, at
144a-2	ride, around
144a-3	catch, in
144a-4	complete, before
144b-1	catch, in
144b-2	eat, at
144b-3	sing, in
144b-4	eat, for

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145a-1	demonstrate / show / reveal	150a-3	draw conclusions / analyze results
145a-2	emissions / activities / impacts	150b-1	hypotheses / investigations / research
145b-1	hypotheses / investigations / research	150b-2	bias / errors / inaccuracy
145b-2	bias / errors / inaccuracy	150b-3	draw conclusions / analyze results
145b-3	draw conclusions / analyze results	151a-1	demonstrate / show / reveal
146a-1	hypotheses / investigations / research	151a-2	emissions / activities / impacts
146a-2	bias / errors / inaccuracy	151b-1	demonstrate / show / reveal
146a-3	draw conclusions / analyze results	151b-2	emissions / activities / impacts
146b-1	hypotheses / investigations / research	152a-1	hypotheses / investigations / research
146b-2	bias / errors / inaccuracy	152a-2	bias / errors / inaccuracy
146b-3	draw conclusions / analyze results	152a-3	draw conclusions / analyze results
147a-1	hypotheses / investigations / research	152b-1	hypotheses / investigations / research
147a-2	bias / errors / inaccuracy	152b-2	bias / errors / inaccuracy
147a-3	draw conclusions / analyze results	152b-3	draw conclusions / analyze results
147b-1	demonstrate / show / reveal		
147b-2	emissions / activities / impacts		
148a-1	demonstrate / show / reveal		
148a-2	emissions / activities / impacts		
148b-1	demonstrate / show / reveal		
148b-2	emissions / activities / impacts		
149a-1	hypotheses / investigations / research		
149a-2	bias / errors / inaccuracy		
149a-3	draw conclusions / analyze results		
149b-1	hypotheses / investigations / research		
149b-2	bias / errors / inaccuracy		
149b-3	draw conclusions / analyze results		
150a-1	hypotheses / investigations / research		
150a-2	bias / errors / inaccuracy		

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153a-1	demonstrate / show / reveal	158a-3	draw conclusions / analyze results
153a-2	emissions / activities / impacts	158b-1	hypotheses / investigations / research
153b-1	hypotheses / investigations / research	158b-2	bias / errors / inaccuracy
153b-2	bias / errors / inaccuracy	158b-3	draw conclusions / analyze results
153b-3	draw conclusions / analyze results	159a-1	demonstrate / show / reveal
154a-1	hypotheses / investigations / research	159a-2	emissions / activities / impacts
154a-2	bias / errors / inaccuracy	159b-1	demonstrate / show / reveal
154a-3	draw conclusions / analyze results	159b-2	emissions / activities / impacts
154b-1	demonstrate / show / reveal	160a-1	demonstrate / show / reveal
154b-2	emissions / activities / impacts	160a-2	emissions / activities / impacts
155a-1	hypotheses / investigations / research	160b-1	hypotheses / investigations / research
155a-2	bias / errors / inaccuracy	160b-2	bias / errors / inaccuracy
155a-3	draw conclusions / analyze results	160b-3	draw conclusions / analyze results
155b-1	hypotheses / investigations / research		
155b-2	bias / errors / inaccuracy		
155b-3	draw conclusions / analyze results		
156a-1	hypotheses / investigations / research		
156a-2	bias / errors / inaccuracy		
156a-3	draw conclusions / analyze results		
156b-1	demonstrate / show / reveal		
156b-2	emissions / activities / impacts		
157a-1	hypotheses / investigations / research		
157a-2	bias / errors / inaccuracy		
157a-3	draw conclusions / analyze results		
157b-1	demonstrate / show / reveal		
157b-2	emissions / activities / impacts		
158a-1	hypotheses / investigations / research		
158a-2	bias / errors / inaccuracy		

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161a-1	laboratories, where	168a-1	Universities, where
161a-2	Synthesis, which	168a-2	Synthesis, which
161b-1	review, when	168b-1	paradigms, that
161b-2	Innovation, when	168b-2	conferences, where
162a-1	collaboration, which		
162a-2	methodology, that		
162b-1	Innovation, when		
162b-2	collaboration, which		
163a-1	publication, when		
163a-2	ethics, which		
163b-1	Innovation, when		
163b-2	Synthesis, which		
164a-1	laboratories, where		
164a-2	publication, when		
164b-1	Synthesis, which		
164b-2	laboratories, where		
165a-1	paradigms, that		
165a-2	Synthesis, which		
165b-1	conferences, where		
165b-2	approaches, that		
166a-1	Synthesis, which		
166a-2	collaboration, which		
166b-1	review, when		
166b-2	methodology, that		
167a-1	laboratories, where		
167a-2	approaches, that		
167b-1	Universities, where		
167b-2	laboratories, where		