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# LET'S GO

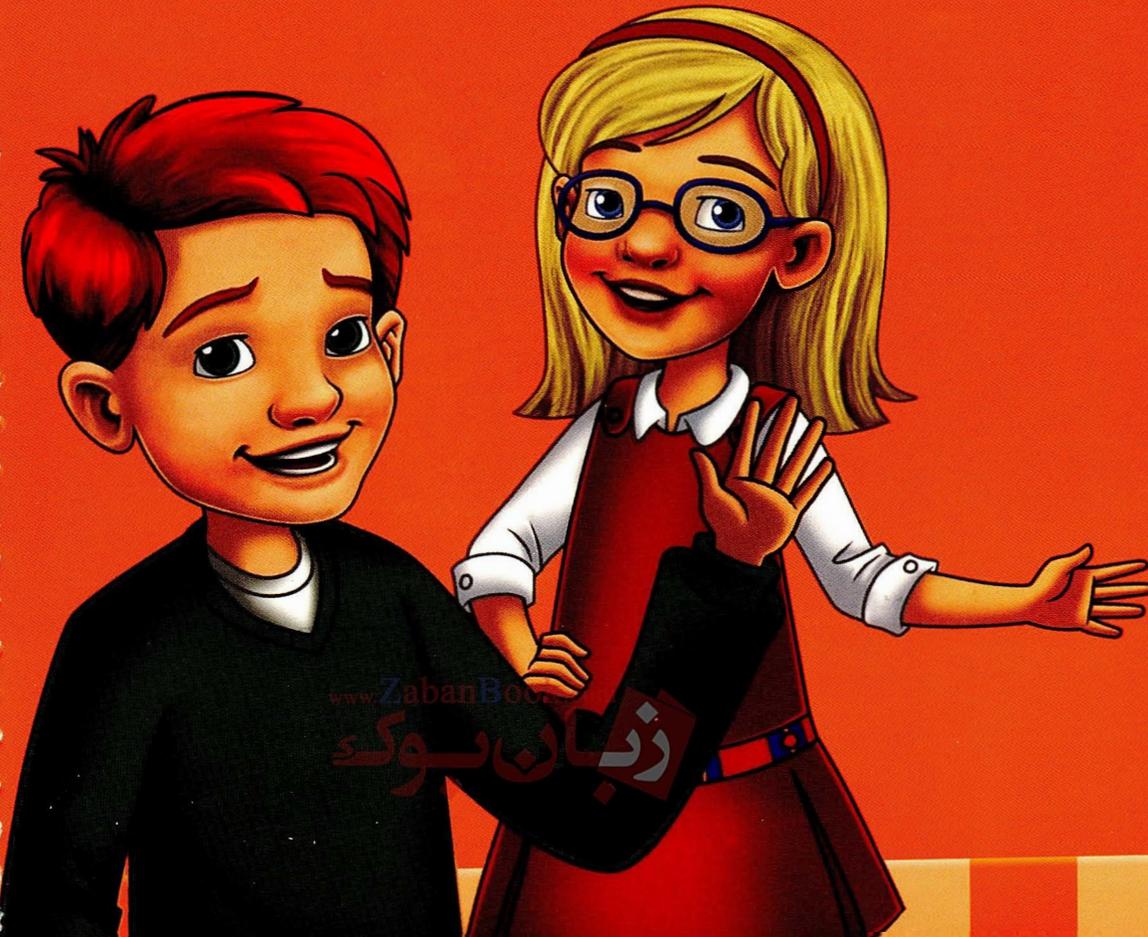
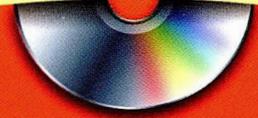
5th Edition

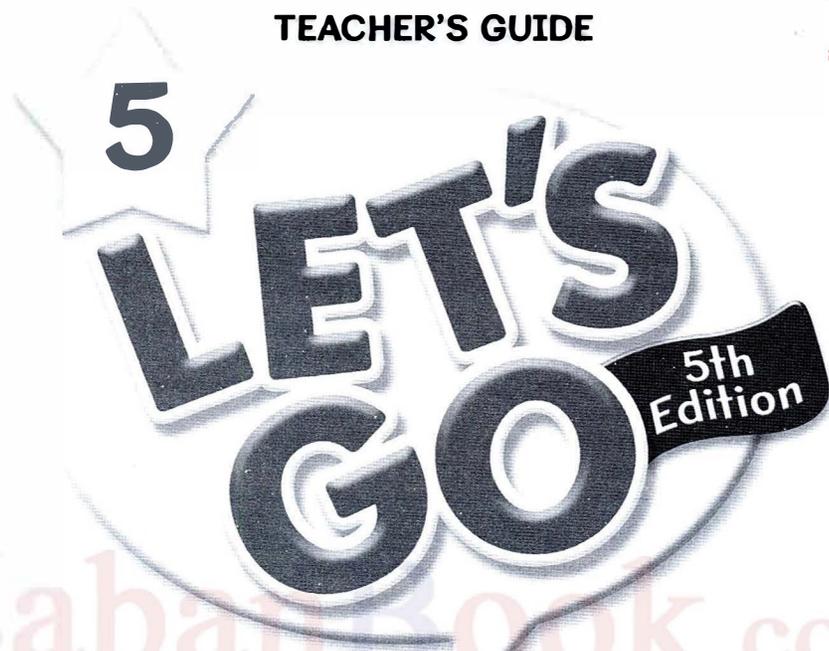
TEACHER'S PACK

Classroom Presentation Tool

Teacher's Guide

Teacher's Resource Center





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# Let's Go 5 Syllabus

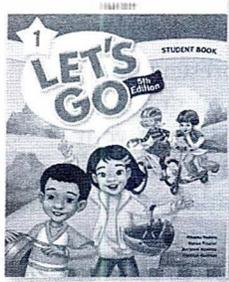
## Let's Remember

Do you want to go skateboarding?  
What happened?  
Which ball is bigger?

Is it going to rain?  
I'm not sure.  
It's dark. You need a flashlight.

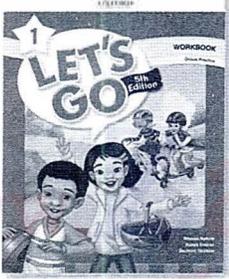
Let's Talk	Let's Learn	Let's Learn More	Let's Read
<b>Unit 1 How Much Food?</b>			
<p><b>Conversation:</b> Is everything ready for the party? Are there enough pretzels? I think so. How many cans of soda are there? There's only one can. How many cans do we need? We need twelve cans.</p> <p><b>Food:</b> a can of tomatoes, cans of beans, a bag of potato chips, bags of pretzels, a bottle of water, bottles of soda, a piece of pizza, pieces of watermelon</p> <p><b>Song:</b> One Piece of Pizza</p>	<p><b>Quantities of Food:</b> a lot of/a few nuts, a lot of/a few cupcakes, a lot of/a few blueberries, a lot of/a few cherries</p> <p><b>Language:</b> There are a lot of nuts. There are a few cupcakes. How many sandwiches are there? There are a lot of/a few sandwiches.</p>	<p><b>Quantities of Food:</b> a lot of/a little pudding, a lot of/a little fruit, a lot of/a little lemonade, a lot of/a little pie</p> <p><b>Language:</b> How much fruit is there? There is a lot of fruit. There is a little pie. How many peaches are there?</p> <p><b>Chant:</b> Is There a Lot of Milk?</p>	<p><b>Descriptive Article:</b> Dinosaurs</p> <p><b>Questions</b></p> <p><b>Vocabulary:</b> reach</p> <p><b>Phonics:</b> mp jump mb climb</p> <p><b>Word Study:</b> long + er = longer</p>
<b>Unit 2 Comparing Animals</b>			
<p><b>Conversation:</b> Did you know that a zebra is slower than a gazelle? Which animal is faster? A cat or a polar bear? I'm not sure. A cat is as fast as a polar bear! Are you sure? Yes, I'm sure.</p> <p><b>Animals:</b> a wolf, a zebra, a cheetah, a gazelle, a rhinoceros, a polar bear, a squirrel, a skunk</p> <p><b>Chant:</b> A Gazelle Is as Fast as a Lion</p>	<p><b>Comparatives:</b> fast, faster, fastest; slow, slower, slowest; large, larger, largest; small, smaller, smallest</p> <p><b>Language:</b> Which one is faster? The gazelle is faster. Which one is the fastest? The cheetah is the fastest.</p> <p><b>Chant:</b> Cheetah Chant</p>	<p><b>Descriptions:</b> colorful, graceful, expensive, delicious</p> <p><b>Language:</b> Which one is more/less colorful? The fish is more colorful. The frog is less colorful. Which one is the most/the least graceful? The gazelle is the most graceful. The elephant is the least graceful.</p>	<p><b>Article:</b> What Do You Know About Animals?</p> <p><b>Questions</b></p> <p><b>Vocabulary:</b> look like</p> <p><b>Phonics:</b> ir bird ar scarf</p> <p><b>Word Study:</b> small + est = smallest</p>
<b>Let's Review Units 1 and 2</b>		<b>Reading: John and Lisa's Travel Blog—Panda Kindergarten, China</b>	
<b>Unit 3 Last Weekend</b>			
<p><b>Conversation:</b> How was your weekend? It was great. How was yours? It was pretty good. What did you do? My brother and I went for a bike ride. That sounds like fun. What did you do last weekend? I went shopping and bought this new bike.</p> <p><b>Weekend Activities:</b> went for a walk/a bike ride/a swim; went bowling/shopping/skating</p> <p><b>Chant:</b> Last Summer, What Did You Do?</p>	<p><b>Weekend Activities:</b> skateboarding, hiking, taking pictures, playing volleyball, running, walking the dogs</p> <p><b>Language:</b> What was Kate doing? She was walking the dogs. What was she doing yesterday? What were they doing yesterday?</p> <p><b>Chant:</b> Our Dogs</p>	<p><b>Weekend Activities:</b> buying sneakers, mailing a package, playing catch, watching DVDs, borrowing books, surfing the Internet</p> <p><b>Language:</b> Where was Andy this morning? He was at home. What was he doing there? He was watching DVDs. What were they doing this afternoon?</p>	<p><b>Informational Story:</b> Fruits, Seeds, and Stones</p> <p><b>Questions</b></p> <p><b>Vocabulary:</b> stone</p> <p><b>Phonics:</b> str strawberry st star</p> <p><b>Word Study:</b> strawberry - y + ies = strawberries</p>
<b>Unit 4 Activities</b>			
<p><b>Conversation:</b> Are you ready? Not yet. Wait a minute. I think I forgot to do something. Did you put on sunscreen? Yes, I did. I put it on. Did you turn off the radio? Yes, I turned it off. Oh, no! I forgot to take off my watch.</p> <p><b>Routines:</b> put on sunscreen, turn on the TV, take off your watch, turn off the radio, turn in your homework, turn up the heat, clean up your room, turn down the music</p> <p><b>Song:</b> Tom Came Home and Turned On the Radio</p>	<p><b>Adverbs:</b> walk quickly, walk slowly, speak loudly, speak quietly, paint beautifully, dance gracefully</p> <p><b>Language:</b> How does Kate dance? She dances gracefully. Does she walk quickly? Yes, she does. No, she doesn't. She walks slowly.</p> <p><b>Chant:</b> My Friend Joe Is Very Slow</p>	<p><b>Activities:</b> play the guitar, speak English, ride a unicycle, bake, cook, sew</p> <p><b>Language:</b> What does Kate do well? She sews very well. She speaks English very well.</p>	<p><b>Article:</b> The Best Pet</p> <p><b>Questions</b></p> <p><b>Vocabulary:</b> swirl</p> <p><b>Phonics:</b> It quilt Id cold</p> <p><b>Word Study:</b> graceful + ly = gracefully</p>
<b>Let's Review Units 3 and 4</b>		<b>Reading: John and Lisa's Travel Blog—Great Barrier Reef, Australia</b>	

# Components



## Student Book

- Can-do statements provide lesson-by-lesson assessment for learning
- Songs, chants, and videos provide lively language learning



## Workbook with Online Practice

- Reading and writing practice provide language reinforcement
- All-new readings provide additional practice with familiar language

## NEW Online Play

- Fun and engaging videos, audio, and other resources for students to use at home
- [www.oup.com/elt/letsgo](http://www.oup.com/elt/letsgo)



## Teacher Cards

- Pictures and vocabulary words and phrases for literacy learning
- Useful for presenting new vocabulary, assessing student knowledge, and playing group games



## Class Audio CDs

- The full audio program for the Student Book, including vocabulary substitutions with stories, songs, and chants

## TEACHER'S PACK

### NEW Classroom Presentation Tool

- Student Book Classroom Presentation Tool with embedded audio, videos, and can-do activities to reinforce lessons and keep students engaged
- Workbook Classroom Presentation Tool for extra in-class practice

### Teacher's Guide



- Easy-to-follow activities to present, practice, and reinforce new language
- Suggestions for class, small-group, or pair arrangements
- Audio scripts for language and conversations on videos and Class Audio CDs at point-of-use

### NEW Teacher's Resource Center

- Online Practice
- Tests and worksheets
- Test audio and answer keys
- Cambridge English Qualifications practice tests
- Student Cards and Word List
- How-to guides for teaching techniques
- Animated conversation, song, and chant videos
- Song, chant, and video scripts
- Class audio
- Syllabus
- Certificates

## Online Practice for Students and Teachers

Access codes included in the Workbook with Online Practice and Teacher's Pack.  
 Visit <https://letsgo5e.oxfordonlinepractice.com>

- Interactive activities for every lesson
- Automatic scoring and gradebook
- New trophy room
- Assessment, video, audio, and other classroom resources

Fiction and nonfiction texts use familiar language, content vocabulary, phonics example words, and expandable words to teach reading

Comprehension questions

**Let's Read**

**A Listen and read along. Then read again.**

**THE BEST PET**

Goldfish are one of the most popular pets in the world. They are also one of the oldest pets. People in China had pet goldfish more than 1000 years ago.

I like to watch my goldfish. It's smart, colorful, and it swims gracefully. Goldfish can live for 10 years. They make great pets!

I have a goldfish. I teach it tricks. Your goldfish can do tricks, too. Swim the water and watch your goldfish swim quickly. It can also learn how to push a ball. Goldfish are very smart!

**New Words**  
goldfish  
popular  
1000 years ago  
swim

**B Choose the correct answer.**

1. When did people in China have pet goldfish?  
a. more than 1000 years ago    b. 100 years ago

2. How does the goldfish swim?  
a. It swims gracefully.    b. It swims slowly.

**C Understand the vocabulary.**

Swim the water and watch your goldfish swim quickly.

What does swim mean?

a. b. c.

**D Ask your partner.**

1. What kind of pet do you want?  
2. What can you teach your pet?

**E Listen and write. Do you hear It or Id?**

1. go \_\_\_\_\_ fish    2. c \_\_\_\_\_ d    3. q \_\_\_\_\_    4. o \_\_\_\_\_    5. be \_\_\_\_\_

**F Learn about words. Read and write.**

graceful → graceful + ly → gracefully

1. soft → \_\_\_\_\_    2. quick → \_\_\_\_\_  
3. loud → \_\_\_\_\_    4. slow → \_\_\_\_\_

I can do this lesson.

36 Unit 4 Activities    Unit 4 Activities 37

Focus on vocabulary development

Critical thinking and partner discussion

Focus on phonics

Word study and spelling practice

Student Book pages 36-37

## Warm up

1. Review the previous phonics and word study words.
2. List words that students know about the article topic. Have them guess what the article will be about.

## A Listen and read along. Then read again.

1. **Introduce the reading.** Have students preview the reading and identify familiar words. Read the title aloud.
2. **Read along.** Play the audio and have students follow along. Have them point to the words as they listen.
3. **Discuss the article.** Ask students questions about it.

## B Choose the correct answer.

1. **Play the audio.** Have students silently read along.
2. **Have student pairs answer the questions.** Help students understand the correct answers.

## C Understand the vocabulary.

1. **Read the sentence and the question aloud.** Have students say the words with you.
2. **Find the vocabulary.** Have students find the words or expressions in the text.

## D Ask your partner.

1. **Divide students into pairs.** Have pairs answer the questions using true statements.
2. **Share with the class.** Students share their answers.

## E Listen and write. Do you hear It or Id?

1. **Play the audio.** Have students listen and point to the letters and words as they hear them.
2. **Play the audio again.** Students write the letters for each sound.

## F Learn about words. Read and write.

1. **Have students point to the words.** Read the words. Students repeat. Point out the text in the arrow.
2. **Divide students into pairs.** Have pairs complete the answers. Ask volunteers to write them on the board.

## I can do this lesson.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

## Games and Activities

- Use the suggested games or activities to practice the vocabulary, language patterns, and letters and sounds.
- All-new Workbook readings provide additional practice with familiar language, and can be read for homework or in class.

## Additional Resources

- Worksheet (Teacher's Resource Center)
- Workbook
- Test (Teacher's Resource Center)
- Online Practice

# Let's Review

Entire page focuses on listening

Extensive review of language and vocabulary

Test format provides practice for students planning to take standardized tests

John and Lisa's personal travel blog introduces students to new experiences in a variety of interesting places around the world

Writing prompts offer students stimulating writing topics

Student Book pages 38-39

## Let's Talk

- Sing the songs to review the conversations.
- Use games and activities to have students practice the language in the conversations.

## Let's Learn/Let's Learn More

- Use Teacher Cards to review the vocabulary.
- Review the songs and chants to reinforce language patterns and pronunciation.
- Use games and activities to review the language patterns with students.

## Let's Read

- Use games and activities to review vocabulary.
- Read the stories together.

## A Listen and number.

1. **Practice the format.** Display Teacher Cards. Draw a box next to each card and/or label *A, B, C* with sticky notes. Have a student stand by the cards. Say a sentence or ask a question that indicates one of the cards. Have the student point to the correct card and write a number or check mark in the correct box. Repeat for all the cards.
2. **Anticipate the language.** Have students identify the test items and anticipate the language they might hear.
3. **Take the test.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.

## B Listen and check.

1. **Take the test.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.
2. **Correct the test together.** If time allows, encourage students to create original test questions using the same illustrations, and practice "testing" each other in pairs.

## C Let's read about the Great Barrier Reef.

1. **Prepare to read.** Ask students to look at the sentences and identify the words they know. Then have them try to read the sentences.
2. **Teach the new words.** Have students point to the pictures to show they understand.
3. **Read Along.** Have students listen to the selection and follow along in their books. Ask them to point to the words as they listen.

## D Write about a water activity.

1. **Talk about it.** Review the vocabulary and structures in the story.
2. **Write about it.** Have students write their comments. Then have pairs read each other's writing. Finally, correct students' work.

## Teaching Conversation

In teaching conversation, the goal is for students first to become fluent using language, and then to focus on becoming accurate with it. Let's Talk introduces useful phrases (greetings, introductions, asking for and giving help, etc.) in functional conversations. First, students listen to the entire conversation, which introduces the language in context. Then they focus on the functional language in the language focus box. Students learn the intonation and rhythm of the language, first in an animated video of the extended conversation and then in a song or chant. This is the easiest way for children to remember the language as well.

## Teaching Vocabulary

Use objects or Teacher Cards to present new key words to students. Hold up an object or card and say the word. Have students repeat the word several times. Then practice the word with drills, using familiar language whenever possible.

The Teacher's Guide describes a number of drills and activities designed to develop and reinforce the students' vocabulary knowledge. There are two types of vocabulary or language that all language learners develop — receptive language and productive language.

Receptive language is the language students understand but are not yet able to produce. To practice receptive language, students must recognize and physically respond to vocabulary words. For example, place several Teacher Cards at the front of the class and select two student volunteers. Say one of the vocabulary words and have the students race to touch the correct card. Whoever touches the card first is the winner.

Productive language is the language spoken by students. Practice with productive language requires students to say the vocabulary words as they identify the objects. Play the game as described above, but have the students touch the correct cards and orally identify the objects.

## Teaching Grammar

In *Let's Go*, grammar is taught in context so that students understand the meaning and conversational purpose. Students first learn new vocabulary words that relate to the unit theme. Next, students see and practice the language in a mini-conversation context. Then they practice the question-and-answer structures in

a video, game, activity, song, or chant. Students should understand that vocabulary and grammar patterns are productive, build on each other, and can be used with other patterns, so language is recycled in the units.

In teaching grammar, the goal is for students first to learn language accurately, and then to focus on becoming fluent in using it. For the most efficient use of class time, teach vocabulary first. Then introduce a new sentence pattern and recycle the vocabulary words as students practice the sentence.

Then when you introduce a *Wh-* question, students already know the answer to the question. In this way, students can accurately build a great deal of language in small steps, and they won't confuse the question with the answer.

Be sure that students understand the meaning of the new language and can pronounce the words clearly before moving on to practice. Correct pronunciation is introduced during the modeling by the teacher so that students can strive for accurate pronunciation as they are learning the meaning of new vocabulary.

When teaching *Yes/No* question-and-answer patterns, have children respond with answers that include the auxiliary verb from the question (*Do you like cats? Yes, I do. No, I don't.*). Not only does this help students remember the questions and answers grouped in a memory set, it also builds a grammar foundation that will help them learn to write English more easily. Separate the *Yes* and *No* answers in practice at first so that students don't confuse the meaning. Then mix *Yes* and *No* answers.

## Recycling Language

All language builds from a base sentence. For example, students can use the sentence *He likes cats* to build the question *What does he like?* In the early levels of *Let's Go*, these patterns (sentences, *Wh-* questions, *Yes/No* questions) are explicitly taught. However, later lessons and levels might only teach the sentence and *Wh-* question, or both questions but not the sentence. Teachers should remind students that they know how to build language even if it is not explicitly taught in every lesson. In the same way, once students have learned how verbs change with different pronouns, or how nouns change to become plural, they should be encouraged to practice the different forms, even if not specifically taught in a lesson.



## Let's Remember Activities

Choose among these activities to review language students need before beginning *Let's Go Student Book 5*. Descriptions of games and drills can be found on the Teacher's Resource Center.

**Do you want to go skateboarding? No, thanks. I can't. I have a stomachache.**

- **Substitution Drill.** Give each student one card for an activity (e.g., *play baseball, go fishing, see a play, go shopping, play a video game*) and one card for an illness (e.g., *a headache, an earache, a sore throat, a cold, a toothache*). Put students into pairs to practice new exchanges, substituting the words on their cards for *go skateboarding* and *a stomachache*.
- **Question Toss.** Have the class form a circle. Toss a ball or a beanbag to S1, and ask a question (e.g., *What do you want to do after school today?*). S1 responds by using his or her imagination, tosses the ball to another student (S2), and asks a question (e.g., *What does Tony want to do after school today?*). Continue until all students have had a chance to ask and answer a question.

**What happened? I'm not sure. My kite was under the tree. Now it's in the tree.**

- **Sentence Dictation.** Have students close their books and take out a piece of paper. Read the four sentences aloud and have students write them down. Have student volunteers come up and write the dialogue on the board.
- **Walk and Talk.** Prepare cards for some past activities that answer the question *What happened?* (e.g., *broke a window, lost my cell phone, found some money, got a present, ate too much chocolate*). Place two sets of nonmatching cards around the room. Have students walk around the room in pairs. When you signal *Stop!* each pair stops at a pair of cards and exchanges questions and answers, using the cards as cues. Students then switch roles.

**Which ball is bigger? My ball is bigger. My ball is the biggest.**

- A **Team Game** gives students practice with the question-and-answer pattern. Divide the class into teams. Write some familiar adjectives on the board: *big, small, long, short, heavy, light*, etc. Ask about classroom objects. For example, hold up two different books and ask *Which book is heavier? Which book is lighter?* Then display a third book—a heavy dictionary—and ask *Which book is the heaviest?* Students compete to respond. The team with the most points wins.

- **Easiest/Hardest** reviews comparative and superlative adjectives. Give groups a set of teacher-made word cards for school subjects. Have groups rank the subjects from easiest to hardest, asking *Which subject is harder, history or math?* Encourage students to support their opinions. Have groups compare their rankings.

**Are you going to go through the tunnel? Yes, I am. It's dark. You need a flashlight.**

- **Charades.** Write sentences of varying difficulty using one, two, or three prepositions of direction: *under, around, through, over, up, down*. Divide the class into teams. Cue S1 from Team A by whispering *Go over the chair and around the desk*. S1 follows your directions, and the other students from Team A describe S1's path, using the past form *went*.
- **Scrambled Sentences.** Give student pairs a set of teacher-made word cards for them to arrange into three complete sentences and then arrange the sentences into a short conversation.

**Is it going to rain? I'm not sure. I hope not.**

- **Repetition Drill.** Model the question and answer for the class to repeat.
- **Concentration.** Give two sets of weather cards to each group (*cool, cold, warm, hot, foggy, humid*). If the cards match, the student asks a question (e.g., *Is it going to be cold?*) and the group members each answer *I'm not sure. I hope not*.

Student Book pages 2–3

### **A** Listen, point, and say.

1. Play Class CD1 Track 02. Have students point to the conversations in their books. Play it again, having students point and repeat the sentences.

 **L.02** Do you want to go skateboarding? No, thanks. I can't. I have a stomachache. That's too bad.  
What happened? I'm not sure. My kite was under the tree. Now it's in the tree.  
Which ball is bigger? My ball is bigger. My ball is the biggest.  
Are you going to go through the tunnel? Yes, I am. It's dark. You need a flashlight.  
Is it going to rain? I'm not sure. I hope not.

2. Have students use the question-and-answer patterns to create new sentences and then practice them together.

# Unit 7 The Senses

## Let's Learn More

**Let's Learn More**

**A Learn the words.** (CD2)

1. pillow / soft	2. rock / hard	3. mirror / smooth	4. tree / rough
5. honey / sweet	6. lemon / sour	7. potato chip / salty	8. dark chocolate / bitter

**B Ask and answer.** (CD2)

Jenny and Andy went to a day care center. They talked with the children about the senses.

How does the mirror feel? The mirror feels smooth.  
 feel → feels  
 taste → tastes

**C Play a game. Ask and answer.** (CD2)

Does it feel rough or smooth? It feels rough.


**D Ask your partner.** (CD2)

Which do you like better, salty food or sweet food? I like salty food better.

1. salty food or sweet food?	2. loud music or quiet music?
3. sweet chocolate or bitter chocolate?	4. a soft pillow or a hard pillow?

I can do this lesson.

62 Unit 7 The Senses

### Topic:

- More sensory adjectives

### Lesson Objective:

- Talking about how objects feel and foods taste

### Language:

*pillow/soft, rock/hard, mirror/smooth, tree/rough, honey/sweet, lemon/sour, potato chip/salty, dark chocolate/bitter*

*How does the mirror feel? The mirror feels smooth. Does it feel rough or smooth? It feels rough. Which do you like better, salty food or sweet food? I like salty food better.*

### Materials:

Teacher Cards 141–154; CD2 Tracks 44–47; Student Cards 141–154 (Teacher's Resource Center)

Student Book pages 62–63

## Warm up

- Quickly review the sense verbs and sensory adjectives from the previous lesson. Divide the class into two groups. Show Teacher Cards 141–146 one at a time. Group A asks *How does the (rainbow look)?* and Group B responds based on the card shown. Then have groups switch.

## Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 147–154. Say the words and have students repeat them several times.
2. To introduce the language, write on the board *How does a pillow feel?* Students answer *It feels soft.* Then ask *Does a pillow feel hard or soft?* Have students answer *It feels soft.* Help with vocabulary, as necessary.

Student Book page 62

### A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 44. Have students point to the word pairs as they hear them. Play the audio again and have students repeat the words.



1. pillow/soft    2. rock/hard    3. mirror/smooth  
 4. tree/rough    5. honey/sweet    6. lemon/sour  
 7. potato chip/salty    8. dark chocolate/bitter

2. Display Teacher Cards 147–154. Call out a word pair. Have students point to the picture and say the word pair aloud. Repeat with each word pair.

### B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students describe who and what they see in the picture. Play Class CD2 Track 45. Have students point to the items they hear.



- Jenny and Andy went to a day care center. They talked with the children about the senses.  
 How does the mirror feel?  
 The mirror feels smooth.  
 feel/feels    taste/tastes
1. How does the mirror feel? The mirror feels smooth.
  2. How does the rock feel? The rock feels hard.
  3. How does the pillow feel? The pillow feels soft.
  4. How does the potato chip taste? The potato chip tastes salty.
  5. How does the lemon taste? The lemon tastes sour.

2. Have a student volunteer come to the front of the class, take a Teacher Card, and show it to the other students. Ask *How does the (rock) feel?* Have the students answer *The rock feels hard.* Continue with the rest of the cards and other students.
3. Have student pairs take turns asking and answering questions about the picture.

Student Book page 63

### C Play a game. Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Present the language focus, modeling the question and response, and have students listen and repeat the lines after you to practice pronunciation and intonation. Write the pattern on the board, or direct students' attention to their books.
2. Play Class CD2 Track 46. Have students look at the pictures and identify the objects. Then play the audio several times.

 2.46 Does it feel rough or smooth?  
It feels rough.

3. Have students play the game in pairs. Encourage them to ask the questions using opposites when possible. If necessary, provide or elicit one or two more examples. Circulate and give help as needed.

### D Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Draw students' attention to the language focus. Play Class CD2 Track 47. Have students listen and then repeat several times. Check for pronunciation and intonation.

 2.47 Which do you like better, salty food or sweet food?  
I like salty food better.

2. Put students into pairs to take turns asking and answering the questions. Encourage students to give true answers. Go around the class and have each of the students stand and tell the class one or two of their preferences.



## I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

## Games and Activities

See the Teacher's Resource Center for instructions.

- **Memory Chain.** Display Teacher Cards 147–154, or assign a word pair to each student. S1 says a sentence using one of the word pairs. S2 repeats S1's sentence and adds another. S3 repeats S1's and S2's sentences and adds another. Students work together to see how long a chain they can make without mistakes.
- **Tic-Tac-Toe.** Students earn an X or an O by providing an appropriate question for your answer. For example, T: *The lemon tastes sour.* S1: *How does the lemon taste?* T: *The tree feels rough.* S2: *How does the tree feel?*
- Give students an opportunity to use their own senses and the language from this and the previous lessons to describe real objects. Collect a variety of objects (lemon, salt, feather, cotton, marble, candy, sandpaper, etc.). Allow students to take turns describing the objects using as many of their senses as they can. Provide additional adjectives as necessary. Write their descriptions on the board, or have students write their descriptions on a piece of paper.

## Additional Resources

Unit 7 Worksheet A (Teacher's Resource Center)  
Unit 7 Worksheet B (Teacher's Resource Center)  
Workbook pages 60–61  
Online Practice

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**Let's Read**

**A Listen and read along. Then read again.**

**Why Do Foods Taste Different?**

You need two things to taste food: taste buds and a sense of smell. Taste buds are on your tongue. They help you taste each kind of flavor. Taste buds tell you that ice cream is sweet, potato chips are salty, lemons are sour, and some dark chocolate is bitter. Your sense of smell is important, too. It helps you taste. Try this. Drink a glass of apple juice. It will taste sweet. Then pinch your nose closed. Drink some more juice. Now you can't taste it because you can't smell it.

**New Words**  
taste buds    flavor  
sense    pinch  
tongue

**B Choose the correct answer.**

- Where are your taste buds?  
a. on your nose    b. on your tongue
- Can you taste food when you pinch your nose?  
a. Yes, you can.    b. No, you can't.

**C Understand the vocabulary.**

Pinch your nose closed.

What does pinch mean?

a.  b.  c. 

**D Ask your partner.**

- Why do foods taste different?
- What's your favorite flavor? Why?

**E Listen and write. Do you hear nch or ch?**

- pl \_\_\_\_\_
- rea \_\_\_\_\_
- li \_\_\_\_\_
- pea \_\_\_\_\_

**F Learn about words. Read and write.**

 salt    salt + y → salty

- rain → \_\_\_\_\_
- snow → \_\_\_\_\_
- cloud → \_\_\_\_\_
- wind → \_\_\_\_\_

I can do this lesson.

Unit 7 The Senses 65

**Topic:**

• Taste

**Lesson Objectives:**

- Reading an article that recycles language from previous lessons
- Learning new vocabulary words
- Learning words with the sounds /nch/ and /ch/
- Learning how to form adjectives

**Language:**

pinch, reach, lunch, peach  
salt + y = salty

**Materials:**

CD2 Tracks 48–50

Student Book pages 64–65

### Warm up

1. Play a game of **Pass the Card** to review the vocabulary words from the previous units' reading selections. Prepare sets of six cards (*reach, look like, pick, swirl, wrapped, and spread*) for groups of students. Encourage students to help each other use sentences that show the meaning of the words.
2. Review the chart you made of sounds and words from the previous units. Introduce the new phonics words by writing the known words *lunch* and *peach* on the board. Say the words and have students repeat. Ask volunteers to write the words on the board and underline the letters at the beginning of each word. Tell students they may find these letters and sounds in the article they will read.

Student Book page 64

### A Listen and read along. Then read again.

See *Teaching Phonics and Reading, Teacher's Guide* page 15.

1. Before students listen to the article, have them try to read the words they know.

### 2.48 Why Do Foods Taste Different?

You need two things to taste food: taste buds and a sense of smell.

Taste buds are on your tongue. They help you taste each kind of flavor. Taste buds tell you that ice cream is sweet, potato chips are salty, lemons are sour, and some dark chocolate is bitter.

Your sense of smell is important, too. It helps you taste.

Try this. Drink a glass of apple juice. It will taste sweet. Then pinch your nose closed. Drink some more juice. Now you can't taste it because you can't smell it.

5. Discuss the article, asking students *What two things do you need to taste food? What do taste buds tell you about some dark chocolate?*
6. **Paired Reading.** Have students take turns reading the article in pairs or small groups.

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# Let's Review Units 7 and 8

Student Book pages 74–75

## Lesson Objective:

- Reviewing language from Units 7 and 8 and practicing test-taking skills

## Review Language:

- Units 7 and 8 language and vocabulary

## Materials:

Teacher Cards 136–148, 155–178; CD2 Tracks 48, 64, 67–69; Student Cards 136–148, 155–178 (Teacher's Resource Center)

## Let's Talk

1. Have students role-play the conversation from Unit 7. Divide students into pairs to create a dialogue similar to the one between Kate and Scott (perhaps baking a cake instead of cookies).
2. Use **Living Dialogues** to review the conversation in Unit 8.
3. Review the language in Units 7 and 8 by having students write **True Statements**. Have students work in pairs or small groups to write two sentences for five objects using sense verbs and adjectives (e.g., *Look at the flower. It looks beautiful.*). Have students share their sentences with the class.
4. Review the question-and-answer pattern in Unit 8 with **Find Someone Who** (e.g., S1: *Have you ever been to Hawaii?* S2: *Yes, I have./No, I haven't.*)

## Let's Learn/Let's Learn More

1. Have students review the vocabulary and patterns from Unit 7 by playing **Question Toss** (e.g., *Does garbage smell good or bad?*)
2. **Card Game/Go Fish**. Use sets of Student Cards 163–178 and the pattern *Have you ever (eaten tacos?)* Students respond *Yes, I have* or *No, I haven't*.

3. Have students review the chants. For “Listen! Do You Hear That Music?” (Class CD2 Track 39), display Teacher Cards 136–140 and have students substitute other things. Use Teacher Cards 155–162 with “Have You Ever?” (Class CD2 Track 55) and have students replace the place names.

## Let's Read

Phonics: *pinch, reach, lunch, peach, put, catch, cat, hopscotch*

1. Review the phonics sounds with a **Board Race**. Write *nch, ch, tch, and t* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the sound they hear.
2. **Read Along**. Have students read “Why Do Foods Taste Different?” (Class CD2 Track 48) and “Hopscotch Around the World” (Class CD2 Track 64) along with the audio CD. Then have students show that they understand the passages by playing **That's Not Right!**

## Let's Review

The listening assessment provides practice for students planning to take standardized tests, such as the Cambridge English Qualifications.

# Workbook Answer Key

## Unit 1 Let's Talk, pages 2–3.

### A. Read and write.

Students read the conversation and fill in the blanks.

#### Answers

- Jenny: I think so.
- Jenny: We don't have enough.
- Kate: How many do we need?  
Kate: See you soon!

### B. Match and write.

Students match the pictures to the phrases and write the missing words.

#### Answers

- picture of watermelon – pieces of watermelon
- picture of water bottle – a bottle of water
- picture of soda bottles – bottles of soda
- picture of potato chips – a bag of potato chips
- picture of beans – cans of beans
- picture of pizza – a piece of pizza
- picture of pretzels – bags of pretzels
- picture of tomatoes – a can of tomatoes

### C. Look at B. Answer the question.

Students fill in the blanks with phrases from exercise B.

#### Answers

- There are two pieces of watermelon.
- There is one bottle of water.
- There are three bottles of soda.
- There is one bag of potato chips.
- There are four cans of beans.
- There is one slice of pizza.
- There are two bags of pretzels.
- There is one can of tomatoes.

## Unit 1 Let's Learn, pages 4–5.

### A. Look and write.

Students label the pictures.

#### Answers

- a lot of nuts
- a few nuts
- a lot of cherries
- a few cherries
- a lot of blueberries
- a few blueberries
- a lot of cupcakes
- a few cupcakes

### B. Look, read, and check.

Students check the correct answer.

#### Answers

- Yes, there are.
- No, there aren't.
- No, there aren't.
- Yes, there are.

### C. Look, read, and circle.

Students circle the correct answer.

#### Answers

- a few                      2. a lot of
- a lot of                    4. a lot of

### D. Write the questions and answers.

Students look at the pictures and write the questions and the answers.

#### Answers

- There are a few cherries.
- There are a lot of blueberries.
- There are a few bottles.
- There are a few cookies.
- How many bags of chips are there?
- How many hot dogs are there?

## Unit 1 Let's Learn More, pages 6–7.

### A. Match.

Students draw a line to match the sentences to the pictures.

#### Answers

- connect to picture of pudding
- connect to picture of lemonade
- connect to picture of cheese
- connect to picture of pie
- connect to picture of popcorn
- connect to picture of water

### B. Look and write.

Students write the missing words.

#### Answers

- There is a little pie.
- There is a lot of fruit.

### C. Write the questions and answers.

Students look at the pictures and write the questions and answers.

#### Answers

- How much fruit is there?  
There is a lot of fruit.
- How many pretzels are there?  
There are a few pretzels.
- How much water is there?  
There is a lot of water.
- How much popcorn is there?  
There is a little popcorn.
- How many nuts are there?  
There are a few nuts.
- How many potato chips are there?  
There are a lot of potato chips.

## Unit 1 Let's Read, pages 8–9.

### A. Read.

Students read the text.

### B. Answer the questions.

Students answer questions about the text by writing complete sentences.

#### Answers

Answers will vary. Some examples include:

- The Apatosaurus was bigger.
- Scientists think the Tyrannosaurus could jump.
- The Apatosaurus ate leaves from plants and trees.
- The Tyrannosaurus ate meat.

# Let's Talk Video Scripts

## Unit 1 Let's Talk, Student Book page 4.

**Jenny:** Hello?

**Kate:** Hi, Jenny. I'm at the supermarket now. Is everything ready for the party? Are there enough pretzels?

**Jenny:** I think so. There are three bags.

**Kate:** Are three bags enough?

**Jenny:** Yes. They're big bags.

**Kate:** Do we need cake?

**Jenny:** No, we don't. We have cupcakes.

**Kate:** Do we have any soda?

**Jenny:** Yes, we do.

**Kate:** How many cans of soda are there?

**Jenny:** Uh-oh. There's only one can. We don't have enough.

**Kate:** OK. I'll get some. How many cans do we need?

**Jenny:** We need twelve cans.

**Kate:** OK. See you soon! I'm excited!

**Jenny:** Me, too! See you later!

**Kate:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12!

## Unit 2 Let's Talk, Student Book page 12.

**Andy:** Look at the zebras! They can run fast.

**Scott:** There's a gazelle. They can run fast, too.

**Andy:** Did you know that a zebra is slower than a gazelle?

**Scott:** Really? I didn't know that. Those polar bears are big!

**Andy:** Scott, which animal is faster? A cat or a polar bear?

**Scott:** I'm not sure. I think a polar bear is probably faster. What do you think? Is a polar bear faster than a cat?

**Andy:** No! It isn't. A cat is as fast as a polar bear!

**Scott:** Wow! Are you sure? That's interesting!

**Andy:** Yes! I'm sure! A man is faster than a skunk.

**Scott:** Really? Are you sure?

**Andy:** Yes, I'm sure. Look!

**Scott:** That's good! He can run away.

**Andy:** You mean like now?

**Scott:** Right! Run!

## Unit 3 Let's Talk, Student Book page 22.

**Jenny:** Hi, Scott. How was your weekend?

**Scott:** It was great. How was yours?

**Jenny:** It was pretty good. I rode my bike to the beach on Saturday.

**Scott:** What did you do on Sunday?

**Jenny:** My brother and I went for a bike ride in the park.

**Scott:** You rode your bike to the beach and to the park. That sounds like fun. You really like to ride your bike!

**Jenny:** What did you do last weekend? What did you do last weekend?

**Scott:** I went shopping and bought this new bike.

**Jenny:** Wow! That is great! I like it.

**Scott:** Thanks. I like it, too!

## Unit 4 Let's Talk, Student Book page 30.

**Andy:** Let's go!

**Kate:** OK!

**Andy:** Are you ready?

**Kate:** Not yet. Wait a minute.

**Andy:** What? Why?

**Kate:** I think I forgot to do something.

**Andy:** Did you put on sunscreen?

**Kate:** Yes, I did. I put it on before I came outside.

**Andy:** Did you turn off the radio?

**Kate:** Yes, I turned it off.

**Andy:** What is it? What about your glasses? You are wearing them.

**Kate:** Oh! I forgot about them! Thanks!

**Andy:** What did Kate forget? OK, then. You're ready.

**Kate:** Oh, no! Now I remember.

**Andy:** What?

**Kate:** I forgot to take off my watch.

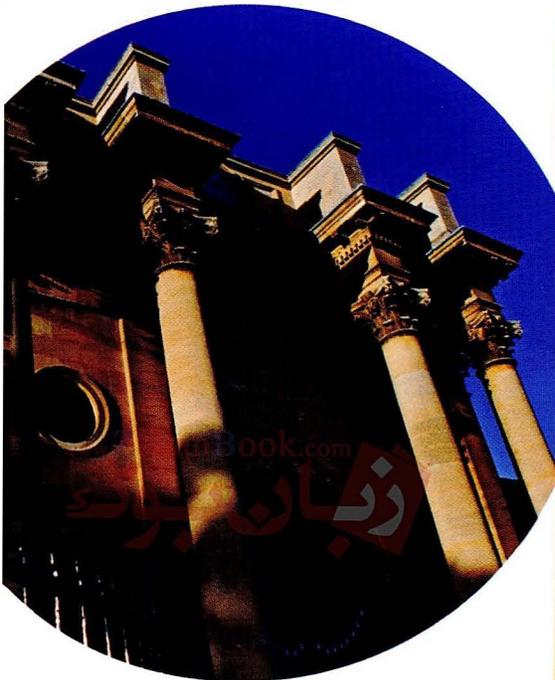
**Andy:** I hope it's waterproof.

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