

**Class**

**Name**

**Unit 1. Artificial Limbs**

**Listen to the audio and fill in the blanks.**



Track 03

1. \_\_\_\_\_ are 2. \_\_\_\_\_ arms and legs.

They are made by 3. \_\_\_\_\_ or 4. \_\_\_\_\_.

They 5. \_\_\_\_\_ missing limbs.

Over the years, the design of artificial limbs has 6. \_\_\_\_\_ a lot.

In the 7. \_\_\_\_\_, artificial limbs were 8. \_\_\_\_\_ and ugly.

They were 9. \_\_\_\_\_ to use.

Hands were 10. \_\_\_\_\_ hooks.

Legs were 11. \_\_\_\_\_ of 12. \_\_\_\_\_.

They were mainly used to 13. \_\_\_\_\_ the fact that a 14. \_\_\_\_\_ was missing.

Today, artificial limbs are more like 15. \_\_\_\_\_ limbs.

They are 16. \_\_\_\_\_ and have 17. \_\_\_\_\_ parts.

Some electronic hands 18. \_\_\_\_\_ to 19. \_\_\_\_\_ in the 20. \_\_\_\_\_.

The 21. \_\_\_\_\_ can open and close.

Artificial legs with 22. \_\_\_\_\_ can bend and  
23. \_\_\_\_\_.

They 24. \_\_\_\_\_ users to 25. \_\_\_\_\_ stairs and ride bikes.

In the future, artificial limbs could be 26. \_\_\_\_\_ by  
27. \_\_\_\_\_.

Scientists are making chips to put in the 28. \_\_\_\_\_.

The chips will 29. \_\_\_\_\_ data 30. \_\_\_\_\_ to the brain.

Users will not have to be wired to a 31. \_\_\_\_\_.

They could also feel 32. \_\_\_\_\_ 33. \_\_\_\_\_ their  
artificial limbs.

Someday, artificial limbs may do 34. \_\_\_\_\_  
natural limbs!

**Class**

**Name**

**Unit 2. Seeing Red**

**Listen to the audio and fill in the blanks.**  **Track 05**

We all have 1. \_\_\_\_\_ colors.

But if you are an 2. \_\_\_\_\_, you 3. \_\_\_\_\_ like red.

In a 4. \_\_\_\_\_ study, British 5. \_\_\_\_\_  
\_\_\_\_\_ the color red helped people in sports.

Athletes who 6. \_\_\_\_\_ it are more likely to 7. \_\_\_\_\_.

The 8. \_\_\_\_\_ studied the 9. \_\_\_\_\_ of color at the  
Summer Olympics.

Red or blue 10. \_\_\_\_\_ were given 11. \_\_\_\_\_ to  
the athletes.

The researchers 12. \_\_\_\_\_ to know if the uniform color  
13. \_\_\_\_\_ the 14. \_\_\_\_\_ of the matches.

The results 15. \_\_\_\_\_ that 16. \_\_\_\_\_ it did not  
matter what color an 17. \_\_\_\_\_ was wearing.

When one 18. \_\_\_\_\_ was 19. \_\_\_\_\_ better, he or  
she always 20. \_\_\_\_\_.

Color had 21. \_\_\_\_\_.

But when 22.\_\_\_\_\_ had similar skills, color did 23.\_\_\_\_\_.

24.\_\_\_\_\_ who 25.\_\_\_\_\_ red won more 26.\_\_\_\_\_.

The color of their uniform 27.\_\_\_\_\_ to give them an  
28.\_\_\_\_\_.

29.\_\_\_\_\_ about it.

What color is the uniform of your 30.\_\_\_\_\_ team?

Many 31.\_\_\_\_\_ wear red.

The next 32.\_\_\_\_\_ your team is 33.\_\_\_\_\_ on  
34.\_\_\_\_\_, vote for red.

It just 35.\_\_\_\_\_ your team win.

**Class**

**Name**

**Unit 3. What's That Noise?**

**Listen to the audio and fill in the blanks.**



**Track 07**

Your home is 1. \_\_\_\_\_ when 2. \_\_\_\_\_ is sleeping, right?

But 3. \_\_\_\_\_ you can 4. \_\_\_\_\_ a little  
5. \_\_\_\_\_ from the 6. \_\_\_\_\_ or cars from a nearby  
road.

You may not 7. \_\_\_\_\_ it, but this noise is a form of  
8. \_\_\_\_\_!

If you ask about 9. \_\_\_\_\_ problems, most people  
10. \_\_\_\_\_ about air or 11. \_\_\_\_\_ pollution.

People do not realize that one of the most 12. \_\_\_\_\_  
13. \_\_\_\_\_ of pollution is 14. \_\_\_\_\_ pollution.

This is 15. \_\_\_\_\_ or machine-made 16. \_\_\_\_\_ that  
has a bad effect on human 17. \_\_\_\_\_.

Most noise pollution comes from 18. \_\_\_\_\_.

However, planes, machines for 19. \_\_\_\_\_, or 20. \_\_\_\_\_  
loud TVs 21. \_\_\_\_\_ to the 22. \_\_\_\_\_.

We should 23. \_\_\_\_\_ about noise pollution because it

24. \_\_\_\_\_ our 25. \_\_\_\_\_.

It can cause 26. \_\_\_\_\_ problems and 27. \_\_\_\_\_.

28. \_\_\_\_\_ time, stress can cause 29. \_\_\_\_\_  
\_\_\_\_\_ in our bodies.

So what can we do?

Our first step should be to 30. \_\_\_\_\_  
\_\_\_\_\_ we make.

For example, 31. \_\_\_\_\_ the 32. \_\_\_\_\_ on your TV.

By 33. \_\_\_\_\_ our 34. \_\_\_\_\_ noise, we can  
35. \_\_\_\_\_ our own health and the health of 36. \_\_\_\_\_.

**Class**

**Name**

**Unit 4. Understanding the Heart**

**Listen to the audio and fill in the blanks.**



Track 09

The heart is 1. \_\_\_\_\_ because all the other 2. \_\_\_\_\_  
\_\_\_\_\_ on it.

3. \_\_\_\_\_ the heart, 4. \_\_\_\_\_ are four areas called  
“5. \_\_\_\_\_.”

The 6. \_\_\_\_\_ fills the 7. \_\_\_\_\_ with blood, then  
8. \_\_\_\_\_ them by 9. \_\_\_\_\_ the blood  
10. \_\_\_\_\_ your body.

This is called “the 11. \_\_\_\_\_ system.”

Blood is carried 12. \_\_\_\_\_ the body by 13. \_\_\_\_\_  
called “blood vessels.”

14. \_\_\_\_\_ that carry 15. \_\_\_\_\_ away from the  
heart are “arteries,” and they 16. \_\_\_\_\_ red or pink.

Vessels that 17. \_\_\_\_\_ blood back to the heart are  
“18. \_\_\_\_\_,” and they look blue 19. \_\_\_\_\_ the  
oxygen that was in the blood is 20. \_\_\_\_\_.

We have 21. \_\_\_\_\_ of 22. \_\_\_\_\_ blood vessels in

our bodies.

If your blood vessels were 23. \_\_\_\_\_ to  
end, they would 24. \_\_\_\_\_ the earth twice!

But the heart is 25. \_\_\_\_\_.

The 26. \_\_\_\_\_ heart is about the 27. \_\_\_\_\_ of a  
28. \_\_\_\_\_.

It works 29. \_\_\_\_\_ hard, 30. \_\_\_\_\_ about 70 times  
31. \_\_\_\_\_ minute or 4,200 times per hour!

It 32. \_\_\_\_\_ 7,500 liters of blood daily, 33. \_\_\_\_\_  
\_\_\_\_\_ a swimming pool!

So 34. \_\_\_\_\_ that 35. \_\_\_\_\_ organ  
36. \_\_\_\_\_!



**Class**

**Name**

**Unit 5. Hypertext Literature**

**Listen to the audio and fill in the blanks.**



Track 11

Hypertext 1. \_\_\_\_\_ is a fun, 2. \_\_\_\_\_ way to  
3. \_\_\_\_\_ stories and books.

Thanks to 4. \_\_\_\_\_, readers can  
5. \_\_\_\_\_ with links in a story.

They don't have to 6. \_\_\_\_\_ from start to finish.

They make 7. \_\_\_\_\_.

Some readers think it is more 8. \_\_\_\_\_  
\_\_\_\_\_ literature.

You can think of 9. \_\_\_\_\_ as 10. \_\_\_\_\_ blocks.

It can be 11. \_\_\_\_\_ in different ways.

This 12. \_\_\_\_\_ can be made in 13. \_\_\_\_\_ formats.

One type has a 14. \_\_\_\_\_.

Links 15. \_\_\_\_\_ the story to go 16. \_\_\_\_\_ ways.

17. \_\_\_\_\_ return to the main storyline.

Another 18. \_\_\_\_\_ has links that can 19. \_\_\_\_\_

big parts of the story.

There is 20. \_\_\_\_\_ than one 21. \_\_\_\_\_.

Hypertext 22. \_\_\_\_\_ can also be a 23. \_\_\_\_\_ of formats.

*Pottermore* is J. K. Rowling's 24. \_\_\_\_\_ novel.

It is part of the Harry Potter 25. \_\_\_\_\_.

26. \_\_\_\_\_ can link to 27. \_\_\_\_\_ about the characters.

The links 28. \_\_\_\_\_ more about the other Harry Potter books.

Hypertext can be an exciting way to 29. \_\_\_\_\_.

**Class**

**Name**

**Unit 6. Types of Literature**

**Listen to the audio and fill in the blanks.**  **Track 13**

There are 1. \_\_\_\_\_ ways to 2. \_\_\_\_\_.

These 3. \_\_\_\_\_ can look 4. \_\_\_\_\_ and make the  
5. \_\_\_\_\_ feel different things.

6. \_\_\_\_\_ is one 7. \_\_\_\_\_.

It uses 8. \_\_\_\_\_.

Poems are 9. \_\_\_\_\_ when words are 10. \_\_\_\_\_  
into lines and 11. \_\_\_\_\_.

A stanza is a 12. \_\_\_\_\_ of lines.

Lines 13. \_\_\_\_\_ 14. \_\_\_\_\_ at the end.

This means that they have the same 15. \_\_\_\_\_:

*Summer day*

*Let's go play.*

A novel is a book.

16. \_\_\_\_\_ are fiction—not true.

They usually 17. \_\_\_\_\_ characters.

They also have a plot, or 18. \_\_\_\_\_ of events.

The 19. \_\_\_\_\_ is the place where the 20. \_\_\_\_\_ happens.

An 21. \_\_\_\_\_ is another genre.

It gives 22. \_\_\_\_\_.

It is often found in a 23. \_\_\_\_\_ or a 24. \_\_\_\_\_.

It 25. \_\_\_\_\_ facts about a 26. \_\_\_\_\_.

The genre of drama— 27. \_\_\_\_\_ in the 28. \_\_\_\_\_ of plays—is 29. \_\_\_\_\_.

It can look like 30. \_\_\_\_\_, but dramas have stage 31. \_\_\_\_\_ and lines for 32. \_\_\_\_\_ to speak.

The stage 33. \_\_\_\_\_ tell the actors 34. \_\_\_\_\_.

If you take the time to read different genres of 35. \_\_\_\_\_, you will find many interesting stories about 36. \_\_\_\_\_ everything in our lives!

**Class**

**Name**

**Unit 7. Poems We Love**

**Listen to the audio and fill in the blanks.**



**Track 15**

Some 1. \_\_\_\_\_ are easy to love.

Poems by Shel Silverstein are good 2. \_\_\_\_\_.

Consider the 3. \_\_\_\_\_ 4. \_\_\_\_\_, “Early Bird.”

You will 5. \_\_\_\_\_ how it makes you 6. \_\_\_\_\_.

People often say, “The early bird 7. \_\_\_\_\_ the 8. \_\_\_\_\_.”

This means that it is 9. \_\_\_\_\_ to be early for things

10. \_\_\_\_\_ you’ll get the 11. \_\_\_\_\_

\_\_\_\_\_ before others get there.

At the 12. \_\_\_\_\_ of “Early Bird”, the poem asks us to

13. \_\_\_\_\_ on 14. \_\_\_\_\_ a bird.

No one 15. \_\_\_\_\_ what happens to the worm.

But at the 16. \_\_\_\_\_ of the 17. \_\_\_\_\_, the poet

18. \_\_\_\_\_ us think about it.

We might 19. \_\_\_\_\_ living 20. \_\_\_\_\_ the ground,

21. \_\_\_\_\_ to the 22. \_\_\_\_\_ of the earth in the

morning.

Then...trouble.

A bird 23. \_\_\_\_\_ us up for 24. \_\_\_\_\_!

But another 25. \_\_\_\_\_ might sleep 26. \_\_\_\_\_ and  
27. \_\_\_\_\_ under the 28. \_\_\_\_\_.

That 29. \_\_\_\_\_ is 30. \_\_\_\_\_ and happy.

It's no one's 31. \_\_\_\_\_.

Most people only think about being the 32. \_\_\_\_\_ when they say,

"The early bird 33. \_\_\_\_\_ the worm," but this 34. \_\_\_\_\_  
makes us 35. \_\_\_\_\_ a different idea.

36. \_\_\_\_\_ early is best for birds, but 37. \_\_\_\_\_

late is 38. \_\_\_\_\_ for worms!

**Class**

**Name**

**Unit 8. Anne of Green Gables**

**Listen to the audio and fill in the blanks.**



Track 17

Anne of Green Gables was 1. \_\_\_\_\_ by L.M. Montgomery in Canada.

It was 2. \_\_\_\_\_ in 1908.

It is a story about a 3. \_\_\_\_\_ girl who 4. \_\_\_\_\_ the lives of people 5. \_\_\_\_\_ her.

The story 6. \_\_\_\_\_ with an elderly man, Matthew, and his sister, Marilla.

They 7. \_\_\_\_\_ on their 8. \_\_\_\_\_, Green Gables.

They want to 9. \_\_\_\_\_ a boy to help 10. \_\_\_\_\_ on the farm.

They are 11. \_\_\_\_\_ when a girl 12. \_\_\_\_\_

They 13. \_\_\_\_\_ to 14. \_\_\_\_\_ Anne back.

However, Anne is too interesting to 15. \_\_\_\_\_.

She has 16. \_\_\_\_\_ red hair and 17. \_\_\_\_\_.

She loves to 18.\_\_\_\_\_.

Although Anne has a 19.\_\_\_\_\_ , she also has a positive 20.\_\_\_\_\_.

She can find the good in any 21.\_\_\_\_\_.

According to Anne, “... you can 22.\_\_\_\_\_ always enjoy things if you make up your 23.\_\_\_\_\_ that you will.”

After just one day with Anne, Matthew and Marilla 24.\_\_\_\_\_ to 25.\_\_\_\_\_ her.

That 26.\_\_\_\_\_ changes all 27.\_\_\_\_\_ of their lives for the 28.\_\_\_\_\_.

They are 29.\_\_\_\_\_ a love that they had never 30.\_\_\_\_\_ before.



**Class**

**Name**

**Unit 9. Digital Money**

**Listen to the audio and fill in the blanks.**



**Track 19**

Years ago, people 1. \_\_\_\_\_, checks, or a credit card.

They would 2. \_\_\_\_\_ one of those methods.

Today, most people 3. \_\_\_\_\_ cash  
4. \_\_\_\_\_ before.

They rarely use 5. \_\_\_\_\_.

This is 6. \_\_\_\_\_ money has become  
7. \_\_\_\_\_.

Bitcoin is one type of digital 8. \_\_\_\_\_.

It was 9. \_\_\_\_\_ in 2009.

Its goal was to take 10. \_\_\_\_\_ away from banks and the  
11. \_\_\_\_\_.

People make and 12. \_\_\_\_\_ it.

There are different 13. \_\_\_\_\_ to 14. \_\_\_\_\_ bitcoins.

First, you can 15. \_\_\_\_\_ them.

Users 16. \_\_\_\_\_ a Bitcoin wallet.

Then they can 17. \_\_\_\_\_ any 18. \_\_\_\_\_.

Bitcoins' worth 19. \_\_\_\_\_ with the market.

Another way is called 20. \_\_\_\_\_.

This way, you can get bitcoins for 21. \_\_\_\_\_, but the 22. \_\_\_\_\_ is not easy.

A person must 23. \_\_\_\_\_ an answer to a very difficult math 24. \_\_\_\_\_.

It can take five years using a 25. \_\_\_\_\_ computer.

Now, some businesses accept digital 26. \_\_\_\_\_.

The number will become larger, but people are 27. \_\_\_\_\_  
\_\_\_\_\_.

They want to be 28. \_\_\_\_\_ that their bitcoins are very safe.

When digital wallets are 29. \_\_\_\_\_, digital  
currency may 30. \_\_\_\_\_ as cash.

**Class**

**Name**

**Unit 10. The History of Money**

**Listen to the audio and fill in the blanks.**



**Track 21**

Money has 1. \_\_\_\_\_ for 2. \_\_\_\_\_ of years.

Almost everything from 3. \_\_\_\_\_ to paper has been used to buy things.

How we pay for things has 4. \_\_\_\_\_ a lot 5. \_\_\_\_\_ history.

A 6. \_\_\_\_\_ time ago, people 7. \_\_\_\_\_ goods.

They 8. \_\_\_\_\_ something they had for something they 9. \_\_\_\_\_.

However, it 10. \_\_\_\_\_ worked if 11. \_\_\_\_\_ people 12. \_\_\_\_\_ what the other had.

Next, people 13. \_\_\_\_\_ using 14. \_\_\_\_\_ as money.

A 15. \_\_\_\_\_ is something that is needed by 16. \_\_\_\_\_ people.

That 17. \_\_\_\_\_ it 18. \_\_\_\_\_.

People used cows, plants, 19. \_\_\_\_\_, salt, and 20. \_\_\_\_\_ to pay for things.

About 2,700 years ago, 21. \_\_\_\_\_ coins were  
22. \_\_\_\_\_ as money.

The 23. \_\_\_\_\_ of each coin was 24. \_\_\_\_\_ on it.  
25. \_\_\_\_\_ made paying for things 26. \_\_\_\_\_.

Around 800 A.D., 27. \_\_\_\_\_ money was 28. \_\_\_\_\_  
in China.

Paper is lighter than 29. \_\_\_\_\_.

30. \_\_\_\_\_ money usually 31. \_\_\_\_\_ something  
32. \_\_\_\_\_, like silver or gold.

Today, people 33. \_\_\_\_\_ use paper 34. \_\_\_\_\_ and  
coins.

They also use 35. \_\_\_\_\_ cards.

Digital 36. \_\_\_\_\_, like bitcoins, is used around the world, too.

How will 37. \_\_\_\_\_ change in the 38. \_\_\_\_\_ 100 years?

**Class**

**Name**

**Unit 11. Shopping at the Stock Market**

**Listen to the audio and fill in the blanks.**  **Track 23**

When 1. \_\_\_\_\_ people think of going to the  
2. \_\_\_\_\_, they think of buying food.

If you wanted to buy 3. \_\_\_\_\_ of a 4. \_\_\_\_\_, you'd  
go to a 5. \_\_\_\_\_ as well, but this market isn't a store you can go to.

You'd buy from a 6. \_\_\_\_\_ market.

Businesses will often 7. \_\_\_\_\_ of their  
companies.

They do 8. \_\_\_\_\_ to get more 9. \_\_\_\_\_.

The parts of the company they 10. \_\_\_\_\_ are called  
11. \_\_\_\_\_.

The people they sell to are called 12. \_\_\_\_\_, and the  
13. \_\_\_\_\_ they get is called 14. \_\_\_\_\_.

Businesses can use the capital they get to 15. \_\_\_\_\_ their  
16. \_\_\_\_\_.

They can also 17. \_\_\_\_\_ projects.

They have to 18. \_\_\_\_\_ the 19. \_\_\_\_\_ of their

company 20.\_\_\_\_\_.

The 21.\_\_\_\_\_ expect to make a “22.\_\_\_\_\_ on their 23.\_\_\_\_\_.”

That means that they 24.\_\_\_\_\_ to get more 25.\_\_\_\_\_ back from their shares than they paid for them.

Investing in the 26.\_\_\_\_\_ can be a good way to 27.\_\_\_\_\_ money.

28.\_\_\_\_\_, you have to be 29.\_\_\_\_\_.

If you invest in a business that does 30.\_\_\_\_\_ or goes out of 31.\_\_\_\_\_, your 32.\_\_\_\_\_ will be lost.

**Class**

**Name**

**Unit 12. What are Credit Cards?**

**Listen to the audio and fill in the blanks.**



Track 25

Do you know that 1. \_\_\_\_\_ cards can be used to buy goods on 2. \_\_\_\_\_?

This means that people can 3. \_\_\_\_\_ the 4. \_\_\_\_\_ company's money and 5. \_\_\_\_\_ it 6. \_\_\_\_\_.

People who have 7. \_\_\_\_\_ or have 8. \_\_\_\_\_ can get credit cards.

You also have to be an 9. \_\_\_\_\_ and have an 10. \_\_\_\_\_ in the 11. \_\_\_\_\_.

12. \_\_\_\_\_ people have 13. \_\_\_\_\_ one credit card.

You can use a credit card 14. \_\_\_\_\_.

To 15. \_\_\_\_\_ at a 16. \_\_\_\_\_, people 17. \_\_\_\_\_ their card in a 18. \_\_\_\_\_.

When the card is used, the company pays 19. \_\_\_\_\_.

\_\_\_\_\_.

The money it 20.\_\_\_\_\_ is 21.\_\_\_\_\_ the end of the month.

Credit card 22.\_\_\_\_\_ may pay the 23.\_\_\_\_\_ card bill when it is 24.\_\_\_\_\_.

Other users 25.\_\_\_\_\_ just make a small 26.\_\_\_\_\_.

They can pay the 27.\_\_\_\_\_, but they will have to pay 28.\_\_\_\_\_.

It can be a 29.\_\_\_\_\_ if credit cards are 30.\_\_\_\_\_ or 31.\_\_\_\_\_.

Someone else might use the card to 32.\_\_\_\_\_ things.

Credit card companies work hard to 33.\_\_\_\_\_ this 34.\_\_\_\_\_ of abuse.

They remind users to be careful with their cards.



**Class**

**Name**

**Unit 13. A Face Like No Other**

**Listen to the audio and fill in the blanks.**



**Track 27**

Look at a 1. \_\_\_\_\_ of your friends.

How do you 2. \_\_\_\_\_ your 3. \_\_\_\_\_ ?

Of course, you look at their 4. \_\_\_\_\_.

You see the 5. \_\_\_\_\_ of their eyes.

You look at the 6. \_\_\_\_\_ of their 7. \_\_\_\_\_.

You 8. \_\_\_\_\_ the shapes of their 9. \_\_\_\_\_.

Computers can 10. \_\_\_\_\_ the same way.

A 11. \_\_\_\_\_ can 12. \_\_\_\_\_ a picture of a person.

The 13. \_\_\_\_\_ records the 14. \_\_\_\_\_ of the face.

Geometry is the 15. \_\_\_\_\_ of mathematics that studies  
16. \_\_\_\_\_ and sizes.

17. \_\_\_\_\_ geometry exactly 18. \_\_\_\_\_ the  
19. \_\_\_\_\_ between the eyes.

It can then be 20. \_\_\_\_\_ to the size of the eyes.

The computer compares the 21. \_\_\_\_\_ of the

22. \_\_\_\_\_ to the width of the nose.

23. \_\_\_\_\_ measurements are 24. \_\_\_\_\_.

The measurements 25. \_\_\_\_\_ make a person's  
26. \_\_\_\_\_ profile.

Facial 27. \_\_\_\_\_ programs can now 28. \_\_\_\_\_  
people in a crowd.

They can be used to 29. \_\_\_\_\_ that a person is who they say they are.

Companies have just 30. \_\_\_\_\_ using this 31. \_\_\_\_\_  
to help us 32. \_\_\_\_\_ our 33. \_\_\_\_\_ and buy things.

**Class**

**Name**

**Unit 14. Frank's Lunch**

**Listen to the audio and fill in the blanks.**



**Track 29**

Frank's 1. \_\_\_\_\_ for lunch.

He visits the lunch 2. \_\_\_\_\_ with three 3. \_\_\_\_\_ in his pocket.

He buys a 4. \_\_\_\_\_ for \$0.75.

"That will be a 5. \_\_\_\_\_ start to my 6. \_\_\_\_\_," says Frank.

"It costs  $\frac{3}{4}$  of a dollar."

An apple 7. \_\_\_\_\_ \$0.25.

"That's  $\frac{1}{4}$  of a dollar," says Frank.

" $\frac{3}{4} + \frac{1}{4} = \frac{4}{4}$  or 1. \$1.00."

He buys a 8. \_\_\_\_\_ of 9. \_\_\_\_\_ for \$0.60.0

"I'll 10. \_\_\_\_\_  
\_\_\_\_\_. That's  $\frac{6}{10}$  of a dollar," says Frank.

11. \_\_\_\_\_ are \$0.10 12. \_\_\_\_\_.

"I like carrots. I'll have 13. \_\_\_\_\_

\_\_\_\_\_,” Frank 14.\_\_\_\_\_.

“That’s \$0.40 or  $\frac{4}{10}$  of a 15.\_\_\_\_\_.  $\frac{6}{10} + \frac{4}{10} = \frac{10}{10}$  or 1.  
\$1.00.

With 16.\_\_\_\_\_, I’ve 17.\_\_\_\_\_  
\$2.00 so far.”

Frank 18.\_\_\_\_\_ for \$0.99 each.

“A sandwich would be 19.\_\_\_\_\_  
\_\_\_\_\_my lunch.

\$0.99 is  $\frac{99}{100}$  of a 20.\_\_\_\_\_, or 21.\_\_\_\_\_  
\_\_\_\_\_ \$1.”

There isn’t 22.\_\_\_\_\_  
\$0.01.

Frank 23.\_\_\_\_\_ \$2.99 on his lunch.

That means he 24.\_\_\_\_\_ a really 25.\_\_\_\_\_  
\_\_\_\_\_, and he still 26.\_\_\_\_\_ \$0.01  
27.\_\_\_\_\_ in his pocket.

**Class**

**Name**

**Unit 15. The Mistake on Mars**

**Listen to the audio and fill in the blanks.**



Track 31

Different 1. \_\_\_\_\_ have 2. \_\_\_\_\_.

They 3. \_\_\_\_\_ have different ways to 4. \_\_\_\_\_ things.

Today, there are 5. \_\_\_\_\_ two 6. \_\_\_\_\_ of measurement 7. \_\_\_\_\_ used.

Most of the world uses the metric 8. \_\_\_\_\_ of measurement.

This system uses 9. \_\_\_\_\_ meters and grams.

Three countries 10. \_\_\_\_\_ use imperial measurements like miles and pounds.

11. \_\_\_\_\_ are Myanmar, Liberia, and the USA.

This caused 12. \_\_\_\_\_ the American space agency NASA.

In 1998, NASA sent a 13. \_\_\_\_\_ to Mars on a 14. \_\_\_\_\_.

They wanted to 15. \_\_\_\_\_.

The ship 16. \_\_\_\_\_ \$327.6 million.

It would 17. \_\_\_\_\_ a year to  
18. \_\_\_\_\_ from Earth to Mars.

Everything had to be 19. \_\_\_\_\_.

Unfortunately, something wasn't perfect.

NASA uses 20. \_\_\_\_\_.

This makes it 21. \_\_\_\_\_ to 22. \_\_\_\_\_  
other countries.

But 23. \_\_\_\_\_ of the American companies NASA worked with did  
not.

The program that told the ship how 24. \_\_\_\_\_  
\_\_\_\_\_ Mars was written in imperial units.

This meant the ship 25. \_\_\_\_\_  
\_\_\_\_\_ in 26. \_\_\_\_\_.

The ship 27. \_\_\_\_\_ on September 23, 1999, and the  
28. \_\_\_\_\_ was lost.

From 2007, NASA 29. \_\_\_\_\_ to use metric measurements only.

**Class**

**Name**

**Unit 16. Measuring Animals in the Wild**

**Listen to the audio and fill in the blanks.**  **Track 33**

How can 1. \_\_\_\_\_ animals like whales?

A 2. \_\_\_\_\_ in the ocean can't be 3. \_\_\_\_\_.

Scientists need to find a 4. \_\_\_\_\_ to 5. \_\_\_\_\_ this information.

For whales, scientists 6. \_\_\_\_\_ start by 7. \_\_\_\_\_ dead animals.

Sometimes, the 8. \_\_\_\_\_ of 9. \_\_\_\_\_ whales 10. \_\_\_\_\_ up on beaches.

Scientists do 11. \_\_\_\_\_ measurements of these animals.

Scientists can use 12. \_\_\_\_\_ a 13. \_\_\_\_\_ tape or a scale to measure a dead animal.

After 14. \_\_\_\_\_ many dead animals, 15. \_\_\_\_\_ can 16. \_\_\_\_\_ out the 17. \_\_\_\_\_ of a whale.

For example, they 18. \_\_\_\_\_ about how big the animals are from

their 19. \_\_\_\_\_ to their eyes, and they know how far it is from the  
animal's 20. \_\_\_\_\_ to their 21. \_\_\_\_\_.

Scientists use this 22. \_\_\_\_\_ to 23. \_\_\_\_\_ about  
living animals.

They 24. \_\_\_\_\_ of animals they want to  
study.

They might only 25. \_\_\_\_\_ part of the animal, but they can make an  
26. \_\_\_\_\_ of the 27. \_\_\_\_\_ and  
28. \_\_\_\_\_ of the animal.

They can do 29. \_\_\_\_\_ with 30. \_\_\_\_\_.