

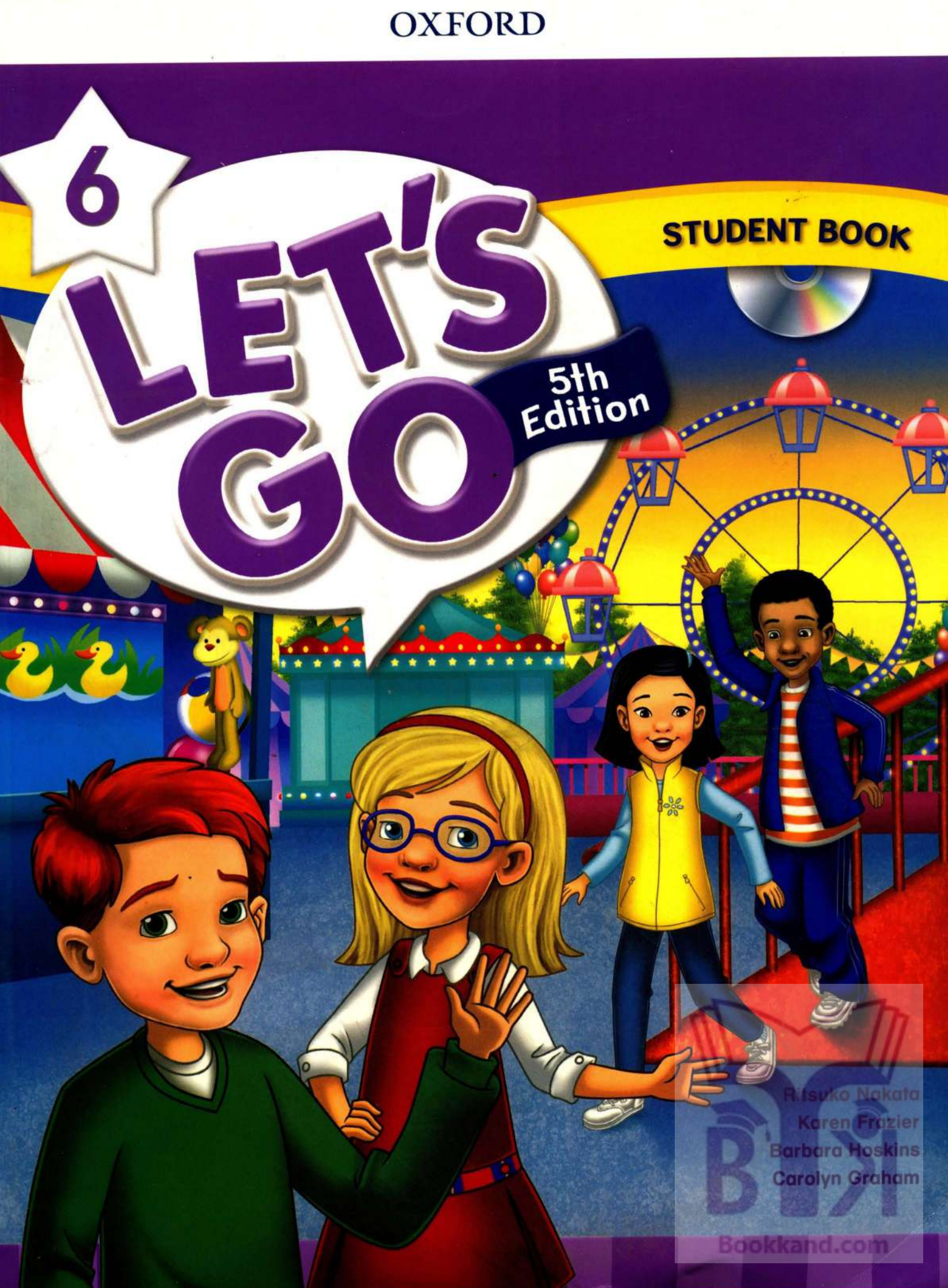
OXFORD

6

LET'S GO

5th Edition

STUDENT BOOK



R. Tsuko Nakata
Karen Frazier
Barbara Hoskins
Carolyn Graham



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6

LET'S GO

5th Edition



Ritsuko Nakata Karen Frazier Barbara Hoskins

SONGS AND CHANTS BY
Carolyn Graham

OXFORD
UNIVERSITY PRESS



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OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
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First published in 2018

2022 2021 2020 2019 2018

10 9 8 7 6 5 4 3 2 1

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ISBN: 9780194049849 (STUDENT BOOK)

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGMENTS

Cover illustration: Daniel Griffo

Back cover photograph: Oxford University Press building/David Fisher

Illustrations by: Bernard Adnet: 9(t), 63; Ilias Arahovitis: 24 (t), 25(b), 31(t), 35(b), 37(t), 41(b), 44(t); Galia Bernstein: 73; Bob Berry: 5(b), 20; Scott Burroughs: 38(t), 52(t); Terri Chicko / Jesse Graber: 13, 29, 69; Bob Depew: 40, 42(b), 48, 50(b), 52(b), 58, 60(b), 62(b), 66, 68(b); James Elston: 32(t), 33, 35(t), 38(b); Kathi Ember: 6(t), 42(t), 43(t); Michael Gardner: revisions on pages 6, 15, 26, 31, 33, 35, 38, 48, 50, 51; Roc Goudreau: 45; Daniel Griffo: 2, 3, and cats on pages 4, 6, 8, 10, 12, 14, 16, 18, 22, 24, 26, 28, 30, 32, 34, 36, 40, 42, 44, 46, 48, 50, 52, 54, 58, 60, 62, 64, 66, 68, 70, and 72; Diane Hays: 31(b); John Hom: 4, 5(t), 6(b), 8(b), 12, 14(b), 16(b), 22, 24 (b), 26(b), 30, 32(b), 34(b), 44(b); Anthony Lewis: 54, 55(t), 64, 65(t); Darryl Ligan: 10, 11, 26(t), 47, 65(b), 74; David Lowe: 18, 19, 60(t); Colleen Madden: 34(t), 49(t), 61(b), 62(t); Katie McDee: 27; Karen Minot: 39; Sherry Rogers: 25(t), 51, 55(b), 59(b), 61(t); Christine Schneider: 70, 71; Janet Skiles: 49(b), 57; Sam Tomasello: 16(t), 67; Chris Vallo: 7, 8(t), 9(b), 17, 41(t), 50(t), 56, 68(t); Christina Wald: 14(t), 15, 37(b); Penny Weber: 23, 43(b), 53, 59(t).

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Kate



Andy



Jenny



Scott



Ginger



Sam



Let's Talk



Let's Learn



Let's Learn More



Let's Read



Let's Review



Let's Remember

A Listen, point, and say.  1.02

Look at this boat. It's colorful!

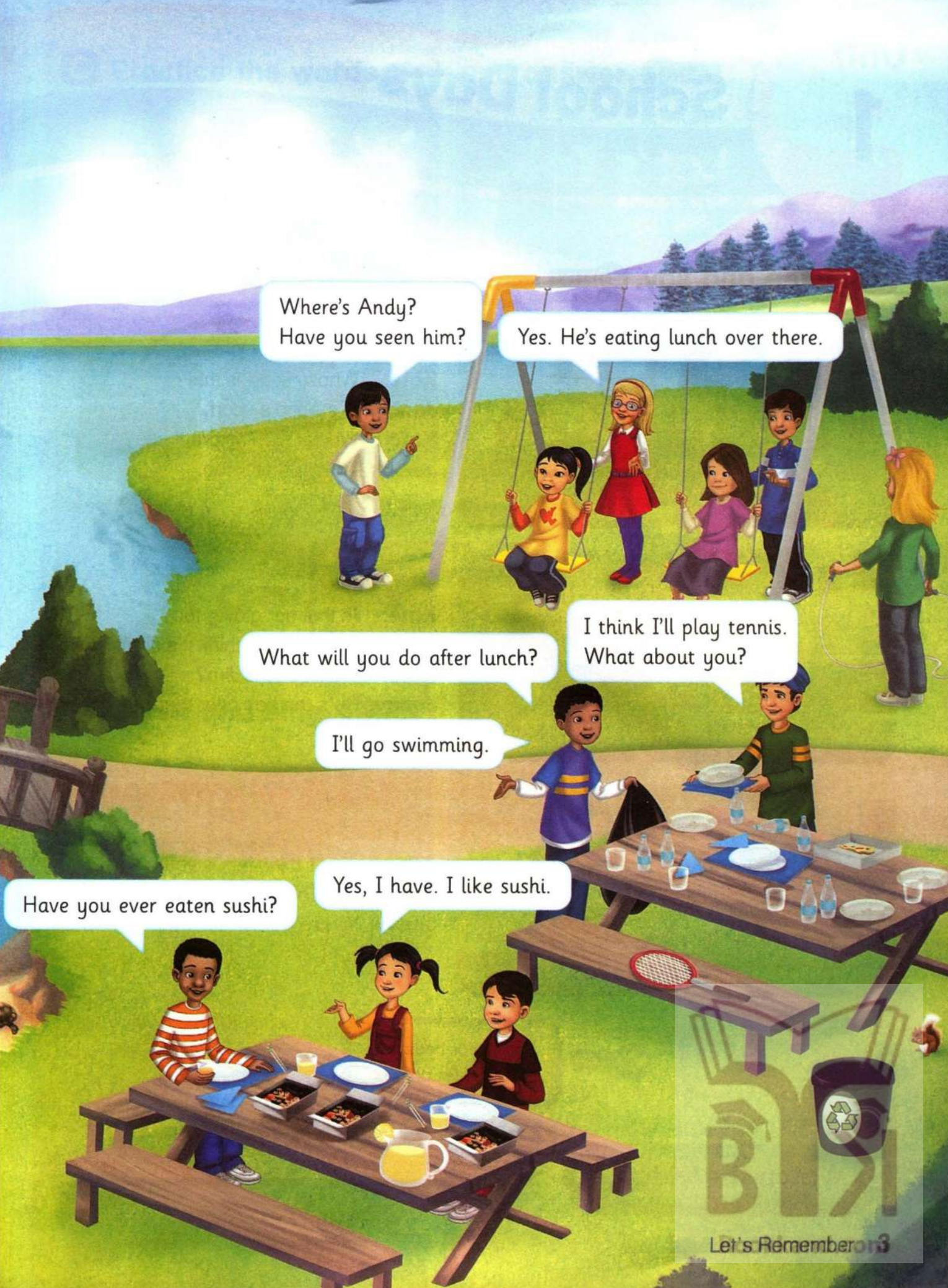
Look at that one! It's very large.



Rick is faster than Tom.

Which one is faster?





Where's Andy?
Have you seen him?

Yes. He's eating lunch over there.

What will you do after lunch?

I think I'll play tennis.
What about you?

I'll go swimming.

Have you ever eaten sushi?

Yes, I have. I like sushi.

Unit 1

School Days

Let's Talk



A Listen and say. 1.03



Kate: Whose scarf is that?

Jenny: It's Anna's scarf.

Kate: Whose mittens are those?

Jenny: They're hers, too.



Kate: Is that her glove, too?

Jenny: No, it isn't. I think it's Jim's glove.

Kate: Which boy is Jim?

Jenny: He's the boy over there.



Jenny: Jim, I think this is yours.

Jim: Oh! Thanks for finding it.

Jenny: You're welcome.

 1.04

Thanks for finding it.
You're welcome.

B Watch the video.



C Practice the words. Ask and answer.  1.05

1. scarf

2. mittens

3. gloves

4. glasses

5. belt

6. watch



Kate



Andy



Jenny



Scott



Anna



Jim



Whose scarf is that?
It's Anna's scarf.
It's hers.

my scarf = mine
her scarf = hers
his scarf = his
your scarf = yours

D Listen and sing.  1.07 

Whose Boots Are These?

Whose boots are these?

Whose boots are these?

Whose boots are these?

They're mine. They're my boots.

Whose boots are those?

Whose boots are those?

Whose boots are those?

They're mine. They're my boots.



Whose boots are these?

Whose boots are these?

Whose boots are these?

They're mine.

Are you sure they're yours?

All of them?

Yes, I'm sure they're mine.



I can do this lesson.

Let's Learn



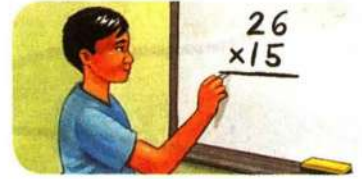
A Learn the words. 1.08



1. watering the plants



2. feeding the fish



3. writing on the board



4. talking to the teacher



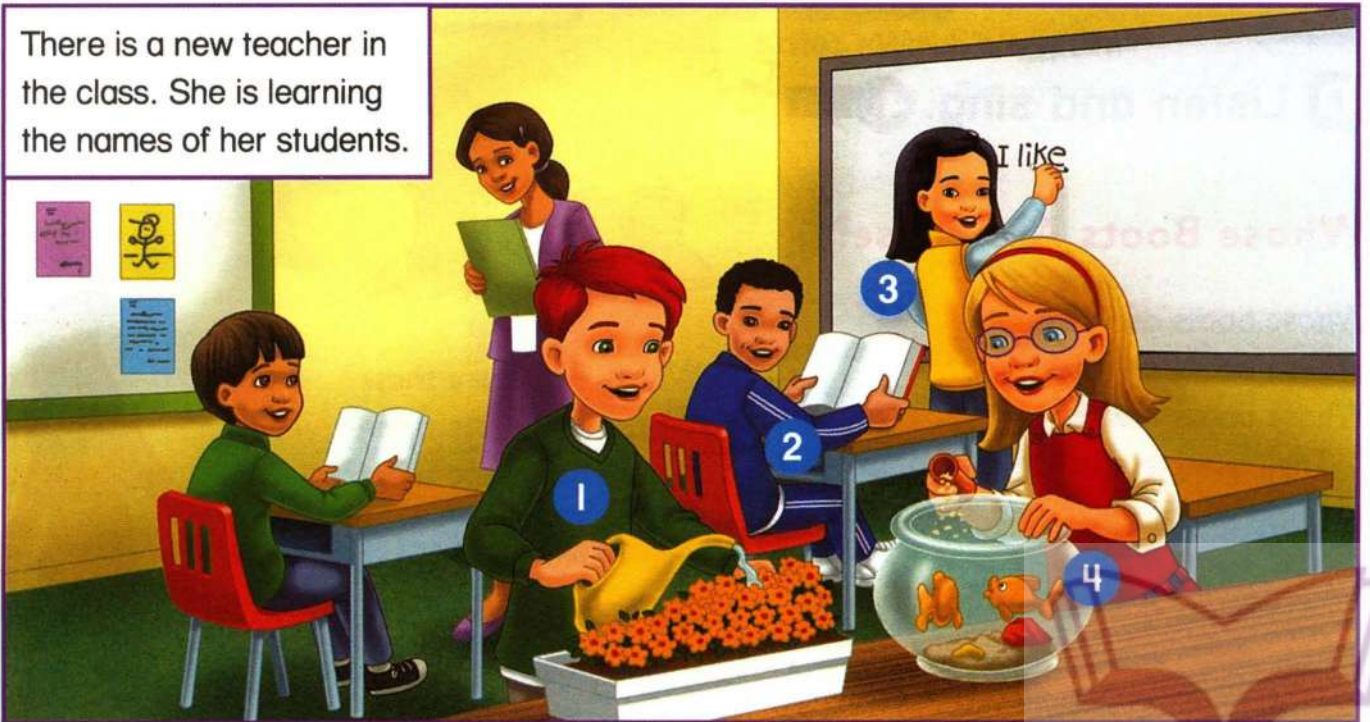
5. reading a textbook



6. writing an essay

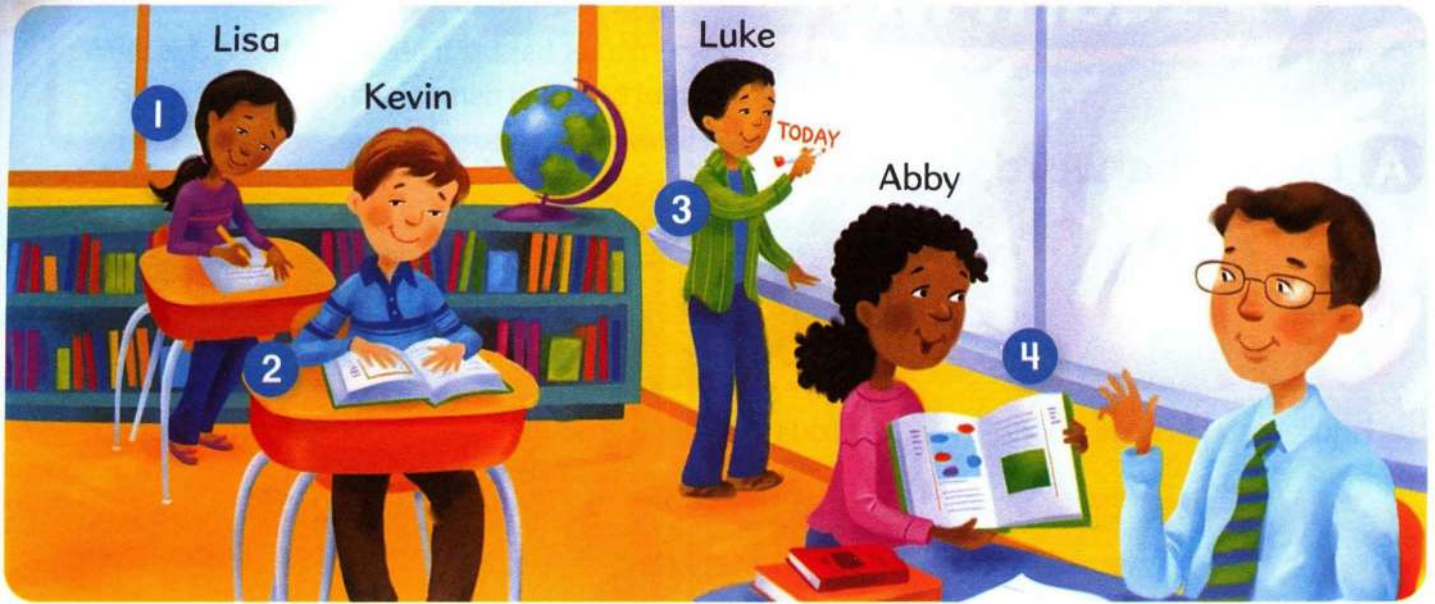
B Ask and answer. 1.09

There is a new teacher in the class. She is learning the names of her students.



Which boy is Scott?
He's the boy who is watering the plants.

C Ask and answer.  1.10



Which girl is Lisa?
She's the girl who is writing an essay.

D Listen and chant.  1.11 

Kim's Father Was Born in Seoul

Kim's father was born in Seoul.
They speak Korean at home.
Which man is Kim's father?
He's the man who's waiting
for the phone.

Ann's sister was born in Rome.
They speak Italian at home.
Which girl is Ann's sister?
She's the girl who's standing
by the phone.



Ken's brother was born in Japan.
They speak Japanese at home.
Which boy is Ken's brother?
He's the boy who's talking
on the phone.



I can do this lesson.

Let's Learn More



A Learn the words. 1.12



1. talking on his cell phone



2. reading a magazine



3. walking in the park



4. drinking some water



5. playing a game



6. sitting on a bench

B Make sentences. 1.13

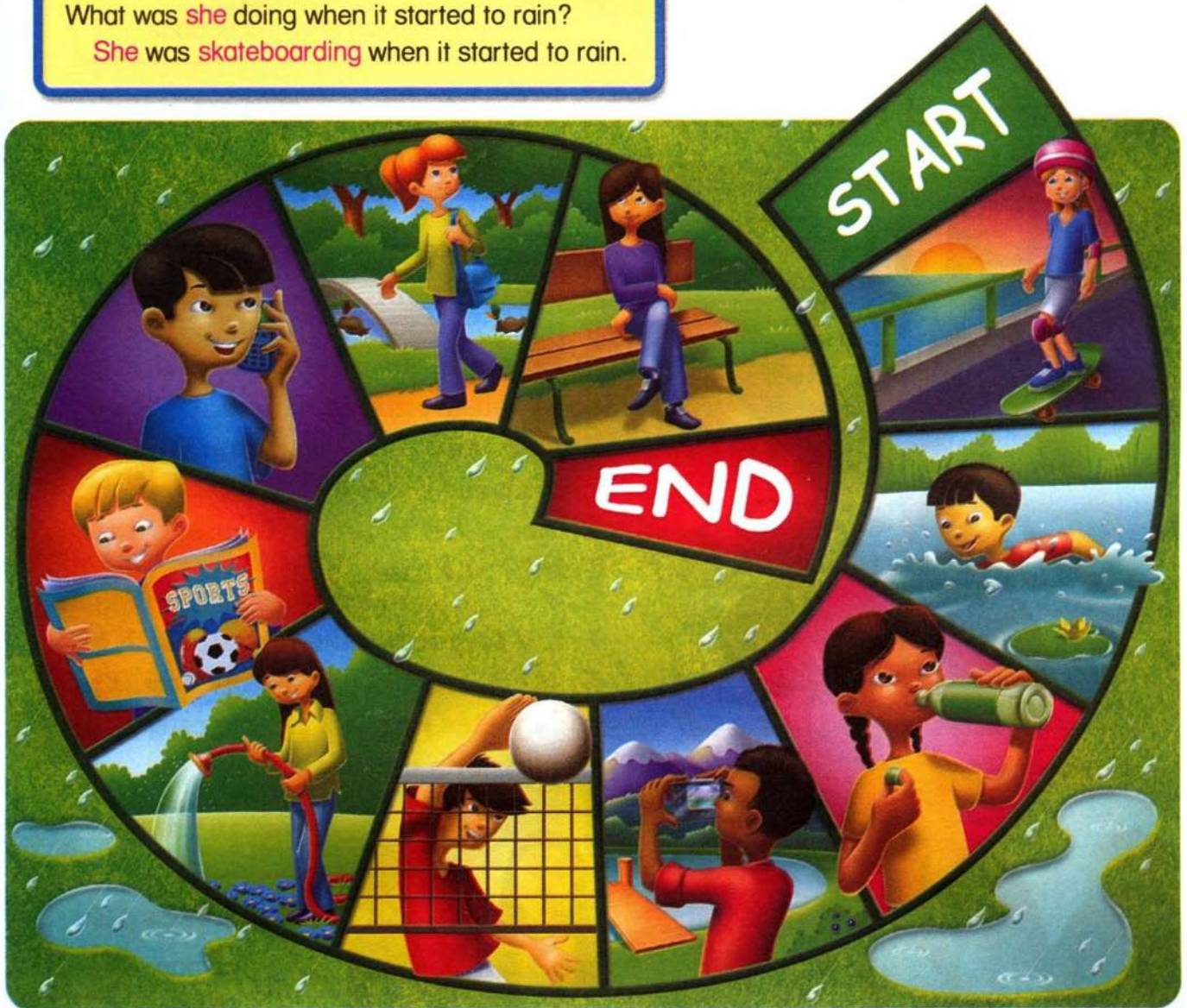
Jenny was sitting on a bench when it started to rain.
What were Andy, Kate, and Scott doing?



Jenny was sitting on a bench when it started to rain.

C Play a game. Ask and answer.  1.14

What was **she** doing when it started to rain?
She was **skateboarding** when it started to rain.



D Ask your partner.  1.15



What was she doing when she heard the noise?




What was he doing when he saw the skunk?

hear	→	heard
see	→	saw



I can do this lesson.



A Listen and read along. Then read again.  1.16

THE FIRST ICE POP



Do you like ice pops? A young boy made the first ice pop in 1905.

One cold night, Frank was making soda water outside. He mixed soda powder and water in a cup. He was mixing the soda with a straw when he heard his mother. "Come inside, Frank," she said.

Frank forgot to take his cup with him. In the morning, he saw the cup. The soda water was frozen. He pulled the frozen soda out of the cup.

It was an ice pop!



New Words

ice pop
soda
mix
soda powder
straw
freeze → frozen

B Choose the correct answer.  1.17

1. Who made the first ice pop?

Frank

Frank's mother

2. When did Frank make the ice pop?

in 1905

outside



C Understand the vocabulary.

The soda water was **frozen**.

What does **frozen** mean?

a.



b.



c.



D Ask your partner.

1. Have you ever made an ice pop? What flavor was it?
2. Why did the soda water freeze?

E Listen and write. Do you hear **aw** or **ow**? 1.18



1. c _____

2. s _____

3. p _____ der

4. str _____

F Learn about words. Read and write.

I mix soda water every day.

I mixed soda water yesterday.

mix + ed = mixed

1. pull + ed = _____

2. paint + ed = _____

3. play + ed = _____

4. talk + ed = _____



I can do this lesson.

Unit 2

At the Aquarium

Let's Talk



A Listen and say. 1.19



Scott: What a great day!

Kate: It sure was! But I'm tired now.

Scott: Me, too. We really walked a lot.



Kate: What did you like best?

Scott: I think I liked the penguins best.

Kate: They were cute.

Scott: What about you?



Kate: I liked the sharks.

Scott: They were scary!



What a great day!
It sure was!

B Watch the video.



C Say these.  1.21



1. She was amazed.
The penguins were amazing.



2. He was bored.
The movie was boring.



3. She was interested.
The book was interesting.



4. He was tired.
The race was tiring.



5. He was excited.
The ride was exciting.



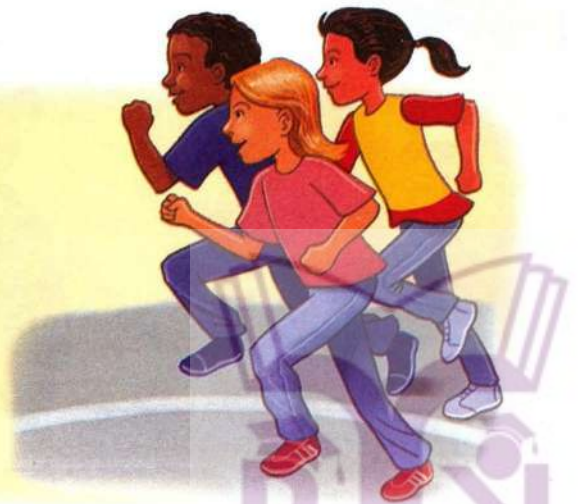
6. She was scared.
The shark was scary.

D Listen and chant.  1.22 

The Racing Chant

Look at those kids!
Look at them run!
This is exciting!
This is fun!

I'm excited!
Look at them run!
This is exciting!
This is fun!



I can do this lesson.

Let's Learn More



A Learn the words. 1.27



1. a jellyfish



2. a sea turtle



3. a squid



4. a video



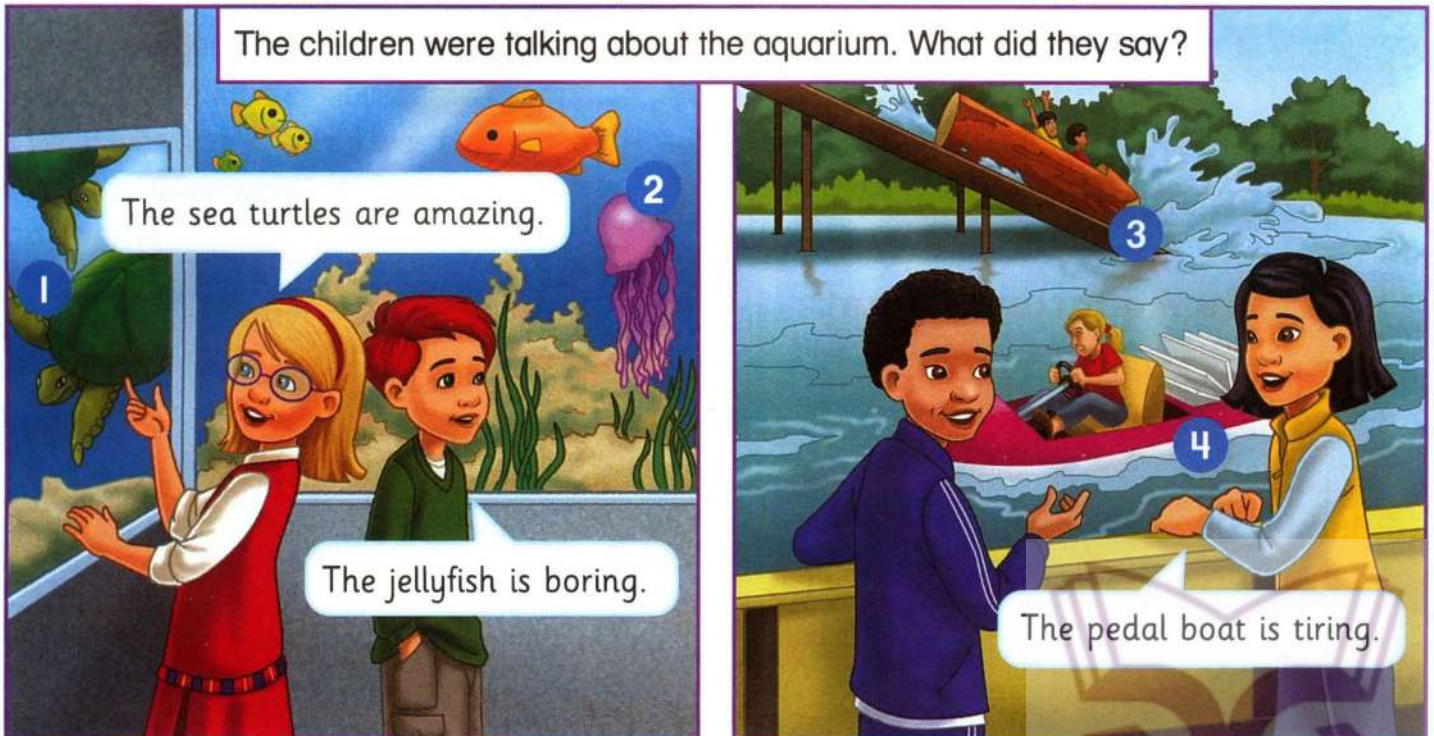
5. a ride



6. a pedal boat

B Make sentences. 1.28

The children were talking about the aquarium. What did they say?



1 The sea turtles are amazing. 2 The jellyfish is boring. 3 4 The pedal boat is tiring.

Kate said the sea turtles were amazing.

is → was
are → were

C Play a game. What did they say?  1.29

He said **he was amazed**. She said **the squid was scary**.



Start

I'm amazed.

The squid is scary.

She is excited.

The lecture is boring.

He is scared.

They're tired.

End

The pedal boat is tiring.


The sea turtles are amazing.

The video is interesting.

The ride is exciting.


D What about you?

What do you think is exciting?
What do you think is boring?

 I can do this lesson.

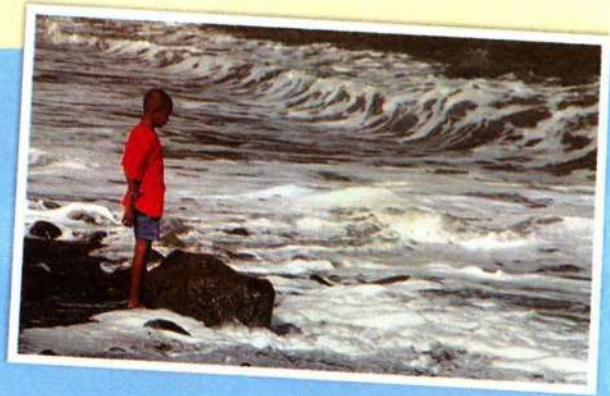




A Listen and read along. Then read again.  1:30

Waves in a Bottle

Do you like to look at waves when you go to the beach? You can look at waves in a bottle, too!



1. First, wash a bottle so you can reuse it. Put some water and a little blue color into the bottle.



2. Next, put oil into the bottle. You can put in some glitter, too.



3. Put some glue around the bottle cap and close the bottle. Close it tight!

When you move the bottle, you'll see waves!



New Words

waves
reuse
oil
glitter

B Choose the correct answer.  1:31

1. What do you do first?

wash the bottle

close the bottle

2. What do you do last?

wash the bottle

close the bottle

C Understand the vocabulary.

First, wash the bottle so that you can **reuse** it.



What does **reuse** mean?



D Ask your partner.

1. Do you like to go to the beach?
2. What do you like to do at the beach?

E Listen and write. Do you hear **oi** or **oo**? 1.32



1. c ____ n

2. b ____ k

3. ____ l

4. c ____ k

5. l ____ k

F Learn about words. Read and write.

You can use a bottle.

Wash a bottle so that you can reuse it.

re + use = reuse

1. reread = re + _____

2. replay = re + _____

3. review = re + _____


4. remix = re + _____



I can do this lesson.

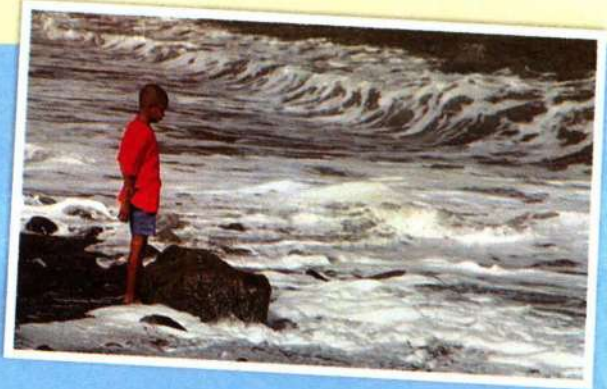




A Listen and read along. Then read again.  1.30

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3. Put some glue around the bottle cap and close the bottle. Close it tight!

When you move the bottle, you'll see waves!



New Words

waves
reuse
oil
glitter

B Choose the correct answer.  1.31

1. What do you do first?

wash the bottle

close the bottle

2. What do you do last?

wash the bottle

close the bottle

C Understand the vocabulary.



First, wash the bottle so that you can **reuse** it.

What does **reuse** mean?



D Ask your partner.

1. Do you like to go to the beach?
2. What do you like to do at the beach?

E Listen and write. Do you hear oi or oo? 1.32



1. c ____ n

2. b ____ k

3. ____ l

4. c ____ k

5. l ____ k

F Learn about words. Read and write.

You can use a bottle.
Wash a bottle so that you can reuse it. **re + use = reuse**

1. reread = re + _____

2. replay = re + _____

3. review = re + _____

4. remix = re + _____



I can do this lesson.



Let's Review



A Listen and check. 1.33

1.



A



B



C

2.



A



B



C

3.



A



B



C

4.



A



B



C

B Listen and check. What did they say? 1.34

1. A scared
B scary

2. A exciting
B excited

C Listen and check. 1.35

It's interesting.



A

She's scared.



B

He's tired.



A

It's boring.



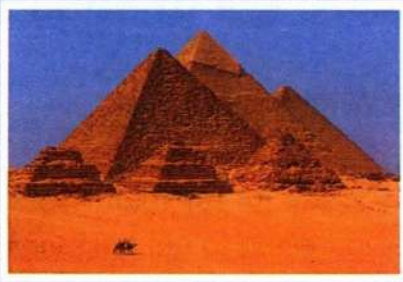
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D Let's read about pyramids.  1.36



Mystery Hunters

Matt & Megan's
BLOG



The Great Pyramids in Giza, Egypt

Huge Ruins

There are many pyramids around the world. You can see pyramids in Egypt, in Africa, in Greece, in Mexico, and in China.



The Great Pyramid of Cholula, Mexico

The most famous pyramids are in Egypt. The largest pyramid is in Mexico. But, the oldest pyramids may be underwater.

Divers have found ruins in the ocean near Japan. They think they have found a very old city. Some of the ruins look like pyramids.



Underwater Pyramids, Japan

Who built the underwater city?
Why did it sink?
Was there an earthquake?
Did the ocean rise?

New Words

famous
diver
ruins
sink
earthquake
rise
mystery

E Your turn!

- Have you ever seen a pyramid?
- Why do you think people built pyramids?
- Why did the underwater pyramids sink?
- What do you think? Write your opinion.



Unit 3

Going Shopping

Let's Talk



A Listen and say. 1.37



Kate: Hi, Andy. What are you doing here?

Andy: I need a present for my mother.

Kate: What are you going to get her?

Andy: I don't know.



Andy: What should I get her? Do you have any ideas?

Kate: Hmm. You could get her a teapot. Or you could get her a cookbook.

Andy: She doesn't like tea, and she already has a lot of cookbooks.



Kate: How about a scarf?

Andy: That's a great idea! These scarves are beautiful!

Kate: I think you should get her this scarf.

Andy: Yes! She'll love it.

 1.38

How about a scarf?
That's a great idea!

get = buy

B Watch the video.

C Say these.  1.39



1. a scarf



2. a bracelet



3. a box of chocolates



4. a cookbook



5. a DVD



6. a book

D Look at **C**. Ask your partner.



What should she get her **mother**?

She should get

her
him

 a **bracelet**.

E Listen and chant.  1.41 

I Need a Present for My Mother

I need a present for my mother.
What should I get her?

How about a necklace?
She doesn't like jewelry.

You could buy a nice T-shirt.
She doesn't wear T-shirts.

You could give her a tennis racket.
She hates tennis.



You could make her a birthday cake.
I can't cook.

You should take her out to dinner!
Great idea! She'll love it!



I can do this lesson.

Let's Learn



A Learn the words. 1.42



1. a video camera



2. a necklace



3. a ring



4. a novel



5. a stuffed toy



6. earrings



7. golf clubs



8. a model

B Ask and answer. 1.43

The children are buying gifts for their families.
What should they get?



Should I get my **sister a necklace or a ring**?
You should get **her a ring**.

C Make sentences.  1.44



They should get him a novel.

D Listen and chant.  1.45 


Today's My Brother's Birthday

Today's my brother's birthday.
 What should I buy him?
 What should I do?
 What should I buy for my brother?
 My older brother, Lou?

Buy him a jacket,
 Buy him a coat,
 Buy him a bicycle,
 Buy him a boat.

Buy him an airplane,
 Buy him a car,
 Buy him a chocolate candy bar.



 I can do this lesson.

Let's Learn More



A Learn the words. 1.46



1. bought a drink



2. made a bracelet



3. sent a picture



4. gave a present



5. showed a T-shirt



6. told a story

B Make sentences. 1.47

Kate, Andy, and Jenny went to a fair. Jenny bought her brother a drink. Kate showed Andy a T-shirt. Andy sent Scott a picture.



She showed him a T-shirt.

show	→	showed
send	→	sent
buy	→	bought

C Play a game. Ask and answer.  1.48

What did she make her?
She made her a bracelet.

buy	→	bought	give	→	gave
make	→	made	show	→	showed
send	→	sent	tell	→	told



D What about you?


Have you ever made something for your parents?
What did you make?



I can do this lesson.





A Listen and read along. Then read again.  1.49

HAPPINESS IS A CLEAN PARK

Before



My name is David and this was my park. I've lived next to this park since I was a baby. I liked the park, but there was a lot of trash. It was ugly.



Last autumn, my friends and I cleaned up the park. We put up posters and asked people to help us.

A lot of people came in the afternoon. Their kindness was amazing. We put the trash into bags and swept the sidewalks with brooms.




After

This is my park now. It's beautiful!

New Words

happiness	sweep → swept
trash	sidewalks
autumn	brooms
kindness	

B Choose the correct answer.  1.50

1. What did the park look like before they cleaned it up?
2. What did the park look like after they cleaned it up?

- | | |
|------------------------------------|-------------------------------|
| <input type="checkbox"/> beautiful | <input type="checkbox"/> ugly |
| <input type="checkbox"/> beautiful | <input type="checkbox"/> ugly |

C Understand the vocabulary.

I've lived next to this park **since I was a baby.**

What does **since I was a baby** mean?

a.



b.



c.



D Ask your partner.

1. Do you live near a park?
2. Have you ever cleaned up a park?

E Listen and write. Do you hear **au** or **oo**? 1.51



1. br_____m

2. _____gust

3. aftern_____n

4. m_____n

5. _____turnn

F Learn about words. Read and write.

They are kind.

kind + **ness** = kindness

Their kindness is amazing.

happy - **y** + **i** = happiness

1. _____ + ness = sadness

2. _____ - y + i = happiness

3. _____ + ness = lightness

4. _____ - y + i = heaviness



I can do this lesson.

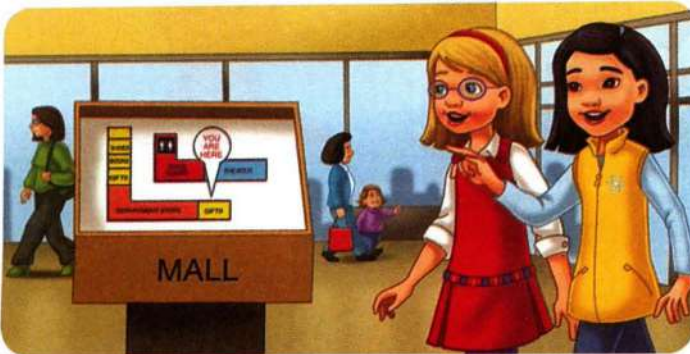
Unit 4

Around Town

Let's Talk

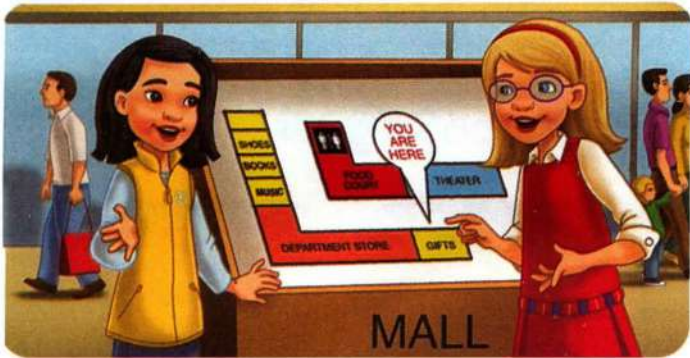


A Listen and say. 1.52



Kate: Where's the food court? Do you know?

Jenny: No, I don't. Let's look at the map.



Kate: Here it is. It's across from the music store.

Jenny: Where are we now?

Kate: We're here. We should go this way.



Jenny: There's the food court. Where are the boys?

Kate: They're over there, next to the ice cream shop.

Jenny: I see them!

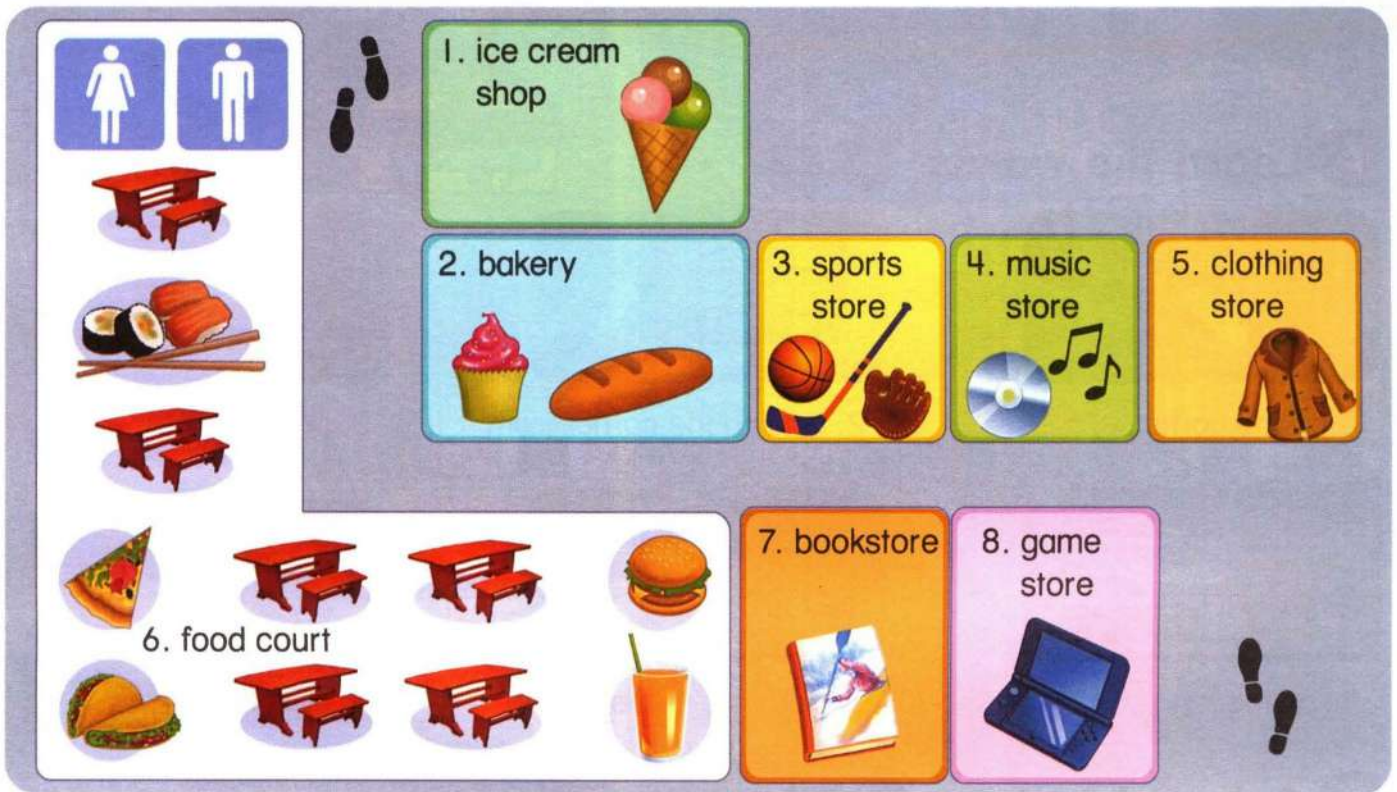


Where are we now?
We're here.

B Watch the video.



C Practice the words. Ask and answer.  1.54



1. ice cream shop

2. bakery

3. sports store

4. music store

5. clothing store

6. food court

7. bookstore

8. game store

 1.55

Where's the **ice cream shop**?
It's **next to** the **bakery**.

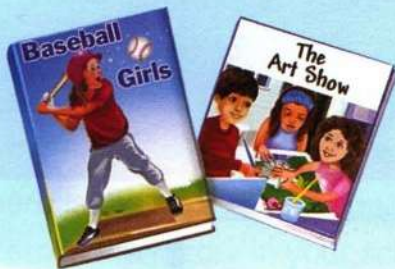
next to
across from
between

D Listen, point, and sing.  1.56

Where's the Bookstore?

Where's the bookstore?
It's next to the food court.
Where's the food court?
It's across from the bakery.

Where's the bakery?
It's next to the
ice cream shop.
Come on! I'm hungry. Let's go!



I can do this lesson.

Let's Learn



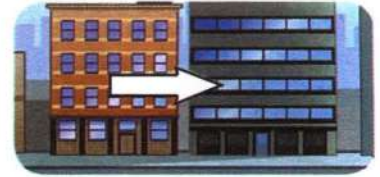
A Learn the words. 1.57



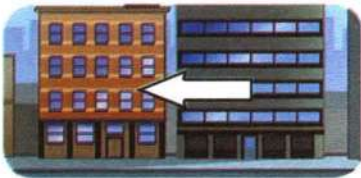
1. on the corner



2. around the corner from



3. on the right



4. on the left



5. across the street from



6. next to

B Ask and answer. 1.58

Andy and Scott are looking for places in town.



Where's the **ice cream shop**?

It's **on the corner**. It's **across the street from** the bank.

C Make sentences.  1.59



1. bakery



2. restaurant



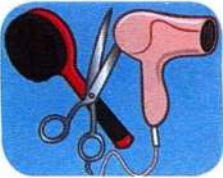
3. music store



4. ice cream shop 5. bookstore



6. beauty shop



7. bank



8. grocery store



9. gift shop



10. library



The **bakery** is **on the corner**. It's **next to** the **restaurant**.

D What about you?

Where is the bank in your town?

Where is the library in your school?



I can do this lesson.



Let's Learn More



A Learn the words. 1.60



1. Go straight.



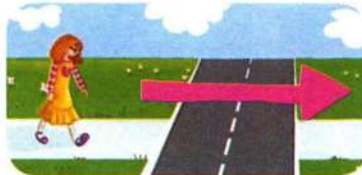
2. Go to the corner.



3. Turn left.



4. Turn right.



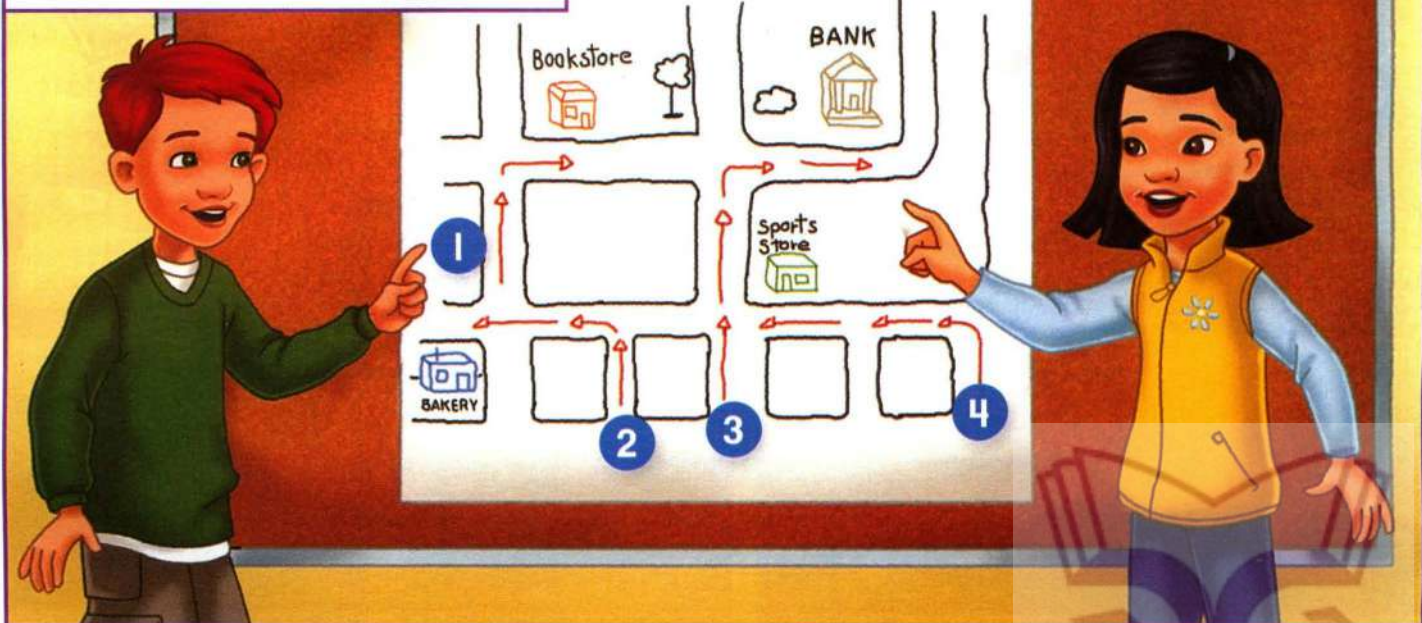
5. Go two blocks.



6. Cross the street.

B Ask and answer. 1.61

Scott and Jenny are playing a game. Scott is giving her directions.



Go to the corner and turn right. Where are you?
I'm at the bookstore.

C Play a game.

Give directions.  1.62

How do I get to the park?

Go two blocks and turn right.



X Start Here

D Listen and chant. 1.63

I'm looking for Joe. Where did he go?

I think he went to the auto show.

How did he get there?

I know.

I saw him walk to the auto show.

He walked two blocks and then turned right.

He stopped for a minute at the traffic light.

AUTO SHOW



He crossed the street when the light turned green.

Then he stopped on the corner to talk to Eileen.


He said, "Eileen, come on, let's go."

Then they went straight to the auto show.



I can do this lesson.



A Listen and read along. Then read again.  1.64



Earth is called the Blue Planet. Do you know why? The Earth looks blue from space because there is water on 70% of our planet.



Sometimes there are storms over warm ocean water. These are hurricanes. The wind is very strong, and it blows in a circle. North of the equator, hurricane winds blow counterclockwise. South of the equator, the winds blow clockwise.

Hurricanes form at the equator. It is very rainy and moist there. There are many different animals and beautiful plants.



New Words

planet
earth
space
hurricane
equator
counterclockwise
clockwise

B Choose the correct answer.  1.65

1. Why is Earth called the Blue Planet?
 Because it's in space.
 Because there is water on 70% of the planet.
2. How do hurricane winds blow north of the equator?
 clockwise
 counterclockwise

C Understand the vocabulary.

The winds blow **clockwise**.



What does **clockwise** mean?

1.



2.



3.



D Ask your partner.

1. Do you live north of the equator or south of the equator?
2. How will the hurricane winds blow here?

E Listen and write. Do you hear **ow** or **or**? 1.66



1. bl_____

2. yell_____

3. st_____m

4. sn_____

5. n_____th

F Learn about words. Read and write.

There is a lot of rain.

It is very rainy.

rain + **y** = rainy

1. _____ + _____ = windy

2. _____ + _____ = snowy

3. storm + _____ = _____

4. sleep + _____ = _____



I can do this lesson.




Let's Review






A Listen and check. 1.67

1.   




A B C

2.   

A B C

3.   

A B C

4.   

A B C

B Listen and check. 1.68

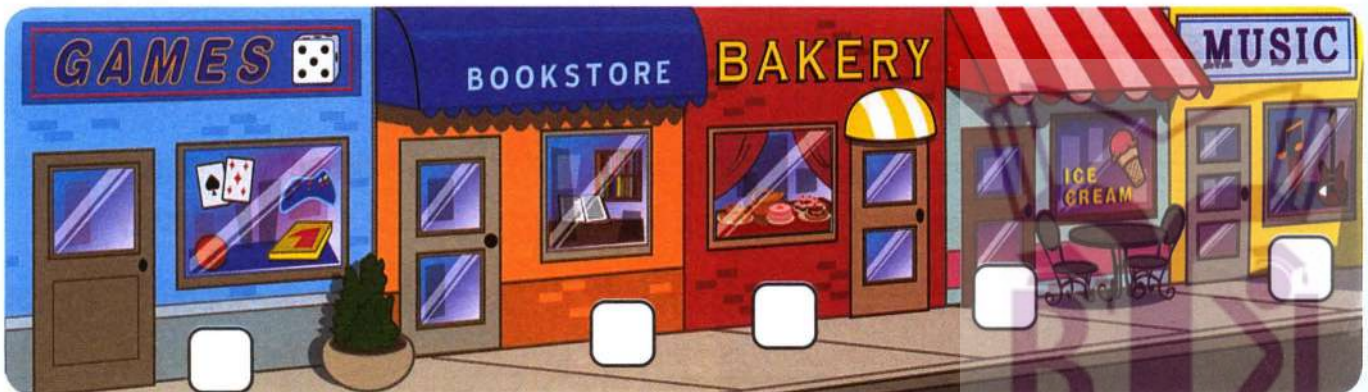
1.  

A B

2.  

A B

C Listen and number. 1.69



D Let's read about the mysterious statues.  1.70

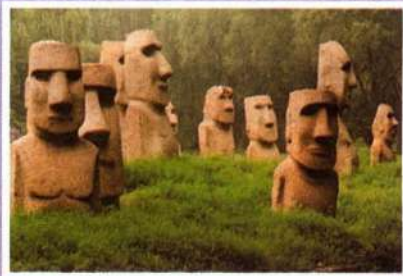


Mystery Hunters

Matt & Megan's
BLOG



Moai heads on Easter Island



More moai heads



Easter Island is located in the South Pacific Ocean.

Easter Island: Mysterious Statues

Have you ever seen people moving a giant statue? They use a crane. How did ancient people move giant statues?

Ancient people on Easter Island carved more than 800 large stone statues, called *moai*. They put the *moai* around the island. Each *moai* is taller than an elephant and heavier than two elephants. How did people move them? There were no cranes a thousand years ago.

We can't ask the Easter Island people. They have disappeared. But we can still see their statues on the island.

It's a mystery.

New Words

Easter Island
giant
ancient
stone
statue = moai
a thousand
disappeared

E Your turn!

Have you ever seen people moving a statue?

How did the Easter Island people move the *moai*?

What do you think? Write your opinion.

Unit 5

Explore the World

Let's Talk



A Listen and say. 2.02



Kate: Have you met Anh? She's the girl who is talking to Jenny.

Scott: No, I haven't. Is she here on a homestay?

Kate: Yes, she is. She's staying with Jenny's family.

Scott: Really? Where's she from?

Kate: She's from Vietnam.



Scott: Does Anh speak English?

Kate: Yes, she does. She speaks Vietnamese and English, too.

Scott: I'd like to meet her.

Kate: OK, let's go. Excuse me, Jenny. Scott wants to meet Anh.



Scott: Hi, Anh! Are you enjoying your homestay?

Anh: Yes, I am. Have you ever been on a homestay?

Scott: Not yet, but I would like to go on one someday.

Anh: You should come to Vietnam and stay with my family.

Scott: That's a great idea. Thanks!



Have you met Anh?
Yes, I have. No, I haven't.

B Watch the video.



C Practice the words. Ask and answer.  2.04



 2.05 Where's *she* from?
She's from **Australia**. She's **Australian**.

D Listen and chant.  2.06 


Homestay Plans

I'm studying Spanish. How about you?
I'm studying Spanish, too.
I want to go on a homestay.
I want to do that, too.
When could we go on a homestay?
We could leave at the end of May.
Where could we practice our Spanish?
We could go to Monterrey.

He's studying English. How about Sue?
She's studying English, too.
He wants to go on a homestay.
She wants to do that, too.

Do you think they could go on a homestay?
Yes, I think they could.
Where could they practice their English?
They could go to Hollywood!



 I can do this lesson.

Let's Learn



A Learn the words. 2.07

 1. Brazil	 2. Portuguese Bom dia!	 3. France	 4. French Bonjour!
 5. Italy	 6. Italian Buongiorno!	 7. Mexico	 8. Spanish ¡Buenos días!

B Make sentences. 2.08

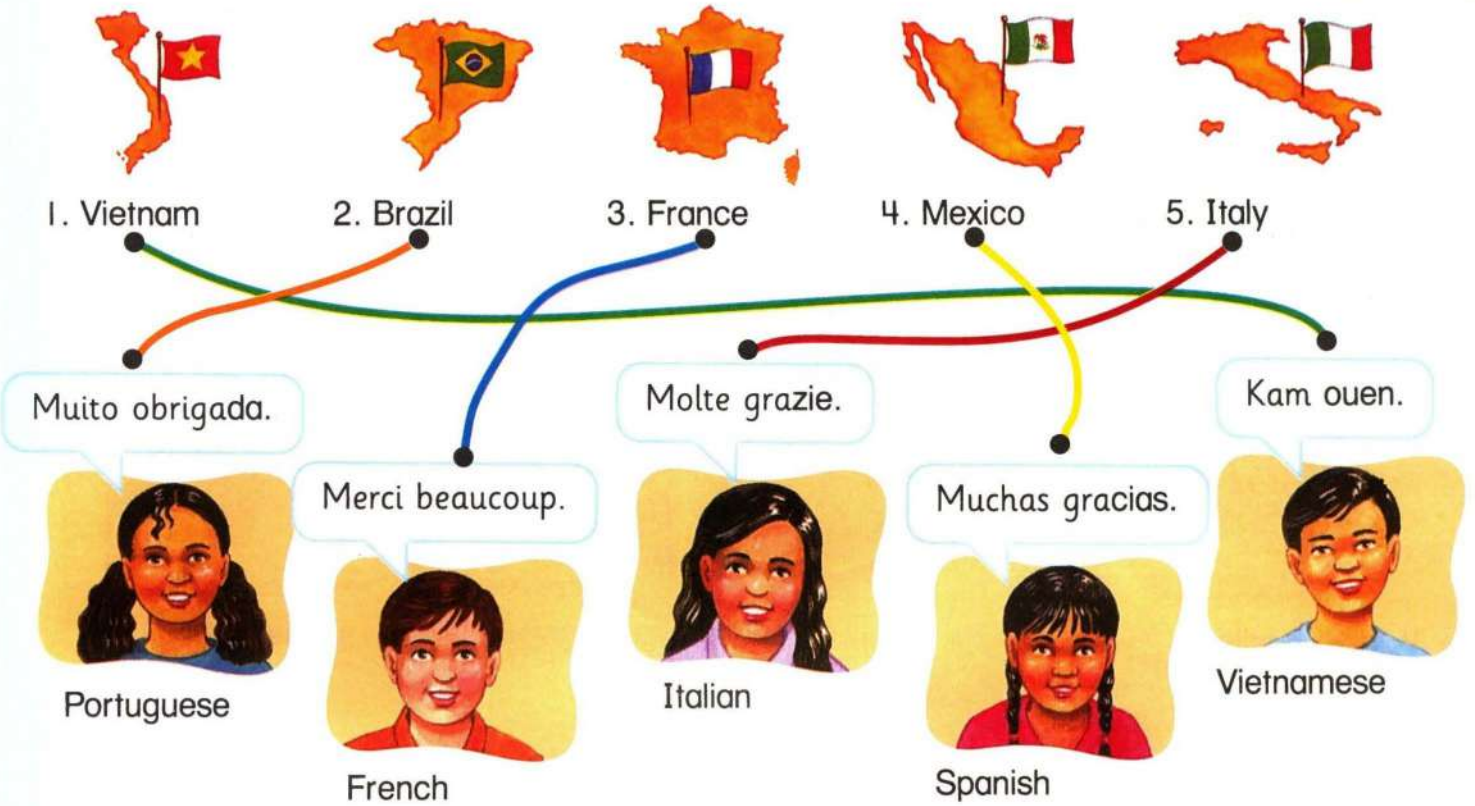
Jenny and Andy are learning about countries and languages.



People in **Mexico** speak **Spanish**.
Spanish is spoken in **Mexico**.



C Ask and answer.  2.09



1. Vietnam 2. Brazil 3. France 4. Mexico 5. Italy

Muito obrigada. Merci beaucoup. Molte grazie. Muchas gracias. Kam ouen.

Portuguese French Italian Spanish Vietnamese

What language is spoken in **Vietnam**?
Vietnamese is spoken in **Vietnam**.

D Listen and sing.  2.10 

Have You Met Alice?

Bom dia!

Have you met Alice?
 She was born in Dallas.
 But now she goes to school in Brazil.
 Does she speak Portuguese?
 Yes, she does.
 English is not spoken at her school.

Have you met Maria?
 She was born in Korea.
 But her mother was born in Rome.
 Her father's Korean.
 Her mother's Italian.
 And Korean is spoken at home.

Annyeong.



I can do this lesson.

Let's Learn More



A Learn the words. 2.11



1. black beans



2. croissants



3. spaghetti



4. rice noodles



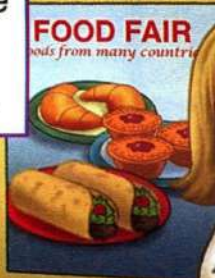
5. burritos



6. meat pies

B Ask and answer. 2.12

Kate and Jenny like eating foods from different countries.



Where are **black beans** eaten?
Black beans are eaten in **Brazil**.


C Play a game. Make sentences.  2.13

Croissants are eaten in France.
Spanish is spoken in Mexico.




D What about you?

What languages are spoken in your classroom?
What foods are eaten in your country?

 I can do this lesson.





A Listen and read along. Then read again.  2.14

Chocolate

Do you like chocolate? It's in candy, cakes, and bread, and we have chocolate drinks, too. It's sweet and delicious!

We can thank the Mexicans. They discovered cacao seeds. They made a chocolate drink from the seeds, but it was very bitter.


Later, Spanish people came to Mexico. They put sugar in their chocolate. People liked the sweet chocolate. Only rich people drank chocolate because it was very expensive.

I love eating chocolate! I have a lot of chocolate in my house. I'm very happy. Thank you, Mexico!



New Words

discover
cacao seeds
Spanish people

B Choose the correct answer.  2.15

1. How did the Mexican chocolate drink taste?
2. How did the Spanish chocolate drink taste?

sweet

sweet

bitter

bitter

C Understand the vocabulary.

They **discovered** cacao seeds.

What does **discover** mean?

a.



b.



c.



D Ask your partner.

1. Do you like chocolate?
2. Do you like sweet chocolate or bitter chocolate?

E Listen and write. Do you hear **ea** or **ou**? 2.16



1. c ____ nt



2. br ____ d



3. h ____ d



4. h ____ se

F Learn about words. Read and write.

I eat chocolate.

I love eating chocolate.

eat + **ing** = eating

1. drink + ing = _____

2. discover + _____ = _____

3. _____ + _____ = singing

4. _____ + _____ = blowing



I can do this lesson.

Unit 6

Doing Things

Let's Talk



A Listen and say. 2.17



Scott: I'm sorry I'm late.

Andy: That's OK.

Scott: How long have you been waiting?

Andy: Not long. Only a few minutes.



Scott: Have you already bought your ticket?

Andy: Yes, I have, and I bought your ticket, too!

Scott: Wow, thanks!



Scott: I'm excited to see this movie!

Andy: Me, too. I've heard it's funny.

Scott: Really? I've heard it's scary.

Andy: Oh. Maybe it's scary and funny.

 2.18

Have you already bought your ticket?
Yes, I have. No, not yet.

I have = I've

B Watch the video.

C Practice the words. Make sentences.  2.19



1. cleaned his desk



2. washed her hands



3. watched the movie



4. walked the dog



5. gone to the store



6. eaten dinner



7. fed the cat



8. done his homework



He has already **cleaned his desk**.
He hasn't **cleaned his desk** yet.

D Listen and chant.  2.21 

Have You Finished Your Homework?

Have you finished your homework?

No, not yet.

You haven't finished?

No, not yet.

How about you?

I've already finished mine.

Good for you!



Have you been to France?

No, not yet.

You haven't been to France?

No, not yet.



How about you?

I've already been there twice.

Lucky you!

Have you eaten dinner?

No, not yet.

You haven't eaten dinner?

No, not yet.

How about you?

I haven't eaten lunch or dinner.

Poor you!



I can do this lesson.

Let's Learn



A Learn the words. 2.22



1. studied English



2. lived in New York



3. taught French



4. played soccer



5. had a cat



6. been at the hotel

B Ask and answer. 2.23

Jenny is interviewing her French teacher.



	for	since
1	five years	2007
2	one year	last year
3	three months	May
4	four years	2008

How long have you taught French?
 I have taught French for five years.
 I have taught French since 2007.

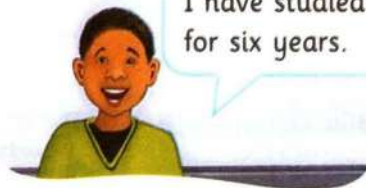


Bookkand.com

C Ask and answer.  2.24



1. had a cat / May



2. studied English / six years



3. lived in New York / 2017



4. been at the hotel / yesterday evening



5. played soccer / one hour



6. taught French / six months

How long has **she had a cat**?
She has **had a cat since May**.

How long has **he studied English**?
He has **studied English for six years**.

D Listen and sing.  2.25 

How Long Has She Known Him?

How long has she known him?

How long has she known him?

How long has she known him?

She's known him for a long, long time.

She's known him since she was four.

She met him in Singapore.

They got married in a candy store.

They had a baby in nineteen eighty-four.



They've been married
for a long, long time.

They've been happy
for a long, long time.

They've known each other
for a long, long, long, long time.



I can do this lesson.



Let's Learn More



A Learn the words. 2.26



1. talking on the phone



2. visiting Bangkok



3. riding her bicycle



4. cleaning his room



5. waiting



6. playing baseball

B Make sentences. 2.27

The children are busy. What are they doing? How long have they been doing it?



Jenny is riding her bicycle.
She has been riding her bicycle for 45 minutes.

Scott is waiting.
He has been waiting since ten o'clock.

C Ask and answer.  2.28



1. last week



2. 15 minutes



3. one hour



4. noon



5. three o'clock



6. 30 minutes

How long has **she** been **visiting Bangkok**?
She has been **visiting Bangkok** since **last week**.

How long has **she** been **waiting**?
She has been **waiting** for **15 minutes**.

D Listen and chant.  2.29 

How Long Have You Been Waiting?

How long have you been waiting for Ken?

I've been waiting for Ken since ten.

How long has he been talking to Sue?

He's been talking to Sue since two.

How long has Anne been taking a bath?

She's been taking a bath for an hour and a half.


How long have you been studying with Ray?

I started yesterday.



I can do this lesson.



A Listen and read along. Then read again.  2.30

Coding Is Fun!

Skylar has been learning how to write code for five years. "There are many different coding languages," said Skylar. "I love writing code. I can create things and play around with them on my computer."




Skylar has already developed one computer game. "My first game was really simple, but it was fun to play!" she said.



Now Skylar is developing a new game. She has been working on it since March. Skylar thinks everyone should learn to write code. "It isn't hard!" she said. "Learn how to code and you can become a game developer!"

New Words

write code
coding language
create
develop → developing → developer
become

B Choose the correct answer.  2.31

- How long has Skylar been learning to write code?
 since 2012
 for five years
- Why should everyone learn how to code?
 Because it's hard.
 Because it's fun and not hard.

C Understand the vocabulary.

Skylar has been learning how to **write code** for five years.

What does **write code** mean?

a.



b.



c.



D Ask your partner.

1. Have you ever created a game? What was it?
2. Would you like to learn how to write code? Why?

E Listen and write. Do you hear **ar** or **ir**? 2.32



1. ____m



2. th____teen



3. g____l



4. h____d

F Learn about words. Read and write.

I develop games.

I'm a game developer.

develop + **er** = developer

1. play + er = _____

2. paint + er = _____

3. _____ + _____ = teacher

4. _____ + _____ = farmer



I can do this lesson.

Let's Review



A Listen and check. 2.33



A

B



A

B



A

B



A

B

B Listen and check. 2.34

1. A Portuguese is spoken in Brazil.
B People in Brazil speak Portuguese.

2. A Spaghetti is eaten in Italy.
B People in Italy eat spaghetti.

3. A People in France speak French.
B French is spoken in France.

4. A Rice noodles are eaten in Vietnam.
B People in Vietnam eat rice noodles.

C Listen and check. 2.35

1. A He has been playing soccer for 45 minutes.
B He has been playing soccer since yesterday.



2. A She has lived in Paris for two years.
B She has been living in Paris since 2008.



3. A He has taught French since last spring.
B He has been teaching French for six months.



4. A She has been waiting since 1:00 this afternoon.
B She has waited for 15 minutes.

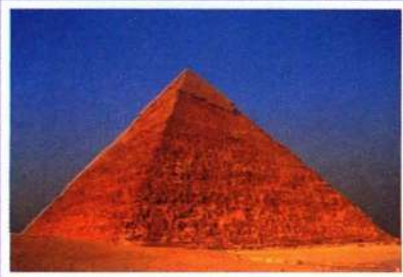


D Let's read about hieroglyphics.  2.36



Mystery Hunters

Matt & Megan's
BLOG



Pyramid of Khafre, Egypt

Writing with Pictures

In the ancient pyramids of Egypt, there were a lot of pictures on the walls. Scholars said the pictures were writing. These were called hieroglyphics. But no one was able to read them.



The Rosetta Stone in the British Museum

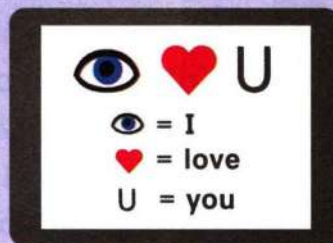
In 1799, French soldiers discovered a stone near Rosetta, a city in Egypt. This famous stone helped scholars read the pictures.

Today we don't use hieroglyphics, but we have rebus writing. A rebus is a picture puzzle. Each picture is a sound. When you read these sounds together, you will know the meaning.



Hieroglyphics at Edfu Temple, Egypt

Try to read this.



New Words

hieroglyphics
scholars
soldiers
stone
city
rebus

E Your turn!

Does your language use picture writing?

Try to make a rebus sentence.

Tell about your rebus.

Unit 7

About Me Let's Talk



A Listen and say. 2.37



Kate: Is that you?

Scott: Yes, it is.

Kate: Why were you hiding behind your dad?

Scott: I was shy.



Kate: Really? I don't believe it!

Scott: It's true. Sometimes I'm still shy.

Kate: Me, too. I'm shy when I meet new people.



Kate: How old were you in this photo?

Scott: I was five.

Kate: When did you learn how to do karate?

Scott: When I was four.

Kate: You looked cute!

 2.38

Really? I don't believe it!
It's true.

B Watch the video.



C Practice the words. Ask and answer.  2.39



1. outgoing



2. shy



3. friendly



4. studious



5. cheerful



6. generous



What are they like?
They are **outgoing**.

D Listen and sing.  2.41 

What's She Like?

What's she like?

She's shy.

She's very, very shy.

Is she friendly?

Yes, she is,

but she's very, very shy.

Is she studious?

Yes, she is.



Is she cheerful?

Yes, she is.

Is she generous?

Yes, she is,

but she's very, very shy.



I can do this lesson.

Let's Learn



A Learn the words. 2.42



1. learn how to walk



2. learn how to write my name



3. learn how to read



4. learn how to ride a bike



5. learn how to ice skate



6. learn how to tie my shoes

B Ask and answer. 2.43

Kate and Jenny are looking at old pictures.



When did you learn how to write your name?

I learned how to write my name when I was five.

C Ask and answer.  2.44



1. one year old



2. six years old



3. eight years old



4. five years old



5. nine years old



6. four years old

When did he learn how to walk?
He learned how to walk when he was one.

one = one year old

D Listen and chant.  2.45 

How Old Were You?

How old were you when you learned how to run?

I was one. I was one.



How old were you when you went to the zoo?

I was two. I was two.



How old were you when you learned how to ski?

I was three. I was three.



I was three when I learned how to ski.

I was two when I went to the zoo.

I was one when I learned how to run.



I can do this lesson.



Let's Learn More



A Learn the words. 2.46



1. fly a helicopter



2. run a marathon



3. visit London



4. speak more languages



5. play golf



6. drive a car



7. act in a play



8. conduct an orchestra

B Make sentences. 2.47

Scott, Jenny, Andy, and Kate are daydreaming.



I wish I could **conduct an orchestra**.

C Play a game. Ask and answer.  2.48

What does *she* wish *she* could do?

She wishes *she* could speak more languages.



D What about you?


What do you wish you could do?



I can do this lesson.





A Listen and read along. Then read again.  2.49

Six Dots

Louis Braille was born in France in 1809. He hurt his eyes when he was three and he couldn't see. He became blind. Louis loved listening to teachers at school. But, he wished he could read and write.

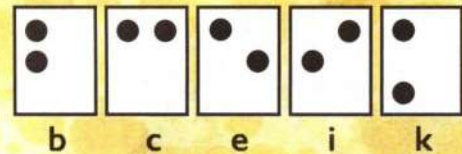


Louis Braille



When he was fifteen, Louis created a writing system. Sightless people read it with their fingers. People called it braille.


It used only six dots to make letters, numbers, and words. One pair of dots could make the letters *b*, *c*, *e*, *i*, or *k*.



Today, braille is used in many different ways and in many different languages.

New Words

sight → sightless
blind
writing system
braille

B Choose the correct answer.  2.50

- How old was Louis when he hurt his eyes? nine three
- What is Louis' writing system called? six dots braille



C Understand the vocabulary.

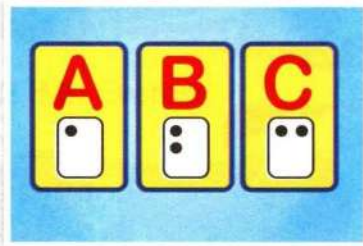
Louis created a **writing system**. Sightless people read it with their fingers.

What does **writing system** mean?

a.



b.



c.



D Ask your partner.

1. What do you wish you could do?
2. Have you ever seen braille writing? Where?

E Listen and write. Do you hear **air** or **er**? 2.51



1. p_____

2. flow_____

3. cha_____

4. h_____r

5. teach_____

F Learn about words. Read and write.

He cannot see. = He has no sight. = He is sightless.
sight + **less** = sightless

1. color + less = _____

2. _____ + _____ = sugarless

3. tooth + less = _____

4. _____ + _____ = cloudless



I can do this lesson.



Unit 8

In the Future

Let's Talk



A Listen and say. 2.52



Jenny: If you could go anywhere, where would you go?

Andy: I would go to Egypt.

Jenny: Why?

Andy: I'd like to see the pyramids.



Andy: What about you? Where would you go?

Jenny: I'd go to Antarctica.



Andy: Why would you go there? It's cold.

Jenny: I'd like to see penguins.

Andy: If you want to see penguins, we can go to the zoo.

Jenny: That's true. The zoo is warmer than Antarctica!



I would go to Egypt.
Why?
I'd like to see the pyramids.

I would = I'd

B Watch the video.

C Practice the words. Ask and answer.  2.54



1. the Amazon jungle



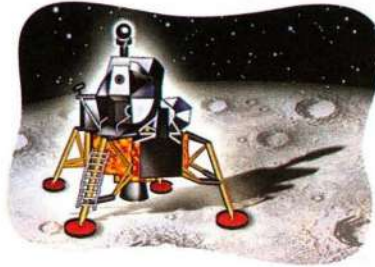
2. Mt. Everest



3. the bottom of the ocean



4. the pyramids of Egypt




5. the moon



6. the equator



If you could go anywhere, where would you go?
I would go to **the Amazon jungle**.

D Listen and sing.  2.56 



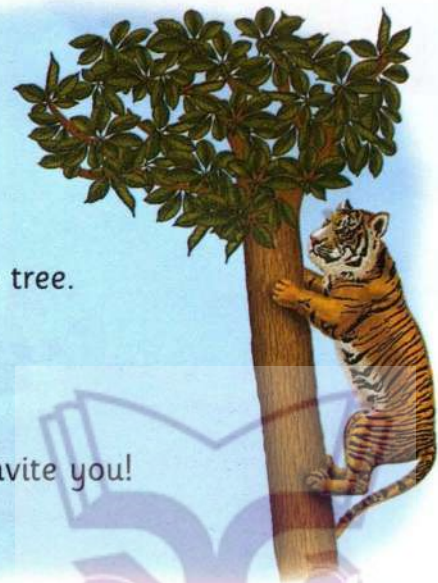
If You Could Go Anywhere

If you could go anywhere,
where would you go?
I'd take a plane to Mexico.

If you could be anything,
what would you be?
I'd be a tiger running up a tree.

If you could buy anything,
what would you buy?
I'd buy an airplane and
learn how to fly.

If you could do anything,
what would you do?
I'd have a party, and I'd invite you!



I can do this lesson.

Let's Learn



A Learn the words. 2.57



1. go to Antarctica



2. go to Mars



3. meet a TV star



4. meet a sports star



5. buy a pony



6. buy a motorbike



7. go kayaking



8. go skydiving

B Make sentences. 2.58

The children are dreaming. What would they do if they could do anything?



If I could do anything, I would **buy a pony**.

C Ask and answer.  2.59



1. go to Hawaii



2. meet a TV star



3. buy a bird



4. sail a boat



5. meet a sports star



6. go to New York





7. fly a helicopter



8. go rafting

If you could do anything, what would you do?
I would go to Hawaii.

D Listen and chant.  2.60 

If You Could Do Anything

If you could do anything,
what would you do?

I'd climb Mt. Everest from Katmandu.
I would, if I could. I would, if I could.

If you could speak any language,
what would you speak?

I'd speak French, English,
Japanese, and Greek.
I would, if I could. I would, if I could.



If you could buy anything,
what would you buy?

I'd buy a little plane and learn how to fly.
I would, if I could. I would, if I could.



I can do this lesson.

Let's Learn More



A Play a game.

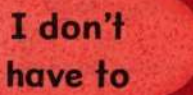


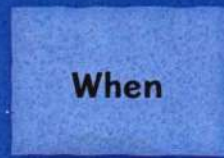

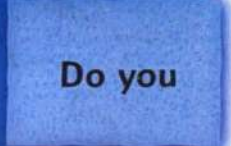

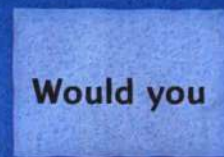


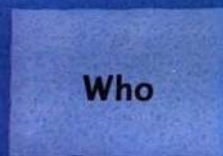


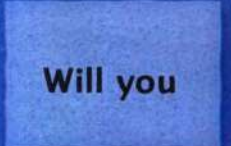
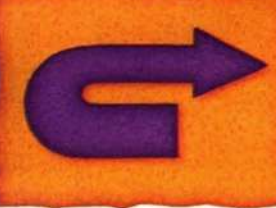


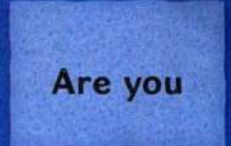



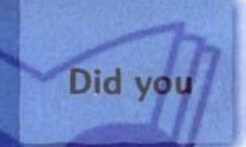
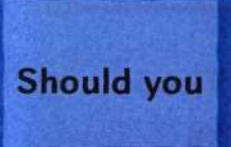
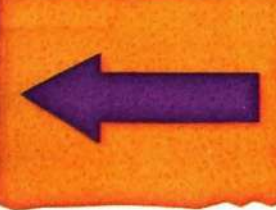


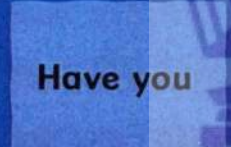
Roll a die. Move your marker. Follow the directions at the top of page 71.


The board game path consists of several rows of colored sections:

- Row 1:** A purple trapezoid labeled "START", a red oval with "I have", a green diamond with "What did you do yesterday?", and a blue square with "What".
- Row 2:** A red oval with "I like to", a red oval with "I won't", a blue square with "Where", an orange square with a staircase illustration, and a red oval with "I should".
- Row 3:** A green diamond with "When did you learn how to ride a bike?", a red oval with "I want to", and an orange square with a purple arrow pointing right.
- Row 4:** A blue square with "Can you", a blue square with "What time", a red oval with "I don't like to", a green diamond with "What are you like?", and a blue square with "Why".
- Row 5:** A red oval with "I have to", an orange square with a purple arrow pointing left, a blue square with "Why", and an orange square with a staircase illustration.
- Row 6:** A purple trapezoid with a yellow star labeled "END", a green diamond with "If you could do anything, what would you do?", a red oval with "I'd like to", and a blue square with "Have".

Directions

 Ask a question	 Answer the question	 Make a sentence	 Go back 3 spaces	 Go ahead 3 spaces	 Cross the bridge
---	--	--	---	--	---

 I don't have to	 	 When	 I am	 Do you
 Have you ever visited another country?	 Would you	 I don't have		
 I don't like	 Who	 How long have you been studying English?		 I can
 Will you	 	 I'm going to	 Are you	
 I'm not	 If you could go anywhere, where would you go?	 I don't want		 Did you
 Should you	 	 I can't	 Have you	

 I can do this lesson.



A Listen and read along. Then read again. 2.61



If you could do anything, what would you do?

FUTURE WISHES



Sofia

Age 13
Denmark

"If I could do anything, I'd go surfing. I live in the mountains, but I love the beach. I'd love to learn how to surf."

Peter

Age 13
Germany

"I love playing music. I've played piano since I was six. Now I want to learn how to play the French horn. If I could buy anything, I'd buy a French horn."

Maria

Age 15
Colombia

"I'd travel around the world! I'd take this suitcase. I want to go everywhere and see everything."

New Words

French horn
everywhere
everything

B Choose the correct answer. 2.62

- Where would Maria like to travel? everywhere to the beach
- What instrument would Peter like to buy? a piano a French horn

C Understand the vocabulary.

I love **playing music**.

What does **playing music** mean?



D Ask your partner.

1. If you could go anywhere, where would you go?
2. If you could buy anything, what would you buy?

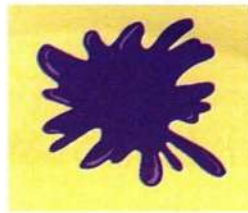
E Listen and write. Do you hear **or** or **ur**? 2.63



1. s ____ f



2. h ____ n



3. p ____ ple



4. w ____ k

F Learn about words. Read and write.

suitcase = suit + case

1. beanbag = _____ + _____
2. rainbow = _____ + _____
3. _____ = back + pack
4. _____ = pan + cake



I can do this lesson.





A Listen and check. 2.64

1. He would go kayaking.
 True False
2. He would meet a sports star.
 True False
3. She would go to Mt. Everest.
 True False
4. He would buy a motorbike.
 True False

B Listen and check. 2.65

1. **A** fly a helicopter
B drive a car
2. **A** visit London
B conduct an orchestra
3. **A** act in a play
B speak more languages
4. **A** run a marathon
B play golf

C Listen and match. 2.66



1. Amy learned how to walk

a. when he was five.



2. Brad learned how to tie his shoes

b. when she was seven.



3. Nick learned how to ride a bike

c. when she was one.



4. Emma learned how to ice skate

d. when he was nine.

D Let's read about the mysterious drawings.  2.67



Mystery Hunters

Matt & Megan's
BLOG



The Condor



The Spider



Another view of the Nazca area

The Nazca Lines: Mysterious Drawings

In the Nazca desert in Peru, there are hundreds of giant drawings of animals and shapes. The drawings are thousands of years old and very large. Some are almost one kilometer long.

You can easily see the lines when you walk in the desert. But, on the ground, they just look like lines in the dirt. You can only see the pictures from high in the sky. And they were drawn long before there were airplanes.

Who made the Nazca drawings? How did they make them? And who looked at them from the sky?

It's a mystery.

New Words

desert
hundreds
thousands
one kilometer long

E Your turn!

Have you ever seen ancient drawings?

Who drew them?

What do you think? Write your opinion.

Where did you see them?

What do they mean?

Let's Go 6 Syllabus

Let's Remember

Look at this boat. It's colorful!

Which one is faster?

Where's Andy? Have you seen him?

Have you ever eaten sushi?

What will you do after lunch?

Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 1 School Days			
<p>Conversation: Whose scarf is that? It's Anna's scarf. Whose mittens are those? They're hers, too. Is that her glove, too? I think it's Jim's glove. Which boy is Jim? He's the boy over there. Jim, I think this is yours. Thanks for finding it.</p> <p>Items: scarf, mittens, gloves, glasses, belt, watch</p> <p>Song: Whose Boots Are These?</p>	<p>School Activities: watering the plants, feeding the fish, writing on the board, talking to the teacher, reading a textbook, writing an essay</p> <p>Language: Which boy is Scott? He's the boy who is watering the plants. Which girl is Lisa?</p> <p>Chant: Kim's Father Was Born in Seoul</p>	<p>Activities: talking on his cell phone, reading a magazine, walking in the park, drinking some water, playing a game, sitting on a bench</p> <p>Language: Jenny was sitting on a bench when it started to rain. What was he doing when it started to rain?</p>	<p>Historical Story: The First Ice Pop</p> <p>Questions</p> <p>Vocabulary: frozen</p> <p>Phonics: ow cow aw saw</p> <p>Word Study: mix + ed = mixed</p>
Unit 2 At the Aquarium			
<p>Conversation: What a great day! It sure was! But I'm tired now. What did you like best? I think I liked the penguins best. They were cute. What about you? I liked the sharks. They were scary!</p> <p>Adjectives: amazed/amazing, bored/boring, interested/interesting, tired/tiring, excited/exciting, scared/scary</p> <p>Chant: The Racing Chant</p>	<p>Places: an aquarium, a tour, a lecture, an exhibit, a shark, an octopus</p> <p>Language: The shark was scary. The exhibit was amazing. She was amazed.</p> <p>Chant: Aquarium Chant</p>	<p>Things to See and Do: a jellyfish, a sea turtle, a squid, a video, a ride, a pedal boat</p> <p>Language: Kate said the sea turtles were amazing. He said he was amazed. She said the squid was scary.</p>	<p>How-to Article: Waves in a Bottle</p> <p>Questions</p> <p>Vocabulary: reuse</p> <p>Phonics: oi coin oo book</p> <p>Word Study: re + use = reuse</p>
Let's Review Units 1 and 2		Reading: Matt and Megan's Mystery Hunters Blog—Pyramids	
Unit 3 Going Shopping			
<p>Conversation: I need a present for my mother. What should I get her? Do you have any ideas? You could get her a teapot. Or you could get her a cookbook. She doesn't like tea, and she already has a lot of cookbooks. How about a scarf? That's a great idea!</p> <p>Presents: a scarf, a bracelet, a box of chocolates, a cookbook, a DVD, a book</p> <p>Chant: I Need a Present for My Mother</p>	<p>Gifts: a video camera, a necklace, a ring, a novel, a stuffed toy, earrings, golf clubs, a model</p> <p>Language: Should I get my sister a necklace or a ring? You should get her a ring. They should get him a novel.</p> <p>Chant: Today's My Brother's Birthday</p>	<p>Activities: bought a drink, made a bracelet, sent a picture, gave a present, showed a T-shirt, told a story</p> <p>Language: She showed him a T-shirt. What did she make her? She made her a bracelet.</p>	<p>Story: Happiness Is a Clean Park</p> <p>Questions</p> <p>Vocabulary: since I was a baby</p> <p>Phonics: oo broom au August</p> <p>Word Study: kind + ness = kindness</p>
Unit 4 Around Town			
<p>Conversation: Where's the food court? Let's look at the map. It's across from the music store. We should go this way. There's the food court. Where are the boys? They're over there, next to the ice cream shop.</p> <p>Places: ice cream shop, bakery, sports store, music store, clothing store, food court, bookstore, game store</p> <p>Song: Where's the Bookstore?</p>	<p>Directions: on the corner, around the corner from, on the right, on the left, across the street from, next to</p> <p>Language: Where's the ice cream shop? It's across the street from the bank. The bakery is on the corner. It's next to the restaurant.</p>	<p>Directions: Go straight. Go to the corner. Turn left. Turn right. Go two blocks. Cross the street.</p> <p>Language: Go to the corner and turn right. Where are you? I'm at the bookstore. How do I get to the park? Go two blocks and turn right.</p> <p>Chant: I'm Looking for Joe</p>	<p>Article: The Blue Planet</p> <p>Questions</p> <p>Vocabulary: clockwise</p> <p>Phonics: ow blow or storm</p> <p>Word Study: rain + y = rainy</p>
Let's Review Units 3 and 4		Reading: Matt and Megan's Mystery Hunters Blog—Easter Island	



Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 5 Explore the World			
<p>Conversation: Have you met Anh? No, I haven't. Where's she from? She's from Vietnam. Does Anh speak English? Yes, she does. She speaks Vietnamese and English, too. I'd like to meet her. Have you ever been on a homestay?</p> <p>Countries and Nationalities: Australia/Australian, Vietnam/Vietnamese, Thailand/Thai, Mexico/Mexican</p> <p>Chant: Homestay Plans</p>	<p>Countries and Languages: Brazil/Portuguese, France/French, Italy/Italian, Mexico/Spanish</p> <p>Language: People in Mexico speak Spanish. Spanish is spoken in Mexico. What language is spoken in Vietnam?</p> <p>Song: Have You Met Alice?</p>	<p>International Foods: black beans, croissants, spaghetti, rice noodles, burritos, meat pies</p> <p>Language: Where are black beans eaten? Black beans are eaten in Brazil. Croissants are eaten in France. Spanish is spoken in Mexico.</p>	<p>Informational Story: Chocolate</p> <p>Questions</p> <p>Vocabulary: discover</p> <p>Phonics: ea bread ou count</p> <p>Word Study: eat + ing = eating</p>

Unit 6 Doing Things			
<p>Conversation: I'm sorry I'm late. That's OK. How long have you been waiting? A few minutes. Not long. Have you already bought your ticket? Yes, I have, and I bought your ticket, too! I'm excited to see this movie! I've heard it's funny. I've heard it's scary.</p> <p>Things Done: cleaned his desk, washed her hands, watched the movie, walked the dog, gone to the store, eaten dinner, fed the cat, done his homework</p> <p>Chant: Have You Finished Your Homework?</p>	<p>Experiences: studied English, lived in New York, taught French, played soccer, had a cat, been at the hotel</p> <p>Language: How long have you taught French? I've taught French for five years/since 2007. How long has she had a cat?</p> <p>Song: How Long Has She Known Him?</p>	<p>Doing Things: talking on the phone, visiting Bangkok, riding her bicycle, cleaning his room, waiting, playing baseball</p> <p>Language: Jenny is riding her bicycle. She has been riding her bicycle for 45 minutes/since ten o'clock. How long has she been visiting Bangkok?</p> <p>Chant: How Long Have You Been Waiting?</p>	<p>Article: Coding Is Fun!</p> <p>Questions</p> <p>Vocabulary: write code</p> <p>Phonics: ar arm ir thirteen</p> <p>Word Study: develop + er = developer</p>

Let's Review Units 5 and 6

Reading: Matt and Megan's Mystery Hunters Blog—Hieroglyphics

Unit 7 About Me			
<p>Conversation: Is that you? Yes, it is. Why were you hiding behind your dad? I was shy. Really? I don't believe it! It's true. I'm shy when I meet new people. How old were you in this photo? I was five. When did you learn how to do karate? When I was four.</p> <p>Descriptions: outgoing, shy, friendly, studious, cheerful, generous</p> <p>Song: What's She Like?</p>	<p>Ages and Stages: learn how to walk/write my name, learn how to read/ride a bike, learn how to ice skate/tie my shoes</p> <p>Language: When did you learn how to write your name? I learned how to write my name when I was five.</p> <p>Chant: How Old Were You?</p>	<p>Wishes: fly a helicopter, run a marathon, visit London, speak more languages, play golf, drive a car, act in a play, conduct an orchestra,</p> <p>Language: I wish I could conduct an orchestra. What does she wish she could do? She wishes she could speak more languages.</p>	<p>Article: Six Dots</p> <p>Questions</p> <p>Vocabulary: writing system</p> <p>Phonics: air pair er flower</p> <p>Word Study: sight + less = sightless</p>

Unit 8 In the Future			
<p>Conversation: If you could go anywhere, where would you go? I would go to Egypt. Why? I'd like to see the pyramids. What about you? I'd go to Antarctica. I'd like to see penguins.</p> <p>Places: the Amazon jungle, Mt. Everest, the bottom of the ocean, the pyramids of Egypt, the moon, the equator</p> <p>Song: If You Could Go Anywhere</p>	<p>In the Future: go to Antarctica/Mars, meet a TV star/sports star, buy a pony/a motorbike, go kayaking/skydiving</p> <p>Language: If I could do anything, I would buy a pony.</p> <p>Chant: If You Could Do Anything</p>	<p>Review Game</p>	<p>Article: Future Wishes</p> <p>Questions</p> <p>Vocabulary: playing music</p> <p>Phonics: or horn ur surf</p> <p>Word Study: suitcase = suit + case</p>

Let's Review Units 7 and 8

Reading: Matt and Megan's Mystery Hunters Blog—The Nazca Lines

Word List

A	across the street from . . . 32	act in a play 62	amazed 13	amazing 13	Amazon jungle 67	ancient 39	Antarctica 66	around the corner . . . 32	Australian 41	autumn 28
B	bank 32	beauty shop 33	become 54	been at the hotel . . . 50	belt 5	black beans 44	blind 64	bookstore 31	boring 13	bottom of the ocean . . 67
	bought a drink 26	box of chocolates . . . 23	bracelet 23	braille 64	Brazil 42	brooms 28	burritos 44	buy a motorbike 68	buy a pony 68	
C	cacao seeds 46	cheerful 59	city 21	cleaned his desk 49	clockwise 36	clothing store 31	coding language 54	color 18	conduct an orchestra . 62	cookbook 22
	counterclockwise . . . 36	create 54	croissants 44	cross the street 34						
D	desert 75	develop 54	developer 54	developing 54	different 72	disappeared 39	discovered 46	divers 21	dolphins 15	
E	done his homework . . . 49	drinking some water . . 8	DVD 23							
E	earrings 24	Earth 36	earthquake 21	Easter Island 39	equator 36	everything 72	excited 13	exhibit 14		
F	famous 21	fed the cat 49	fly a helicopter 62	food court 30	freeze 10	French 42	French horn 72	friendly 59	frozen 10	
G	gave a present 26	generous 59	giant 39	glitter 18	go kayaking 68	go skydiving 68	Go straight 34	go to Mars 68	Go to the corner 34	Go two blocks 34
	golf clubs 24	gone to the store 49	Greece 21	Greek 69	grocery store 33					
H	happiness 28	hard 54	heard 9	hieroglyphics 57	Hollywood 41	homestay 40	hour 51	hundred 75	hurricanes 36	
I	ice pop 10	interesting 13	interviewing 50							
	Italian 7	Italy 42								
J	jacket 25	Japan 7	Japanese 7	jellyfish 16	jewelry 23					
K	karate 58	kilometer 75	kindness 28	Korea 43	Korean 7					
L	largest 21	last week 53	lecture 14	lived in New York . . . 50						
M	made a bracelet 26	meat pies 44	Mexican 41	mittens 4	mixed 10	model 24	moon 67	mystery 21		
N	necklace 23	noon 53	novel 24							
O	oil 18	on the corner 32	on the left 32	on the right 32	outgoing 59					
P	pair 64	pedal boat 16	penguins 12	people 21	Peru 75	planet 36	plants 6	play golf 62		
	Portuguese 42	pyramids 21								
R	reading a magazine . . . 8	reading a textbook . . . 6	rebus 57	reuse 18	rice noodles 44	riding her bicycle 52	ring 24	rise 21	ruins 21	run a marathon 62
S	scared 13	scarf 4	scary 12	scholars 57	sea turtle 16	sent a picture 26	sharks 12	should 22	showed a T-shirt 26	shy 58
	sidewalks 28	sight 64	sightless 64	sitting on a bench 8	soda powder 10	soldiers 57	Spanish 41	speak more languages 62	sports store 31	squid 16
	standing 7	statue 39	stone 39	straw 10	studied English 50	studious 59	stuffed toy 24	sweep 28	swept 28	
T	talking on his cell phone 8	talking on the phone . . 52	talking to the teacher . . 6	taught French 50	Thai 41	Thailand 41	thousands 75	tired 12	tiring 13	told a story 26
	tour 14									
	trash 28	travel 72	true 58	Turn left 34	Turn right 34					
V	video 16	video camera 24	Vietnam 40	Vietnamese 40	visit London 62	visiting Bangkok 52				
W	walking in the park . . . 8	washed her hands 49	watched the movie . . . 49	watering the plants . . . 6	waves 18	wish 62	would 40	write code 54	writing an essay 6	writing on the board . . 6
	writing system 64									
Y	years 39	yesterday evening 51								



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CEFR

B1

A2

A1

ISBN 978-0-19-404984-9



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