

**Class**

**Name**

**Unit 1. New Media Art**

Instead of just looking at a piece of art, you can interact with it. ①

New technology brings artists together with viewers. ② The robots' eyes open when a viewer comes close. Then the eyes follow the movements of the viewer. ③

New media art is unique for each viewer. ④ Like the pieces of art, each one is special.

[A-D] Complete the sentence. Then add the sentence to the right place.

A. you / Then / the art./ become / part of

Then you become part of the art.

①

B. used / One artist / computers / a wall of robot faces. / to control

\_\_\_\_\_

C. The viewer / by the art. / gets to / see / and be seen

\_\_\_\_\_

D. viewer's experience / Every / will / be different.

\_\_\_\_\_

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**Unit 2. Music in the City**

Luke Jerram is an artist. ①

First, he finds a city that wants to work with him. A city that wants his art will let him put pianos on the streets. He puts them in parks, at bus stops, and other places where people often go.

② The signs says, "Play me, I'm yours." ③ Many people can become street musicians. They don't play for money. ④

[A-D] Complete the sentence. Then add the sentence to the right place.

A. on it. / Each piano / has / a sign /

\_\_\_\_\_

B. for fun. / They / just play

\_\_\_\_\_

C. play / person / can / Any / that piano.

\_\_\_\_\_

D. He / art / with pianos. / makes

\_\_\_\_\_

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**Unit 3. Online Guitar Lessons**

You can take lessons any time. ① Online lessons can start in the morning or at night, whenever you want. Then you can study the guitar before or after other things you do.

② Tutors can cost \$25 to \$50 for each hour. Online classes often cost \$50 for a whole course. ③ And some online lessons are free!

You can also learn alone through online lessons. ④ That makes many students feel less nervous.

[A-D] Complete the sentence. Then add the sentence to the right place.

A. also / Online lessons / can / save money.

\_\_\_\_\_

B. Tutors / work / only / each day. / certain hours

\_\_\_\_\_

C. might / be / ten or more / lessons. / A course

\_\_\_\_\_

D. No one / will be / you / watching / practice.

\_\_\_\_\_

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**Unit 4. Twyla Tharp**

In 1965, Tharp decided to create her own dance school. ① For example, during a dance, the dancers might run, walk, or skip as part of the dance.

② Many people liked her new way of dancing. ③

Since the 1980s, Tharp has created dances for stage, movies, and television. ④ Now in her 70s, she still works with dancers and shows. Some of her most famous dances are done regularly by ballet schools around the world even today.

[A-D] Complete the sentence. Then add the sentence to the right place.

A. Now / she / still works / in her 70s, / and shows. / with dancers

\_\_\_\_\_

B. Dancers / mixed / in her school / ballet / and natural movement.

\_\_\_\_\_

C. Tharp / because of / became / famous / it.

\_\_\_\_\_

D. she started. / Tharp / very hard / worked / for the dance school

\_\_\_\_\_

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**Unit 5. DNA from Extinct Animals**

Would you like to see extinct animals living on earth again? It could happen. ① One of those animals is the woolly mammoth.

In 2013, a woolly mammoth's body was found in Siberia. Scientists are now studying the animal's DNA. ②

First, they would take the DNA from a cell of the woolly mammoth and put it into an egg. ③ After 22 months, a woolly mammoth would be born!

If it works, other extinct animals could be brought back to life, too. ④

[A-D] Complete the sentence. Then add the sentence to the right place.

A. Then / would put the egg / they / in an elephant.

\_\_\_\_\_

B. want to / bring / Scientists / some extinct / back to life. / animals

\_\_\_\_\_

C. Scientists / use the DNA / want to / a copy of / to make / the animal.

\_\_\_\_\_

D. are not on the list! / But don't worry, / dinosaurs

\_\_\_\_\_

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**Unit 6. The Clever Octopus**

Inky lived in the National Aquarium of New Zealand. ① First, it pushed out of a gap at the top of its tank. Then it went down a pipe. ②

Another octopus flooded its aquarium. ③ It used its arms to pull on the tube. The tube popped out, and it spilled water out of the tank for hours.

④

[A-D] Complete the sentence. Then add the sentence to the right place.

A. its great escape / It / made / back / to the ocean.

\_\_\_\_\_

B. would / a high score / get / on an IQ test! / These octopuses

\_\_\_\_\_

C. a way / But / it / to escape. / found

\_\_\_\_\_

D. about a tube / It / became / in its tank. / curious

\_\_\_\_\_

**Class**

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**Unit 7. How a Frog Grows**

The life cycle of a frog begins with an egg. ① She lays these eggs, sometimes up to 4,000, in ponds.

② Tadpoles have long tails and look a little like small fish. ③ But tadpoles don't look like fish for long.

After about six weeks, they start growing back legs. Their tails get smaller and their legs get bigger. ④

[A-D] Complete the sentence. Then add the sentence to the right place.

A. front legs / grow. / Then,

\_\_\_\_\_

B. They / eat plants / swim around / and / in the water / in the pond.

\_\_\_\_\_

C. of each egg. / ten days, / a tadpole / After about / comes out

\_\_\_\_\_

D. lays / her eggs. / In the spring, / a mother / frog

\_\_\_\_\_

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**Unit 8. Snake Charmers**

- ① It has big fangs and wants to bite you. However, you don't run away.  
② Does this sound strange? That is what a snake charmer's job is.  
When a snake pops out of a basket, the charmer starts to play a flute. ③  
The snake does not bite but only moves from side to side. What's happening?  
Does music really charm snakes? ④ They cannot hear music well.

[A-D] Complete the sentence. Then add the sentence to the right place.

A. in front of / there is / a dangerous snake / you. / Imagine

\_\_\_\_\_

B. This / looks like / the snake. / it / stops

\_\_\_\_\_

C. playing a flute! / You / start

\_\_\_\_\_

D. snakes / Actually, / do not have / ears.

\_\_\_\_\_

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**Unit 9. Smart Glasses for the Blind**

Engineers are already making glasses for people who are partly blind. ①  
Objects appear brighter and as line drawings.

In some models, a computer voice says what is in front of the camera. It  
guesses the feelings of people it sees. ② Some glasses give directions. ③

Engineers are working on glasses for totally blind people. ④

[A-D] Complete the sentence. Then add the sentence to the right place.

A. They / signs, menus, and documents. / can / also read

\_\_\_\_\_

B. Smart glasses / go to work and stores safely. / will help them

\_\_\_\_\_

C. what color clothing / It says / they are wearing.

\_\_\_\_\_

D. is / put on / the glasses. / A video camera

\_\_\_\_\_

**Class**

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**Unit 10. Reading with Your Fingers**

Usually, we read by sight. ① However, not everybody does. Have you ever seen a page with raised dots? ② These are letters that can be read by touch!

③

Braille was developed in 1825 by Louis Braille. ④

[A-D] Complete the sentence. Then add the sentence to the right place.

A. is called / braille. / This

\_\_\_\_\_

B. wanted to / blind children. / help / He

\_\_\_\_\_

C. Blind people / can read / with their fingers. / braille

\_\_\_\_\_

D. We / use / to read letters on a page. / our eyes

\_\_\_\_\_

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**Unit 11. Stevie Wonder**

One day, there was a mouse in his classroom. ① The teacher told everyone to be quiet so Stevie could listen carefully. And Stevie caught the mouse! ②

This taught him that his hearing was fantastic. ③ Later, he became an award-winning musician. ④

[A-D] Complete the sentence. Then add the sentence to the right place.

A. He / started to learn / play music by listening. / how to

\_\_\_\_\_

B. He / may be blind, / is not difficult / but life / for him.

\_\_\_\_\_

C. He / this / could do / using only / his ears.

\_\_\_\_\_

D. that / he / would / catch the mouse. / Stevie said

\_\_\_\_\_

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**Unit 12. Helen Keller**

Helen Keller was born in 1880. ① ② However, she went on to live an amazing life.

After her fever, life was difficult for Helen. ③ She could only use smell and touch. A tutor, Anne Sullivan, started working with Helen. She taught Helen how to read and communicate using smell and touch. ④

After that, there was no stopping Helen. She studied hard.

[A-D] Complete the sentence. Then add the sentence to the right place.

A. didn't know / She / how to communicate / with people.

\_\_\_\_\_

B. At a young age, / a fever. / Helen / caught

\_\_\_\_\_

C. As a result, / both deaf and blind. / became / she

\_\_\_\_\_

D. Helen's life. / changed / This

\_\_\_\_\_

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**Unit 13. 3D Food Printing**

Cooking can take a lot of time and effort. ① First, you put ingredients into the printer. Next, you push a button. ②

You can already find 3D food printers in some bakeries and restaurants. ③

There is a 3D printer that uses fresh ingredients. It can make more difficult foods like pizza, pasta, and brownies.

④

[A-D] Complete the sentence. Then add the sentence to the right place.

A. can fix / 3D food printers / that problem.

\_\_\_\_\_

B. Someday, / may be used / 3D food printing / to feed people / around the world!

\_\_\_\_\_

C. Then, / prints out / shapes of food that you can eat. / the 3D printer

\_\_\_\_\_

D. use them / People / to make nice designs / for candy, pancakes, and chocolate.

\_\_\_\_\_

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**Unit 14. Microwave Popcorn**

Then you need corn. ① Plain corn from any store is fine. That's it!

② Fold the top a few times. Then put the bag in the microwave for two minutes. ③ When the popping sounds stop, the popcorn is ready.

④ They can save a lot of money this way!

[A-D] Complete the sentence. Then add the sentence to the right place.

A. Put / in the bag / the corn / with a little oil.

\_\_\_\_\_

B. The next time / want to / you / eat popcorn, / try this.

\_\_\_\_\_

C. the corn / will hear / start to pop. / You

\_\_\_\_\_

D. It / special corn. / does not / need to be

\_\_\_\_\_

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**Unit 15. How a Factory Makes Food**

Preparation. Step 1. ① Step 2. ② Step 3. Machines wash and dry the chips.

Cooking. Step 4. Robots take the chips out of the washing machines, put them in 350-degree oil, and fry them for four minutes. Step 5. ③ It adds salt.

Packaging. Step 6 Put potato chips in bags. ④

[A-D] Complete the sentence. Then add the sentence to the right place.

A. What / process / an interesting / for this popular snack!

\_\_\_\_\_

B. Peel / the potatoes. / the skins / off

\_\_\_\_\_

C. the potatoes / cut / into very thin slices. / Eight blades

\_\_\_\_\_

D. go to / a different machine / in the factory. / The chips

\_\_\_\_\_

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**Unit 16. Number Cakes**

Old cookbooks show us when different foods began. ①

Some cookbooks called these first cupcakes “number cakes”. ② A person just needed to remember the numbers 1, 2, 3, 4, 1, and 1.

The numbers in this recipe mean first use one cup of butter and two cups of sugar. ③ Finally, add one cup of milk and one spoon of baking soda.

④

[A-D] Complete the sentence. Then add the sentence to the right place.

A. That / and easiest cupcake recipes. / was / one of the first

\_\_\_\_\_

B. put / of flour / in three cups / and four eggs. / Then

\_\_\_\_\_

C. came from / The name / to remember the recipe. / the easy way

\_\_\_\_\_

D. This is how / that the first cupcakes / were made around 1800. / we know

\_\_\_\_\_