

THIRD EDITION

CD-ROM
INSIDE!

6

LET'S

STUDENT BOOK

GO



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OXFORD

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Let's Start



Let's Build



Let's Learn



Units Review

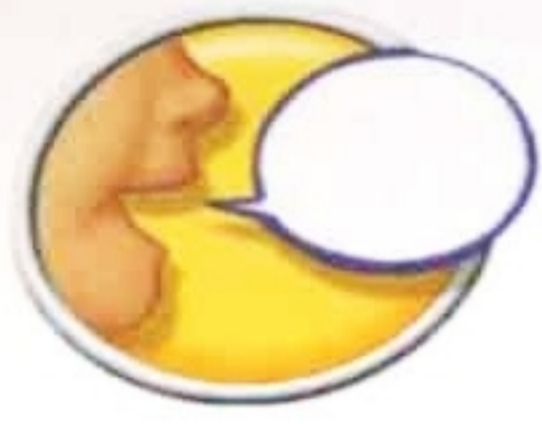


Let's Read



Let's Read About

Let's Read About



Let's Start

A. Let's talk.

CD 1
02



Kate: Whose mittens are those?

Jenny: They're Anna's mittens.

Kate: Which girl is Anna?

Jenny: She's the girl who is watering the plants.



Kate: Whose scarf is that?

Jenny: It's Anna's scarf.

Kate: What about that hat?

Jenny: That's 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 who is looking for his other glove.

B. Let's practice.

CD 1
03

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

It's my hat. = It's mine.
It's your hat. = It's yours.
It's his hat. = It's his.

It's her hat. = It's hers.
They're our hats. = They're ours.
They're their hats. = They're theirs.

C. Practice the words and sentences.

CD 1
04

CD 1
05



Anna is the girl who is watering the plants.

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

CD 1
06

Which girl is Anna? She's the girl who is watering the plants.



Let's Learn



What was he doing when the bell rang?

He was talking on his cell phone.



A. Practice the words.

CD 1
07

1. talking on his cell phone



2. listening to music



3. taking a nap



4. reading a magazine



5. cleaning his room



6. writing a message



B. Practice the sentences.

CD 1
08

CD 1
09

He was **talking on his cell phone** when the bell rang.
When the bell rang, he was **talking on his cell phone**.

C. Practice the question and answer.

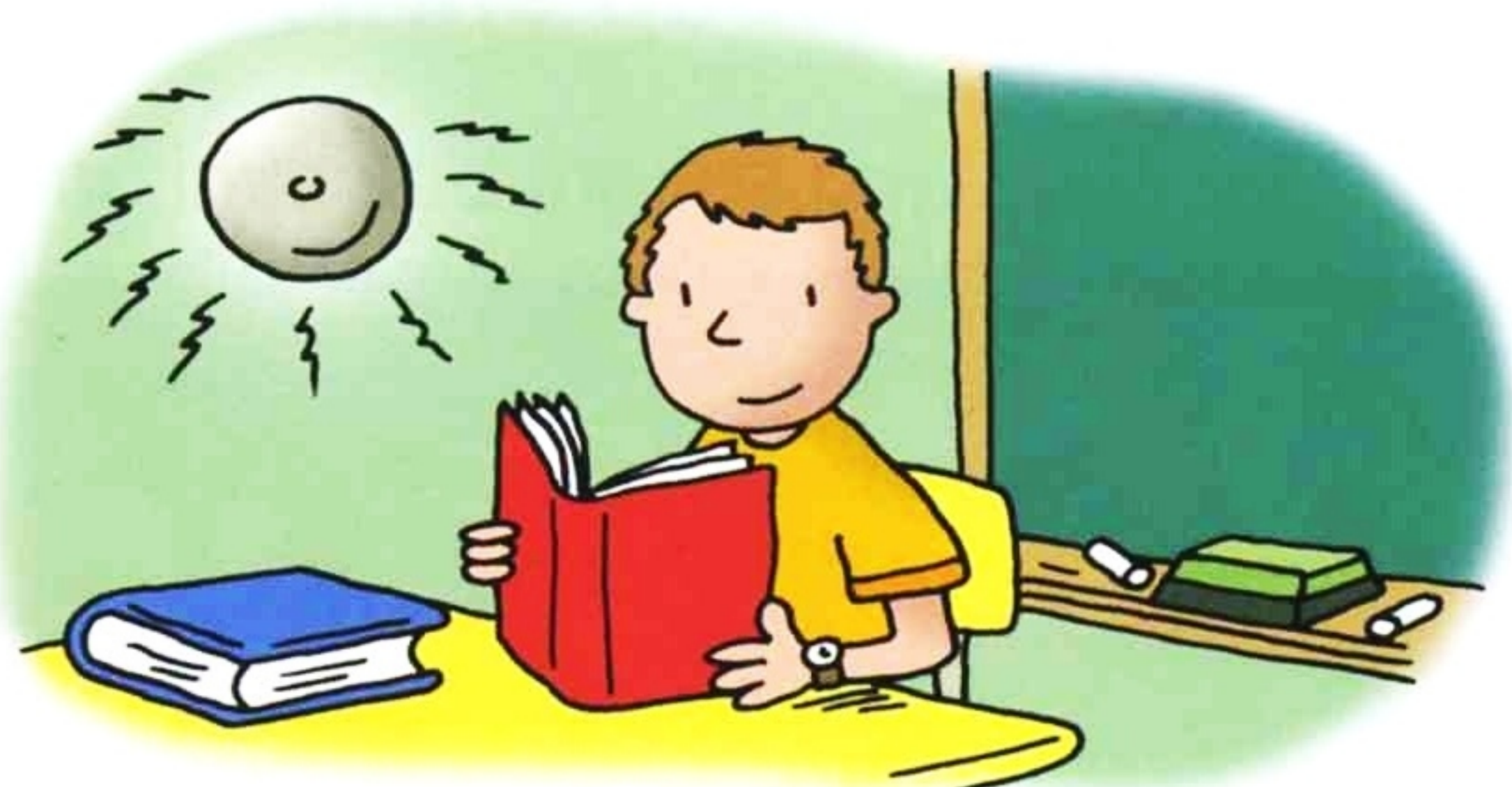
CD 1
10

CD 1
11

What was he doing when the bell rang?

He was **talking on his cell phone**.

1.



2.



3.



4.



5.



6.



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

CD 1
12

Was he **talking on his cell phone** when the bell rang?

Yes, he was.
No, he wasn't.



Let's Read

A. Read the new words.

CD 1
13

ice pops	invent →	invented	outside
mix →	mixed	stick	frozen

B. Read.

CD 1
14

THE FIRST ICE POP

Do you like **ice pops**? Today kids all around the world enjoy ice pops. Did you know that an eleven-year-old boy **invented** them in 1905?



One cold winter night, Frank was making soda water **outside**. He added soda powder to water and **mixed** it with a **stick**. He was mixing his drink when his mother called. "Come inside, Frank," she said. "It's time for bed."



Frank forgot to take his drink with him. In the morning, the soda water was **frozen**. He pulled the stick out of the cup and looked at the first ice pop.



C. Choose another title.

- a. How to Make an Ice Pop
- b. The History of Ice Pops
- c. Frank's Frozen Soda Water

D. Answer the questions.

- 1. Who invented the ice pop?
- 2. How did Frank make soda water?
- 3. Why did Frank leave the water outside?
- 4. What happened to the water?
- 5. Did Frank want to make an ice pop?

E. Understand the vocabulary.

An eleven-year-old boy **invented** them in 1905.

What does the word **invent** mean?

- a. make something
- b. make something for the first time
- c. make something many times

F. Understand the grammar.

He was mixing his drink when his mother called.

Which sentence has about the same meaning?

- a. First Frank was mixing his drink. Then his mother called.
- b. First Frank's mother called. Then he mixed his drink.

G. Your turn.

Think of two questions about the reading. Ask your partner.

H. What about you?

Do you like ice pops? What's your favorite flavor?





Let's Build

A. Practice the grammar chant.

CD 1
15

Whose boots are these?
 Whose boots are these?
 Whose boots are these?
 They're mine. They're my boots.

Whose socks are those?
 Whose socks are those?
 Whose socks are those?
 They're hers. They're her socks.

Whose hat is that? Whose hat is that?
 Whose hat is that?
 It's his. It's his hat.

This coat is his. That coat is hers.
 These gloves are mine. They're mine!



B. Ask and answer.

CD 1
16

Whose **scarf** is it?
 It's **Anna's scarf**. It's **hers**.

Whose **jeans** are they?
 They're **Jeff's jeans**. They're **his**.

Emily

Zack

Jeff

Anna

Megan

Tony



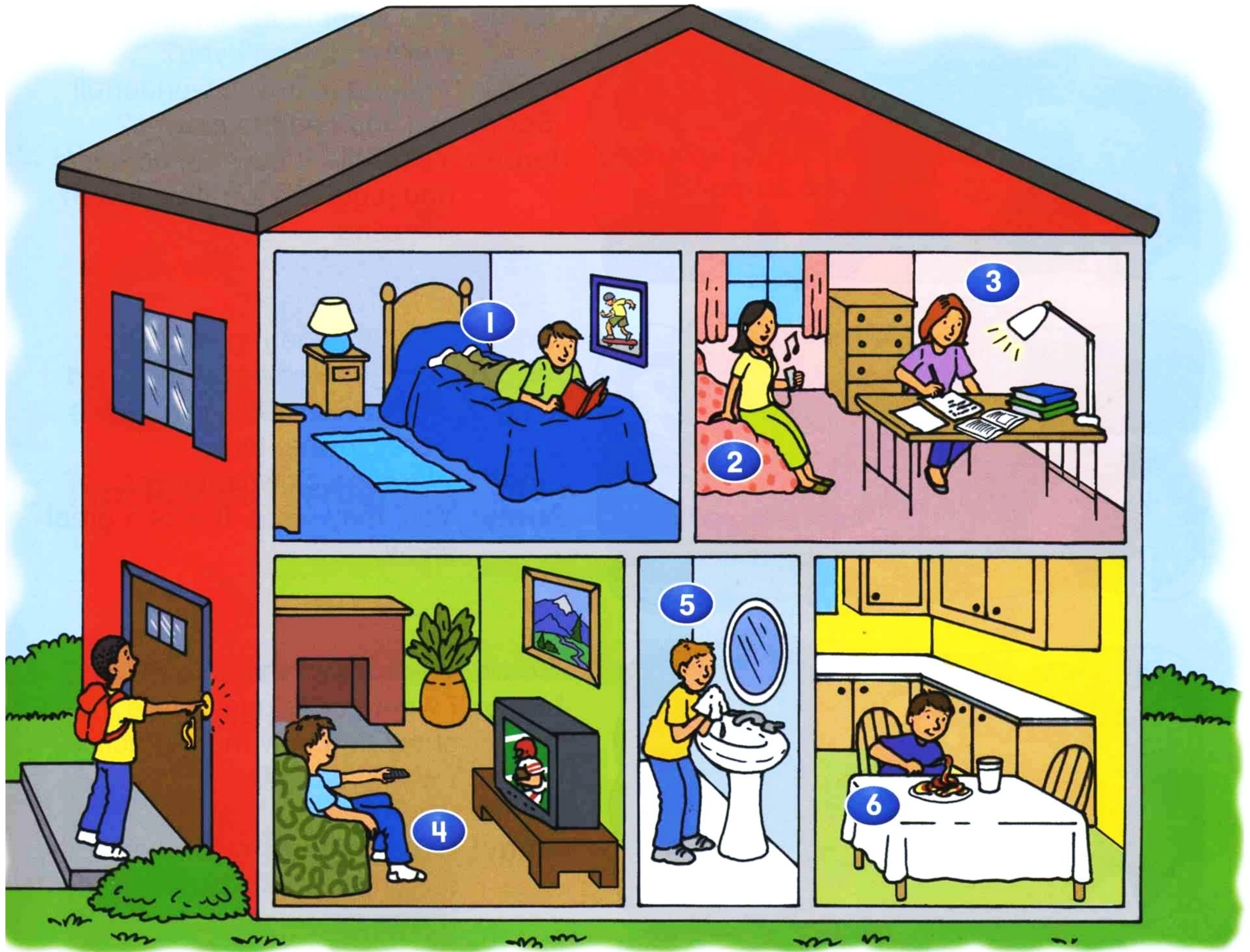
C. Make sentences.

CD 1
17

CD 1
18

watch TV
listen to music
wash his / her face
read a book
do homework
eat spaghetti

Bill was reading a book when the doorbell rang.



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

CD 1
19

Which boy is Bill? He's the boy who is reading a book.



Let's Start

A. Let's talk.

CD 1
20



Scott: You went to the circus last weekend, didn't you?

Jenny: Yes, I did. It was wonderful!

Scott: Did you see the clowns?

Jenny: Yes, I did. I saw the acrobats and jugglers, too. They were amazing.



Scott: What did the jugglers do?

Jenny: They juggled balls, fruit, and chairs. Some of the jugglers were clowns, too.

Scott: Were the clowns funny?

Jenny: Yes, they were. It was a great show.



Scott: What about the acrobats?

Jenny: I went backstage before the show and saw them practice. I was amazed.

Scott: Why?

Jenny: Because they're so strong. I stood on an acrobat's shoulders. It was exciting!

B. Let's practice.

CD 1
21

You went to the circus last weekend, didn't you?

Yes, I did.

No, I didn't.

C. Say these.

CD 1
22

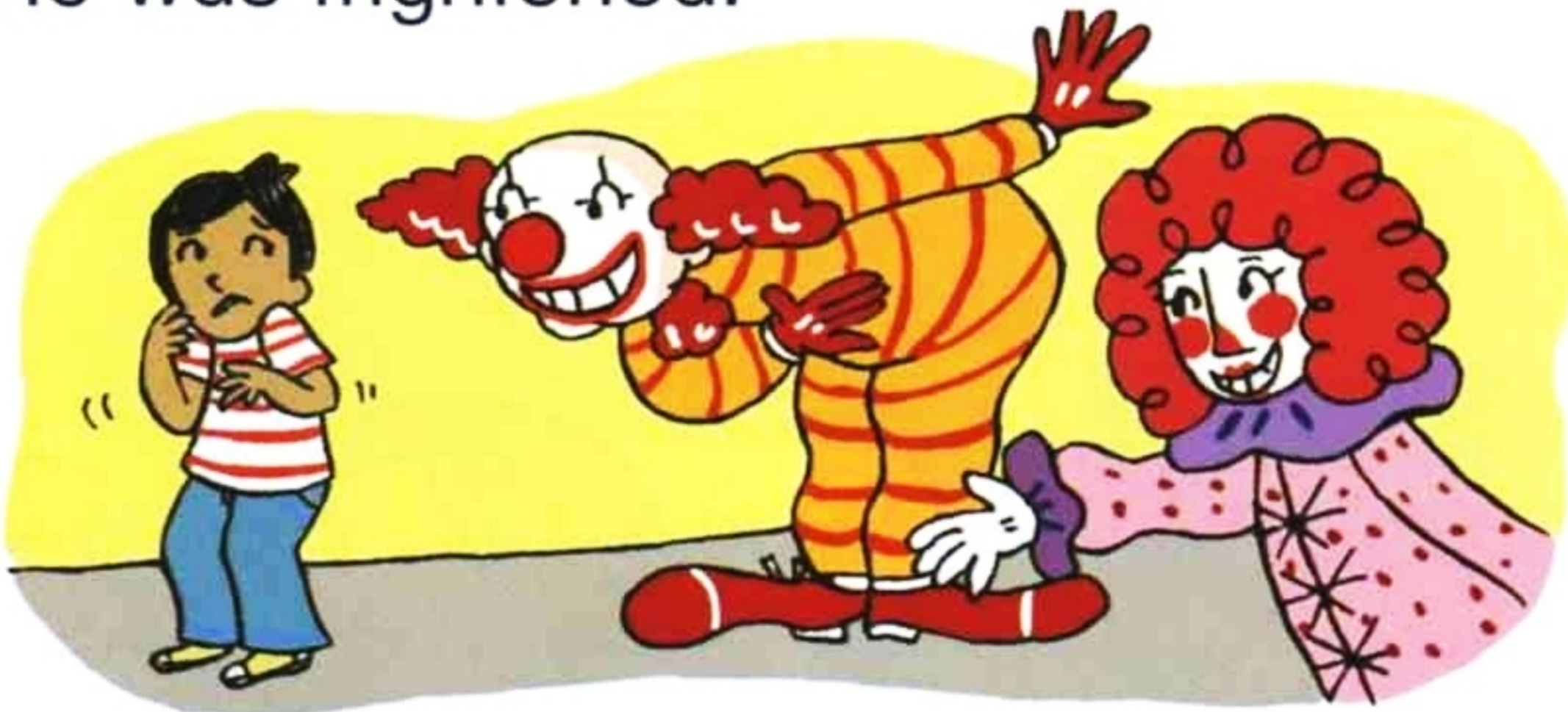
1. The acrobats were amazing.
She was amazed.



2. Backstage was interesting.
He was interested.



3. The clowns were frightening.
He was frightened.



4. The juggler was disappointing.
She was disappointed.



D. Practice the sentences.

CD 1
23

The juggler was amazing. She was amazed.

1. acrobat / disappointing



2. tiger / frightening



3. juggler / amazing



4. backstage / interesting





A. Say these.

CD 1
24

1.



The acrobat is beautiful.

2.



The man is strong.

3.



The dancers are graceful.

4.



The clowns are silly.

5.



The T-shirt is expensive.

6.



The ice cream is delicious.

B. Make sentences.

CD 1
25

CD 1
26

The acrobat is beautiful.

He said the acrobat was beautiful.

say	→	said
is	→	was
are	→	were

The acrobat is beautiful.



He said the acrobat was beautiful.

C. Practice the question and answer.

CD 1
27

CD 1
28

What did he say? He said it was **delicious**.

He	said	he	was	sad .
She		she		
They	said	they	were	amazed .



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

CD 1
29

Did he say he was sad ?	Yes, he did.	No, he didn't.
Did they say they were amazed ?	Yes, they did.	No, they didn't.



Let's Read

A. Read the new words.

CD 1
30

know how to	somersault	trampoline
am able to	trapeze	handstand
		acrobatics

B. Read.

CD 1
31

←
→
✕
🏠

Maya's Homepage

□
—
✉

WELCOME TO MAYA'S HOMEPAGE

I'm having a lot of fun at circus camp.

At first, everything was hard. I dropped the balls in juggling class. I wasn't strong. I didn't **know how to** do a **somersault**.

Now, I'm stronger. I can do somersaults on the **trampoline!** I **am able to** swing on the **trapeze**. I am able to do a **handstand**, but I can't stay up. I can juggle three balls easily. I'm one of the best students in the **acrobatics** class.







We're going to have a circus show at the end of camp. It will be next Saturday. I hope you will be able to come!

< >

C. Choose the best title.

- a. At the Circus
- b. Circus Camp
- c. Trapeze, Trampoline, and Juggling

D. Answer the questions.

- 1. Where is Maya now?
- 2. At first, was everything easy or hard?
- 3. Is Maya able to do a handstand?
- 4. Is she stronger now?
- 5. How many balls can she juggle?
- 6. When is the circus show going to be?

E. Understand the vocabulary.

I **am able to** do a handstand, but I can't stay up.

What does **am able to** mean?

- a. can
- b. did not want
- c. did not like

F. Understand the grammar.

I can juggle three balls easily.

Which sentence has about the same meaning?

- a. I am able to juggle three balls.
- b. I am not able to juggle three balls.

G. Your turn.

Think of two questions about the reading. Ask your partner.

H. What about you?

Have you ever been to a circus?

Would you like to go to a circus camp?





Let's Build

A. Practice the grammar chant.

CD 1
32



The circus was amazing.
 I was amazed.
 The acrobats were frightening,
 But they weren't frightened.

Grandma thought it was boring.
 She was really bored,
 But the kids said it was exciting.
 They were very excited!



B. Make sentences.

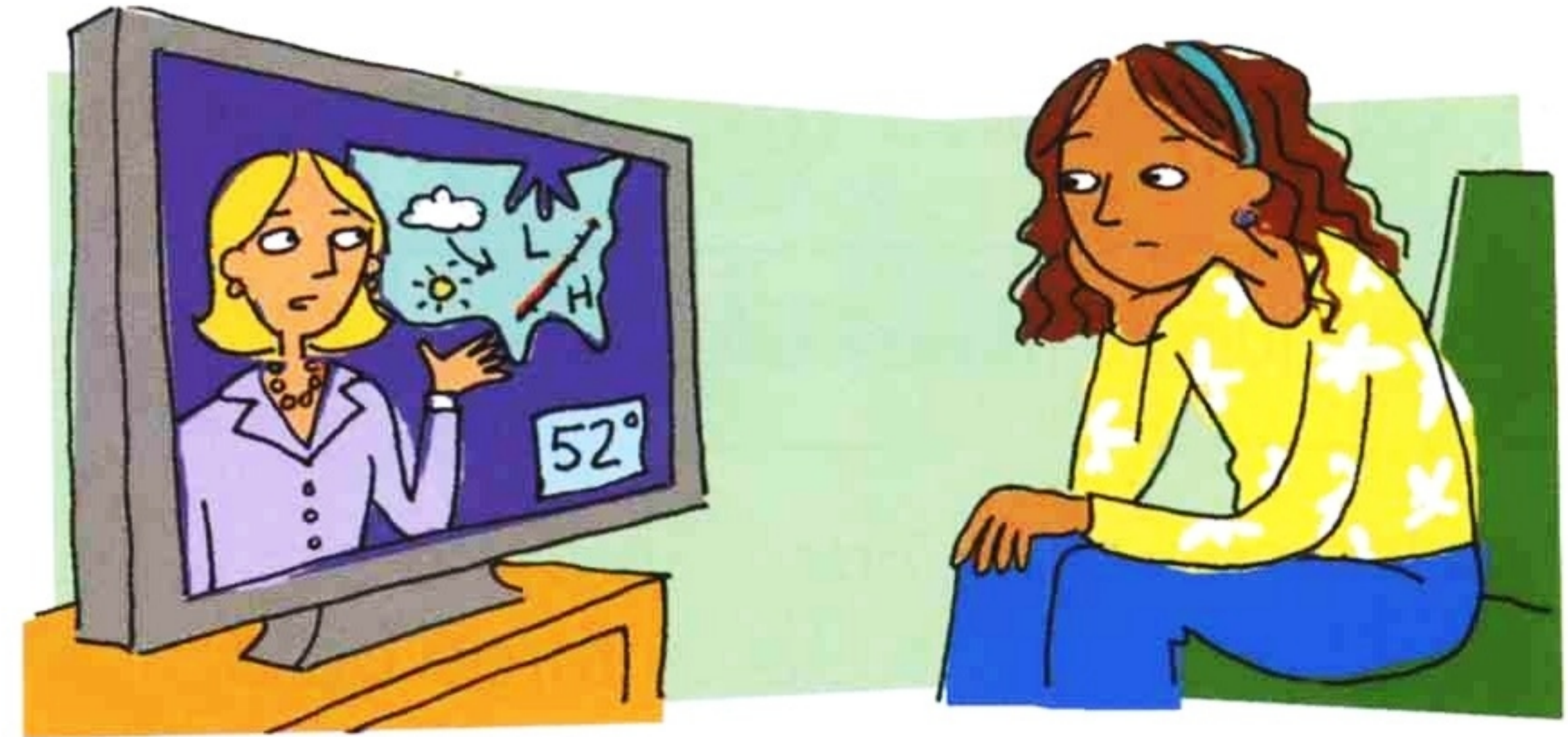
CD 1
33

He was **excited** by the **horseback ride**. The horseback ride was **exciting**.

1. excited / horseback ride



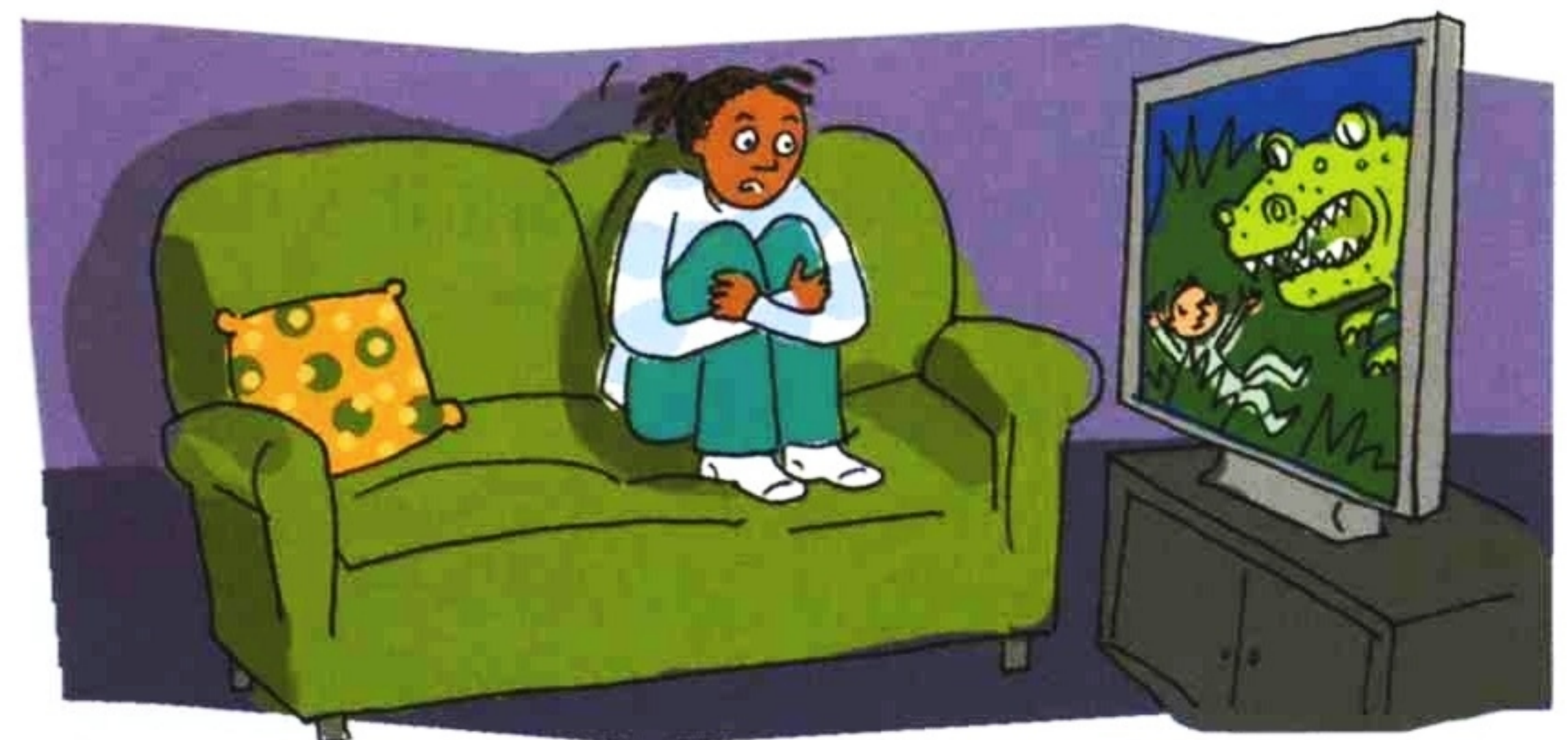
2. bored / TV show



3. tired / soccer game



4. frightened / movie



C. Play a game. What did they say?

CD 1
34

She said **she was happy**. He said **the cookies were delicious**.

Start

The cookies were delicious.

He was happy.

She was bored.

They went to the circus yesterday.

They woke up at 6:30 am.

End

They were surprised.

The movie was interesting.

They went to the museum.

The tennis game was exciting.

The party was amazing.

CD 1
35

Who's next?
Too bad.

It's your turn.
Try again.

It's **Kate's** turn.
Maybe next time.

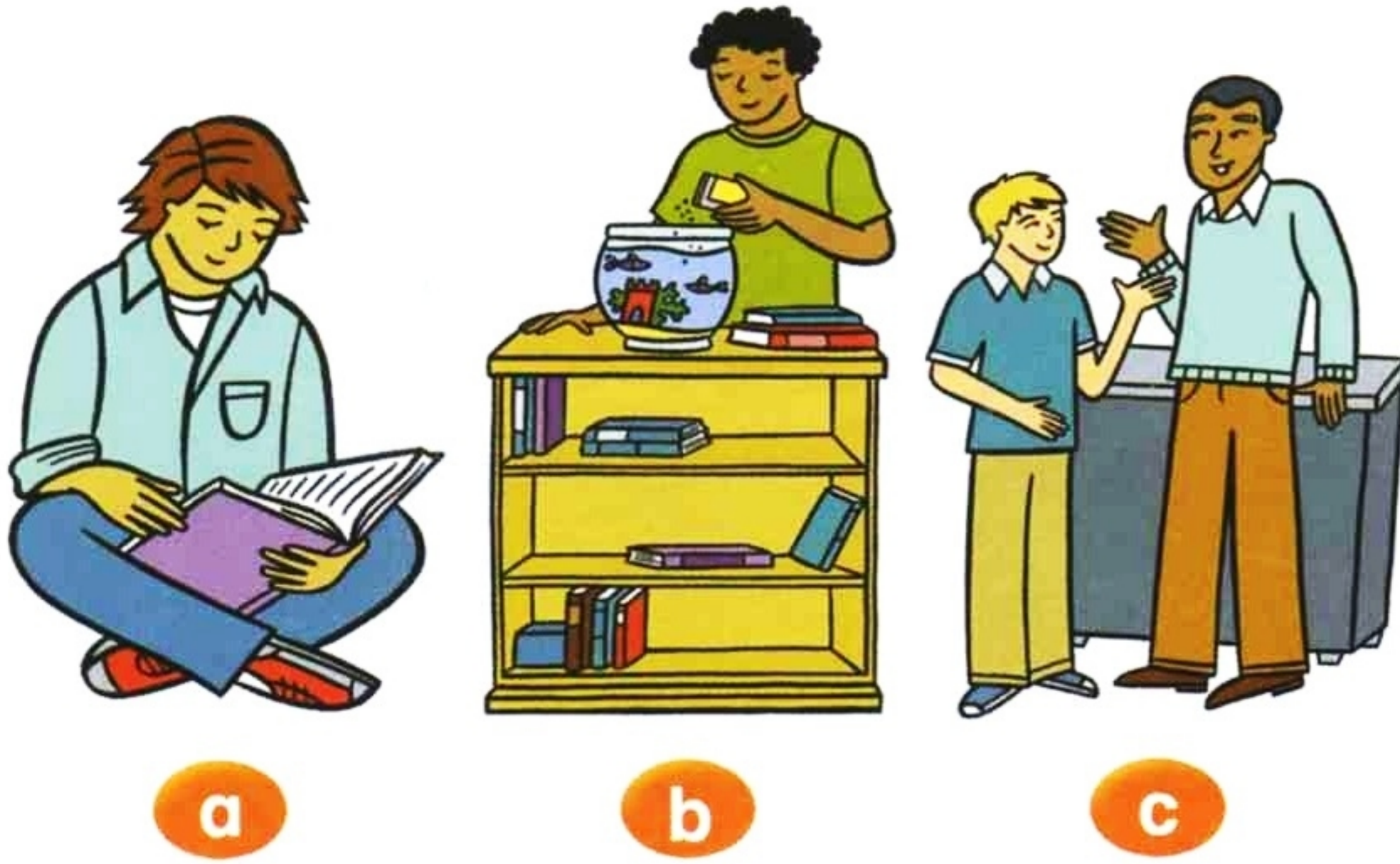


Units 1-2 Listen and Review

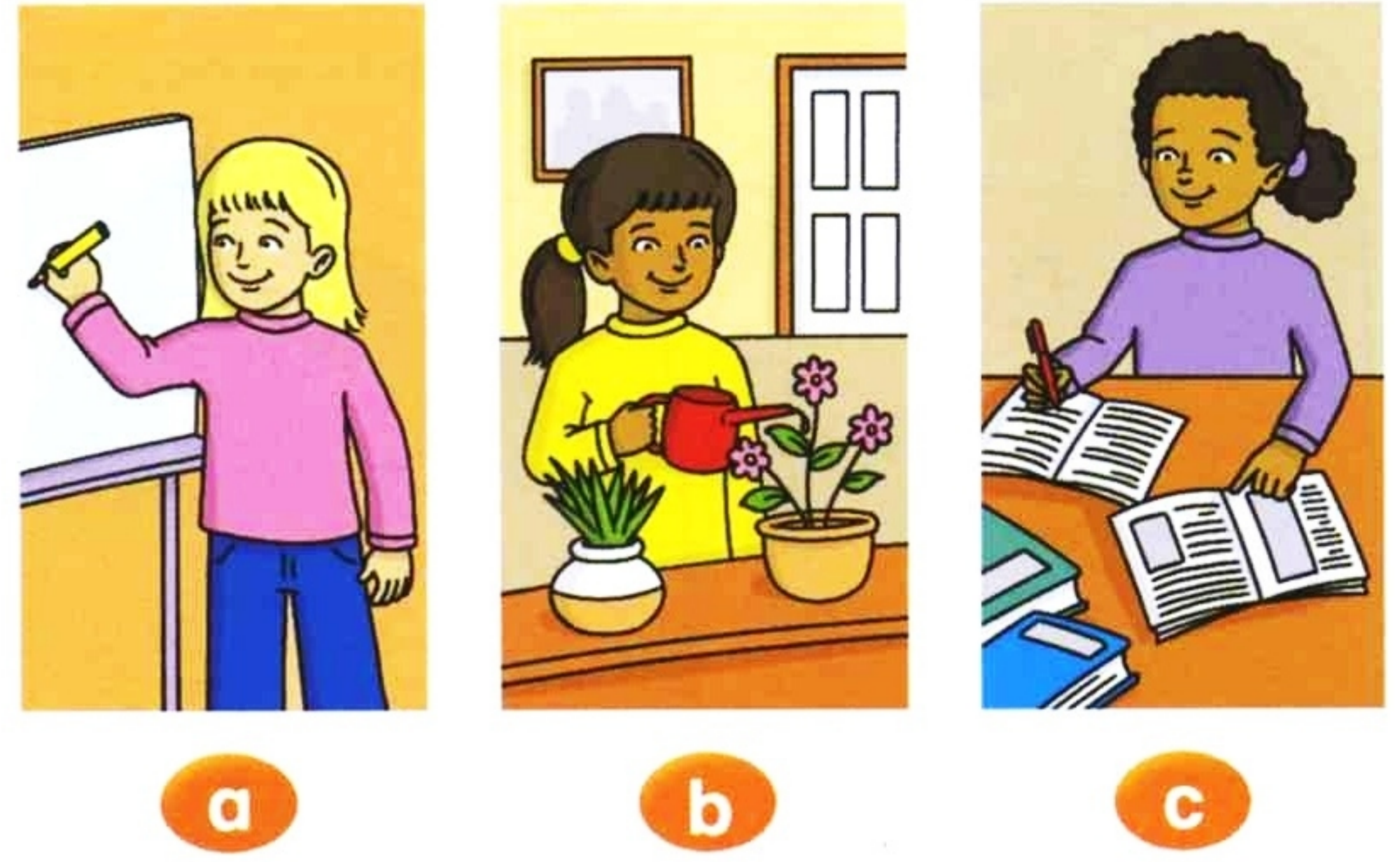
A. Listen and circle.

CD 1
36

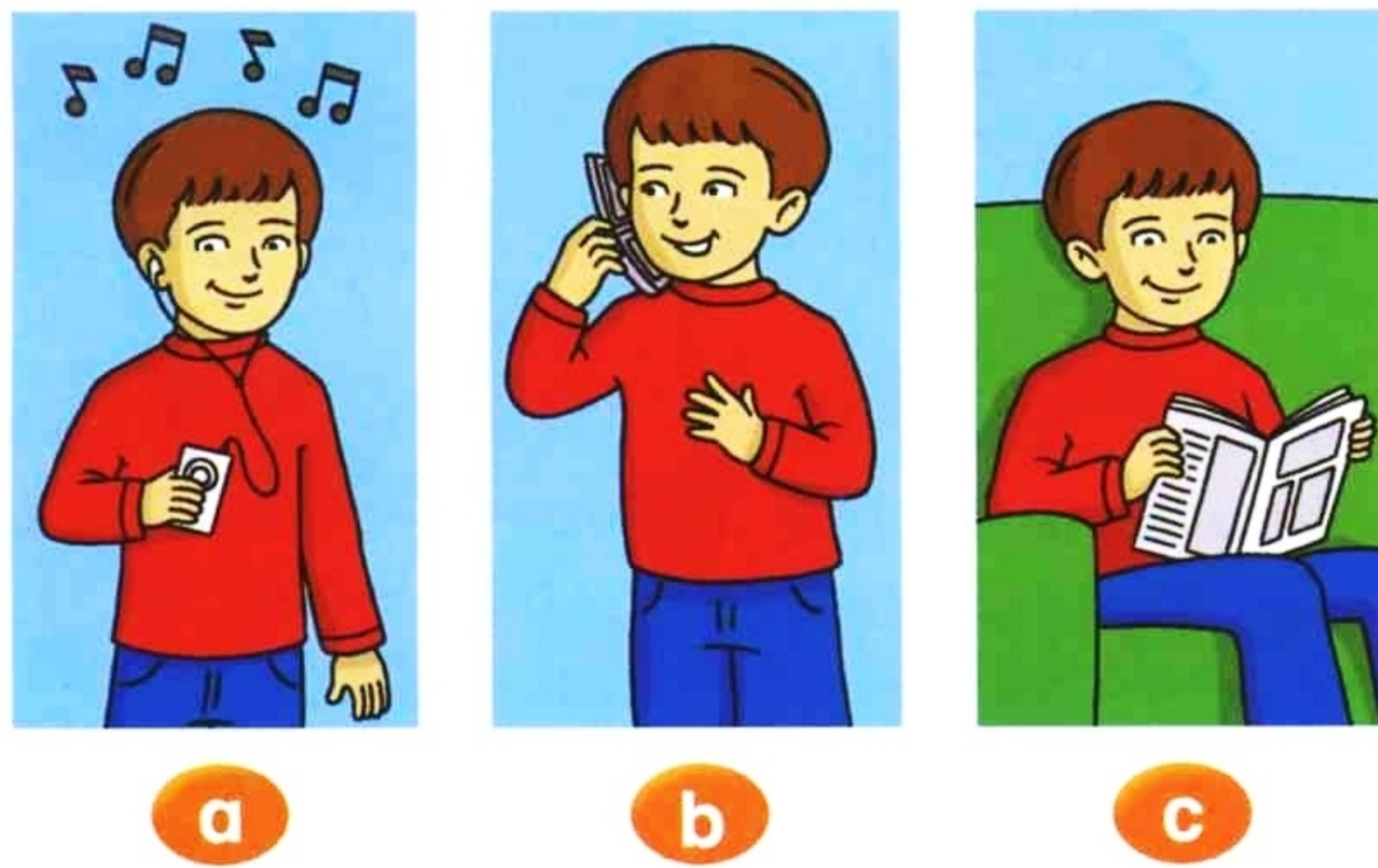
1.



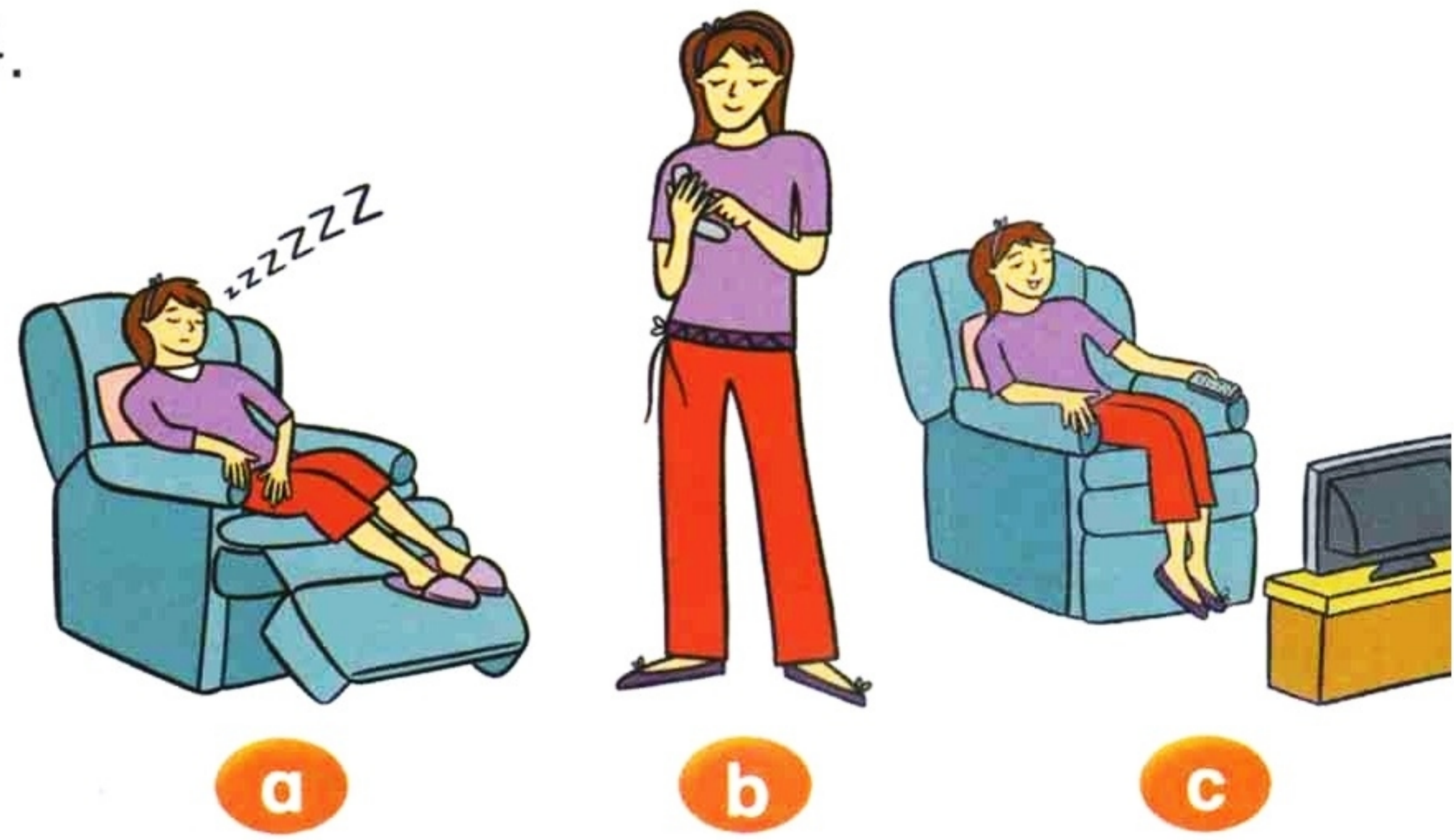
2.



3.



4.



B. Listen and check. What did they say?

CD 1
37

1. I was amazed.
 It was amazing.

2. It was disappointing.
 I was disappointed.

C. Listen and circle.

CD 1
38

1.

It's interesting.



a

She's graceful.



b

2.

He's tall.



a

It's exciting.



b

