**Video URL:** https://youtu.be/1hlqW6UgZjM

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| **Integrate Reading & Writing** | | **Worksheet – Unit 1** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

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|  | **Listen and number the words you hear form the video in order.** | | | | | | | | | | | | | | | | |
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| fair | | | | | vote | | | | | struggle | | | | | rights | | |
|  | | **2** | |  |  | **1** | | |  |  | **4** |  | | |  | **3** |  |
|  | **Listen again and number the sentences you hear from the video in order.** | | | | | | | | | | | | | | | | |
|  | |  |  | | --- | --- | | **Number** |  | | **4** | Civil rights activists and people in the government do this. They work  and sometimes struggle to change unfair rules and laws. They can do  this through peaceful protest. They can vote. They can also ask the  courts to make a decision about changing the law. | | **2** | The government tries to make rules and laws that are fair. But  sometimes, unfair laws are made by the government. What if people  feel a law is unfair? How can they change the law? | | **1** | Governments make laws, but it is the people of a country who  choose the government. People in countries, regions, cities, and  towns vote. That’s how they decide who will be in the government. | | **3** | Laws can be changed in two basic ways. One way is to change certain  parts of the law. This is called amending the law. The other way is to  get rid of the law. This is called repealing the law. | | **5** | In the end, people make the laws, and people change the laws. | | | | | | | | | | | | | | | | | |
|  | **After listening to and watching the video, choose the best title for the video.** | | | | | | | | | | | | | | | | |
|  | ⓐ | | Civil Rights | | | | ⓑ | Change the Laws | | | | | ⓒ | Unfair Laws | | | |

**Video URL:** https://youtu.be/LdDUDm6VhQc

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| **Integrate Reading & Writing** | | **Worksheet – Unit 2** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

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|  | **Listen and check the words you hear in the video.** | | | | | | | | | | | | | | | | |
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| collect | | | | | debate | | | | | conflict | | | | | constitution | | |
|  | | **x** | |  |  | **x** | | |  |  | **x** |  | | |  | **v** |  |
|  | **Listen again and write the words you hear from the video in the blanks.** | | | | | | | | | | | | | | | | |
|  | \_\_\_\_\_\_Constitutions\_\_\_\_\_\_\_\_\_\_\_\_ are a special list of \_\_\_\_\_\_\_\_rules\_\_\_\_\_\_ that a group  of people make and follow. Groups make constitutions for themselves. The  rules are for everyone in the group to \_\_\_\_\_\_\_\_\_follow\_\_\_\_\_\_\_\_\_.  What kinds of groups do you think make and use constitutions?  Constitutions are used by \_\_\_\_\_\_\_\_organizations\_\_\_\_\_\_\_\_\_\_ like companies, governments,  and even regular \_\_\_\_\_\_\_\_\_citizens\_\_\_\_\_\_\_\_\_ in a town.  Usually, constitutions are very important. The rules are written  down. These rules \_\_\_\_\_\_\_\_affect\_\_\_\_\_\_\_\_\_\_ big groups of people like a  \_\_\_\_\_\_\_\_country\_\_\_\_\_\_\_\_\_\_, a city, or a company. They need to be written down so  that everyone can read and \_\_\_\_\_\_\_\_\_understand\_\_\_\_\_\_\_\_\_ the rules easily.  Other times, \_\_\_\_\_\_\_smaller\_\_\_\_\_\_\_\_\_ groups of people can make their own  constitution. These may or may not be \_\_\_\_\_\_\_\_written\_\_\_\_\_\_\_\_ down. This kind  of constitution is used by smaller groups of people like classes, families, and  friends. \_\_\_\_\_\_\_\_\_Sometimes\_\_\_\_\_\_\_\_\_ they are just called “the rules.” But they are  actually a constitution.  All kinds of groups—both big and small—need a constitution. | | | | | | | | | | | | | | | | |
|  | **After listening to and watching the video, choose the best title for the video.** | | | | | | | | | | | | | | | | |
|  | ⓐ | | How to Decide Rules | | | | ⓑ | Constitutions | | | | | ⓒ | People in Society | | | |

**Video URL:** https://youtu.be/nylkzKNI10E

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| **Integrate Reading & Writing** | | **Worksheet – Unit 3** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

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|  | **Listen and check the words you hear in the video.** | | | | | | | | | | | | | | | | |
|  | | | | |  | | | | |  | | | | |  | | |
| wave | | | | | current | | | | | direction | | | | | accident | | |
|  | | **x** | |  |  | **v** | | |  |  | **x** |  | | |  | **x** |  |
|  | **Listen again and write the words you hear from the video in the blanks.** | | | | | | | | | | | | | | | | |
|  | Ocean currents are streams of water that flow through the ocean like a river. What  makes ocean currents flow? There are many factors.  1. Strong winds, hot and cold temperatures, rivers that flew into the ocean,  and how salty the water is, all make ocean currents flow.  →Strong winds, hot and cold temperatures, rivers that *flow* into the ocean, and how salty the water is, all make ocean currents flow.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  There are two different kinds of ocean currents. One is called a surface current. Surface  currents flow on the top layer of the ocean. These currents are caused mostly by wind.  The other kind of current is called a deep-ocean current.  2. These currents flow across the floor of the ocean, deep underwater.  →These currents flow *along* the floor of the ocean, deep underwater.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Deep-ocean currents are changed by hot and cold temperatures. Hot water moves  up and cold water moves down.  3. Ocean water that has more salt moves bottom and less salty water moves up.  → Ocean water that has more salt moves *down* and less salty water moves up.  Currents pick up sand, dirt, rocks, and other things and move them around.  4. This changes the ocean floor. It charges the environment on the ocean  floor by making it harder or softer in certain areas.  →This changes the ocean floor. It *changes* the environment on the ocean  floor by making it harder or softer in certain areas.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Different kinds of ocean plants and animals prefer to live in different environments.  5. So, ocean currents has a lot to do with creating different ocean floor  environments.  →So, ocean currents *have* a lot to do with creating different ocean floor  environments.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | | |
|  | **After listening to and watching the video, choose the best title for the video.** | | | | | | | | | | | | | | | | |
|  | ⓐ | | Ocean Currents | | | | ⓑ | Flow of Water | | | | | ⓒ | Flow of Water | | | |

**Video URL:** https://youtu.be/ubT3PflDlDU

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| **Integrate Reading & Writing** | | **Worksheet – Unit 4** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

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|  | **Listen and check the words you hear in the video.** | | | | | | | | | | | | | | | | |
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| electricity | | | | | tide | | | | | gravity | | | | | generate | | |
|  | | **4** | |  |  | **1** | | |  |  | **2** |  | | |  | **3** |  |
|  | **Listen again and write the words you hear from the video in the blanks.** | | | | | | | | | | | | | | | | |
|  | The \_\_\_\_\_\_\_\_tides\_\_\_\_\_\_\_\_\_ are the movement of the earth’s oceans. They  are caused by some very powerful forces. The Earth \_\_\_\_\_\_\_\_spins\_\_\_\_\_\_\_\_\_ on  its axis as it orbits the sun. The sun’s \_\_\_\_\_\_\_\_gravity\_\_\_\_\_\_\_\_\_ pulls on the water in  the ocean. The moon \_\_\_\_\_\_\_\_\_orbits\_\_\_\_\_\_\_\_ the earth, and its gravity also pulls  on the earth’s oceans. It’s the spinning of our planet and the gravity of the  sun and the moon that pull on our oceans and cause the tides.  We can use the strong natural forces of the tides to \_\_\_\_\_\_\_\_generate\_\_\_\_\_\_\_\_\_  electricity. Machines like these \_\_\_\_\_\_\_\_turbines\_\_\_\_\_\_\_\_\_ catch the power of the  tides and use it to generate electricity. This is a clean way of making energy  that doesn’t create any \_\_\_\_\_\_\_\_pollution\_\_\_\_\_\_\_\_\_.  Tidal energy is an \_\_\_\_\_\_\_\_exciting\_\_\_\_\_\_\_\_\_ new way to make electricity. Using  it and other \_\_\_\_\_\_\_\_\_sources\_\_\_\_\_\_\_\_ of clean energy can help us protect nature. | | | | | | | | | | | | | | | | |
|  | **After listening to and watching the video, choose the best title for the video.** | | | | | | | | | | | | | | | | |
|  | ⓐ | | Solar System | | | | ⓑ | Role of Gravity | | | | | ⓒ | Tidal Energy | | | |

**Video URL:** https://youtu.be/23etPY5tTYc

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| **Integrate Reading & Writing** | | **Worksheet – Unit 5** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

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|  | **Listen and check the words you hear in the video.** | | | | | | | | | | | | | | | | |
|  | | | | |  | | | | |  | | | | |  | | |
| pour | | | | | wash | | | | | cut | | | | | baking powder | | |
|  | | **x** | |  |  | **x** | | |  |  | **x** |  | | |  | **x** |  |
|  | **Listen again and write the words you hear from the video in the blanks.** | | | | | | | | | | | | | | | | |
|  | Volume is the \_\_\_\_\_\_measure\_\_\_\_\_\_\_\_ of how much space a \_\_\_\_\_solid\_\_\_\_\_\_\_, liquid, or gas takes up. We use measurements of volume all the time in our everyday lives. We use volume to measure things when we’re cooking. What are some other \_\_\_\_\_\_\_situations\_\_\_\_\_\_\_ when we need to measure volume?  Anytime we need to \_\_\_\_\_\_\_\_fill\_\_\_\_\_\_\_\_ a space with a certain amount of something, we need to measure volume. One example is when we \_\_\_\_\_\_\_\_decide\_\_\_\_\_\_\_\_ how much we want to drink. Deciding \_\_\_\_\_\_\_whether\_\_\_\_\_\_\_\_\_ you want a 250ml bottle of juice or a 500ml bottle of juice is just one example.  Another example is filing up a swimming pool with water. Do you know how much water an Olympic size swimming pool can \_\_\_\_\_\_\_hold\_\_\_\_\_\_\_\_\_? It can hold 2,500,000 \_\_\_\_\_\_\_\_liters\_\_\_\_\_\_\_\_ of water. That’s \_\_\_\_\_\_\_enough\_\_\_\_\_\_\_\_\_ water for more than 11,300 people to drink for a whole year!  It’s \_\_\_\_\_\_important\_\_\_\_\_\_\_\_ to understand how to measure volume. That way we can make good decisions and not \_\_\_\_\_\_\_waste\_\_\_\_\_\_\_\_\_ things. | | | | | | | | | | | | | | | | |
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|  | **After listening to and watching the video, choose the best title for the video.** | | | | | | | | | | | | | | | | |
|  | ⓐ | | Healthy Habits | | | | ⓑ | Measurment of Water | | | | | ⓒ | Measure Volume | | | |

**Video URL:** https://youtu.be/3QChA5ci514

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| **Integrate Reading & Writing** | | **Worksheet – Unit 6** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

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|  | **Listen and check the words you hear in the video.** | | | | | | | | | | | | | | | | |
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| piece | | | | | guest | | | | | invite | | | | | plan | | |
|  | | **x** | |  |  | **x** | | |  |  | **x** | |  | |  | **v** |  |
|  | **Listen again and fix the mistakes. Write the correct words from the video.** | | | | | | | | | | | | | | | | |
|  | 1. We use application and division for many things in our everyday lives, like  planning a party.  →We use *multiplication* and division for many things in our everyday lives, like  planning a party.  2. What are other daily activities that we need them for? We use multiplication and  division for things like playing bills, shopping, and cooking.  →What are other daily activities that we need them for? We use multiplication and division for things like *paying* bills, shopping, and cooking.  We also use them for planning things on a calendar.  3. Whatever you need to work out the days of the week, the weeks in a month, or  the months in a year, you will need to use multiplication.  →*Whether* you need to work out the days of the week, the weeks in a month, or the months in a year, you will need to use multiplication.  Playing certain types of video or computer games can also be a reason to use  multiplication or division.  4. Many games require you deciding how many of something you want to build.  →Many games require you *to decide* how many of something you want to build.  5. Traveling can be fun, but even then you need multiplication still. You need to  think about travel times and decide how much money you need.  →Traveling can be fun, but even then you need multiplication *skills*. You need to think about travel times and decide how much money you need. | | | | | | | | | | | | | | | | |
|  | **After listening to and watching the video, choose the best title for the video.** | | | | | | | | | | | | | | | | |
|  | ⓐ | | Planning Things | | | | ⓑ | How to Travel | | | | ⓒ | | Use of Multiplication Division | | | |

**Video URL:** https://youtu.be/t64-voOKl1k

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| **Integrate Reading & Writing** | | **Worksheet – Unit 8** | | | compass pub-logo(word) | |
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| **Class** | |  | | **Name** |  | |

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|  | **Listen and check the words you hear in the video.** | | | | | | | | | | | | | | | | |
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| Brazil | | | | | delicacies | | | | | outdoor | | | | | understand | | |
|  | | **v** | |  |  | | **x** | |  |  | **x** |  | | |  | **v** |  |
|  | **Listen again and number the sentences you hear from the video in order** | | | | | | | | | | | | | | | | |
|  | |  |  | | --- | --- | | **Number** |  | | **3** | Another good way to learn about and understand people from  another culture is through sports. Brazilians have a world-famous  soccer team. They are also well-known for being great martial artists. | | **5** | If you ever travel to Brazil, you can understand the people and make  friends one of these ways. | | **1** | Brazil is an amazing country. The people and culture there is diverse.  The culture of Brazil might seem quite different. But there are  several ways that people from different countries can try to  understand each other’s cultures. | | **4** | Festivals are a fun way to relax and enjoy time with other people.  Brazilians have a big festival once a year called Carnival. There’s  music, food, costumes, and a big parade. It lasts four days and many  people come from all around the world to celebrate. | | **2** | Food can be a great way to learn about another culture. Brazilian  barbeque is famous around the world. They cook different kinds of  meat on long metal sticks. It’s delicious! | | | | | | | | | | | | | | | | | |
|  | **After listening to and watching the video, choose the best title for the video.** | | | | | | | | | | | | | | | | |
|  | ⓐ | | Enjoying Festival | | | ⓑ | | Understanding Other Culture | | | | | ⓒ | Playing Sports | | | |