

Class

Name

Unit 1 – New Media Art

A. Write the correct words from the box.

the viewer	unique	artists	computers	different
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1. What is art starting to include? _____
2. What does new technology bring viewers together with? _____
3. What did one artist use to control a wall of robot faces? _____
4. What is new media art for each viewer? _____
5. How will every viewer's experience be? _____

B. Match the sentences. Rewrite the sentences in order.

- | | | |
|--|---|------------------------------|
| 1. Instead of just looking at a piece of art | * | * when a viewer closes them. |
| 2. The robots' eyes open | * | * be seen by the art. |
| 3. Then the eyes follow the | * | * each one is special. |
| 4. The viewer gets to see and | * | * you can interact with it. |
| 5. Like the pieces of art, | * | * movements of the viewer. |

C. Choose the correct answer.

1. Art is becoming much more (interact / exciting).
2. One artist used computers to control a wall of robot (eyes / faces).
3. The viewer can interact with (new / open) media art.
4. Each (artist / viewer) can become part of the art.
5. Each experience in new media art will be (movements / special).

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Unit 2 – Music in the City

A. Choose the best answer.

1. What does Luke Jerram make art with?

- a. money b. streets c. pianos d. robots

2. Where does Jerram NOT put his pianos?

- a. parks b. cities c. bus stops d. homes

3. What does each piano have on it?

- a. a person b. a sign c. a color d. a picture

4. Since 2008, about how many cities has Jerram put pianos in?

- a. ten b. twenty c. thirty d. forty

5. Which city is NOT mentioned as a place where Jerram has put his art?

- a. Tokyo b. Paris c. New York d. London

B. Unscramble the sentences. Rewrite the sentences in order.

1. a city / he finds / work with him. / First, / that wants to

2. says, / "Play me, / The sign / I'm yours."

3. Many people / street musicians. / can become

4. in more than twenty cities. / pianos / has put / Jerram

5. will be / street pianos / in your city soon! / Maybe

Questions continue next page

C. Fill in the blank with the correct word.

enjoyed artist money person streets

1. Luke Jerram is a(n) _____ who makes art with pianos.
2. A city that wants his art will let him put pianos on the _____.
3. Any _____ can play the piano that Jerram has put there.
4. People don't play the piano for _____.
5. People in London, New York, and Paris have _____ Jerram's art.

Class

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Unit 3 – Online Guitar Lessons

A. Choose the correct answer.

1. There are many reasons why you should take guitar (students / lessons) online.
2. Tutors only work (certain / whole) hours each day.
3. Online guitar lessons can save you money and some are (free / cost).
4. You can also learn alone, so no one will be watching you (save / practice).
5. Online lessons can make (tutors / students) feel less nervous.

B. Match the sentences. Rewrite the sentences in order.

- | | |
|---|----------------------------------|
| 1. Then you can study the guitar before * | * through online guitar lessons. |
| 2. A course might be ten * | * or after other things you do. |
| 3. You can also learn alone * | * watching you practice. |
| 4. No one will be * | * or more lessons. |
| 5. Online lessons make many * | * students feel less nervous. |

C. Circle T for true or F for false.

- | | |
|---|-------|
| 1. Tutors can cost \$25 to \$50 for each hour. | T / F |
| 2. Online lessons only start in the morning. | T / F |
| 3. Tutors only work certain months each year. | T / F |
| 4. Online classes often cost \$50 for a whole course. | T / F |
| 5. Online guitar lessons are never free. | T / F |

Class

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Unit 4 – Twyla Tharp

A. Write the correct words from the box.

regularly	create	famous	modern	natural
-----------	--------	--------	--------	---------

1. Twyla Tharp studied ballet and _____ dance in New York.
2. Tharp decided to _____ her own dance school in 1965.
3. Dancers in Tharp's school mixed ballet and _____ movement.
4. Tharp became _____ for her new way of dancing.
5. Today, some of Tharp's dances are done _____ by ballet schools.

B. Unscramble the sentences. Rewrite the sentences in order.

1. in the 1960s. / a young woman / Twyla Tharp / was /
2. both / studied / in New York. / She / ballet and modern dance
3. decided / her own / Tharp / to create / dance school.
4. for the dance school / worked / She / very hard / she started.
5. for stage, movies, and television. / has created / dance / Tharp

Questions continue next page

C. Match the correct questions and answers.

- | | | |
|--|---|-------------------------------------|
| 1. What does 'modern' mean? | * | * a. Run, walk, or skip. |
| 2. When did Tharp first study dance? | * | * b. Stage, movies, and television. |
| 3. What might dancers do as part of a dance? | * | * c. Work with dancers and shows. |
| 4. What has Tharp created dances for? | * | * d. Connected to the present time. |
| 5. What does Tharp still do in her 70s? | * | * e. In the 1960s. |

Class

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Unit 5 – DNA from Extinct Animals

A. Write the correct words from the box.

extinct animals DNA dinosaurs an elephant woolly mammoth

1. What do scientists want to bring back to life? _____
2. Which animal's body was found in Siberia in 2013? _____
3. What do scientists want to use to make a copy of the animal? _____
4. Which animal would scientists use to put the egg? _____
5. What is another example of extinct animals mentioned in the reading? _____

B. Match the sentences. Rewrite the sentences in order.

- | | | |
|---------------------------------------|---|---------------------------------------|
| 1. Scientists want to bring some | * | * was found in Siberia. |
| 2. In 2013, a woolly mammoth's body | * | * from a cell of the woolly mammoth. |
| 3. Scientists are now studying the | * | * could be brought back to life, too. |
| 4. First, they would take the DNA | * | * woolly mammoth's DNA. |
| 5. If it works, other extinct animals | * | * extinct animals back to life. |

Questions continue next page

C. Circle T for true or F for false.

- | | |
|--|-------|
| 1. One animal scientists want to bring back to life is the dinosaur. | T / F |
| 2. A woolly mammoth's body was found in China. | T / F |
| 3. Scientists want to use DNA to make a copy of the animal. | T / F |
| 4. Scientists would put the egg with DNA in it in an elephant. | T / F |
| 5. After 20 months, a woolly mammoth would be born. | T / F |

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Unit 6 – The Clever Octopus

A. Choose the correct answer.

1. An octopus can use its big brain to do (curious / clever) things.
2. Inky found a way to (escape / flood) its tank at the aquarium in New Zealand.
3. Inky made its great escape from the aquarium back into the (tank / ocean).
4. Another octopus used its (arms / legs) to pull on a tube in its tank.
5. These octopuses would get a (low / high) score on an IQ test.

B. Unscramble the sentences. Rewrite the sentences in order.

1. its big brain / An octopus / to do clever things. / can use
2. for being / One octopus / an escape artist. / is famous
3. at the top of / its tank. / First, / out of a gap
4. Another / flooded / octopus / its aquarium.
5. a tube / became curious about / in its tank. / It

C. Match the correct questions and answers.

- | | | |
|---|---|--|
| 1. What does an octopus use to do clever things? | * | * a. It went down a pipe. |
| 2. Where did Inky live before it escaped? | * | * b. It spilled water out of the tank. |
| 3. How did Inky make its escape into the ocean? | * | * c. It uses its brain. |
| 4. What did another octopus become curious about? | * | * d. An aquarium in New Zealand. |
| 5. What happened when the tube popped out? | * | * e. A tube in its tank. |

Class

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Unit 7 – How a Frog Grows

A. Choose the best answer.

1. What does the life cycle of a frog begin with?

- a. water b. an egg c. tadpoles d. fish

2. Where does the mother frog lay her eggs?

- a. ponds b. legs c. oceans d. plants

3. After how many days does a tadpole come out of each egg?

- a. five b. six c. three d. ten

4. What do tadpoles start growing first

- a. eyes b. back legs c. tails d. front legs

5. How long does it take for the cycle to finish?

- a. four months b. fourteen days c. fourteen weeks d. four years

B. Match the sentences. Rewrite the sentences in order.

- | | | |
|---------------------------------|---|-------------------------------------|
| 1. In the spring, a mother | * | * look a little like small fish. |
| 2. After about ten days, a | * | * water and eat plants in the pond. |
| 3. Tadpoles have long tails and | * | * start growing back legs. |
| 4. They swim around in the | * | * frog lays her eggs. |
| 5. After about six weeks, they | * | * tadpole comes out of each egg. |

Questions continue next page

C. Fill in the blank with the correct word.

plants

life cycle

young

eggs

adult

1. The _____ of a frog begins with an egg.
2. The mother frog lays up to 4,000 _____ in ponds.
3. Tadpoles swim around in the water and eat _____.
4. The tadpoles slowly turn into _____ frogs.
5. After about fourteen weeks, the tadpole become a _____ frog.

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Unit 8 – Snake Charmers

A. Choose the correct answer.

1. A snake charmer plays the (flute / basket).
2. The snake does not (hit / bite) the snake charmer.
3. Snakes do not have (mouths / ears), so they can't hear music well.
4. The snake charmer (sways / bounces) while playing music.
5. The snake just follows the snake charmers (movements / attacks).

B. Unscramble the sentences. Rewrite the sentences in order.

1. in front of you. / there is / a dangerous snake / Imagine
2. It / to bite you. / big fangs / and wants / has
3. snakes? / really charm / music / Does
4. snakes / ears. / Actually, / do not have
5. do not like / Most snakes / to attack.

C. Circle T for true or F for False.

- | | |
|--|-------|
| 1. Some snakes have fangs and can bite you. | T / F |
| 2. A snake charmer keeps the snake in a basket. | T / F |
| 3. Snakes can hear music very well. | T / F |
| 4. The snake hears the music and is charmed by it. | T / F |
| 5. The snake usually bites the snake charmer. | T / F |

Class

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Unit 9 – Smart Glasses for the Blind

A. Write the correct words from the box.

directions	Blind	totally	Engineers	camera
------------	-------	---------	-----------	--------

- _____ people will soon be able to buy smart glasses that see what they cannot.
- _____ are already making glasses for people who are partly blind.
- A video _____ is put on the smart glasses.
- Some glasses give _____, or read signs, menus, and documents.
- Engineers are also working on glasses for _____ blind people.

B. Match the sentences. Rewrite the sentences in order.

- | | | |
|-------------------------------------|---|--|
| 1. There is a computer in them, | * | * of people it sees. |
| 2. Objects appear brighter and | * | * and it is pocket-sized. |
| 3. It guesses the feelings | * | * says what is in front of the camera. |
| 4. In some models, a computer voice | * | * go to work and stores safely. |
| 5. Smart glasses will help them | * | * as line drawings. |

Questions continue next page

1. What do smart glasses look like?

- ## 2. Who are engineers already making smart glasses for?

- ### 3. What do some models of smart glasses guess?

- #### 4. What can smart glasses NOT read?

5. What will smart glasses help totally blind people do?

- a. go hiking b. go shopping
c. go running d. go to work safely

Class

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Unit 10 – Reading with Your Fingers

A. Write the correct words from the box.

their fingers	Napoleon	blind people	Louis Braille	in 1825
---------------	----------	--------------	---------------	---------

1. What do people read braille with? _____

2. Who reads braille? _____

3. When was braille developed? _____

4. Who developed braille? _____

5. Who had the original idea for braille? _____

B. Unscramble the sentences. Rewrite the sentences in order.

1. use / on a page. / to read letters / We / our eyes
2. Blind people / braille / with their fingers / can read
3. "night writing," / for the French army. / wanted / Napoleon
4. his army / With this, / information at night. / could get
5. wouldn't require / or light. / The army / sound

Questions continue next page

C. Choose the correct answer.

1. We use our (eyes / sound) to read letters on a page.
2. Braille looks like raised (letters / dots) on a page.
3. Braille can be read by (touch / light).
4. Louis Braille wanted to help blind (armies / children), so he developed braille.
5. The original (idea / information) for braille came from Napoleon.

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Unit 11 – Stevie Wonder

A. Write the correct words from the box.

smelling	life	listening	musician	drums
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1. Stevie Wonder writes music and plays the piano and the _____, too.
2. He learns through hearing, touching, and _____.
3. Stevie started to learn how to play music by _____.
4. Stevie became an award-winning _____.
5. He may be blind, but _____ is not difficult for him.

B. Match the sentences. Rewrite the sentences in order.

- | | | |
|---------------------------------|---|--|
| 1. Stevie Wonder said that | * | * be quiet so Stevie could listen carefully. |
| 2. One day, there was a mouse | * | * using only his ears. |
| 3. The teacher told everyone to | * | * to play music by listening. |
| 4. Stevie caught the mouse by | * | * being blind is not a problem. |
| 5. He started to learn how | * | * in Stevie's classroom. |

Questions continue next page

C. Circle T for true or F for false.

1. Stevie Wonder is a famous blind singer.
2. Stevie only learns through smelling.
3. Stevie caught a mouse by listening to it.
4. Stevie started to play the drums by listening.
5. Stevie thinks that life is difficult for him.

T / F

T / F

T / F

T / F

T / F

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Unit 12 – Helen Keller

A. Choose the best answer.

1. What year was Helen Keller born in?

- a. 1680 b. 1780 c. 1980 d. 1880

2. What caused Helen to become both deaf and blind?

- a. an adventure b. a fever c. a book d. a tutor

3. After Helen's fever, what did she NOT know how to do with people?

- a. communicate b. read c. sing d. dance

4. What could Helen only use after her fever?

- a. sight and taste b. taste and touch c. smell and touch d. sight and touch

5. What did Helen teach people about blind and deaf people?

- a. to respect them b. to talk to them
c. to visit them d. to listen to them

B. Match the sentences. Rewrite the sentences in order.

- | | | |
|---------------------------------|---|--|
| 1. At a young age, | * | * both deaf and blind. |
| 2. As a result, she became | * | * started working with Helen. |
| 3. After her fever, life | * | * Helen caught a fever. |
| 4. A tutor, Anne Sullivan, | * | * and communicate using smell and touch. |
| 5. She taught Helen how to read | * | * was difficult for Helen. |

Questions continue next page

C. Write the correct words from the box.

school

blind

tutor

adventures

amazing

1. Helen Keller became deaf and _____ from a fever.
2. However, Helen went on to live a(n) _____ life.
3. A _____ started working with Helen and taught her how to read and communicate.
4. Helen went on to Radcliffe College, a famous women's _____.
5. Helen wrote a book about her life and _____.

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Unit 13 – 3D Food Printing

A. Choose the correct answer.

1. Cooking can take a lot of time and (ingredients / effort).
2. The 3D printer prints out (shapes / designs) of food.
3. People use 3D printers to make designs for candy, pancakes, and (chocolate / brownies).
4. There is a 3D printer that uses (fast / fresh) ingredients.
5. Someday, 3D food printing may be used to feed people around the (world / bakery).

B. Unscramble the sentences. Rewrite the sentences in order.

1. into the printer. / First, / put / the ingredients / you
2. the 3D printer / shapes of food / Then, / prints out
3. in some bakeries / You / can already find / and restaurants. / 3D printers
4. uses / fresh ingredients. / a 3D printer / There is / that
5. It / more difficult foods / can make / like pizza, pasta, and brownies.

C. Match the correct questions and answers.

- | | |
|--|--|
| 1. What is the new way to make food? * | * a. You put ingredients into the printer. |
| 2. What can take a lot of time and effort? * | * b. In some bakeries and restaurants. |
| 3. What do you do first? * | * c. To make nice designs for some food. |
| 4. Where can you already find 3D printers? * | * d. The new way is 3D food printing. |
| 5. What can people use 3D printers for? * | * e. Cooking can take time and effort. |

Class

Name

Unit 14 – Microwave Popcorn

A. Write the correct words from the box.

corn	sounds	microwave	oil	minutes
------	--------	-----------	-----	---------

1. It is easy to make _____ popcorn by yourself.
2. You need a plain brown paper bag and _____.
3. Put the corn in the bag with a little _____.
4. Then, put the bag in the microwave for two _____.
5. When the popping _____ stop, the popcorn is ready to eat.

B. Match the sentences. Rewrite the sentences in order.

- | | | |
|----------------------------------|---|--|
| 1. To make microwave popcorn, | * | * with a little oil. |
| 2. You also need corn, but it | * | * you need a plain brown paper bag. |
| 3. Put the corn in the bag | * | * does not need to be special corn. |
| 4. Fold the top of the bag a | * | * the popcorn is ready. |
| 5. When the popping sounds stop, | * | * few times and put it in the microwave. |

Questions continue next page

C. Circle T for true or F for false.

1. It is hard to make popcorn at home.
2. Microwave popcorn is made with plain corn.
3. You don't need to put anything in the bag.
4. Put the bag in the microwave for 3 minutes.
5. Making popcorn at home can save you money.

T / F

T / F

T / F

T / F

T / F

Class

Name

Unit 15 – How a Factory Makes Food

A. Choose the correct answer.

1. People all over the world love potato chips, a crunchy (bag / snack).
2. After farmers (harvest / brown) potatoes, they ship the best ones to a factory.
3. The stages of making potato chips are: preparation, cooking, and (eating / packaging).
4. In step 5, (robots / people) take the chips out of the washing machine.
5. The last step in the interesting (popular / process) is packaging.

B. Unscramble the sentences. Rewrite the sentences in order.

1. all over the world / People / love / this crunchy snack.
2. ship / to the factory. / Farmers / the best potatoes
3. the potatoes / cut / into very thin slices. / Eight blades
4. wash and dry / Machines / the chips.
5. What / for this popular snack! / an interesting process

C. Match the step with the correct instruction.

- | | | |
|---------------|---|---|
| 1. Step 1 | * | * a. The potatoes are cut into thin slices. |
| 2. Step 2 | * | * b. Machines wash and dry the chips. |
| 3. Step 3 | * | * c. Salt is added to the chips, then they are put in bags. |
| 4. Step 4 | * | * d. Peel the skins off the potatoes. |
| 5. Step 5 & 6 | * | * e. The chips are cooked in 350-degree oil, then fried. |

Class

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Unit 16 – Number Cakes

A. Choose the best answer.

1. When were the first cupcakes made?

- a. around 1600 b. around 1700 c. around 1800 d. around 1900

2. What did cookbooks call the first cupcakes?

- a. butter cakes b. sugar cakes c. letter cakes d. number cakes

3. What do the numbers in the cupcake recipe mean?

- a. cups b. eggs c. ingredients d. spoons

4. How many eggs does the cupcake recipe call for?

- a. one b. four c. three d. two

5. What do you need to add last in the cupcake recipe?

- a. baking soda b. eggs c. flour d. butter

B. Match the sentences. Rewrite the sentences in order.

1. Old cookbooks show us * * the numbers 1, 2, 3, 4, 1, and 1.

2. Some cookbooks called the * * and one spoon of baking soda.

3. A person just need to remember * * and easiest cupcake recipes.

4. Finally, add one cup of milk * * first cupcakes “number cakes.”

5. This was one of the first * * when different foods began.

Questions continue next page

C. Write the correct words from the box.

numbers

butter

old

spoon

flour

1. People can look in _____ cookbooks to see when recipes began.
2. It is easy to remember the _____ in the “number cakes” recipe.
3. For this recipe, you need one cup of _____ and two cups of sugar.
4. You also need three cups of _____ and four eggs.
5. You only need one _____ of baking soda for this cupcake recipe.