

5

THIRD EDITION

CD-ROM
INSIDE!



LET'S

STUDENT BOOK

GO



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OXFORD

Table of Contents

Unit 1 Food	page 2
Unit 2 At the Zoo	page 10
Units 1–2 Listen and Review	page 18
Let's Read About the Birthday Mess	page 19
Unit 3 The Weekend	page 20
Unit 4 Activities	page 28
Units 3–4 Listen and Review	page 36
Let's Read About the Missing Pin	page 37
Unit 5 The Future	page 38
Unit 6 Seasons	page 46
Units 5–6 Listen and Review	page 54
Let's Read About the Broken Vase	page 55
Unit 7 The Five Senses	page 56
Unit 8 New Experiences	page 64
Units 7–8 Listen and Review	page 72
Let's Read About the Missing Dog	page 73
Syllabus	page 74
Teacher and Student Card List	page 76
Word List	page 78



Let's Start



Let's Build



Let's Learn



Units Review



Let's Read



Let's Read About

Let's Read About



Let's Start

A. Let's talk.

CD 1
02



Kate: Is everything ready for the party?

Jenny: I think so.

Kate: Are there any pretzels?

Jenny: Yes, there are.



Kate: Do we have any soda?

Jenny: Yes, we do.

Kate: How many cans are there?

Jenny: There are ten cans of soda.



Kate: Should I bring some cake?

Jenny: Yes, that's a good idea!

Kate: OK, see you soon!

B. Let's practice.

CD 1
03

Should I bring some **cake**?
Yes, that's a good idea.
No, that's OK.

Did You Know?

You can make other words with **thing**:

everything = 100%
(every thing)
nothing = 0%
(no thing)

C. Practice the words and sentences.

CD 1
04

1. a can of soda



2. a bag of pretzels



3. a box of cookies



4. a piece of pizza



5. a carton of juice



6. a bottle of water



7. a bowl of rice



8. a cup of tea



CD 1
05

There is **one can of soda**.
There are **two cans of soda**.
There is **one box of cookies**.
There are **two boxes of cookies**.

There isn't any soda.
There aren't any cookies.

D. Ask and answer.

CD 1
06

How many **cans of soda** are there?
There are **five cans of soda**.





Let's Learn



How much rice is there?

There is a lot of rice.



A. Say these.

CD 1
07

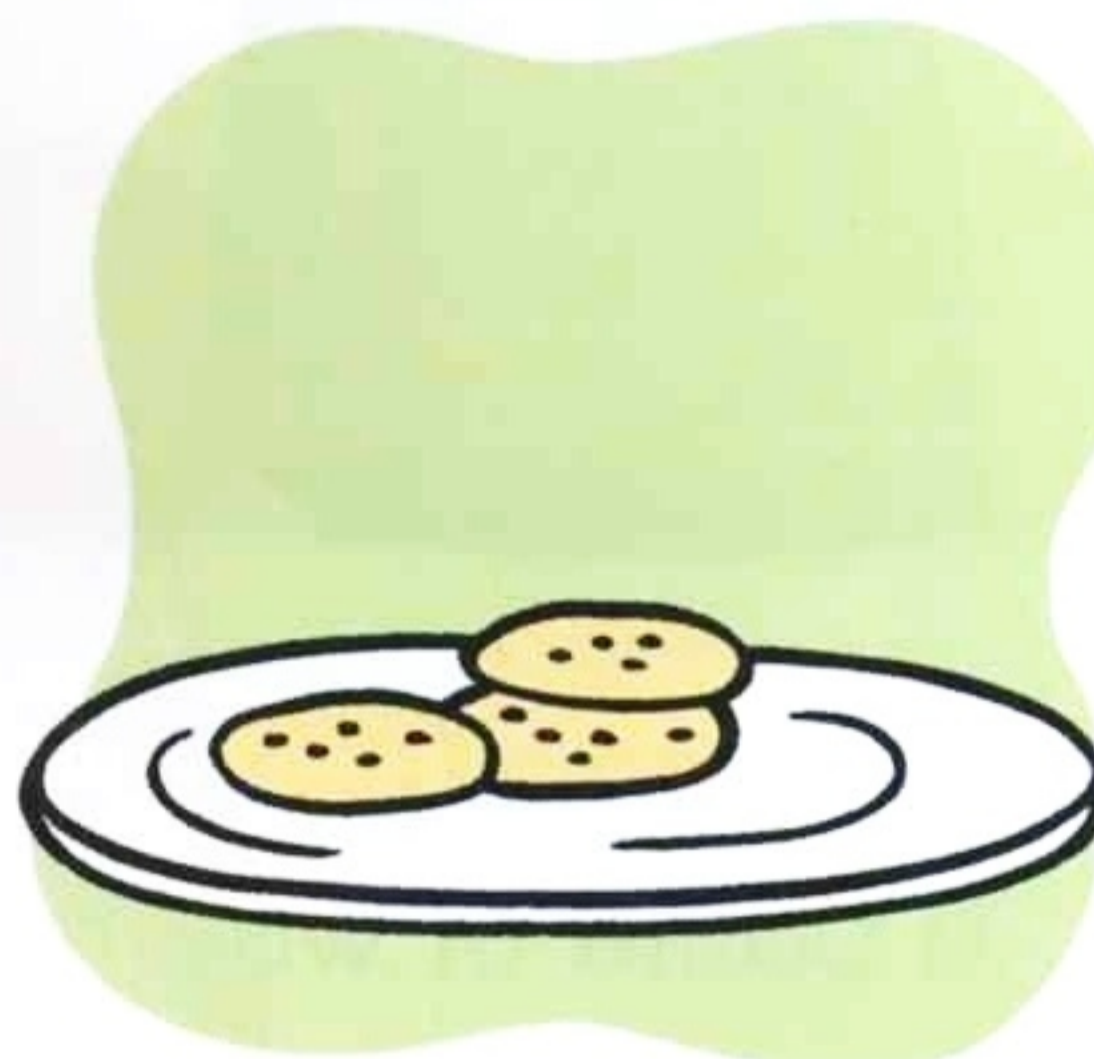
1. There is a little milk.



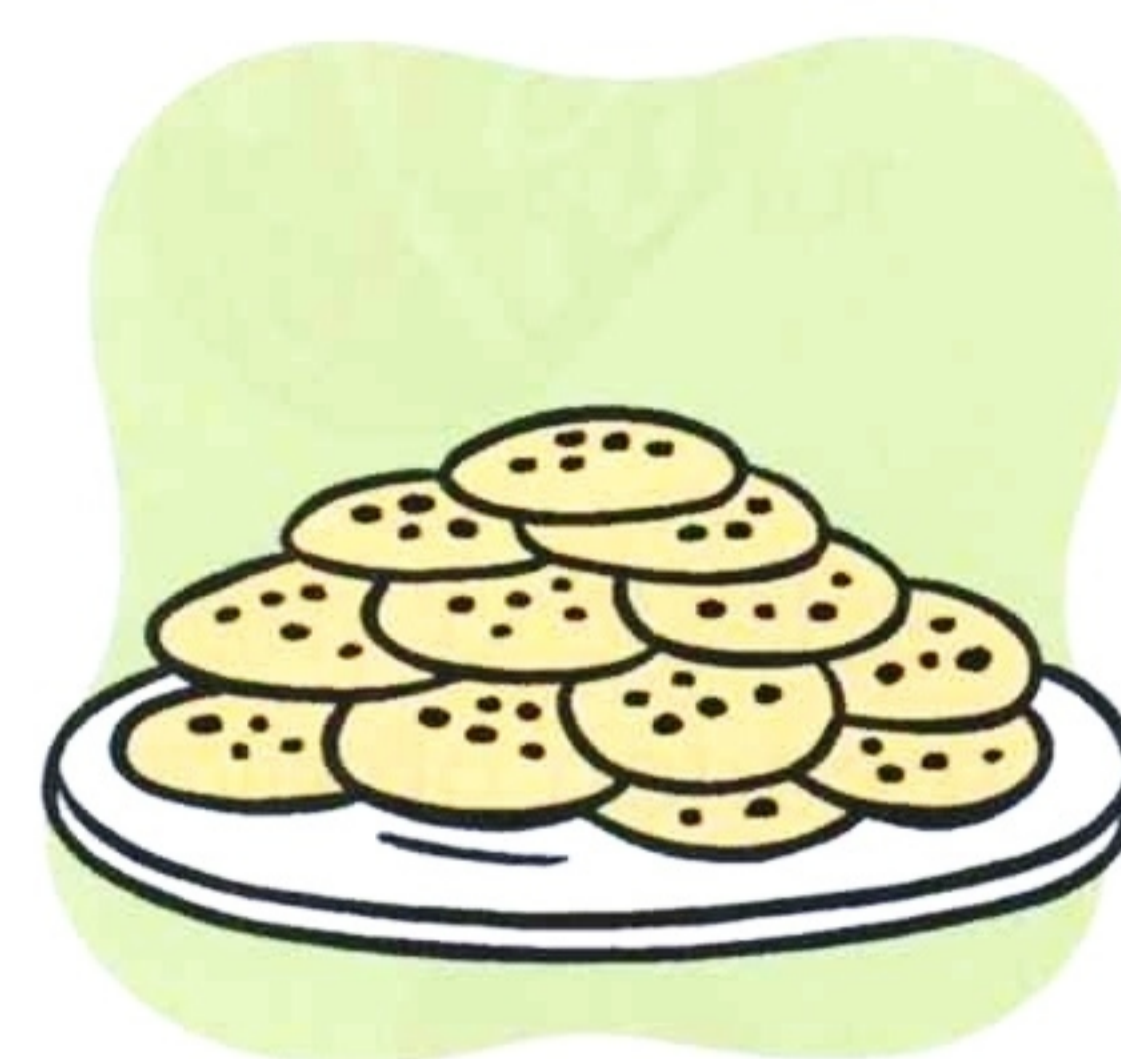
2. There is a lot of milk.



3. There are a few cookies.



4. There are a lot of cookies.



B. Practice the sentences.

CD 1
08

CD 1
09

There is a little **tea**.
There is a lot of **chicken**.

There are a few **sandwiches**.
There are a lot of **bottles of water**.

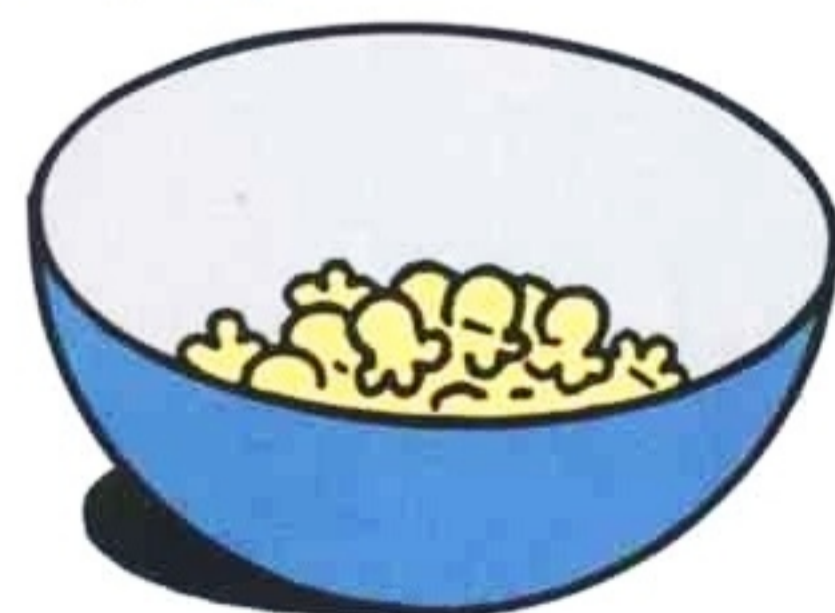
1. tea



2. pizza



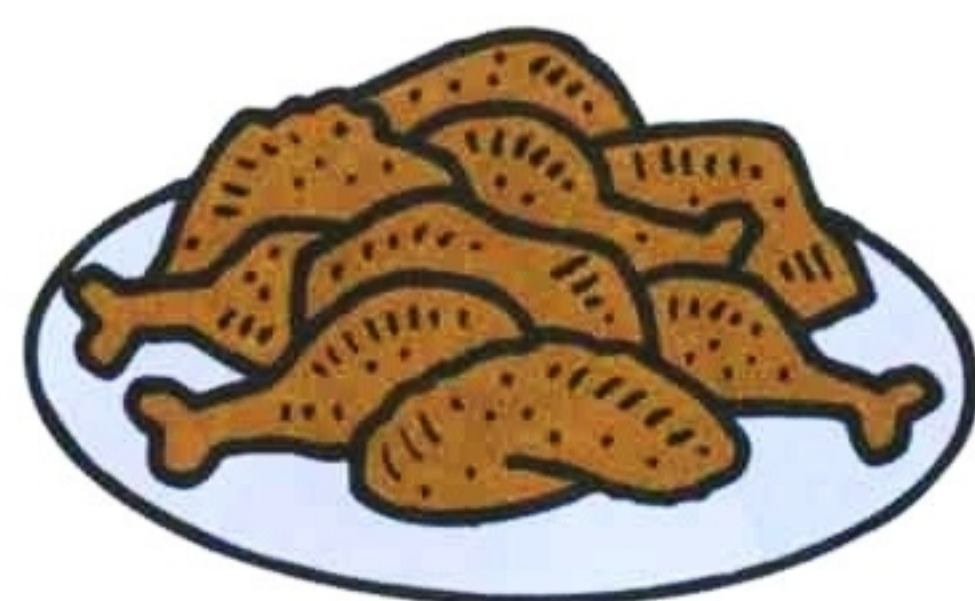
3. popcorn



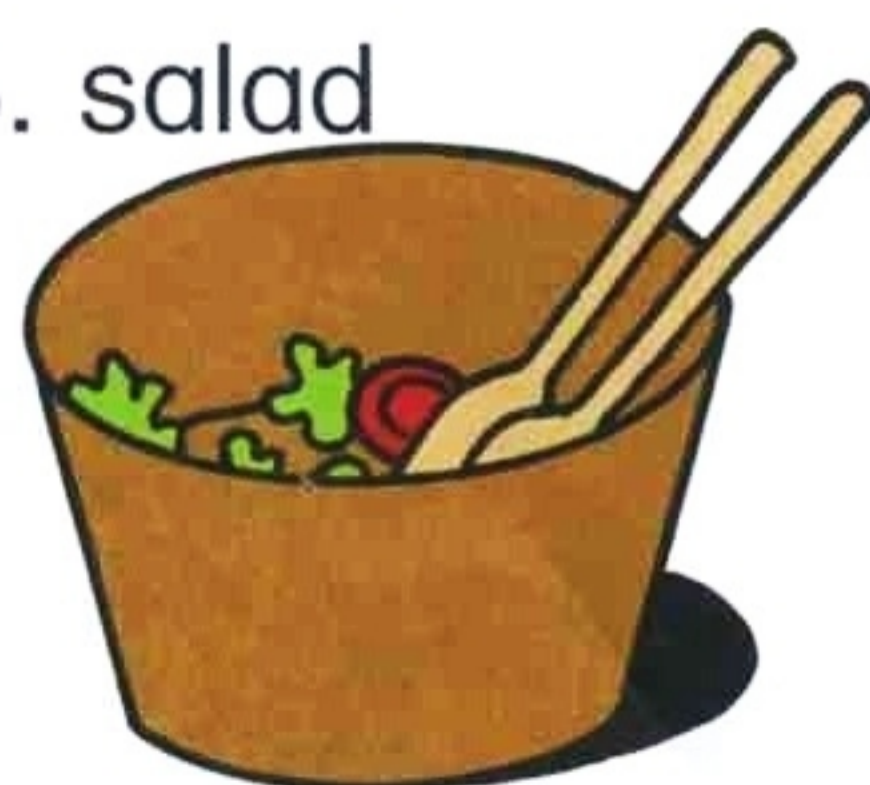
4. cake



5. chicken



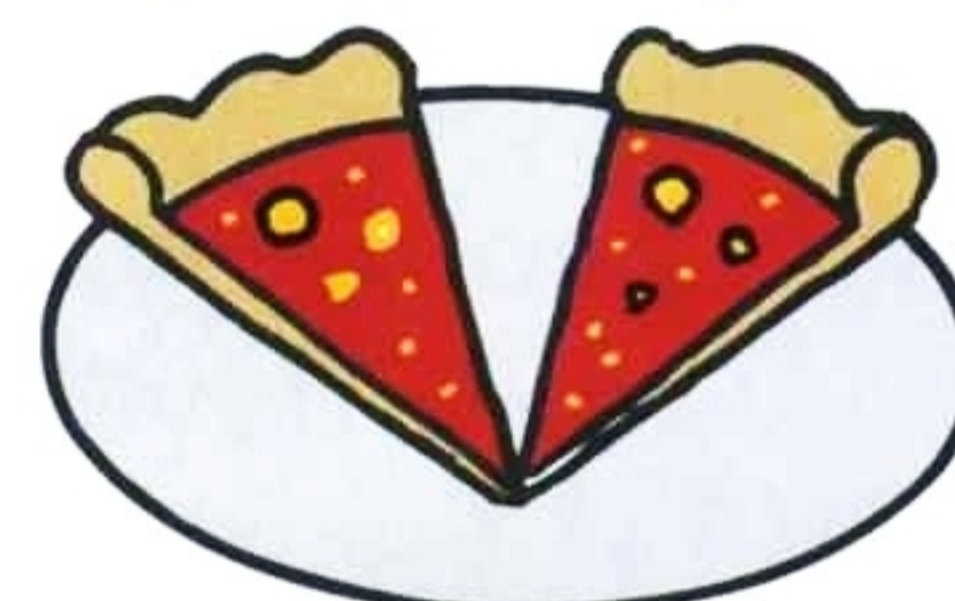
6. salad



7. oranges



8. pieces of pizza



9. sandwiches



10. grapes



11. bottles of water



12. pancakes



C. Practice the question and answer.

CD 1
10

CD 1
11

How much **rice** is there?
There is a little **rice**.
There is a lot of **rice**.

How many **bananas** are there?
There are a few **bananas**.
There are a lot of **bananas**.



D. Ask and answer. Ask questions about the picture above.

CD 1
12

Is there a lot of **soda**?
Yes, there is.
No, there isn't.

Are there a lot of **pretzels**?
Yes, there are.
No, there aren't.



Let's Read

A. Read the new words.

CD 1
13

dinosaur
plants

millions
sharp

flat
meat

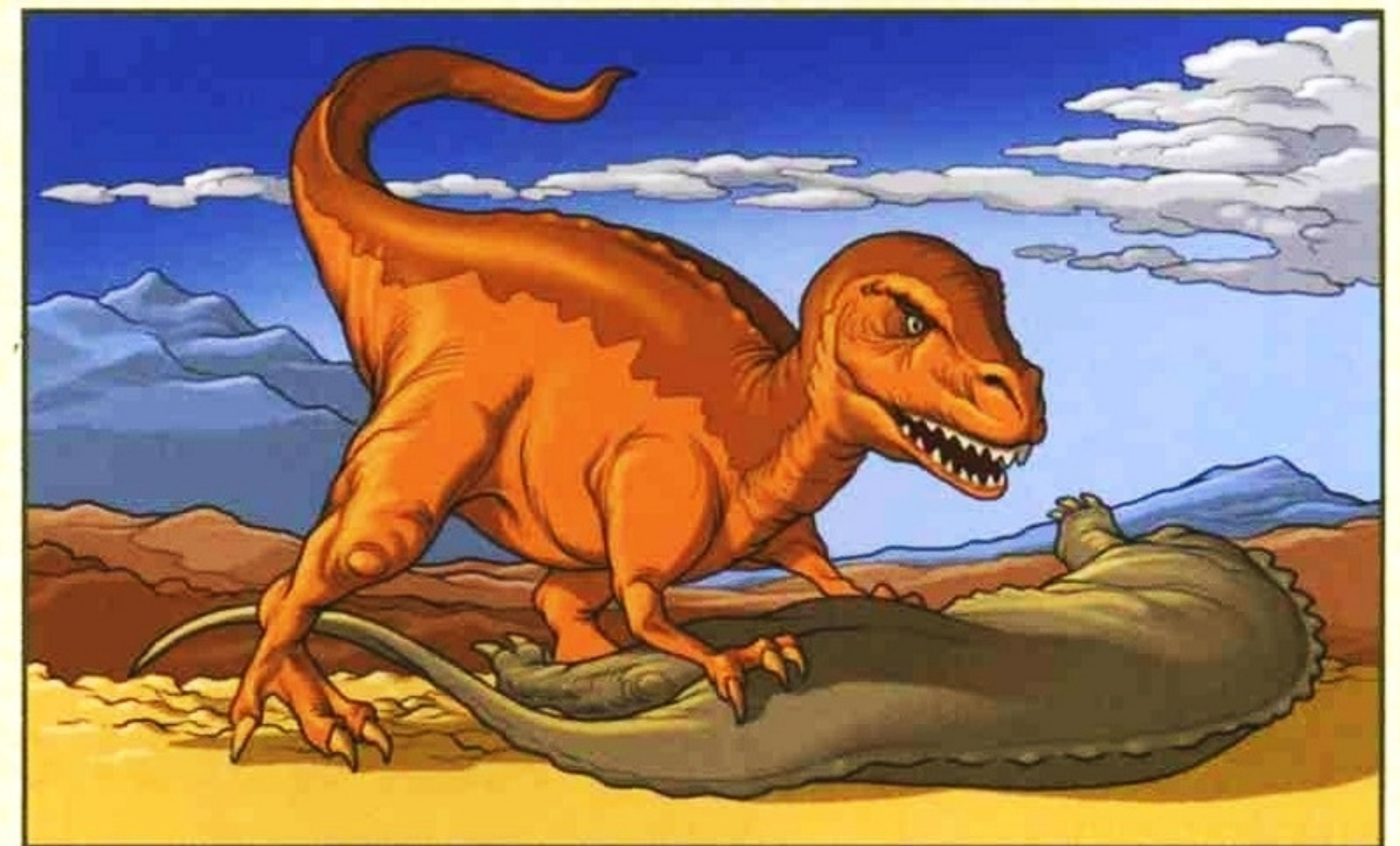
B. Read.

CD 1
14

What Did Dinosaurs Eat?

Dinosaurs lived **millions** of years ago. What did they eat? Did they buy bags of dinosaur food? No, they didn't. Millions of years ago, there were no people or stores. How do scientists study dinosaur food? They study dinosaur teeth.

Most dinosaurs had large, **flat** teeth. They ate **plants**. Some dinosaurs had long, **sharp** teeth. They ate **meat**.



We have flat teeth and sharp teeth so we can eat plants and meat. A few dinosaurs had flat teeth and sharp teeth, too. These dinosaurs ate both plants and meat, just like us!



C. Choose another title.

- a. Dinosaur Food
- b. Millions of Dinosaurs
- c. Dinosaur Teeth

D. Answer the questions.

1. When did dinosaurs live?
2. How do scientists study dinosaur food?
3. What did dinosaurs with sharp teeth eat?

E. True or false?

1. There are some dinosaurs today.
2. Dinosaurs with sharp teeth ate plants.
3. Some dinosaurs ate everything.

F. Understand the vocabulary.

Dinosaurs lived **millions** of years ago.

What does the word **millions** mean?

- a. 1,000
- b. 1,000,000
- c. More than 1,000,000

G. What about you?

1. Do you like dinosaurs?
2. What do you eat?



Let's Build

A. Practice the grammar chant.

CD 1
15

Is there a lot of milk?

Yes, there is.

There are bottles and bottles and bottles of milk.

Is there a lot of popcorn?

There's a little popcorn.

Are there a lot of pancakes?

There are a few pancakes.

Are there a lot of grapes?

There are a few.

How many grapes?

One or two.



B. Make sentences.

CD 1
16

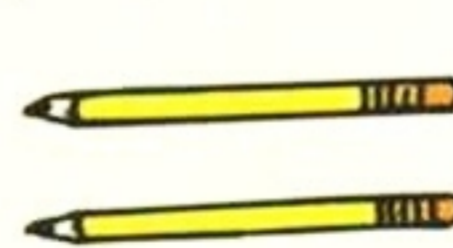
There are a few **birds**.



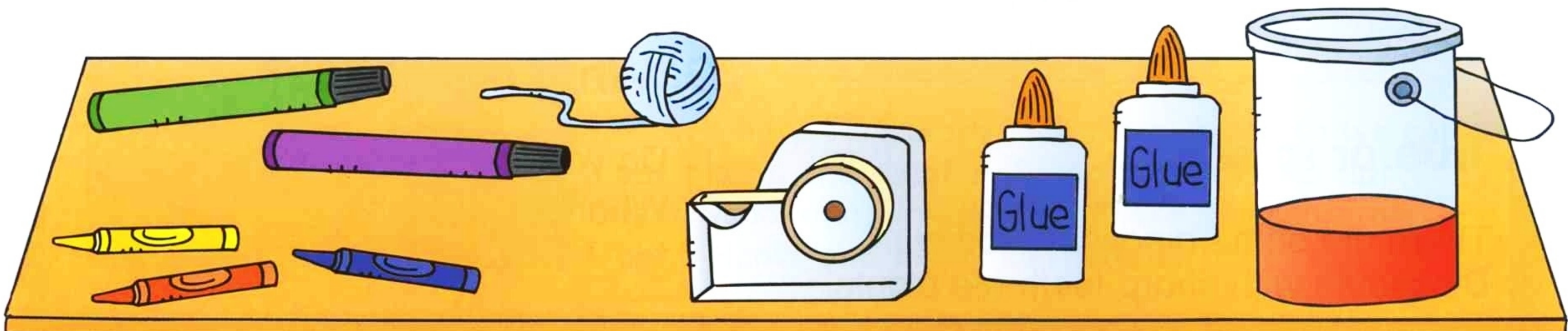
There is a little **chicken**.



There are a few **pencils**.



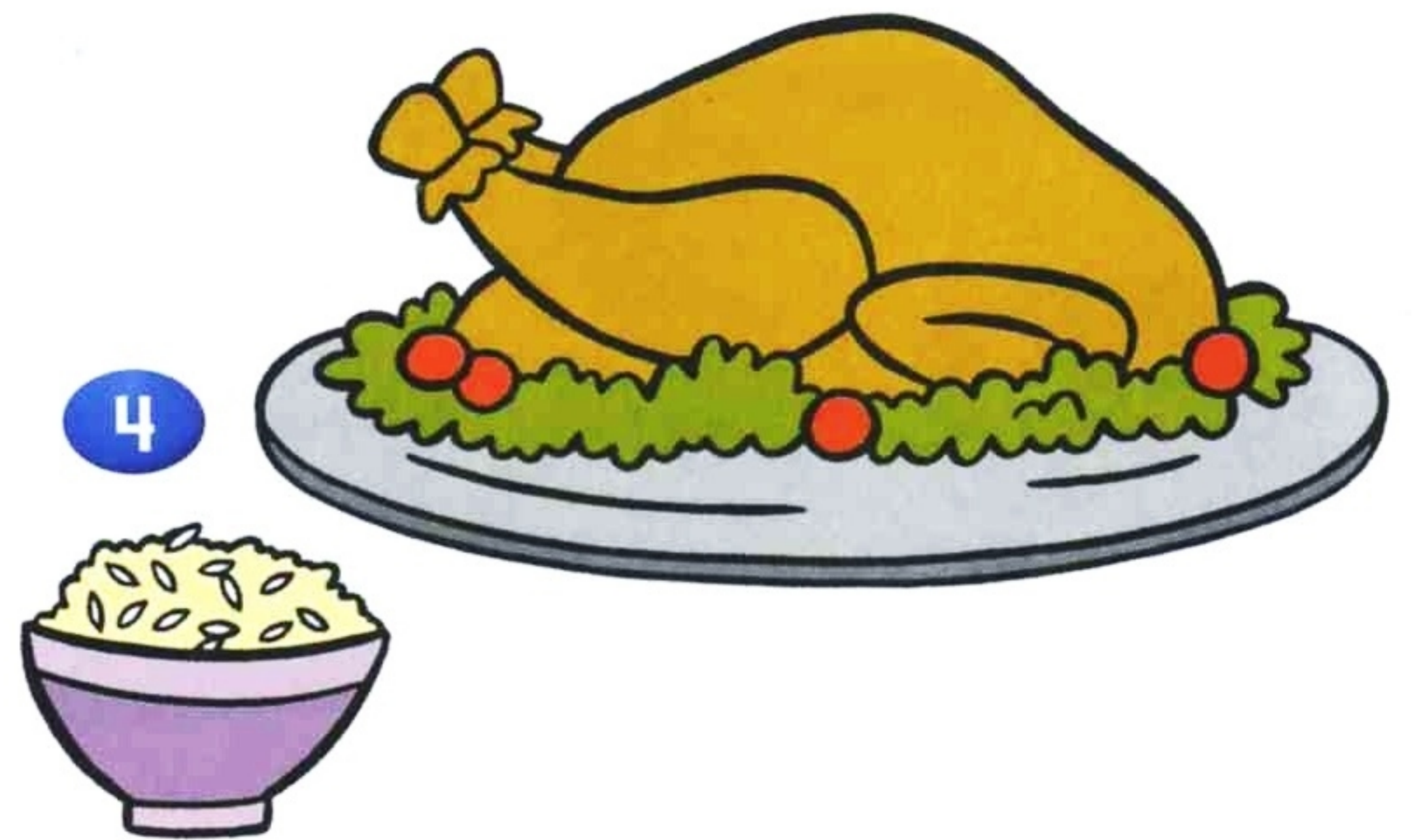
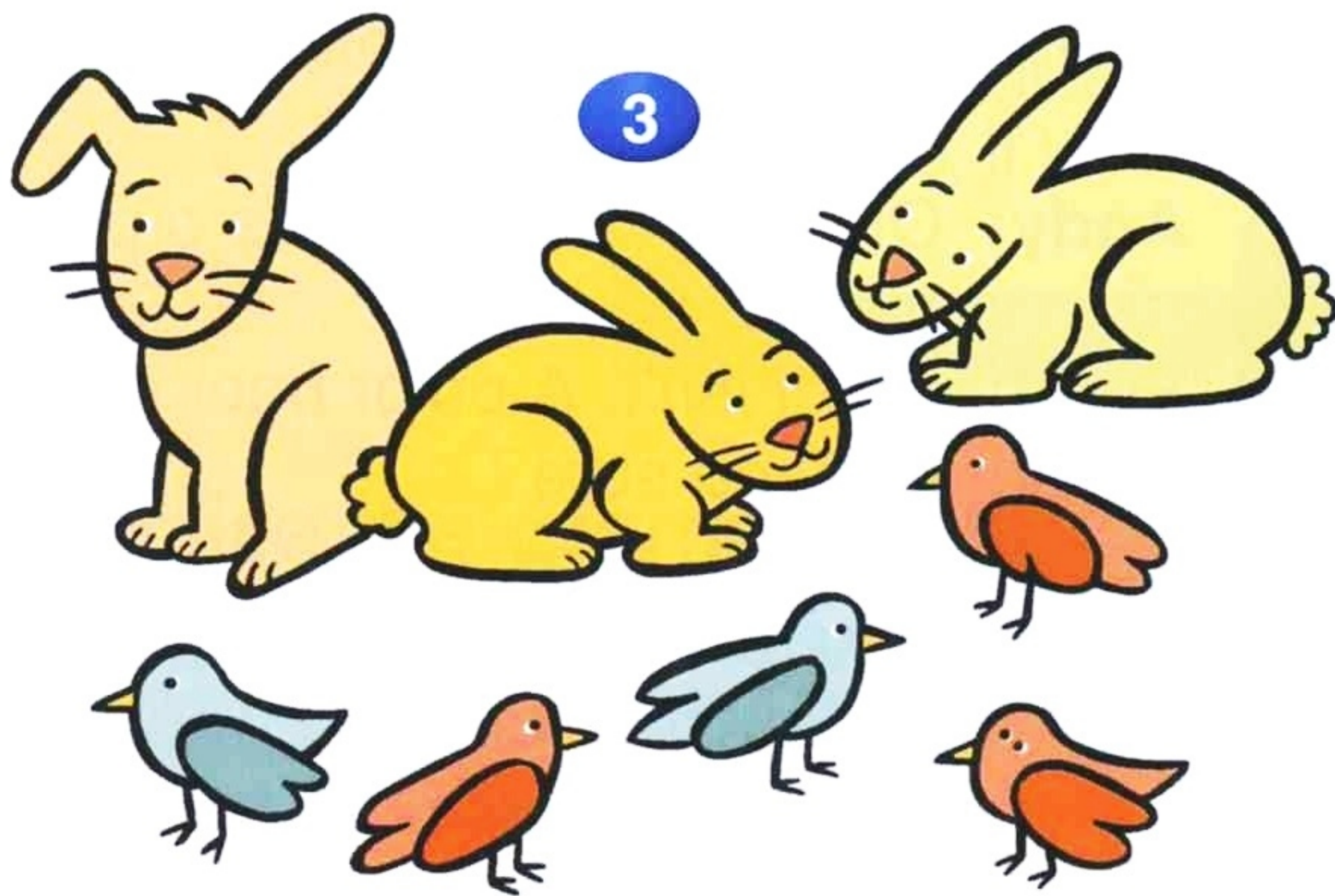
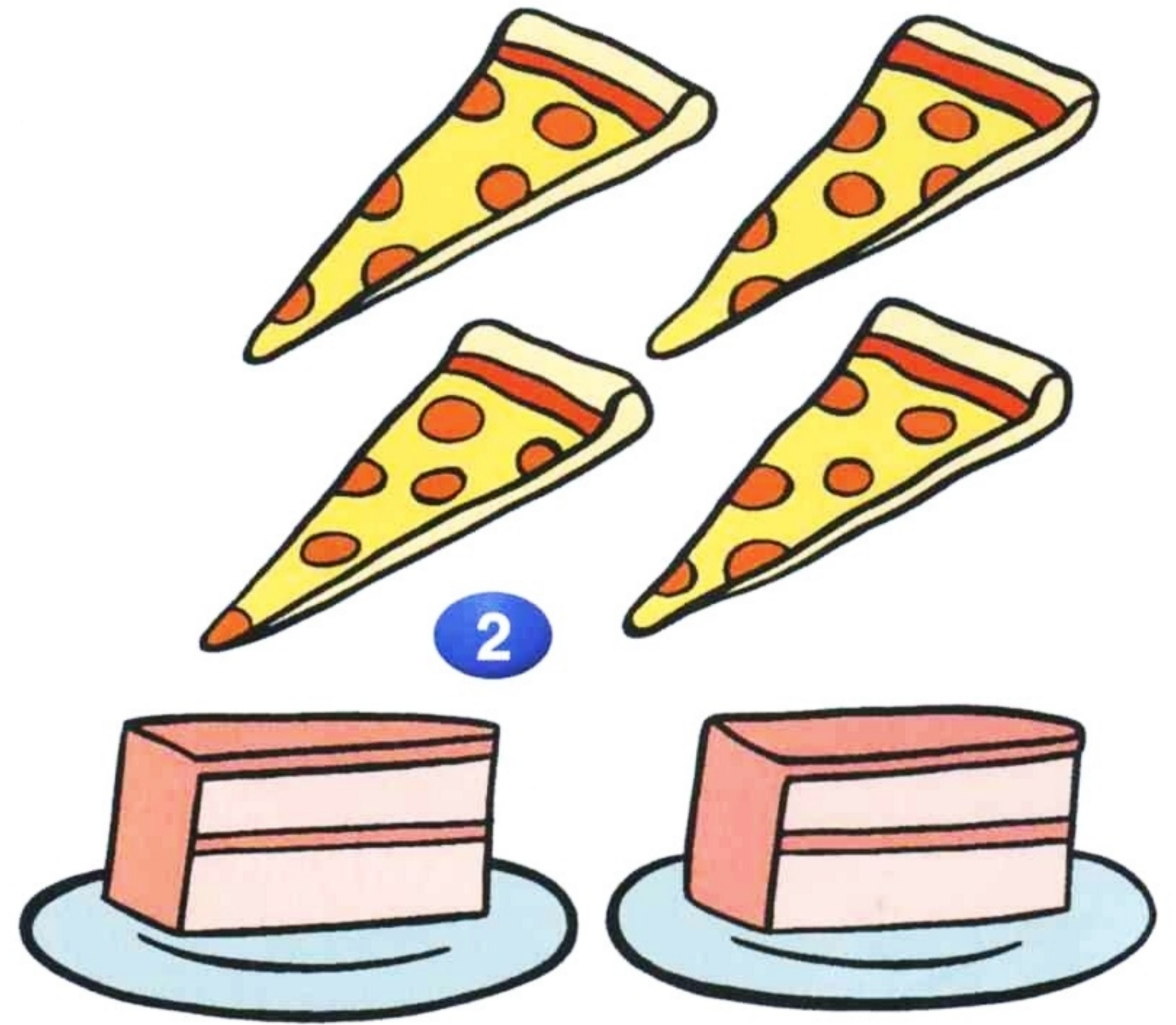
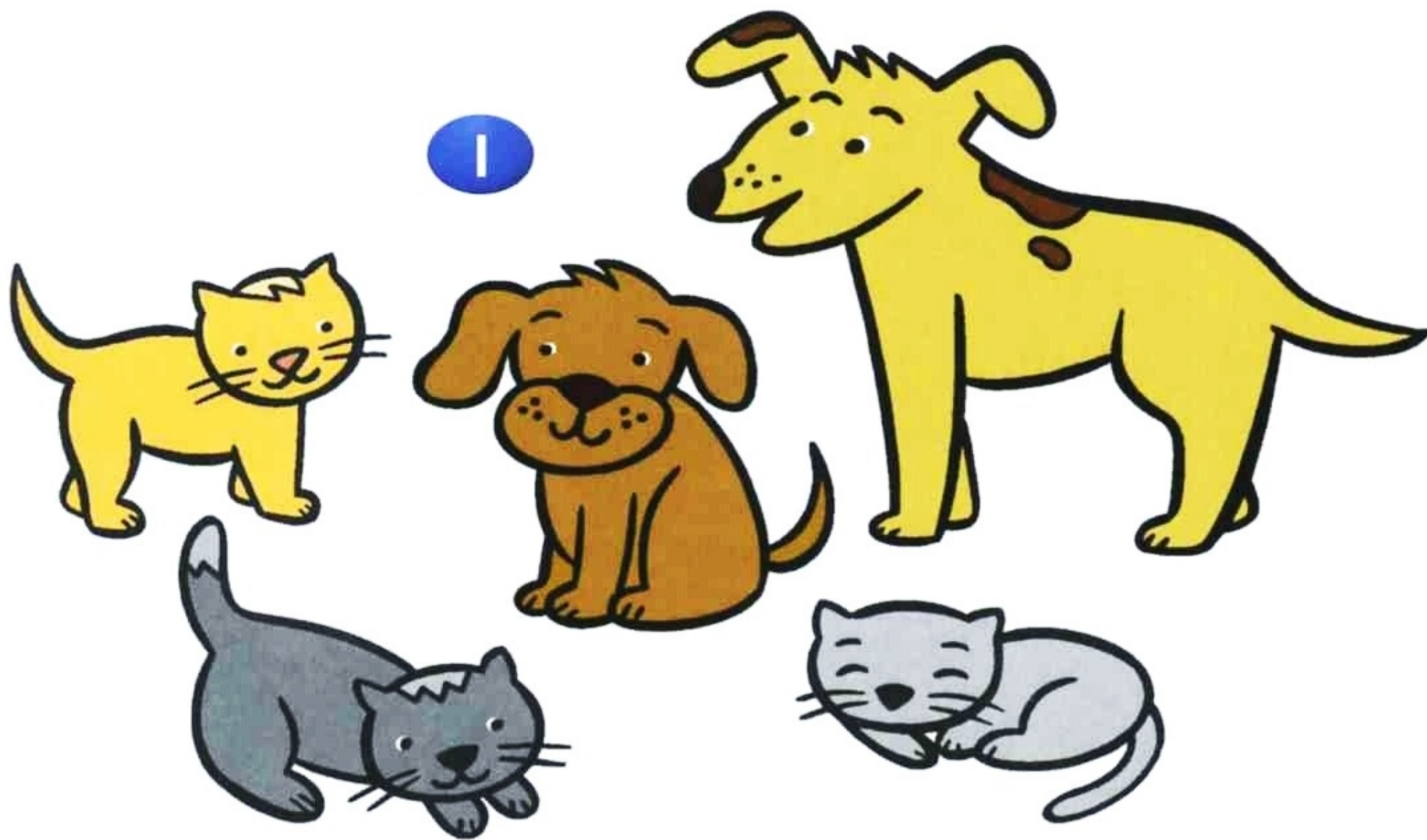
There is a little **ribbon**.



C. Make sentences.

CD 1
17

There are more **cats** than **dogs**.
There is more **chicken** than **rice**.



D. Ask and answer.

CD 1
18

Are there more **dogs** than **cats**?
Yes, there are.
No, there aren't.

Is there more **chicken** than **rice**?
Yes, there is.
No, there isn't.



Let's Start

A. Let's talk.

CD 1
19**Andy:** This is interesting.**Scott:** What is?**Andy:** People walk as fast as elephants.**Scott:** Really? I didn't know that.**Andy:** Which animal is faster, a horse or a zebra?**Scott:** I'm not sure. A zebra is probably faster.**Andy:** Wrong! A horse is faster than a zebra.**Scott:** Wow! Ask me another question.**Andy:** OK. Is a cat as fast as a polar bear?**Scott:** No, it isn't. A polar bear is faster.**Andy:** Are you sure?**Scott:** Yes, I'm sure.**Andy:** You're wrong. A cat can run as fast as a polar bear.

B. Let's practice.

CD 1
20I think a **horse** is faster than a **zebra**.

fast → as fast as → faster than

Did You Know?

100% = I'm sure.
 less than 100% sure =
 I'm not sure.
 I think.
 I don't think.
 probably

C. Practice the words. Ask and answer.

CD 1
21

1. a rhinoceros
43 kph



2. a squirrel
19 kph



5. a wolf
64 kph



6. a gazelle
80 kph



3. a polar bear
43 kph



4. a zebra
64 kph



7. a jaguar
57 kph



8. a skunk
12 kph



CD 1
22

Is a **rhinoceros** as fast as a **polar bear**?

Yes, it is.

No, it isn't. It's faster.
slower.

D. Practice the grammar chant.

CD 1
23

A gazelle is more graceful than a skunk.

But a skunk is smarter than a cow.

You're probably right, but I'm not sure. Is a skunk smarter than a cow?



A rhino is bigger than a zebra.

But it's smaller than a polar bear.

You're probably right, but I'm not sure. Is it smaller than a polar bear?



A wolf is faster than an elephant.

But it's slower than a butterfly.

You're probably right, but I'm not sure. Is it slower than a butterfly?



A. Practice the words.

CD 1
24

1. colorful



2. graceful



3. delicious



4. expensive



B. Say these.

CD 1
25

1. The squirrel is less colorful than the frog.
2. The squirrel is more colorful than the jaguar.
3. The frog is the most colorful.
4. The jaguar is the least colorful.



CD 1
26

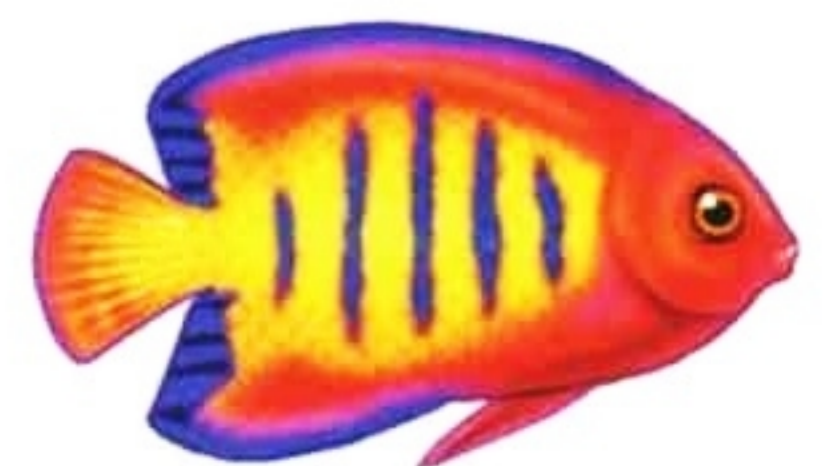
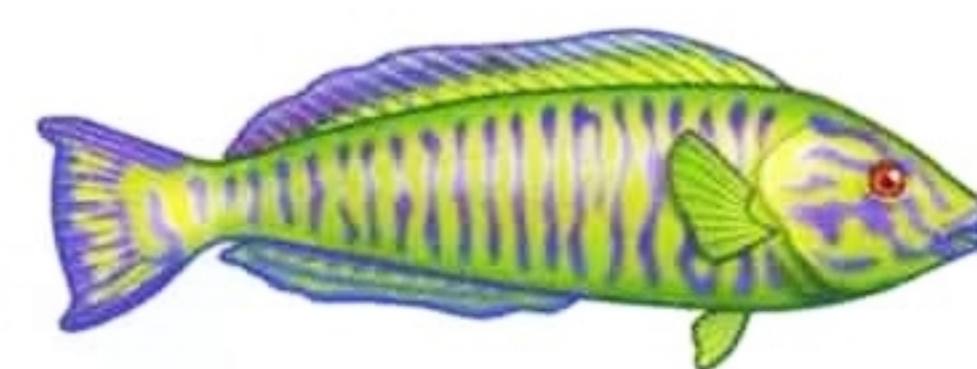
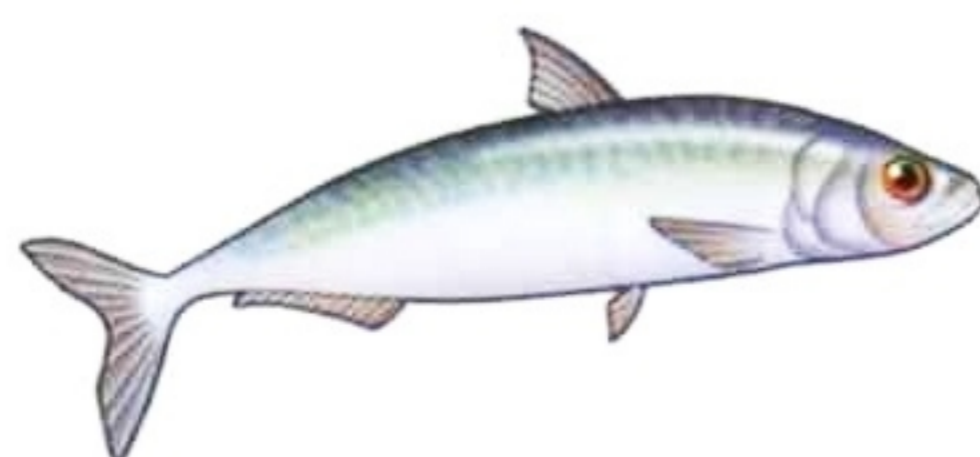
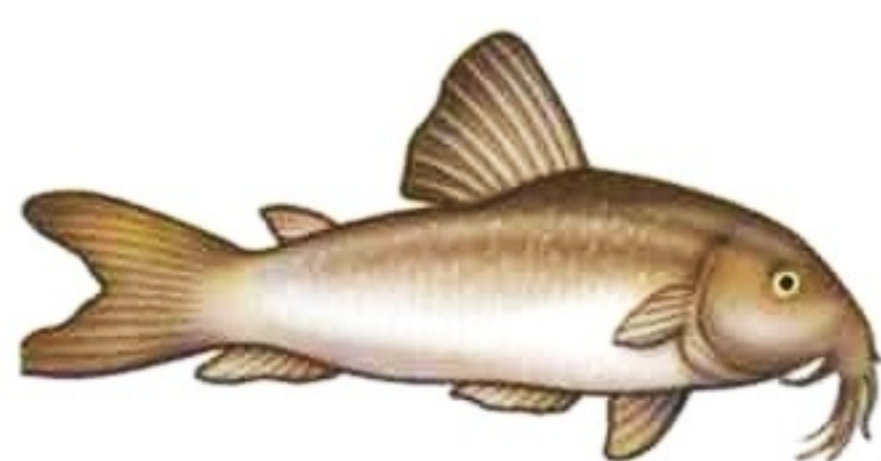
the least colorful

less colorful

colorful

more colorful

the most colorful



C. Practice the question and answer.

CD 1
27

CD 1
28

Which **animal** is the most **colorful**?
The **frog** is the most **colorful**.
Which **animal** is the least **colorful**?
The **wolf** is the least **colorful**.

1. graceful



animal

2. colorful



animal

3. expensive



clothing

4. delicious



food

D. Ask and answer. Ask questions about the picture above.

CD 1
29

Is the **zebra** | more |
| less | colorful than the **jaguar**?
Yes, it is.
No, it isn't.



Let's Read

A. Read the new words.

CD 1
30

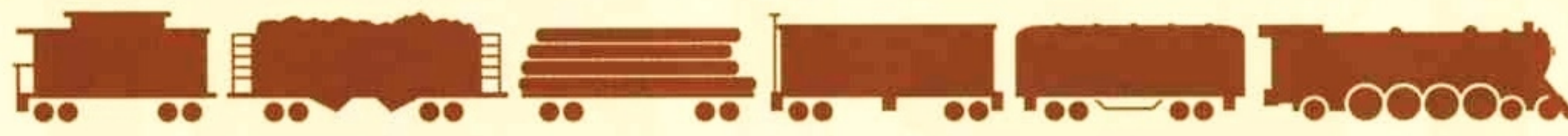
ride → rode
steam locomotive

pull → pulled
break down → broke down

build → built

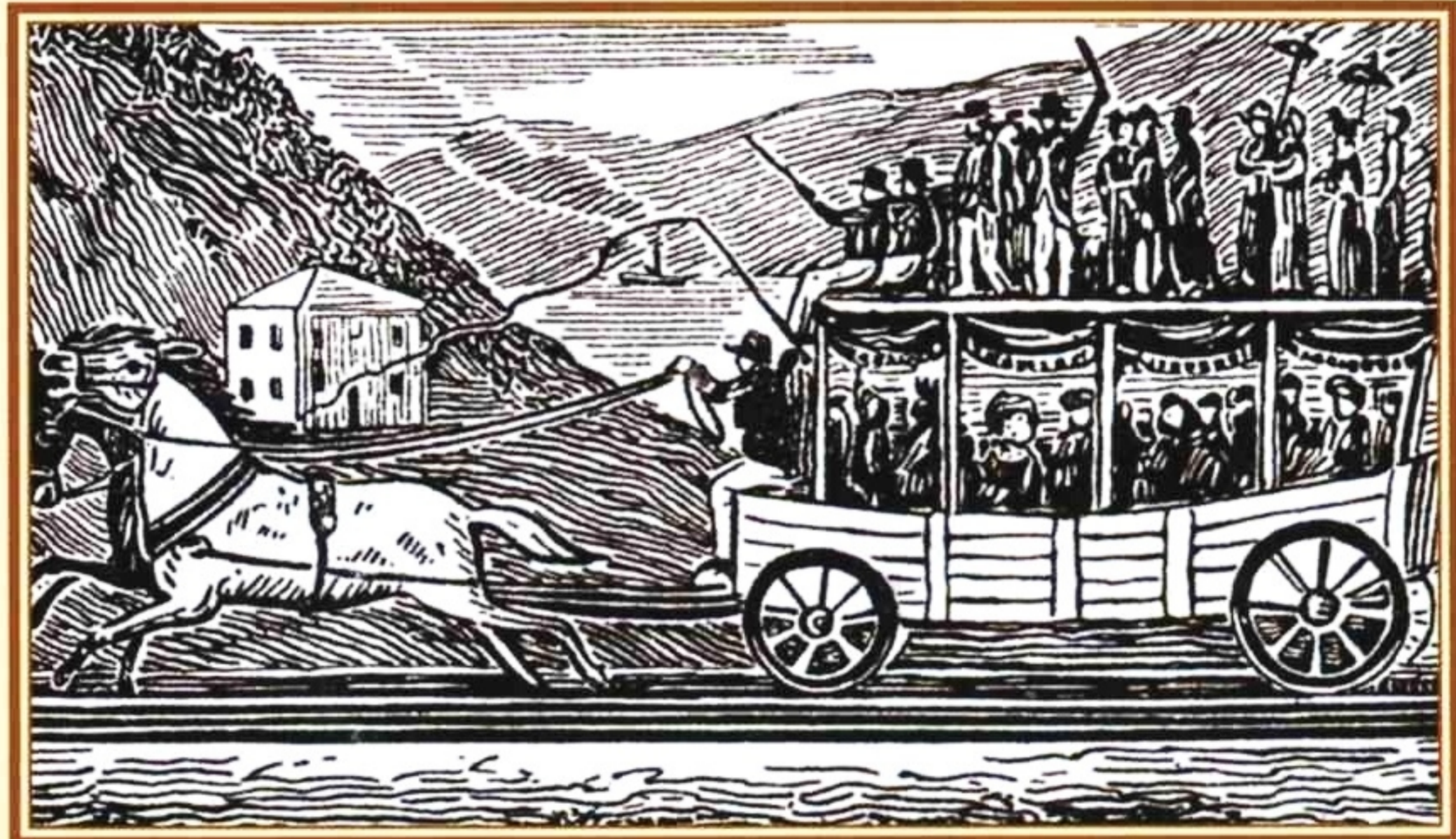
B. Read.

CD 1
31



A long time ago, people **rode** horses. The first trains used horses, too. Horses **pulled** the train cars.

In 1830, Peter Cooper **built** a **steam locomotive**. His locomotive and a horse had a race. His locomotive was faster and stronger than the horse. But the locomotive **broke down**, and the horse won the race. They had another race. This time the steam locomotive won.



Today, trains are faster and stronger than Peter Cooper's steam locomotive. Some trains can go faster than 430 kilometers per hour. That's fast!



C. Choose the best title.

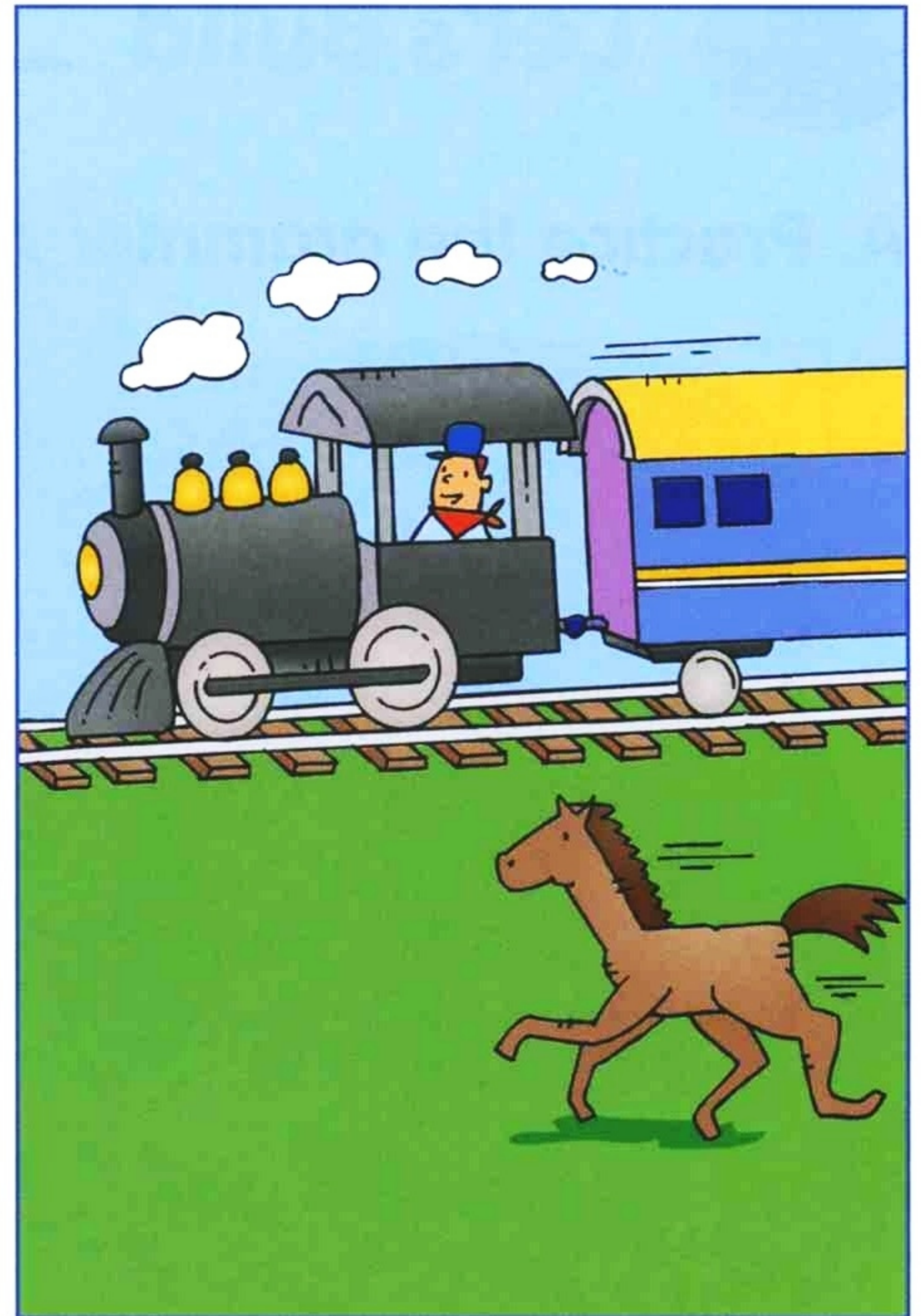
- a. History of Trains
- b. Horses and Trains
- c. Fast Trains

D. Answer the questions.

- 1. When did Peter Cooper build a steam locomotive?
- 2. Which was faster, the locomotive or the horse?
- 3. Do most trains use steam today?

E. True or false?

- 1. People rode horses a long time ago.
- 2. The horse broke down, and the locomotive won.
- 3. Today, some trains use horses.

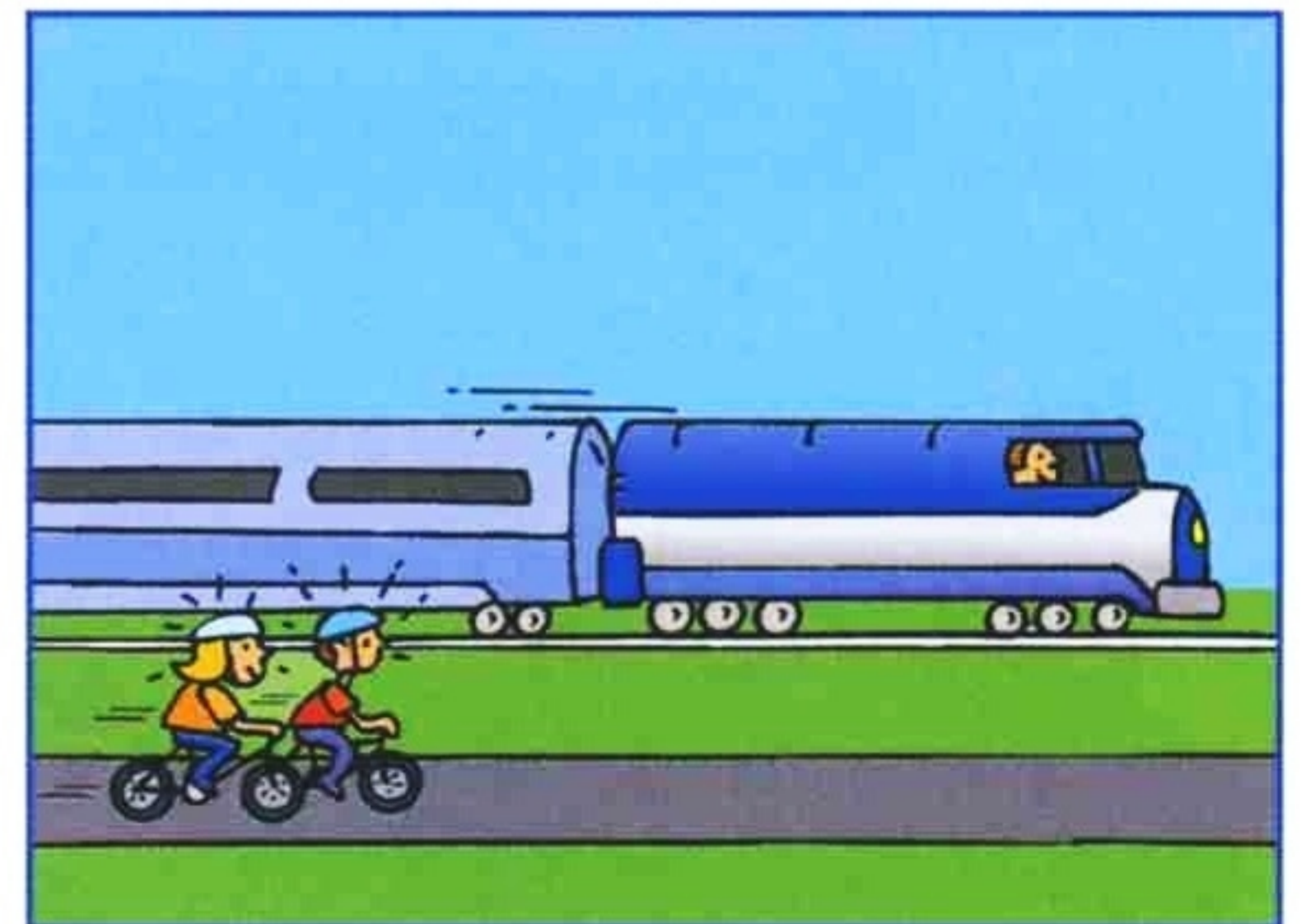
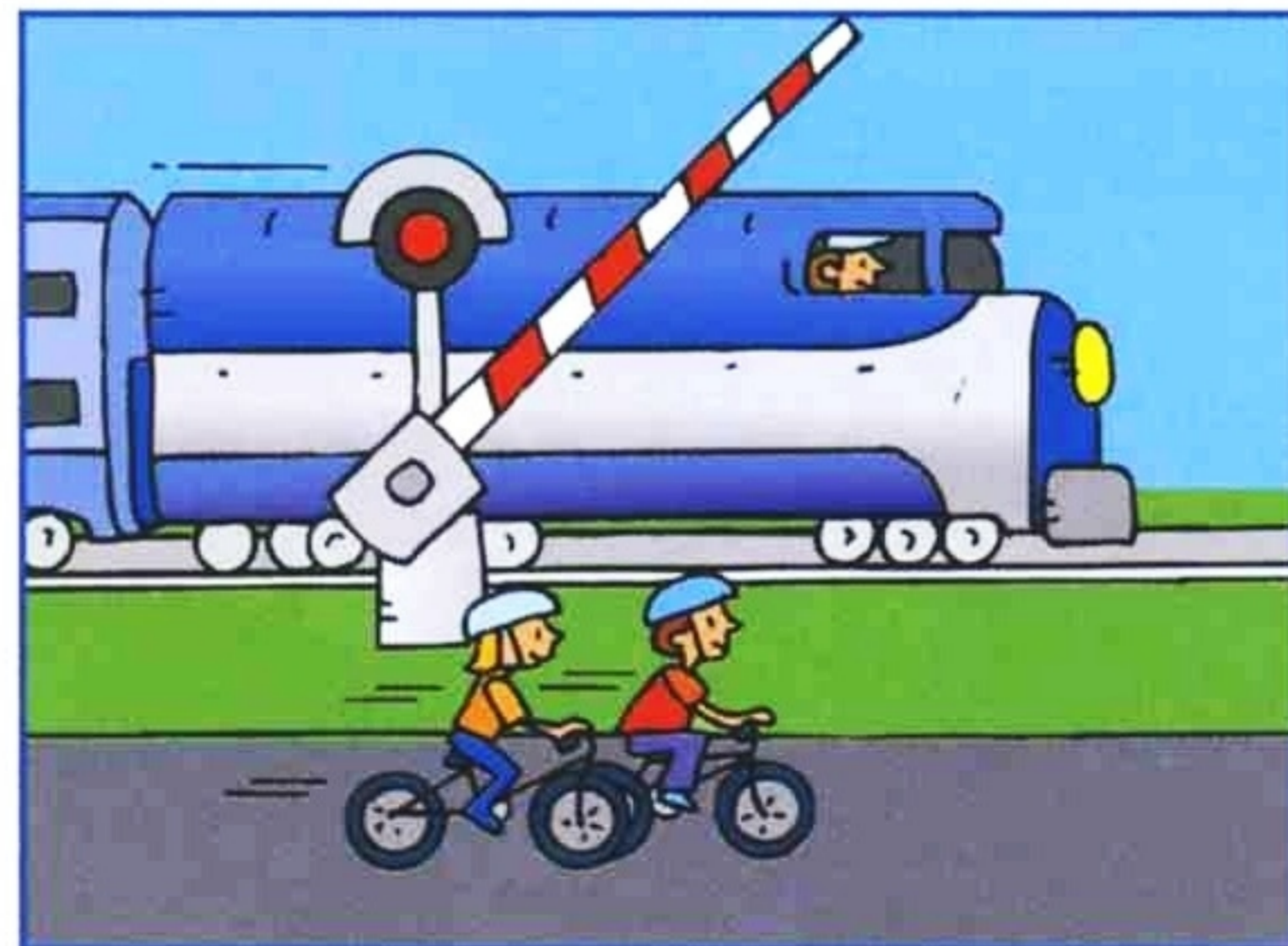
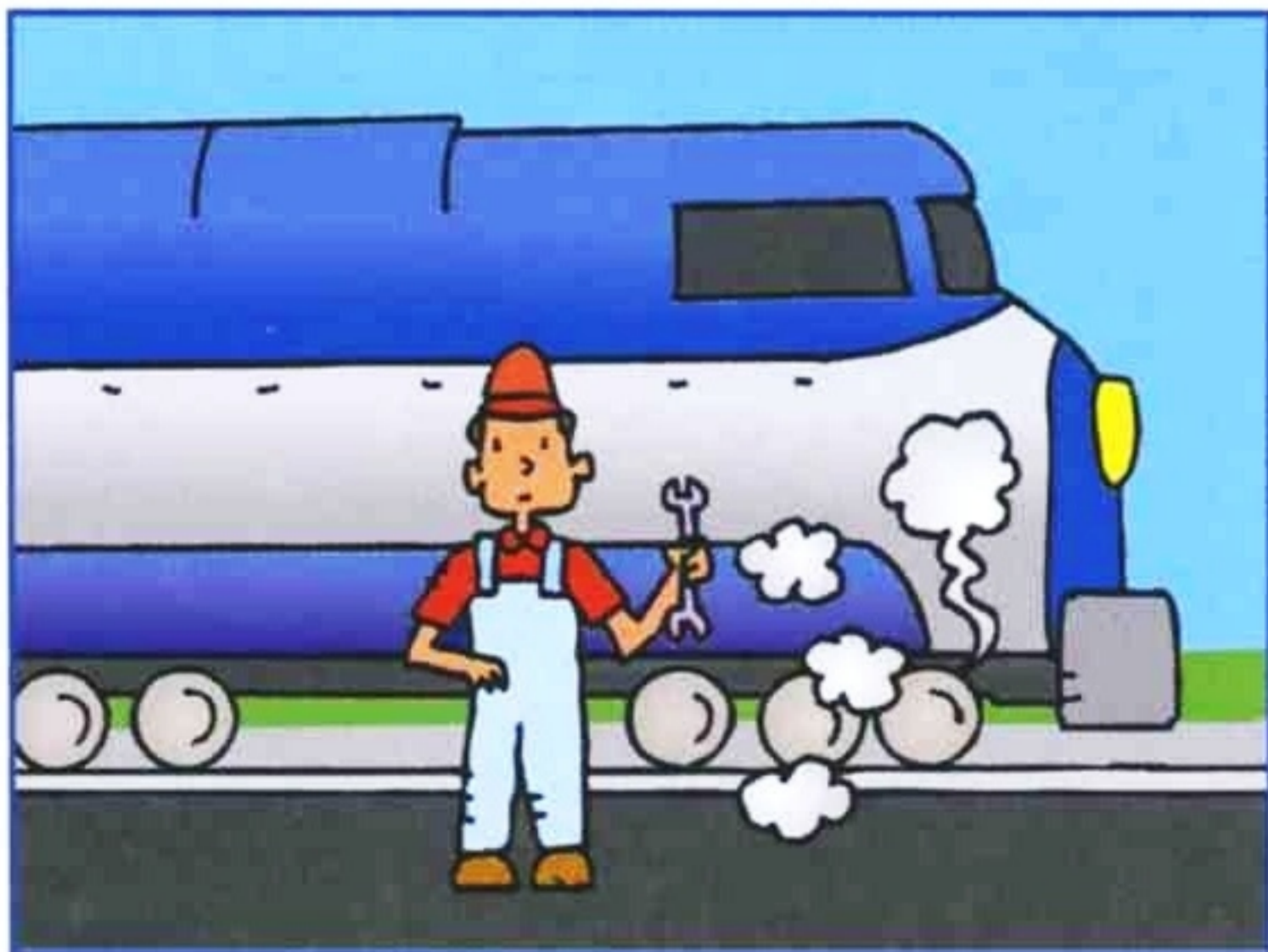


F. Understand the vocabulary.

But the locomotive **broke down**, and the horse won the race.

What does the locomotive **broke down** mean?

- a. The locomotive stopped.
- b. The locomotive was slow.
- c. The locomotive went fast.



G. What about you?

- 1. Do you like trains?
- 2. Do you ever ride on trains?
- 3. Do you ever ride on a horse?



Let's Build

A. Practice the grammar chant.

CD 1
32

Which is more expensive, a bicycle or a car?

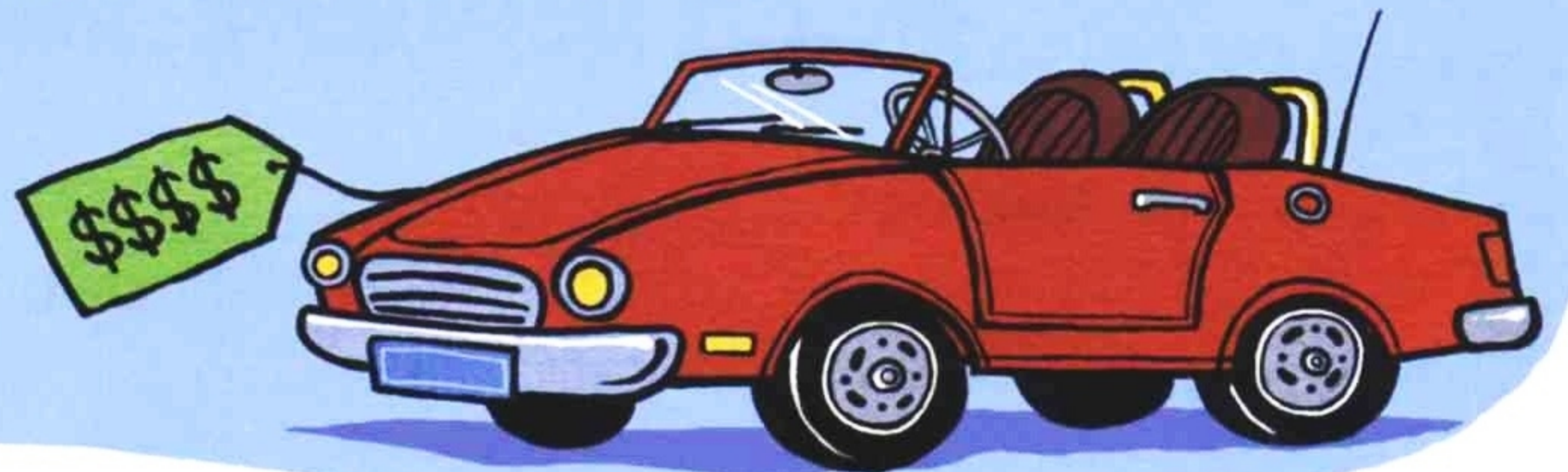
A car is more expensive than a bike.

Is a bike less expensive than a very old car?

Yes, it is. It's less expensive.

A car is faster and more expensive.

But a bike is more fun. A bike is more fun.



B. Ask and answer.

CD 1
33

Which one is **faster**?

The **airplane** is **faster**.

Which one is **less graceful**?

The **squirrel** is **less graceful**.

slower ↔ faster

lighter ↔ heavier

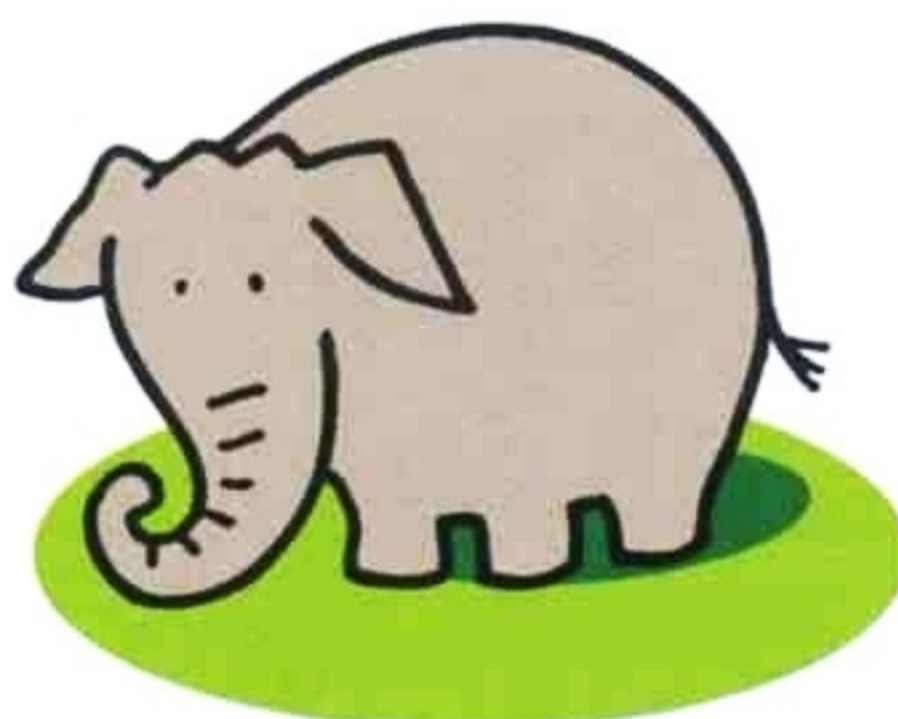
less colorful ↔ more colorful

less graceful ↔ more graceful

1. fast/slow



2. heavy/light



3. colorful



4. graceful



C. Play a game. Make sentences.

CD 1
34

The truck is the heaviest.
 The car is lighter than the truck.
 The car is | more | expensive than the truck.
 | less |
 The car is the fastest.
 The motorcycle is the | most | colorful.
 | least |

heavy	beautiful
light	colorful
fast	expensive
slow	delicious

one sentence = one point

The graphic is divided into six sections, each containing different items for comparison:

- Purple section:** A computer, a jacket, a t-shirt, and a bag.
- Orange section:** A motorcycle, a truck, and a car.
- Pink section:** An ice cream cone, a cookie, and a slice of cake.
- Green section:** A polar bear, a bear, an elephant, a dog, a lion, and a giraffe.
- Grey section:** A slice of pizza, a piece of meat, and a fish.
- Blue section:** A bicycle, an airplane, and a helicopter.

CD 1
35

Whose turn is it?
 Is it my turn?
 Is it your turn?



Units 1-2 Listen and Review

A. Listen and circle.

CD 1
36

1.



a b c

2.



a b c

3.



a b c

4.



a b c

B. Listen and check.

CD 1
37

1. Yes, it is. No, it isn't.

2. Yes, it is. No, it isn't.

C. Listen and circle.

CD 1
38

1.



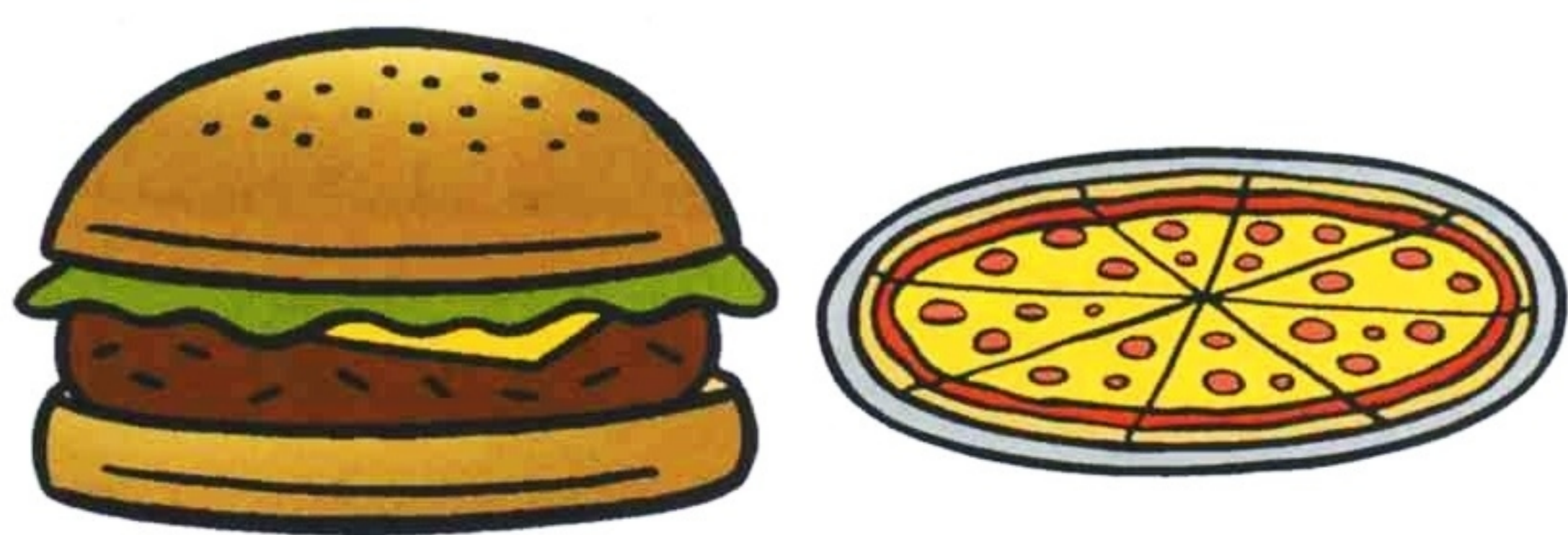
a b c

2.



a b c

3.



a b

4.



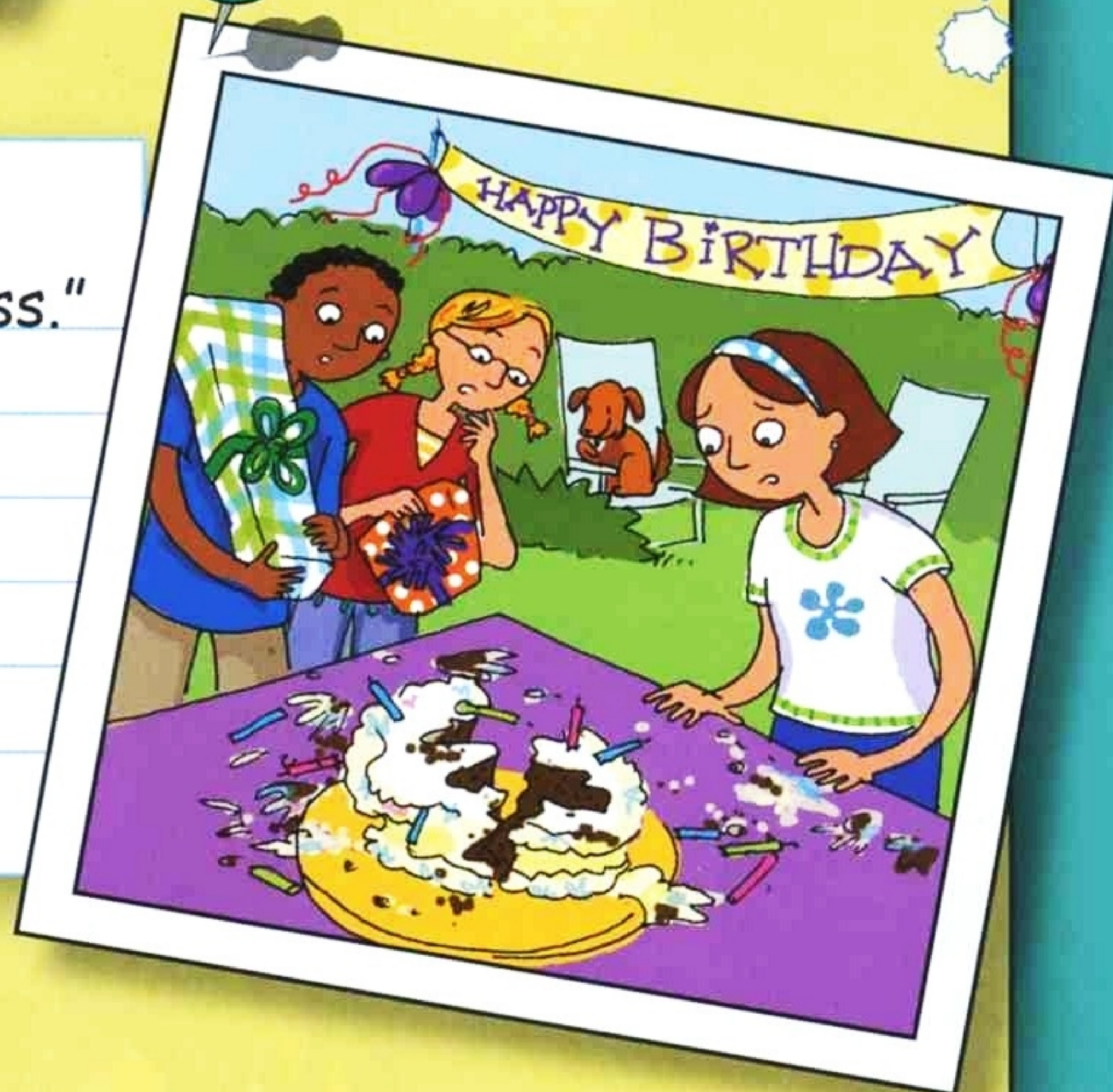
a b



"Happy Birthday, Annie!" said Ken and Lisa.
"It isn't happy," said Annie. "Look at my cake! Someone made a mess!"

New Words
mess
bark
handprint

"This was my cake," said Annie. "Now it's a mess."
"Who made the mess?" asked Lisa.
"I don't know," said Annie.
"Was anyone else here?" asked Ken.
"I don't think so," said Annie. "Lucky usually barks at people."



"Look, Lisa," said Ken. "There are a lot of small handprints in the cake and on the table."
"Those aren't handprints," said Lisa. "They're smaller than handprints. I think I know what happened."

Who made the mess?

