**Unit 1 Light Travels**

**Listen to the audio and fill in the blanks. Track 03**

Light travels in a (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ line. How do we know this? Turn on a (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The light moves away from the flashlight. It (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a straight line.

When light hits a (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, what happens to it?

Does it keep going? Does it (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ direction?

Let’s find out.

You need a mirror, a flashlight, and a (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 1. Put the target on the (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and shine the flashlight at it.

Step 2. Use the mirror to change the (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the light. Make the light go (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the target.

When light (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a mirror, it changes direction. This is called (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

We can change the direction of the light by moving the mirror.

Look (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you.

A bus driver uses her (13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mirror to see who is getting off the bus. She doesn’t need to (14)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her head.

Where else can you see reflections (15)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day?

**Unit 2 The Bus Driver**

**Listen to the audio and fill in the blanks. Track 06**

Tom and Jenny (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the bus. It was 7 p.m. and the bus was (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of people.

Tom said, “Wow, this bus is (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!”

“Yes, it is,” said Jenny.

After a (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Tom said, “Jenny, do you think we can (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? I don’t think the bus driver can see us! There’re too many (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!”

Then Jenny said, “Don’t (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The bus driver can see everything. There’s a (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mirror at the front of the bus. The (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can look in it and open the (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Tom said, “I don’t (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ why I was worried. Look! This is our (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

**Unit 3 The Water Cycle**

**Listen to the audio and fill in the blanks. Track 09**

Water is always (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is always moving.

But the total (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of water on Earth never changes.

Rain (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from a cloud into a river. It (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into the air. It condenses into a (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Rain falls from a cloud again. This is the (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Let’s watch and see.

Step 1. Put a (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ plastic cup filled with ice in a zipper bag. (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the bag and weigh it. Put the bag next to a (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ window.

Step 2. Day 1: The ice in the cup melts, and water drops from the cup into the (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 3. Days 2 and 3: The amount of water inside the cup decreases, and the amount of water outside the cup (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 4. Weigh the bag again. What do you (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

The water left the cup. But it didn’t (13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the bag. The weight didn’t change.

Why? Because the total amount of water in the bag did not change.

The (14)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ amount of water on Earth doesn’t change, either.

Water can be rain. It can be ice or a (15)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. But it’s always the same water.**Unit 4 Disappeared Water**

**Listen to the audio and fill in the blanks. Track 12**

Kate left a glass of water by the (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

She went on vacation and (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all about it.

One (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ later, she came home and looked at the (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ again. (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the water was gone!

“Mom! No one was home, but my water is (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_! Who drank it?”

“Nobody drank it, Kate. The water (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It became water vapor in the air. Do you see the clouds in the (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Water vapor goes up (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the sky and becomes a cloud. Then it (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ water again.”

Kate said, “Then it falls from the sky as (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!”

“That’s (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_! The water from your cup evaporated and (13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a cloud.”

“Wow, so the water in my (14)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be rain?”

“Yes, that’s right.”

“Water is so (15)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!”

**Unit 5 A Raft of Straws**

**Listen to the audio and fill in the blanks. Track 15**

A straw (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in water, but a coin sinks.

How can we make a (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ float in water?

We can put it on a straw raft.

How can we make this (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Let’s try to design it. We can see who makes the (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ raft.

Step 1. Draw a (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of your raft on paper.

Step 2. Make the raft using five straws, (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and a glue gun.

Step 3. (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ coins, one at a time, on the raft. See how many coins make the raft (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 4. Design a new, (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ raft. Whose raft can hold the most (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Buoyancy is a force in water. This (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pushes things upward in the water. It makes them float or sink.

Put an (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the water. When an object has high buoyancy, it floats. When an object has low (13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it sinks.

A coin is heavy. It has low buoyancy, so it sinks.

The (14)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ raft is light. It has high buoyancy, so it floats.

Put lots of coins on the raft. Now the raft is (15)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It sinks!**Unit 6 How Does a Ship Float?**

**Listen to the audio and fill in the blanks. Track 18**

Clara and Brian went to the (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They saw a big ship in the (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Brian said, “Clara, how can that big ship (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”

“I don’t know. Let’s check on the (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

They searched for how (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ float.

Brian said, “It says it’s because the force of water (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the ship up. It’s called (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

“Yes, that’s right,” said Clara. “My (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ says this, too. The big ship has lots of (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in it. The ship is made of heavy (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. But the air makes it lighter.

The iron and air are (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the water. So the ship floats!”

“Oh, I see!” said Brian. “That’s how that (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ship can float on water.”

**Unit 7 Ice Fishing**

**Listen to the audio and fill in the blanks. Track 21**

Do you see people (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ things on the road, street, or stairs after (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ snow?

They are (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the ice.

People use salt and other (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to melt the ice. What happens when ice is mixed with salt?

Let’s (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 1. Put some ice cubes in a cup (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with water.

Step 2. Place a string across the ice cubes. Make sure the string (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ every ice cube.

Step 3. Sprinkle some salt on the ice and the (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 4. Wait for a minute. (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pull the string out of the cup and see what has happened.

Step 5. The ice and the string were (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before. Now the ice is stuck to the string!

Why is this? The (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the salt.

Water usually freezes at zero degrees Celsius. But salt (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the freezing point of the water.

The ice touching the salt (13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ water.

Then the ice cubes cool down the water around them, and (14)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it again. The string gets frozen, too.

It (15)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the ice.**Unit 8 Frozen**

**Listen to the audio and fill in the blanks. Track 24**

It was a cold (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day.

Anna was on her way to her aunt’s (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Her mom was driving.

They drove (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a river. Anna looked out of the window and said, “Mom, look at that! The river is (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ solid!”

Her mom said, “The (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ must be very cold. Even the (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ froze.”

Anna said, “Does the sea freeze on a cold day like (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? I haven’t seen a frozen sea (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

“Not on a day like today,” her mom (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

“The sea freezes in much colder weather.”

Anna asked, “Why is that?”

“Because there is (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in sea water.”

“Oh, I learned about that in (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Salt lowers the freezing point of water. So, does the sea freeze in much (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ weather?”

“That’s right, Anna!”

**Unit 9 The Power of Pulleys**

**Listen to the audio and fill in the blanks. Track 27**

Try to pick up your (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at home. It’s too heavy.

You can’t lift it.

What could you use to (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it? You could use a pulley.

A pulley uses (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and wheels to lift things.

With one, you can lift very heavy things.

Can we (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and make our own pulley?

Let’s make one and see how much (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it can lift.

Step 1. Poke three holes (near the top of the open end of the cup) in a clear cup. Cut wool yarn into three pieces of the same (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 2. Tie the ends of the (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through the holes in the cup. Tie the (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ends of the wool yarn together. Tie the three (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of yarn to a long piece of yarn.

Step 3. Tape the other end of the long (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ onto an empty roll.

Step 4. Wrap the wool yarn around the empty (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 5. Slide a (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through the roll.

Step 6. Put small objects in the cup, and turn the chopstick to lift them.

A pulley is a (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ machine that makes lifting heavy objects easier.

It (13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ weight to reduce the amount of force it takes to lift something up. Where can we see people use a (14)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**Unit 10 Inventions of the Past**

**Listen to the audio and fill in the blanks. Track 30**

Matthew went on a school (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to a Korean fortress.

The (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was built 200 years ago. It was (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ heavy rocks.

“But they didn’t have (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They didn’t have big metal machines. How did they (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it?” asked Matthew.

“They used the Geojunggi. It’s a special (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It easily lifts heavy things.”

“How does it (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”

“It uses pulleys. They make (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ easy. Tie an object to the (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The rope goes through many (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Each wheel carries some of the object’s weight. The more wheels there are, the (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ force you need to use.”

“People were so (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ back then!”

**Unit 11 A Volcanic Eruption**

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

There are rocks (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ inside Earth. It’s very hot inside Earth. This makes rocks melt. (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rock is called magma. There is magma inside a (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When volcanoes erupt, the molten rock (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We call it lava.

Lava is very hot. It’s very (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It breaks things around it. But it also makes things.

Lava (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and becomes hard. It makes islands and new land.

Let’s make a mini volcano and watch it (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 1. Put 50g of baking soda in a plastic (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 2. Add 3-4 drops of red food (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and about 10 drops of kitchen detergent.

Step 3. Close the bottle and (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it to mix the contents well.

Step 4. Place the plastic bottle on a large (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Make a volcano around the bottle using (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 5. When the volcano is (13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, open the lid of the bottle.

Step 6. Pour vinegar in the volcano (14)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and observe what happens.

Fake lava came out of our (15)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ volcano. It looked real!

There are volcanoes all over the world.

Is there one in your country?**Unit 12 Volcanoes: Good or Bad?**

**Listen to the audio and fill in the blanks. Track 36**

Ka-boom!

Liam watches the (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A volcano is erupting in another country. He is (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Liam says, “Dad, are we in (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”

“Don’t worry, we’re (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ here.”

“But (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are so dangerous. They cause fire and (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

“They are dangerous,” Dad says, “but they are not all bad. Volcanoes create (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We went to Hawaii last year. Hawaii was (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ volcanoes.”

“That’s cool!” says Liam. “What else can volcanoes do?”

“Well, hot (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ under the surface heats up water. It makes hot (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that we can visit. It makes water vapor, too. We can turn this water vapor into (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

“Volcanoes are amazing! Can we go to a hot spring this (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”

**Unit 13 The Faults in Our Earth**

**Listen to the audio and fill in the blanks. Track 39**

The (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Earth is called the crust. It is like a puzzle made up of about 20 (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pieces.

These pieces are always moving. But they move very (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We can’t feel them move.

When one of these (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ slides past another piece, Earth’s surface (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is called a fault.

There are (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all over the world.

Let’s see how they are made.

Step 1. (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ three books together with their spines facing up. Place them on a (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 2. Slide the books so that the book in the (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ moves away from you.

Step 3. (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the books again. This time, make the book in the middle slide (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you.

Step 4. Put the three books in a line. Lift them up and (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your hands so the book in the middle (13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The surface of Earth is like these books.

When we moved the books, the “(14)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” broke. We made a fault.

Earthquakes (15)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at faults.**Unit 14 Earthquake Safety**

**Listen to the audio and fill in the blanks. Track 42**

“Dad, what was that? The desk just (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!”

Dad ran over to Dina. He (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her hand and took her under the kitchen table.

He checked his (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for some news reports.

“What’s happening?” asked Dina.

“It’s an (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It’s very dangerous. It can make (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fall down. It can (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people, too.”

“What should we do? Will we be okay?” Dina asked.

“Don’t (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When things start shaking, get under the (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like we did. It might get (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If it does, we should turn off the power and the (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We should leave our house.

Use the (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Don’t use the elevator. (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your head. Go out to an open space like a (13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or a park.”

“Don’t worry, Dad! I know we’ll be okay.”

**Unit 15 Machines All Around**

**Listen to the audio and fill in the blanks. Track 45**

(1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ help us in our everyday lives. They can be big or small, simple or (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A clock and a plane are both machines. Even the (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on your pants is a simple machine!

Mechanical (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ work with machines. They think of new machines and make old ones work (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These machines make our lives (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Mechanical engineers work in many (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

They make cars, planes, (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and even robots!

They do so many (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ things! They design, build, and (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ new machines.

Turn on a light switch. Take a glass of cold milk from the (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Say (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to a mechanical engineer!

**Unit 16 Underwater Explorers**

**Listen to the audio and fill in the blanks. Track 48**

It’s important to (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the past. The past can help us understand the (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Archaeologists look all over Earth. They dig in the (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to learn about our past.

They find (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, walls, and bones. They study and (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from them.

But over 70 percent of Earth’s surface is (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with water.

Do people look for (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ underwater?

Yes, (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ archaeologists do.

They swim deep in the water. They swim in rivers and (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

They even swim (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the sea!

They find ships, (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and even houses underwater.

These objects can (12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us about people who lived long ago.