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| EMB000004e83cf8 | | **Worksheet – Unit 1** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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Cities are bad for the environment.

The \_\_\_\_\_\_\_\_homes\_\_\_\_\_\_\_\_\_\_\_ of plants and animals are destroyed.

The large amount of energy people use \_\_\_\_\_\_\_\_\_causes\_\_\_\_\_\_\_\_\_\_\_ pollution.

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

These new cities are called eco-cities.

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

First, “\_\_\_\_\_\_\_\_eco\_\_\_\_\_\_\_\_\_\_\_” means “environment.”

Eco-cities are built into the natural \_\_\_\_\_\_\_\_\_environment\_\_\_\_\_\_\_\_\_\_\_.

So, the environment is not destroyed.

Second, energy is made in natural ways.

So are food and water.

Finally, less waste is produced.

Most \_\_\_\_\_\_\_\_\_\_waste\_\_\_\_\_\_\_\_\_\_\_ is recycled.

Eco-cities do less harm to the environment.

The natural environment stays within them.

\_\_\_\_\_\_\_\_\_Waste\_\_\_\_\_\_\_\_\_\_\_\_ is limited.

\_\_\_\_\_\_\_\_\_\_Pollution\_\_\_\_\_\_\_\_\_\_\_ is reduced.

We should build eco-cities.

This will help the environment.

The world will be a better place for everyone.

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. Cities is bad for the environment.

Cities *are* bad for the environment.

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

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

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

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

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

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

5. There are less waste produced.

There *is* less waste produced.

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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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| EMB000004e83cf8 | | **Worksheet – Unit 2** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

Dear Chris,

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

My family built our own house.

It’s a special house.

It’s made out of old glass bottles.

Sand was \_\_\_\_\_\_\_\_packed\_\_\_\_\_\_\_\_\_ tightly inside the bottles \_\_\_\_\_\_\_\_\_\_first\_\_\_\_\_\_\_\_.

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

Then, we \_\_\_\_\_\_\_\_\_put\_\_\_\_\_\_\_\_\_\_ a row of bottles on the \_\_\_\_\_\_\_\_\_walls\_\_\_\_\_\_\_\_\_\_\_.

We covered the \_\_\_\_\_\_\_\_\_\_bottles\_\_\_\_\_\_\_\_\_\_\_ with clay and mud.

We repeated this many \_\_\_\_\_\_\_\_\_times\_\_\_\_\_\_\_\_\_\_\_\_.

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

We live in the desert.

In the daytime, it’s very hot.

At night, it’s cold.

The house is great for the desert.

In the day, it stays cool inside.

At night, it stays warm.

The bottle \_\_\_\_\_\_\_\_\_\_house\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_strong\_\_\_\_\_\_\_\_\_\_.

It’s stronger than a house made of bricks.

Write back soon,

Tiffany

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. There are most than 9,000 bottles making up our house.

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

2. It’s strong than a house made of bricks.

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

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

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

4. But it’s strongest than a brick house.

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

5. It is cold than other places.

It is *colder* than other places.

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| EMB000004e83cf8 | | **Worksheet – Unit 3** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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All living things need energy from food.

They can be categorized by how they get energy.

There are \_\_\_\_\_\_\_\_\_\_\_three\_\_\_\_\_\_\_\_\_\_\_\_\_ categories.

The \_\_\_\_\_\_\_\_\_\_\_first\_\_\_\_\_\_\_\_\_\_\_\_ is producers.

All producers are plants. They make their own food.

They do this using the sun’s energy.

The \_\_\_\_\_\_\_\_\_\_\_second\_\_\_\_\_\_\_\_\_\_\_\_\_ category is consumers.

One kind of consumer eats producers for energy.

Another kind eats other consumers.

The \_\_\_\_\_\_\_\_\_\_\_third\_\_\_\_\_\_\_\_\_\_\_\_\_ category is decomposers.

They \_\_\_\_\_\_\_\_\_break down\_\_\_\_\_\_\_\_\_\_\_ dead things and waste into soil.

They get energy from these things.

In turn, the soil helps producers make energy.

Each category of \_\_\_\_\_\_\_\_\_\_living\_\_\_\_\_\_\_\_\_\_\_\_ things gives the others energy.

They need each other to live.

Together they \_\_\_\_\_\_\_\_\_\_\_make up\_\_\_\_\_\_\_\_\_\_\_\_\_ an ecosystem.

There are many \_\_\_\_\_\_\_\_\_\_\_\_kinds\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of ecosystems.

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

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. They needs to be together.

They *need* to be together.

2. All living things has energy from food.

All living things *need* energy from food.

3. They must each other to live.

They *need* each other to live.

4. They mustn’t each other’s energy.

They *need* each other’s energy.

5. One group must to use the sun’s energy.

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

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| EMB000004e83cf8 | | **Worksheet – Unit 4** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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Jenna is hiking with her \_\_\_\_\_\_\_\_\_\_family\_\_\_\_\_\_\_\_\_\_\_\_ at Goldface Mountain.

Jenna: What are those?

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

Mom: Oh, \_\_\_\_\_\_\_\_\_\_these\_\_\_\_\_\_\_\_\_\_\_\_ are termites.

Jenna: They \_\_\_\_\_\_\_\_\_\_sure\_\_\_\_\_\_\_\_\_\_\_\_ are busy. What are they doing?

Mom: Well, termites are decomposers. Decomposers get energy by

breaking down waste and dead plants and animals.

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

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

\_\_\_\_\_\_\_\_\_\_Plants\_\_\_\_\_\_\_\_\_\_\_\_\_ need the nutrients to grow.

Jenna: Oh, so \_\_\_\_\_\_\_\_\_termites\_\_\_\_\_\_\_\_\_\_\_\_\_\_ help plants grow when they live and

clean them \_\_\_\_\_\_\_\_\_\_\_\_up\_\_\_\_\_\_\_\_\_\_ when they die.

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

\_\_\_\_\_\_\_\_\_\_work\_\_\_\_\_\_\_\_\_\_\_\_\_ really hard!

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

Jenna’s brother: I’m glad I’m not a \_\_\_\_\_\_\_\_\_\_\_decomposer\_\_\_\_\_\_\_\_\_\_\_\_!

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

Jenna’s brother: Hey!

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. Look closely right here. What are that?

Look closely right here. What are *these*?

2. Hmm, is those some kind of ant?

Hmm, is *that* some kind of ant?

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

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

4. Oh, this are termites.

Oh, *these* are termites.

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

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

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| EMB000004e83cf8 | | **Worksheet – Unit 5** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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Why are F1 race cars fast?

There are many reasons.

F1 \_\_\_\_\_\_\_\_\_race\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cars are light.

And they carry only one \_\_\_\_\_\_\_\_\_\_person\_\_\_\_\_\_\_\_\_\_\_\_\_.

They weigh \_\_\_\_\_\_\_\_\_about\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 702 kg.

Normal cars weigh about 1,819 kg.

Lighter cars can go faster.

F1 cars are also aerodynamic.

They move through air easily.

Race teams study aerodynamics.

They spend \_\_\_\_\_\_\_\_\_\_millions\_\_\_\_\_\_\_\_\_\_\_\_\_ of dollars a year on this.

They want to make a winning race car.

Then, they will win much more money.

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

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

Being light, F1 cars can also \_\_\_\_\_\_\_\_\_\_slow\_\_\_\_\_\_\_\_\_\_\_\_\_ down quickly.

They must do this \_\_\_\_\_\_\_\_\_\_when\_\_\_\_\_\_\_\_\_\_\_\_\_ they turn.

Otherwise, they \_\_\_\_\_\_\_\_\_\_\_will\_\_\_\_\_\_\_\_\_\_\_\_ crash.

Aerodynamics and \_\_\_\_\_\_\_\_\_weight\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are important.

Race teams need to get them right.

Then, they’ll have a winning car.

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. More light cars can go faster.

*Lighter* cars can go faster.

2. It can go fastest than a regular car.

It can go *faster* than a regular car.

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

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

4. Then, they will win much many money.

Then they will win much *more* money.

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

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

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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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| EMB000004e83cf8 | | **Worksheet – Unit 6** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

Hi, Joe.

Have you been to a car race?

\_\_\_\_\_\_\_\_\_This\_\_\_\_\_\_\_\_\_\_\_\_ weekend, I am going to go to a car race.

I’m \_\_\_\_\_\_\_\_\_\_really\_\_\_\_\_\_\_\_\_\_\_\_ excited.

It’s going to be a lot of fun.

I have been reading about race cars.

There are a lot of special things about them.

F1 race cars can go 369.9 km/h.

It’s amazing.

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

To go that fast, race cars need \_\_\_\_\_\_\_\_\_\_special\_\_\_\_\_\_\_\_\_\_\_\_ parts.

They have \_\_\_\_\_\_\_\_\_\_strong\_\_\_\_\_\_\_\_\_\_\_\_ brakes and \_\_\_\_\_\_\_\_\_\_\_soft\_\_\_\_\_\_\_\_\_\_ tires.

They have a \_\_\_\_\_\_\_\_\_big\_\_\_\_\_\_\_\_\_\_\_\_\_ engine and a \_\_\_\_\_\_\_\_\_\_light\_\_\_\_\_\_\_\_\_\_\_\_

body.

A great race car also \_\_\_\_\_\_\_\_\_\_needs\_\_\_\_\_\_\_\_\_\_\_\_ to have a really good driver.

I wonder who is going to win?

I can’t wait to go to the race!

It’s going to be an awesome experience.

Write back soon,

Robby

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. There are a lot of specially things about them.

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

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

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

3. They have strong brakes and weakest tires.

They have strong brakes and *soft* tires.

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

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

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

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

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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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| EMB000004e83cf8 | | **Worksheet – Unit 7** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

What is a multicultural country?

\_\_\_\_\_\_\_\_\_\_\_Many\_\_\_\_\_\_\_\_\_\_\_\_ things make culture.

Food and music are culture.

\_\_\_\_\_\_\_\_\_\_Ideas\_\_\_\_\_\_\_\_\_\_\_\_\_ and traditions are culture.

Language is culture.

The way people look is culture.

Each country has a different culture.

Sometimes a country has only one culture.

Korea, Japan, and Iceland are examples.

Sometimes a country has people from many cultures living

\_\_\_\_\_\_\_\_\_\_\_together\_\_\_\_\_\_\_\_\_\_\_\_.

There are different ways this can happen.

Sometimes a country was created with more than one culture.

Canada, Belgium, and Uganda began this way.

There are many others.

Another way is when people move from other \_\_\_\_\_\_\_\_\_\_\_countries\_\_\_\_\_\_\_\_\_\_\_\_.

Examples are Australia, the United States, and Germany. Multicultural

countries accept \_\_\_\_\_\_\_\_\_\_\_many\_\_\_\_\_\_\_\_\_\_\_\_ cultures.

So, what is a \_\_\_\_\_\_\_\_\_\_\_multicultural\_\_\_\_\_\_\_\_\_\_\_\_ country?

It’s a country with different cultures.

They live together and mix with one \_\_\_\_\_\_\_\_\_\_\_another\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. The students in our town always go to school on Sundays.

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

2. The Earth sometimes goes around the Sun

The Earth *always* goes around the Sun.

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

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

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

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

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

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

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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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| EMB000004e83cf8 | | **Worksheet – Unit 8** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

Name: Billy

Date: Monday, August 24th

Subject: English

Topic: What did you do last weekend?

Yesterday, I went to my friend’s house.

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

He moved to the US three years ago.

Yesterday was his sister’s birthday. She turned 15 \_\_\_\_\_\_\_\_\_\_\_years\_\_\_\_\_\_\_\_\_\_\_\_ old.

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

We ate traditional Mexican foods.

I loved the enchiladas. They \_\_\_\_\_\_\_\_\_\_were\_\_\_\_\_\_\_\_\_\_\_\_\_ delicious.

We played some games.

One of the games was really fun.

We covered our eyes and tried to \_\_\_\_\_\_\_\_\_\_\_hit\_\_\_\_\_\_\_\_\_\_\_\_\_ a piñata with a stick.

\_\_\_\_\_\_\_\_\_\_\_\_Each\_\_\_\_\_\_\_\_\_\_\_\_ person had one chance.

When the \_\_\_\_\_\_\_\_ piñata \_\_\_\_\_\_\_\_\_\_ broke, lots of \_\_\_\_\_\_\_\_\_\_candy\_\_\_\_\_\_\_\_ fell out.

We all \_\_\_\_\_\_\_\_\_\_got\_\_\_\_\_\_\_\_\_\_\_\_ to keep some.

There was a band \_\_\_\_\_\_\_\_\_\_\_playing\_\_\_\_\_\_\_\_\_\_\_ music.

The music was exciting, and people danced.

The party was a lot of fun.

Ernesto’s sister happily accepted gifts from everyone.

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. Yesterday, I go to my friend’s house.

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

2. We eated traditional Mexican foods.

We *ate* traditional Mexican foods.

3. One of the games were really fun.

One of the games *was* really fun.

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

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

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

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