

# The science class

Alex, Phoebe, and Patrick are good friends. They all go to the same school. Today they are in science class. They are having problems doing an experiment. Their teacher, Mr. Davis, isn't very happy.

- 1 shelf
- 2 goggles
- 3 instructions
- 4 apron
- 5 explosion
- 6 bubbles
- 7 test tube
- 8 liquid
- 9 gloves
- 10 powder



**1** <sup>CD 1</sup><sub>02</sub> Listen and say the words. Check with your partner.

**2** <sup>CD 1</sup><sub>03</sub> Read, listen, and answer the questions.

- 1 How many spoonfuls of blue powder did Patrick use?
- 2 How many spoonfuls of blue powder did the instructions ask for?
- 3 What does Mr. Davis ask Patrick to put on?
- 4 What does Mr. Davis say about safety in the classroom?

**3** Choose a word. Draw it for your partner to guess.

**4** Experiments

**1 Think!** Read the clues and check (✓) the subjects.

Alex, Patrick, and Phoebe are sometimes in different classes. What classes did they have yesterday afternoon?

Phoebe only had two classes.

Alex, Phoebe, and Patrick watched a movie.

Phoebe didn't sing a song and didn't listen to any music.

	Music	History	Science
Alex			
Patrick			
Phoebe			

The movie was about life in Ancient Rome.

Patrick loved all three subjects.

Alex only had one subject.

2 CD1 04

**Grammar focus**

Listen and say the sentences.

One of the children had three subjects.  
 Nobody had a test.  
 Alex, Phoebe, and Patrick watched a movie.  
 Phoebe didn't have music.  
 Patrick loved all three subjects.



**3** Imagine that yesterday was your perfect day. Describe it to your partner.



Yesterday was great. I got up at ten o'clock. I ate a candy bar for breakfast, and I watched three Spiderman movies on TV. Then I ...

**1** <sup>CD 1</sup><sub>05</sub> Listen and write the names. Then sing the song.

- 1 This person is not very patient. \_\_\_\_\_
- 2 This person went after Phoebe. \_\_\_\_\_
- 3 This person is Phoebe's best friend. \_\_\_\_\_
- 4 This person is never early. \_\_\_\_\_
- 5 These people can go to the past and the future. \_\_\_\_\_

Phoebe was the first one,  
 She didn't want to wait.  
 Now she's lost in time because  
 She stepped into that gate.

Alex followed Phoebe  
 Because best friends don't wait.  
 Now he's lost in time because  
 He stepped into that gate.

Patrick was the last one,  
 But then, he's always late.  
 Now he's lost in time because  
 He stepped into that gate.

The Time Travelers,  
 They're lost in time,  
 They'll never come back  
 If they cross that line.

The Time Travelers,  
 Traveling so fast,  
 The past is the present,  
 And the future is the past.



**2** <sup>CD 1</sup><sub>07</sub> Listen and say the dialog.



- Sue** Do you want to go through the gate, too?  
**Ben** Let's follow the friends till the story ends!

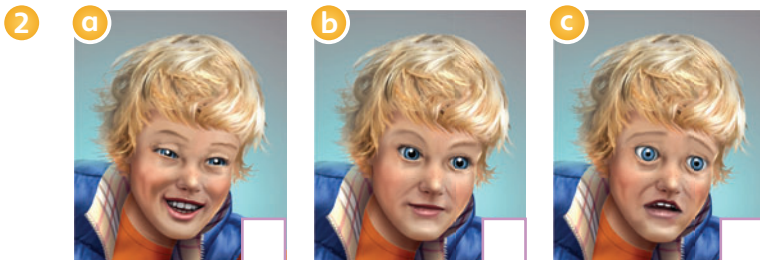


**6** Phonics focus: rhyming words

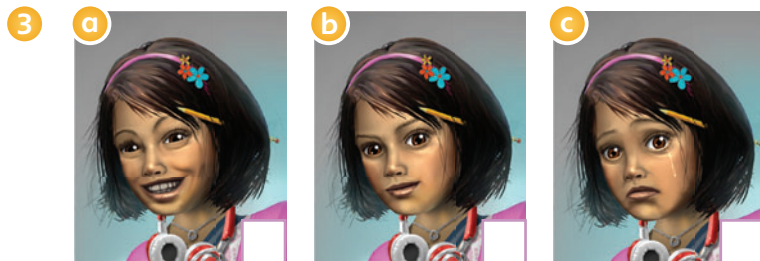
**1** Read and choose the correct face for each of the children.



**Mom** Did you have a good day at school today, Alex?  
**Alex** It was OK.  
**Mom** Just OK?  
**Alex** Yes. It was just a normal day. Nothing special.



**Dad** How was school today, Patrick?  
**Patrick** It was the worst day ever.  
**Dad** Why was it so bad?  
**Patrick** Our soccer team lost 6–0, and I was the goalkeeper.



**Mom** What did you do at school today, Phoebe?  
**Phoebe** We talked about the geography project, and guess what?  
**Mom** What?  
**Phoebe** I'm doing a project on Mexico! I'm so excited.

2 CD 1 10

Grammar focus

Listen and say the questions.

What did you do at school today?  
 Did you have a good time?  
 How was school today?  
 Why was it a bad day?



**3** Imagine that yesterday was the worst day ever. Ask your partner about it.



## The Time Travelers

**1** Work in pairs. Look at the pictures and the title of the story.

- a Write down words that come to your mind.
- b Try and make a story out of the words.

**2**  Read and listen to the story to find out if it is similar to or different from your story.

# THE EXPLOSION

Alex read aloud the instructions for the next experiment. "Add one spoonful of yellow powder to the blue liquid," he read. Phoebe followed the instruction. "It's turned green!" she said. Patrick was not very impressed. "Yellow and blue make green," he said. "Everyone knows that!" "Wait!" said Alex. "There are more instructions. Now take some of the liquid and drop it on the brick." Phoebe did this, and the brick turned purple. "Wow!" she said. "That's amazing!" "It's boring," said Patrick. "Can we do the next experiment?"



For the next experiment, Patrick read, and Alex followed his instructions. He put two spoonfuls of white powder and one spoonful of red powder into a test tube. Then he added some pink liquid. It quickly turned orange. "Now pour some of the orange liquid onto the brick," said Patrick. Alex did this, and amazingly the brick started to get bigger. "Wow!" said Alex. "That's fantastic!" Mr. Davis came to look at their experiment. "Good work," he said, "but don't forget to read the instructions carefully for your next experiment." "That wasn't very interesting," said Patrick. "Let's do the next one."

"OK, it's your turn to do it," said Phoebe. She read the instructions. "OK, we need some blue powder, some green powder, some orange powder, and some green liquid." While Patrick was getting all the things together, he knocked over a small cup of water. The water went all over the instructions. "Careful, Patrick!" said Phoebe. "Oh, no! There's water on the instructions now, and I can't read a thing." "Let's ask Mr. Davis for some more instructions," said Alex. "Don't be silly," said Patrick. "I have everything here. We just need to mix it together and put it on the brick."



**8** Reading for fun



“But we don’t know how many spoonfuls of each powder we need,” said Alex.  
 “Don’t worry,” said Patrick, “let’s experiment.” Patrick poured all the blue powder into the orange and green powder. Then he added all the green liquid. Suddenly there was a big explosion and a bright red flash.  
 “Wow!” said Patrick. “Now that *was* amazing. I think I added a little too much liquid,” he laughed. Alex and Phoebe didn’t think it was funny.

“What’s that?” said Alex. He was pointing to a strange, glowing light. It was yellow, and it looked like a kind of gate. “It’s really strange!” said Phoebe. The children walked toward the light and stepped into it. They were gone in a flash.



**3** Read and answer the questions.

Which experiment (1, 2, or 3) ...

- |   |  |   |                                 |
|---|--|---|---------------------------------|
| 1 | does Alex do?                          | 4 | changes the color of the brick? |
| 2 | does Phoebe read the instructions for? | 5 | makes the brick bigger?         |
| 3 | makes a yellow light?                  | 6 | goes wrong?                     |

**4** What do you need for each experiment? Write 1st, 2nd, or 3rd next to the pictures.

1		2		3		4		5	
	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>
6		7		8		9			
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# 1 Disaster!

Pompeii was a city of 20,000 people in the south of Italy 2,000 years ago. It was a very modern city. Lots of the houses had running water. There was a busy marketplace and a theater, and there were lots of stores. The storekeepers sold things that came on big ships from different countries around the world. The city was full of beautiful works of art.

- 1 smoke
- 2 volcano
- 3 temple
- 4 columns
- 5 fountain
- 6 theater
- 7 horse and cart
- 8 servant
- 9 statue
- 10 vase



**1** <sup>CD 1</sup><sub>12</sub> Listen and say the words. Check with your partner.

**2** <sup>CD 1</sup><sub>13</sub> Read, listen, and complete the sentences.

- 1 The gate takes the children into the \_\_\_\_\_.
- 2 Phoebe likes the gardens with the \_\_\_\_\_ and the \_\_\_\_\_.
- 3 There are no cars, only \_\_\_\_\_ and \_\_\_\_\_.
- 4 The mountain is not a mountain. It's a \_\_\_\_\_.

**3** Choose a word. Mime it for your partner to guess. Look! Can you guess the word?

I'm not sure ... Is it ... ?

**10** Around Pompeii

1

1 Read the newspaper text and write the names under the pictures. There is one extra picture.

### Earthquake shakes London

At 5:37 p.m. yesterday many Londoners suddenly felt the earth shake. We talked to some of them this morning to hear their stories.

“My sons and I were playing soccer,” said Ken Harmer from Wimbledon. “We didn’t feel much, and we weren’t worried.” “I was in the living room,” said his wife, Claire. “I was reading – it was strange!” Their neighbor Caroline was sleeping when it happened. “It was terrible. I was so scared!” she said. Another man, Mr. Singh, told us, “When I felt the earthquake, I was standing on the balcony of our apartment. It’s on the 27th floor. I didn’t know what to do, so I sat down!”



2 CD 1 14

Grammar focus

Listen and say the sentences.

When the earthquake happened:  
 ... Mr. Harmer and his sons were playing soccer.  
 ... his wife was reading in the living room.  
 ... their neighbor was sleeping.



3 Ask and answer.



What were you doing yesterday at five o'clock?

I was ...





Listen and correct the mistakes.  
 Then sing the song.

I was sleeping in the gardens, <sup>(1)</sup> \_\_\_\_\_  
 When the ground began to shake,  
 A vase fell in the fountain, <sup>(2)</sup> \_\_\_\_\_  
 The fountain fell in the lake.  
 I ran inside the store, <sup>(3)</sup> \_\_\_\_\_  
 And I thought, "No, this is it!"  
 Yeah, I was feeling pretty angry when ... <sup>(4)</sup> \_\_\_\_\_  
 The earthquake hit.

Danger. Danger. Danger, everywhere!  
 Life is full of danger,  
 You'd better take care!

I was walking in the city, <sup>(5)</sup> \_\_\_\_\_  
 When the day turned really gray.  
 I looked up at the clouds <sup>(6)</sup> \_\_\_\_\_  
 And I knew I couldn't stay.  
 There was rain in the clouds, <sup>(7)</sup> \_\_\_\_\_  
 There was smoke and thunder, too.  
 I was feeling pretty happy when the ... <sup>(8)</sup> \_\_\_\_\_  
 Volcano blew.

**All about music: Punk Rock**

The first punk bands came from the U.S.A. and U.K. in the mid-1970s. Bands like The Ramones and The Clash wanted to change music forever. Their songs were fast, short, and often very angry. Punk was about fashion, too – scruffy torn clothes, amazing hair styles, and lots of safety pins.



- It's great.
- It's OK.
- I don't really like it.



Listen and say the dialog.



**Grandma** Your haircut is **cute**, Stan!  
**Stan** I like your cap and **cape**, Grandma!



**12** Phonics focus: final e

1

1 Read Christopher's email to his friend. Some of the words were accidentally deleted. Look at the pictures and correct the email.



2 CD1 20

Grammar focus

Listen and say the sentences.

While Mom was working in the yard, the dog was eating her socks.

While Christopher was reading, his brother was fixing the alarm clock.



3 Play the *Wishidishing* game with a partner. Say a sentence. Your partner has to guess.

On Sunday afternoon while I was playing computer games, my mom was *wishidishing*.

No, she wasn't.

No.

Yes, she was!

While you were playing computer games, your mom was reading.

Was she sleeping?

Was she listening to music?

Two simultaneous actions with *while*

13