



# 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**   001 Listen and say the words. Check with your partner.

**1** goggles

**2** shelf

**3** apron

**4** explosion

**5** bubbles

**6** liquid



**7** instructions

**8** test tube

**9** powder

**10** gloves



**2**   002 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

**Learning outcomes:**

- to learn about the characters and context of the story
- to learn and use vocabulary for science
- to talk about equipment for science experiments

**New language:** *shelf, goggles, apron, explosion, bubbles, liquid, instructions, test tube, powder, gloves, have problems, do an experiment, spoonful, safety, character names*

**Cognitive control functions:**  
Working memory

**Digital flashcards:** 1–10 (science)

**Warm-up**

**Aim:** to introduce the story

- Focus on the picture. Ask which type of class this is (a science class) and where the characters are (In a lab / laboratory.)
- Ask students to scan the text at the top of the page and find the names of the characters (Alex, Phoebe, Patrick, Mr. Davis).
- Choose a volunteer to read the text aloud. Check comprehension of *do an experiment*.
- Ask students what they think the problem with the experiment could be. Remind them to look at the picture. Write ideas on the board.

**Presentation**

**Aim:** to present vocabulary for science

- Use the flashcards to present the new vocabulary.
- Ask students which things they use/wear, e.g., *Do you wear an apron in science class? Do you use test tubes?*

**1** 001 SB p4 **Listen and say the words. Check with your partner.**

**Aim:** to practice new vocabulary

- Students look at the numbered items in their Student's Book.
- Play the recording. Students listen and repeat.

**For script, see SB p4.**

- Play the recording again. Students practice in pairs.
- Read the text at the top of the Student's Book page aloud while students follow.

**2** 002 SB p4 **Read, listen, and answer the questions.**

**Aim:** to practice listening for specific information

- Read the questions aloud and check understanding. Encourage students to predict the answers.
- Play the recording twice. Check with the class.

**For script, see TB p119.**

- Check the students' predictions from the Warm-up. What was the problem with the experiment? (Patrick added two spoonfuls of blue powder instead of one.)

**Stronger students:** Ask more questions, e.g., *What does Patrick say about the mistake he made? (It was a small accident.) Why isn't Patrick wearing goggles? (He doesn't know where they are.)*

**Key:** 1 two, 2 one, 3 safety goggles, 4 Safety is very important in the science lab.

**3** SB p4 **Choose a word. Draw it for your partner to guess.**

**Aim:** to practice new vocabulary

- Start slowly drawing one of the items on the board, e.g., a test tube. Students guess, e.g., *Is it a shelf?*

- Students play in pairs. Student A draws, while Student B guesses. Then they swap.

**1** WB p4 **Look and write the words.**

**Aim:** to practice writing the new vocabulary

**Key:** 2 shelf, 3 bubbles, 4 explosion, 5 test tube, 6 powder, 7 apron, 8 gloves

**2** WB p4 **Read and complete the text.**

**Aim:** to practice the new vocabulary in context

**Key:** 2 gloves, 3 goggles, 4 goggles, 5 shelf, 6 test tube, 7 spoonfuls, 8 powder, 9 test tube, 10 explosion, 11 bubbles, 12 test tube, 13 goggles, 14 science lab

**Ending the lesson**

**Aim:** to review new vocabulary and test memory skills

- Students study the picture in the Student's Book for two minutes and then close their books. Ask questions, e.g., *How many test tubes are there? What color is the powder in the test tube in the middle?* The game can be students vs. teacher or students can play as teams.

**Extension activity**

**Aim:** to consolidate vocabulary

- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word or phrase, they draw a picture and write a short definition, e.g., *We wear goggles over our eyes for protection.*

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**Learning outcomes:**

- to review the simple past
- to review vocabulary for school subjects
- to talk about previous lessons using the simple past

**New language:** *ancient Rome***Recycled language:** school subjects, science, school activities, simple past forms (regular and irregular), *sick***Cognitive control functions:** Cognitive flexibility**Digital flashcards:** 1–10 (science)**Warm-up****Aim:** to review science vocabulary

- Write the science vocabulary in jumbled letter order on the board.
- Call a pair of students to the board. One student writes an item correctly, while the other selects the matching flashcard.
- Repeat with different pairs.

**1** **SB p5** **Read the clue and check  the subjects.****Aim:** to review simple past positive and negative forms

- Students read, think, and check the subjects in the table.
- They compare ideas in pairs. Check with the class.

**Extra support:** Copy the table on the board. Choose different students to read the statements, and ask the class where to put the ticks.**Key:**

Alex: history

Patrick: history, music, science

Phoebe: history, science

**2** **SB p5** **Complete the sentences with words from Activity 1.****Aim:** to focus students on simple past forms

- Students work individually to complete the sentences and then compare answers. Check answers and elicit the infinitive form of the verbs in 1 to 3.

**Key:** 1 had, 2 watched, 3 was, 4 didn't**3** **003** **SB p5** **Watch, listen, and say.****Aim:** to focus students on grammatical form

- Play the *Leo the Leopard* video twice.
- Students turn to the Language Focus section on page 118 of the Student's Book.
- Work through first half of the page with the class.
- Play the audio. Students follow in their Student's Books and join in.

**For script, see SB p5.**

- Students practice the sentences in pairs, taking turns saying each line and doing the actions.

**4** **SB p5** **Imagine that yesterday was your perfect day. Describe it to your partner.****Aim:** to consolidate grammar

- Ask a student to read the speech bubble aloud.
- Elicit ideas to complete the girl's day. Encourage students to use full sentences.
- Students work in pairs. They take turns speaking about their day.
- At the end students tell the class what their partner said about their perfect day.

**Extra support:** Write useful verbs on the board and elicit the past forms, before starting the pairwork.**1** **WB p5** **Complete with the correct form of each verb.****Aim:** to review irregular simple past forms**Key:** 1 was, 2 got out, 3 saw**2** **WB p5** **Write the verbs in the correct column. Write the base form of the verbs.****Aim:** to review regular and irregular simple past forms**Key:** First column: started (start), played (play), laughed (laugh), walked (walk), waited (wait), arrived (arrive), loved (love), watched (watch); Second column: found (find), heard (hear), ran (run), told (tell), said (say), took (take), had (have), went (go)**3** **WB p5** **Look at the pictures. Write the story.****Aim:** to practice writing in the simple past**Ending the lesson****Aim:** to practice key language from the lesson

- Students make three sentences about what they did at school the previous day or week, two true and one false.
- Choose students to read their sentences aloud. Their classmates guess which one is false, e.g., *You didn't ride a horse to school yesterday.*

**Extension activity****Aim:** to practice writing in the simple past

- Students write a short story with the title *My Dream*, using WB Activity 3 as a model. They illustrate the story for homework.

**1** Read the clue 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 only had one subject.

Alex, Phoebe, and Patrick watched a movie.

The movie was about life in ancient Rome.

|         | Music | History | Science |
|---------|-------|---------|---------|
| Alex    |       |         |         |
| Patrick |       |         |         |
| Phoebe  |       |         |         |

Patrick loved all three subjects.

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

**2** Complete the sentences with words from Activity 1.

- We \_\_\_\_\_ six classes yesterday.
- In geography, we \_\_\_\_\_ a movie.
- The movie \_\_\_\_\_ about the world's oceans.
- My friend Clara was sick, so she \_\_\_\_\_ watch the movie.

**3** 003 Watch, listen, and say.

**Language Focus**


Listen, friends, to what I say.  
 Yesterday **was** a perfect day.  
 I **got out** of bed at half past three.  
 I **saw** a chicken under the tree.



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



Yesterday was great. I got up at ten o'clock. I ate chocolate for breakfast, and I watched three Spider-Man movies on TV. Then I...

**1**  004 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.



**Phonics**

**2**  006 Listen and say the dialogue.



**Sue** Do you want to go through the gate, too?

**Ben** Let's follow the friends till the story ends!



**6** Singing for Pleasure; Phonics Focus: Rhyming Words

**Learning outcomes:**

- to join in with a song
- to recognize and say rhyming words with different spellings

**New language:** *lost in time, step (v), gate, Time Traveler, patient (adj), till (= until)*

**Recycled language:** simple past, *early, late, best friend, past, present, future*

**Phonics focus:** Your students will be able to identify similar sounds that are represented by different spellings.



 **Cognitive control functions:** Working memory

**Digital flashcards:** 1–10 (science)

**Warm-up**

**Aim:** to review characters and vocabulary for science

- Write *Ph* \_\_\_\_\_, *Al* \_\_\_\_, and *P* \_\_\_\_\_ on the board. Elicit the characters' names and what they were doing in the first lesson (a science experiment).
- Elicit the science words, using the flashcards.

**1**  **004**  **Listen and write the names. Then sing the song.**

**Aim:** to practice listening, and sing a song with the class

- Elicit who is in the picture (Phoebe, Alex, and Patrick) and ask students to guess what they're doing.
- Read the statements aloud around the class. Check understanding of *patient* and *went after*.
- Students cover the lyrics. Play the recording. Students listen and write the names next to the statements, and then compare in pairs.

For script, see SB p6.

- Play the recording again if necessary. Students uncover the lyrics and check their answers.

**Key:** 1 Phoebe, 2 Alex, 3 Alex, 4 Patrick, 5 Phoebe, Alex and Patrick.

- Play the song again, pausing after each verse for students to repeat.
- Use the karaoke version of the song (005) for students to sing in three groups (one verse per group – everyone sings the chorus).



**2**  **006**  **Listen and say the dialogue.**

**Aim:** to practice saying rhyming words

- Remind students that English words can be spelled differently although they sound the same.
- Students find rhyming words in the dialogue (e.g. *wait – gate, fast – past*).
- Play the recording. Students listen, read, and repeat.

For script, see SB p6.



- Divide the class in two: one half plays the role of Sue, and the other half Ben. The class says the dialogue twice, with half the class saying the lines of each speaker together.
- Make pairs from different halves of the class. Students practice the dialogue.

**1**  **001**  **Listen to the song again and complete with the words in the box.**

**Aim:** to activate memory skills and raise awareness of rhyme

**Key:** 2 wait, 3 followed, 4 wait, 5 last, 6 late, 7 come back, 8 cross, 9 future

For song lyrics, see SB p6.

**2**  **002**  **Listen and say the words.**

**Aim:** to give students practice with rhyming words

For script, see WB p6.

**3**  **Match the rhyming words.**

**Aim:** to identify similar sounds through rhyme

**4**  **003**  **Listen, check, and say the words.**

**Aim:** to practice saying rhyming words

**Key:** 2 d, 3 b, 4 j, 5 a, 6 h, 7 i, 8 e, 9 f, 10 g

For script, see WB p6.

**Ending the lesson**

**Aim:** to extend work on rhyming words

- Write the following words in random order on the board: *my, I, slow, go, see, be, time, rhyme, school, rule, hair, where, wait, great*.
- In pairs, students match the words that rhyme and write them on a piece of paper. Pairs swap papers and mark each other's answers.

**Extension activity**

**Aim:** to activate students' imagination

- Ask students *Would you like to travel in time? Would you like to visit the past or the future? Why?* Students write the date of the year they would like to travel in their notebooks.
- Hold a class vote on whether it would be better to visit the past or the future.


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**Learning outcomes:**

- to review simple past questions
- to ask and answer about events and actions in the past

**New language:** *normal, nothing special, worst (day) ever, goalkeeper, Guess what?, have a good time, none*

**Recycled language:** verbs

 **Creative thinking:** Creates texts that express personal interests, emotions, or identity

 **Cognitive control functions:** Cognitive flexibility

**Warm-up**

**Aim:** to review simple past forms

- Play the song (04) for students to join in.
- Write *She didn't want to wait* on the board and ask why we use *didn't* (to make the sentence negative). Elicit other times we use *did* (to make questions).

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

**Aim:** to practice simple past questions

- Focus on the pictures and elicit the character names (Alex, Patrick, and Phoebe).
- Students read and choose the correct face.
- Students compare answers in pairs before the class check.
- Pairs role-play the conversations, trying to express the correct emotion in their voices.
- Volunteer pairs role-play a conversation for the class.

**Key:** 1 b, 2 c, 3 a

### 2 Put the words in the correct order.

**Aim:** to focus on word order

- Students work in pairs to reorder the questions.
- Call volunteers to write the questions on the board. Students check.

**Key:** 1 What did you do at school today? 2 How was school today? 3 Did you have fun today? 4 Why was it a bad day?

### 3 Watch, listen, and say.

**Aim:** to focus students on grammatical form

- Play the *Leo the Leopard* video twice. Check understanding of *none*.
- Check understanding of the grammar.
- Students turn to the Language Focus section on page 118 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

**For script, see SB p7.**

- Students practice the chant in pairs.

### 4 Imagine that yesterday was the worst day ever. Ask your partner about it.

**Aim:** to give students further practice with simple past questions

- In pairs, students take turns asking and answering questions, using the conversations from Activity 1 to help.

### 1 Read and complete.

**Aim:** to review language from the lesson

**Key:** 1 How was, 2 Did, have

### 2 Match the questions with the answers.

**Aim:** to practice simple past questions and answers

**Key:** 2 a, 3 f, 4 b, 5 g, 6 d, 7 c

### 3 Make questions.

**Aim:** to give further practice with simple past questions

**Key:** 2 Where did you put your goggles? 3 What was in the test tube? 4 Did you wear gloves in the science lab? 5 Why was the science teacher angry with you?

### 4 Read and write the questions.

**Aim:** to give further practice with simple past questions

**Key (sample answers):** 2 Where did you do it? 3 What did you try to make? 4 Was it dangerous? 5 What did you do next? 6 What did he do?

**Ending the lesson**

**Aim:** to practice past tense questions

- Write question words on the board: *What, Where, Why, When, Who, Which*.
- In pairs, students write as many questions as they can about yesterday.
- See which pair wrote the most correct questions.




**Extension activity**




**Aim:** to practice language from the lesson




- Give each student two small pieces of paper, and ask them to draw a happy face on one and a sad face on the other.
- Write *How was school today?* on the board. Elicit positive replies, e.g., *It was really good! It was the best day ever!*, and then negative replies, e.g., *It was really bad. It was terrible*.
- Make pairs. Student A asks *How was school today?* and chooses one of Student B's pieces of paper. He/She replies accordingly. They swap roles and repeat.

7 TB

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

1 **a**  **b**  **c**  **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.

2 **a**  **b**  **c**  **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.

3 **a**  **b**  **c**  **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.

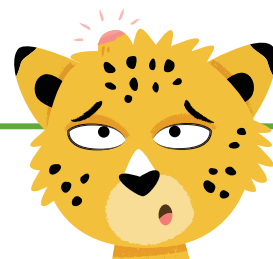
**2** Put the words in the correct order.


- 1 you / at school / did / today / ? / do / What
- 2 today / ? / How / school / was
- 3 today / Did / have / you / ? / fun
- 4 it / was / Why / a / day / ? / bad

**3**   007 Watch, listen, and say.

**Language Focus**

**How was** your day, Leo? No, I **didn't**, Mom.  
**Did you have** fun? I **had** none.



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






## The EXPLOSION



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

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

**2**  008 Read and listen to the story to find out if it is similar to or different from your story.

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 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 pour it on the brick." Phoebe did it, 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 it, 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 Pleasure


**Learning outcomes:**

- to listen to, read, and role-play a story
- to review language from the unit

**New language:** *turn* (= become), *impressed*, *brick*, *pour*, *knock over*, *flash* (n), *strange*, *glowing* (adj), *gate*, *step (into)*, *in a flash*

**Recycled language:** science, character names (*Ben*, *Lucy*, *Buster*), *amazing*, *boring*

 **Cognitive control functions:** Working memory

 **Critical thinking (WB):** Identifies characters, setting, plots, and theme in a story


**Materials:** large sheet of paper (optional)

**Warm-up**

**Aim:** to review the characters and the context of the story



- Write *Phoebe*, *Alex*, and *Patrick* on the board. Elicit what students remember about the characters from this unit.
- Prompt, if necessary, e.g., *science lab*, *experiments*, *Mr. Davis*.

**The Explosion**

- 1**  **SB pp8-9** **Work in pairs. Look at the pictures and the title of the story.**

- Aim:** to encourage prediction skills
- Focus on the pictures, pre-teach *brick*, and elicit more examples of things students can see. They work in pairs to brainstorm words and write them down.
  - With books closed, pairs try to tell each other a story using the words in their notebooks.

**Extra support:** Brainstorm words with the class and write them on the board. They use these words to tell a story.


- 2**  **008**  **SB pp8-9** **Read and listen to the story to find out if it is similar to or different from your story.**

**Aim:** to present a story and to develop reading skills

- Play the recording. Students read and listen to find out if the story is similar to theirs.


**For script, see SB pp8-9.**

- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children stepped into a kind of gate and disappeared).
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask questions, e.g., *Was Patrick impressed by the first experiment? (No.) What did Mr. Davis say after the second experiment? (Don't forget to read the instructions carefully.) Why can't Phoebe read the instructions for the third experiment? (Because there's water on the instructions.) What did Patrick think of the third experiment? (He thought it was amazing.)*

- 1**  **WB p8** **Remember the story. Read and order.**


**Aim:** to check comprehension

**Key:** 8, 6, 7, 3, 4, 2, (1), 5

- 2**  **WB p8** **Complete the sentences with the correct names.**

**Aim:** to check understanding of the story

**Key:** 2 Patrick, 3 Alex, 4 Mr. Davis, 5 Patrick, 6 Alex, Phoebe

- 3**  **WB p8** **Complete the instructions and the answers to the questions.**

**Aim:** to review vocabulary from the story

**Key:** 2 green, 3 The brick turns purple, 4 two, 5 red, 6 pink, 7 orange, 8 The brick gets bigger.

**Ending the lesson**

**Aim:** to practice the story

- Put students into groups of three. They each take a role of one of the main characters.
- They read through the story silently and each find which dialogue is theirs.
- Students practice their role plays in groups, using the direct speech from the story.
- Volunteer groups role-play for the class.

**Extension activity**

**Aim:** to personalize the activity and practice the language further

- Make pairs. Students invent their own experiment and write instructions on poster-sized paper.
- They draw simple, labeled pictures of the equipment required and the results.