**Unit 1 Bubbling Air**

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

Can we see (1) ? Can we (2) it?

We cannot see air. We cannot touch it (3) .

But air is all (4) us.

Let’s do a simple (5) .

Step 1. Fill a large bowl with water.

Step 2. Put an (6) plastic bottle in the water and push it down.

Step 3. Put an empty (7) into the water and

(8) the top.

What happened in this experiment?

(9) came out from the bottle and the syringe.

They made a bubbling sound.

Bubbles are made of air. Look around you.

Where can you (10) air?

**Unit 2 Tony’s Balloon**

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

Tony had a (1) .

“Mom, what’s in this balloon? Can I (2) it?”

Mom said, “You shouldn’t. You don’t want the air to (3) .”

Tony (4) to see the air. “Can I (5) ?”

So he did.

The balloon got (6) .

“Mom, where’s the air? (7) came out, but the balloon got smaller!”

“Didn’t you feel the (8) blow when you untied the balloon?

That was the air when it came out. We can’t see air.

We can’t (9) it, but it’s all (10) us.”

**Unit 3 Magnets Push and Pull**

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

A magnet has two poles. They are the (1) and

(2) poles.

Let’s look at them.

Take two magnets.

Step 1. Put the same poles together.

Step 2. Put the (3) poles together.

What happened when you put the same poles (4) ?

They pushed (5) .

What (6) when you put opposite (7) together?

They pulled together. They stayed together.

Look at the photo below. You can (8) a tower with ring magnets.

Put the (9) with the same poles one on top of the other.

The magnets push away.

This helps make a tall (10) .

What else can you do with magnets?

**Unit 4 New Pencil Case**

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

Emma didn’t (1) her pencil case.

All her pens (2) from it. Emma was sad.

Dad gave her a new (3) .

She didn’t need to zip the new pencil case.

She turned it over. She (4) it. It didn’t open.

“How does it (5) closed?” Emma asked.

“There are two magnets in the pencil case,” her dad (6) .

“When you (7) , the two opposite poles (8) . The pencil case closes (9) .”

“Wow! This pencil case is (10) !”

**Unit 5 Growing Seeds**

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

What do seeds need to (1) ?

Let’s take a look.

You need (2) , water, and two dishes.

Step 1. Put (3) on two dishes and (4) some kidney beans on top.

Step 2. Pour some water in one (5) . Everything else (temperature, light, etc.) should be the same for both dishes.

Step 3. Check both dishes seven days (6) .

Only the kidney beans in the wet dish have (7) .

The other beans didn’t grow.

All the kidney beans had (8) and the same (9) .

Only the kidney beans with water grew.

Seeds need water so they can grow.

What do kidney beans need to grow from (10) ?

**Unit 6 Growing Tomatoes**

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

Sarah ate some (1) .

“These (2) great!” she said.

“We can grow our own cherry tomatoes,” said Dad.

“They taste even (3) .”

He (4) some cherry tomato seeds.

Sarah (5) them in soil. She made sure they had

(6) .

She poured water on the soil.

Nothing happened.

“We have to wait,” said Dad.

She (7) one week. (8) grew!

She (9) them some more. She waited even longer.

Cherry tomatoes grew!

She (10) them.

“These are the best tomatoes ever!” she said.

**Unit 7 How Rocks Become Soil**

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

In the (1) , you can see rocks and soil.

(2) can turn into soil. How does this happen?

Let’s do an experiment!

Step 1. Put a piece of rock sugar on a sheet of paper. Look at the

(3) of rock sugar. It is large.

It has (4) (5) , and there is little

(6) around it.

Step 2. Put the rock sugar in a plastic container and close it.

Step 3. (7) the plastic container hard.

Did anything happen? Yes, it did.

The rock sugar broke into smaller (8) .

This is how soil is made.

Rocks and stones break down in (9) .

They (10) soil.

**Unit 8 The Magic of Nature**

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

Peter (1) with his uncle. Peter’s legs (2) .

He needs to (3) .

He (4) on a big rock.

He sees a tree growing on the rock.

He’s (5) .

“How can this tree grow here?” he asks.

“That’s (6) . The tree grows (7) the rock.

The tree breaks the rock,” his uncle says.

“Wow, trees can break rocks!”

“(8) can break rocks, too. It breaks them into small pieces.

The rocks (9) soil.”

“This soil used to be a rock.”

“That’s (10) !”

**Unit 9 The Shaking Drum**

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

Sounds can be big or small.

We can (1) them. We can also see them.

Don’t you (2) it?

Let’s do a simple experiment.

Step 1. Place some (3) of rice on the top of a small

(4) .

Step 2. (5) the small drum softly.

Step 3. Now, hit the small drum (6) .

What happened when you hit the drum (7) ?

The drum made a small sound. It shook a little.

The rice (8) a little.

What happened when you hit the drum hard?

The drum made a big sound. It (9) a lot.

The grains of rice jumped high.

Sound made the drum (10) .

It made the grains of rice jump. We saw sound.

**Unit 10 Ticking Clock**

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

Jessica is sitting in the (1) .

She (2) many sounds.

She hears the clock (3) .

Her brother is (4) in the yard.

She can’t hear the (5) leaves.

“Mom, I can’t hear the leaves fall,” she says.

“The leaves are small, so you can’t hear them,”

Mom says. “Let’s see what other (6) are like.”

We (7) sound in (8) .

When decibels are high, a sound is (9) .

The sound of the (10) ticking is 20 dB, and the sound of falling leaves is 10 dB.

**Unit 11 Different Shadows**

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

We can see (1) all around us.

Sometimes we see (2) shadows.

Sometimes we see light shadows.

Why do you think this is? Let’s find out.

Step 1. Prepare a (3) cup and dark cup.

Step 2. Put the clear cup (4) a light.

Step 3. Put the dark cup next to a light.

Did the shadows look (5) ?

First, the light (6) a clear (7) . The light kept going.

It (8) a light shadow.

Then the (9) hit a dark object. The light (10) .

It made a dark shadow.

**Unit 12 Stop Following Me!**

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

It was a hot day.

Jane was at the (1) with her family.

She was running around in the (2) .

“Mommy! A little kid is (3) me! (4) !”

Her mom was (5) a tree. Jane (6) to her.

“Oh! Where did the little kid go?” Jane (7) .

Mom said, “Jane, it’s not a kid. It’s your shadow!”

Jane (8) in the shadow of a tree.

She couldn’t see her shadow (9) .

The tree’s shadow (10) it.

**Unit 13 Gravity Pulls**

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

Jump up in the air.

Do you come back down to the (1) ?

(2) you do!

This is because of (3) .

Step 1. Take a (4) and a paper cup.

(5) a (6) in the bottom of the paper cup.

Step 2. Put your finger over the hole. Pour water into the cup.

Step 3. Take your finger off the hole. See what happens. The water came out of the hole.

Step 4. Now, put your finger over the hole. Pour water into the cup (7) .

Step 5. This time, take your finger off the hole and drop the cup into the bucket.

What happened? The water didn’t come out through the hole.

The water and the cup (8) at the same (9) .

Gravity (10) them both to the ground at the same speed.

**Unit 14 A Fallen Apple**

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

Mary was (1) under a tree reading a book.

“Ouch!”

An apple (2) on Mary’s (3) .

There was no wind. Why did the apple fall?

Dad said, “(4) did it. Earth’s gravity pulled the apple down.

Gravity (5) apples to the ground.

It pulls your book to the ground, too.”

“(6) is so strong!” Mary said.

“(7) to gravity, you can sit on the ground.

The (8) can swim in our (9) without floating in the (9) !”

**Unit 15 Modern Farming**

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

(1) work hard.

They plant seeds. They (2) animals. They pick fruits and (3) .

Farmers use big (4) . But the farmers need to help the machines.

In the (5) , farmers can use (6) .

The computers can (7) the seeds.

They can see when the seeds need more water or (8) .

Modern farmers can also use small machines.

Small (9) can plant seeds.

The farmers don’t need to help them.

Modern farmers can grow more food.

They can grow (10) food, too!

**Unit 16 Robot Pill**

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

Take a (1) of your eyes with your (2) .

An app looks at the picture. It looks at your eyes.

It knows that you are (3) .

You go to the doctor. She gives you a (4) .

You (5) it.

There is a robot (6) the pill. It (7) your body.

Does this sound (8) ?

Not now, but in the future, it could be.

(9) engineers think of new (10) like this.

They use this technology to help us stay healthy.