

# LET'S GO 5<sup>TH</sup> EDITION LEVEL 1 SAMPLE MATERIALS



## **Contents:**

Syllabus

Student Book - Unit 1

Student Book – Review: Units 1-2

Workbook - Unit 1: Let's Learn

Teacher Book - Unit 1: Let's Talk

# Let's Go 1 Syllabus

## Let's Remember

**Alphabet Aa–Zz**  
**Numbers 1–10**

**Language:** What can you do? I can walk.  
I can run. I can jump. I can dance.

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<b>Unit 1 Things for School</b>			
<p><b>Conversation:</b> What's your name? My name is Kate.</p> <p><b>Song:</b> The Hello Song</p>	<p><b>School Supplies:</b> a pencil, a pen, a bag, a book, a desk, a chair, a ruler, an eraser</p> <p><b>Language:</b> What's this? It's a pencil/an eraser.</p> <p><b>Chant:</b> What's This? It's a Book.</p>	<p><b>Classroom Objects:</b> a map, a marker, a globe, a table, a board, a wastebasket, a poster, a crayon</p> <p><b>Language:</b> This is a map. Is this a poster? Yes, it is. No, it isn't. It's a pen.</p> <p><b>Listen and do:</b> take out, open, close, put away</p>	<p><b>Phonics</b></p> <p><b>Bb</b> bird, ball, boy</p> <p><b>Pp</b> peach, pencil, pink</p> <p><b>The BP Phonics Chant</b></p> <p><b>Story:</b> At the Park</p>
<b>Unit 2 Colors and Shapes</b>			
<p><b>Conversation:</b> How are you? I'm fine. Thank you.</p> <p><b>Song:</b> Hi, How Are You?</p>	<p><b>Colors:</b> yellow, blue, red, green, purple, orange, brown, pink, black, white</p> <p><b>Language:</b> What color is this? It's orange. This is a pencil. It's yellow and pink.</p> <p><b>Song:</b> The Black Cat Song</p>	<p><b>Shapes:</b> a triangle, a square, a circle, a star, a diamond, a heart, an oval, a rectangle</p> <p><b>Language:</b> This is a star. It's blue. It's a blue star. Is this a red square? Yes, it is. No, it isn't.</p> <p><b>Listen and do:</b> pick up, draw</p>	<p><b>Phonics</b></p> <p><b>Cc</b> cat, coat, cow</p> <p><b>Gg</b> girl, gate, goat</p> <p><b>The CG Phonics Chant</b></p> <p><b>Story:</b> Good Friends!</p>
<b>Let's Review Units 1 and 2</b>			
<b>Unit 3 At the Store</b>			
<p><b>Conversation:</b> This is my friend, Sarah. Hello, Sarah.</p> <p><b>Song:</b> This Is My Friend</p>	<p><b>Writing Supplies:</b> a crayon, a marker, a notebook, a pencil case, crayons, markers, notebooks, pencil cases</p> <p><b>Language:</b> How many crayons? One crayon. Three crayons.</p> <p><b>Song:</b> How Many?</p>	<p><b>Electronics:</b> a CD, a video game, a cell phone, a computer, CDs, video games, cell phones, computers</p> <p><b>Language:</b> What's this? It's a cell phone. What are these? They're CDs.</p> <p><b>Listen and do:</b> point to, find, count</p>	<p><b>Phonics</b></p> <p><b>Dd</b> desk, duck, door</p> <p><b>Tt</b> tiger, two, toys</p> <p><b>The DT Phonics Chant</b></p> <p><b>Story:</b> Ducks and Tigers</p>
<b>Unit 4 People at Home</b>			
<p><b>Conversation:</b> It's nice to meet you. It's nice to meet you, too.</p> <p><b>Song:</b> The Family Song</p>	<p><b>Family Words:</b> grandmother, grandfather, mother, father, sister, brother, baby sister, baby brother</p> <p><b>Language:</b> Who's she/he? She's my grandmother. He's my grandfather.</p> <p><b>Chant:</b> Who's She?</p>	<p><b>Describing People:</b> tall, short, young, old, pretty, handsome</p> <p><b>Language:</b> She's my mother. She's pretty.</p> <p><b>Song:</b> Is He Short? Is He Tall?</p> <p><b>Listen and do:</b> say, count, read, write</p>	<p><b>Phonics</b></p> <p><b>Aa</b> apple, cat, cap, bag</p> <p><b>The A Phonics Chant</b></p> <p><b>Story:</b> Let's Go to the Park</p>
<b>Let's Review Units 3 and 4</b>			



Let's Talk	Let's Learn	Let's Learn More	Let's Read
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### Unit 5 Happy Birthday!

<p><b>Conversation:</b> How old are you? I'm seven years old.</p> <p><b>Song:</b> The Happy Birthday Song</p>	<p><b>Toys:</b> a yo-yo, a baseball, a kite, a doll, a car, a robot, a bicycle, a jump rope, a puzzle, a bat</p> <p><b>Language:</b> What is it? I don't know. It's a yo-yo.</p> <p><b>Chant:</b> The Yo-Yo Chant</p>	<p><b>Describing Things:</b> big, little, new, old, long, short, round, square</p> <p><b>Language:</b> It's little. It's a little box.</p> <p><b>Chant:</b> Is It a Big Box?</p> <p><b>Listen and do:</b> ride, jump, throw, catch</p>	<p><b>Phonics</b></p> <p><b>Ee</b> egg, bed, pet, peg</p> <p><b>The E Phonics Chant</b></p> <p><b>Story:</b> Look at the Birds!</p>
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### Unit 6 Outdoors

<p><b>Conversation:</b> How's the weather? It's sunny.</p> <p><b>Weather:</b> sunny, rainy, windy, cloudy, snowy</p> <p><b>Song:</b> How's the Weather?</p>	<p><b>Nature:</b> a flower, a tree, a cloud, a puddle, flowers, trees, clouds, puddles</p> <p><b>Language:</b> How many flowers/trees are there? There's one flower. There are four trees.</p>	<p><b>Location Words:</b> in, on, under, by</p> <p><b>Language:</b> Where's the bat? It's on the table. Where are the balls? They're under the table.</p> <p><b>Song:</b> Where Are the Bugs?</p> <p><b>Listen and do:</b> put on, put by, put in, put under</p>	<p><b>Phonics</b></p> <p><b>Ii</b> igloo, bib, big, pit</p> <p><b>The I Phonics Chant</b></p> <p><b>Story:</b> In the Snow</p>
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### Let's Review Units 5 and 6

#### Unit 7 Food

<p><b>Conversation:</b> Here you are. Thank you. You're welcome.</p> <p><b>Song:</b> I Want an Apple</p>	<p><b>Foods:</b> a banana, a soda, a milkshake, a cookie, a sandwich, a salad, an egg, an orange</p> <p><b>Language:</b> What do you want? I want a banana. I want an orange.</p> <p><b>Song:</b> What Do You Want?</p>	<p><b>More Foods:</b> chicken, fish, pizza, bread, rice, milk, cake, ice cream</p> <p><b>Language:</b> I want chicken. I don't want fish. Do you want pizza? Yes, I do. No, I don't.</p> <p><b>Listen and do:</b> wash, eat, drink, brush</p>	<p><b>Phonics</b></p> <p><b>Oo</b> octopus, dot, pot, top</p> <p><b>The O Phonics Chant</b></p> <p><b>Story:</b> On the Beach</p>
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#### Unit 8 Animals

<p><b>Conversation:</b> What's your favorite color? Red. What about you? I like blue.</p> <p><b>Song:</b> What's Your Favorite Color?</p>	<p><b>Pets:</b> a cat, a dog, a bird, a rabbit, a frog, cats, dogs, birds, rabbits, frogs</p> <p><b>Language:</b> There's a rabbit! I like rabbits. What do you like? I like cats.</p> <p><b>Song:</b> I Like Turtles</p>	<p><b>Zoo Animals:</b> a monkey, a lion, a bear, a giraffe, an elephant, monkeys, lions, bears, giraffes, elephants</p> <p><b>Language:</b> I like monkeys. I don't like lions.</p> <p><b>Listen and do:</b> hear, see, feed, pet</p>	<p><b>Phonics</b></p> <p><b>Uu</b> umbrella, tub, bug, cup</p> <p><b>The U Phonics Chant</b></p> <p><b>Story:</b> On the Playground</p>
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### Let's Review Units 7 and 8

# Word List

<b>A</b>	cow . . . . . 18	here . . . . . 58	orange (color) . . . 14	<b>T</b>
about . . . . . 66	crayon . . . . . 8	hi . . . . . 12	orange (fruit) . . . 60	table . . . . . 8
alphabet . . . . . 35	cup . . . . . 72	how . . . . . 12	oval . . . . . 16	take out . . . . . 9
am . . . . . 4	<b>D</b>	hungry . . . . . 58	<b>P</b>	tall . . . . . 34
and . . . . . 15	dance . . . . . 3	<b>I</b>	pat . . . . . 36	tap . . . . . 36
apple . . . . . 36	desk . . . . . 6	I . . . . . 4	peach . . . . . 10	teeth . . . . . 63
are . . . . . 12	diamond . . . . . 16	ice cream . . . . . 62	peg . . . . . 46	ten (10) . . . . . 3
at . . . . . 28	dig . . . . . 54	igloo . . . . . 54	pen . . . . . 6	thank you . . . . . 12
<b>B</b>	do . . . . . 3	in . . . . . 52	pencil . . . . . 6	there . . . . . 50
baby . . . . . 32	dog . . . . . 68	is . . . . . 4	pencil case . . . . . 24	these . . . . . 26
bag . . . . . 6	doll . . . . . 42	it . . . . . 6	pet (noun) . . . . . 46	they . . . . . 26
ball . . . . . 10	door . . . . . 28	<b>J</b>	pet (verb) . . . . . 71	thirsty . . . . . 58
banana . . . . . 60	dot . . . . . 64	juice . . . . . 58	pick up . . . . . 17	this . . . . . 6
baseball . . . . . 42	draw . . . . . 17	jump . . . . . 3	pink . . . . . 10	three (3) . . . . . 3
bat . . . . . 42	drink . . . . . 63	jump rope . . . . . 42	pit . . . . . 54	throw . . . . . 45
bear . . . . . 70	duck . . . . . 28	<b>K</b>	pizza . . . . . 62	tiger . . . . . 28
bed . . . . . 46	<b>E</b>	kite . . . . . 42	play . . . . . 22	to . . . . . 27
bib . . . . . 54	eat . . . . . 63	know . . . . . 42	point . . . . . 27	today . . . . . 41
bicycle . . . . . 42	egg . . . . . 46	<b>L</b>	poster . . . . . 8	too . . . . . 30
big . . . . . 44	eight (8) . . . . . 3	let's . . . . . 55	pot . . . . . 64	top . . . . . 64
bird . . . . . 10	elephant . . . . . 70	like . . . . . 66	pretty . . . . . 34	toys . . . . . 28
birthday . . . . . 40	eraser . . . . . 6	lion . . . . . 70	puddle . . . . . 50	tree . . . . . 50
black . . . . . 14	<b>F</b>	little . . . . . 44	purple . . . . . 14	triangle . . . . . 16
blue . . . . . 14	family . . . . . 31	long . . . . . 44	put . . . . . 53	tub . . . . . 72
board . . . . . 8	father . . . . . 32	look . . . . . 29	put away . . . . . 9	turtle . . . . . 69
book . . . . . 6	favorite . . . . . 66	<b>M</b>	puzzle . . . . . 42	two (2) . . . . . 3
box . . . . . 44	feed . . . . . 71	make . . . . . 55	<b>R</b>	<b>U</b>
boy . . . . . 10	find . . . . . 27	many . . . . . 24	rabbit . . . . . 68	umbrella . . . . . 72
bread . . . . . 62	fine . . . . . 12	map . . . . . 8	rainy . . . . . 48	under . . . . . 52
brother . . . . . 32	fish . . . . . 62	marker . . . . . 8	read . . . . . 35	<b>V</b>
brown . . . . . 14	five (5) . . . . . 3	meet . . . . . 30	rectangle . . . . . 16	video game . . . . . 26
brush . . . . . 63	flower . . . . . 50	milk . . . . . 62	red . . . . . 14	<b>W</b>
bug . . . . . 72	food . . . . . 67	milkshake . . . . . 60	rice . . . . . 62	walk . . . . . 3
by . . . . . 52	four (4) . . . . . 3	monkey . . . . . 70	ride . . . . . 45	want . . . . . 58
<b>C</b>	friend . . . . . 22	mother . . . . . 32	robot . . . . . 42	wash . . . . . 63
cake . . . . . 62	frog . . . . . 68	much . . . . . 59	round . . . . . 44	wastebasket . . . . . 8
can . . . . . 3	<b>G</b>	my . . . . . 4	rule . . . . . 6	weather . . . . . 48
cap . . . . . 36	gate . . . . . 18	<b>N</b>	run . . . . . 3	welcome . . . . . 58
car . . . . . 42	giraffe . . . . . 70	name . . . . . 4	<b>S</b>	what . . . . . 3
cat . . . . . 18	girl . . . . . 18	new . . . . . 44	salad . . . . . 60	where . . . . . 52
catch . . . . . 45	globe . . . . . 8	nice . . . . . 30	sandwich . . . . . 60	white . . . . . 14
CD . . . . . 26	goat . . . . . 18	nine (9) . . . . . 3	say . . . . . 35	who . . . . . 32
cell phone . . . . . 26	good . . . . . 19	no . . . . . 9	see . . . . . 71	windy . . . . . 48
chair . . . . . 6	grandfather . . . . . 32	not . . . . . 42	seven (7) . . . . . 3	word . . . . . 35
chicken . . . . . 62	grandmother . . . . . 32	notebook . . . . . 24	she . . . . . 32	wow . . . . . 29
circle . . . . . 16	green . . . . . 14	now . . . . . 41	short . . . . . 34	write . . . . . 35
close . . . . . 9	<b>H</b>	<b>O</b>	sister . . . . . 32	<b>Y</b>
cloud . . . . . 50	hands . . . . . 63	octopus . . . . . 64	six (6) . . . . . 3	years . . . . . 40
cloudy . . . . . 48	handsome . . . . . 34	oh . . . . . 73	snow . . . . . 55	yellow . . . . . 14
coat . . . . . 18	happy . . . . . 40	old . . . . . 34	snowy . . . . . 48	yes . . . . . 9
color . . . . . 14	he . . . . . 32	on . . . . . 52	soda . . . . . 60	yo-yo . . . . . 42
come on . . . . . 19	hear . . . . . 71	one (1) . . . . . 3	song . . . . . 5	you . . . . . 3
computer . . . . . 26	heart . . . . . 16	open . . . . . 9	square . . . . . 16	young . . . . . 34
cookie . . . . . 60	hello . . . . . 4		star . . . . . 16	your . . . . . 4
count . . . . . 27			sunny . . . . . 48	



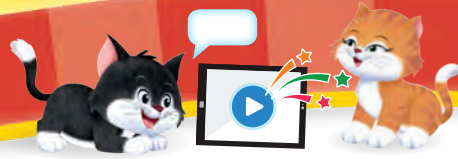
**LET'S GO 5<sup>TH</sup> EDITION  
LEVEL 1**

**STUDENT BOOK SAMPLES:  
UNIT 1  
REVIEW, UNITS 1-2**

# Unit 1

# Things for School

## Let's Talk



### A Listen and say. 1.05



1.06

What's your name?  
My name is **Kate**.

What is = What's  
I am = I'm

### B Watch the video.

**C** Listen, point, and sing.  1.07 

## The Hello Song

Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Scott.  
My name is Scott.  
Hello, Scott!  
Hello, Scott!  
Hello!



**D** Say and act. Ask a partner.

My name is \_\_\_\_\_.  
What's your name?

My name is \_\_\_\_\_.

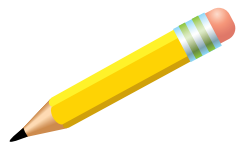


I can do this lesson.

# Let's Learn



## A Learn the words. 1.08



1. a pencil



2. a pen



3. a bag



4. a book



5. a desk



6. a chair

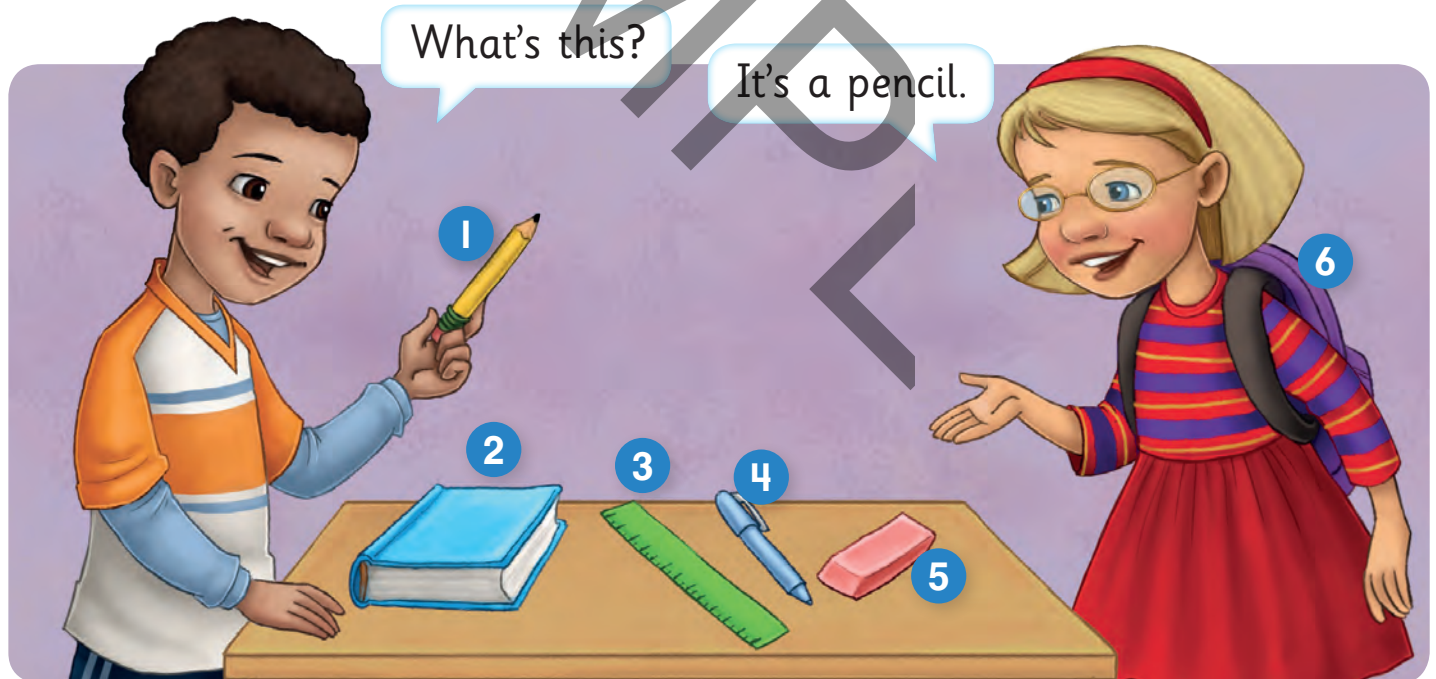


7. a ruler



8. an eraser

## B Ask and answer. 1.09



What's this?

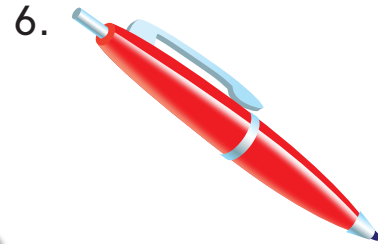
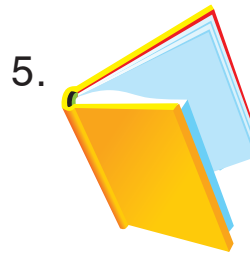
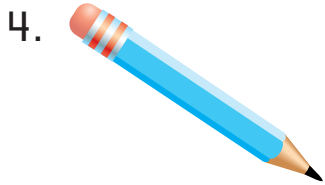
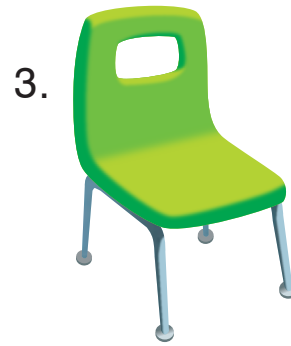
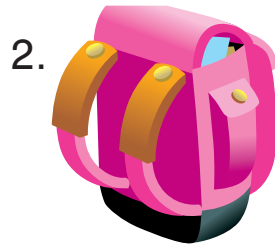
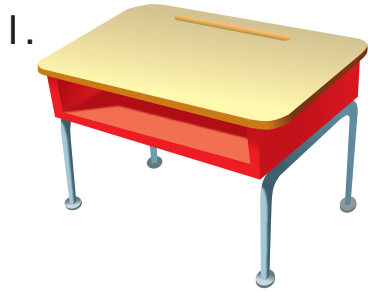
It's a pencil.

It's an eraser.

It is = It's



**C** Ask your partner.  I.11



I.12



What's this?  
It's a desk.

**D** Watch, point, and chant. 



I.13



**What's This? It's a Book.**

What's this?  
It's a book.  
What's this?  
What's this?  
It's a bag.  
What's this?



What's this?  
It's a book.  
What's this?  
It's a bag.  
What's this?  
It's a book bag.



I can do this lesson.

# Let's Learn More



## A Learn the words. 1.14



1. a map



2. a marker



3. a globe



4. a table



5. a board



6. a wastebasket



7. a poster



8. a crayon

## B Make sentences. 1.15



1.16

This is a map.

**C** Play a game. Ask your partner.  L.17

Is this **a poster**?  
Yes, it is.  
No, it isn't. It's **a pen**.



**D** Listen and do.  L.18



1. Take out your book.



2. Open your book.



3. Close your book.



4. Put away your book.



I can do this lesson.



## Phonics

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

**A** Listen, point, and say.  1.19

**Bb**



bird



ball



boy

**Pp**



peach



pencil



pink

**B** Listen, point, and chant.  1.20 

### The B P Phonics Chant

B b ball B b boy  
P p pencil P p peach  
P p pencil B b ball  
Pencil ball peach YES!



**C** Listen and read along.  1.21

## At the Park



What's this?



It's a ball.



Is this a ball?



No, it isn't.  
It's a peach.



I can do this lesson.

# Let's Review



## A Listen and check. 1.39

1.



A

B

C

2.



A

B

C

3.



A

B

C

4.

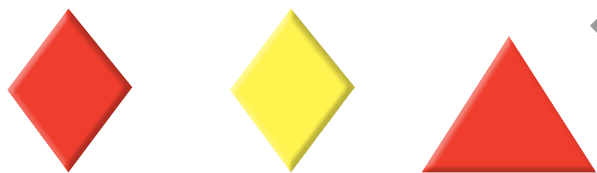


A

B

C

5.



A

B

C

6.



A

B

C

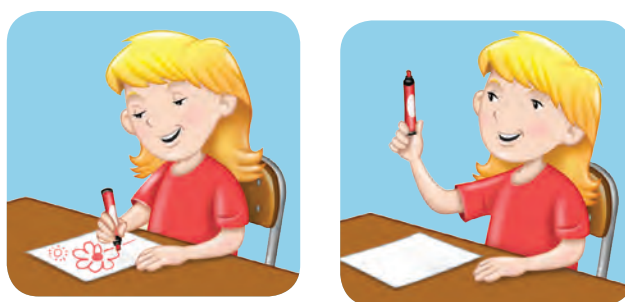
7.



A

B

8.



A

B

**B** Play a game.

Is this an orange bag?

Yes, it is.



**I can talk about Unit 1.**

1. What's your name?
2. What's this?



**I can talk about Unit 2.**

1. How are you?
2. Is this a green heart?





**LET'S GO 5<sup>TH</sup> EDITION  
LEVEL 1**

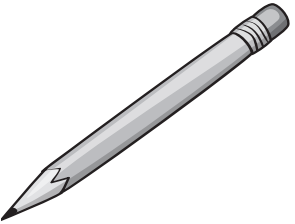

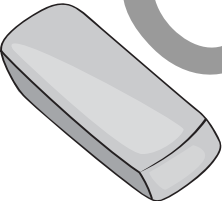

**WORKBOOK SAMPLES:  
UNIT 1: LET'S LEARN**



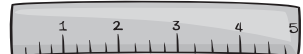



# Let's Learn



## A Check.

1.   a book  
 a pencil
2.   a chair  
 a desk
3.   a ruler  
 an eraser
4.   a bag  
 a pen

## B Trace and match.

1. It is a bag. 
2. It is a ruler. 
3. It is a desk. 
4. It is a book. 

### C Read and write.

1.



It's a ruler.

2.



It's

3.



4.



### D Match.

1.



•

• What's this?  
It's an eraser.

2.



•

• What's this?  
It's a pencil.

3.



•

• What's this?  
It's a pen.

✓ Parent's signature: \_\_\_\_\_



**LET'S GO 5<sup>TH</sup> EDITION**  
**LEVEL 1**

**TEACHER BOOK SAMPLES:**  
**UNIT 1: LET'S TALK**

# Unit 1 Things for School

## Let's Talk

**Unit 1 Things for School Let's Talk**

**A Listen and say.**

Hello, I'm Scott. What's your name?  
My name is Kate.

What's your name?  
My name is Andy.

What's your name?  
My name is Kate.

What is - What's I am - I'm

**B Watch the video.**

**C Listen, point, and sing.**

**The Hello Song**  
Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Scott.  
My name is Scott.  
Hello, Scott!  
Hello, Scott!  
Hello!

**D Say and act. Ask a partner.**

My name is \_\_\_\_\_  
What's your name?  
My name is \_\_\_\_\_

I can do this lesson.

Student Book pages 4–5

### Topic:

- Introductions

### Lesson Objectives:

- Greeting each other and the teacher
- Introducing oneself
- Asking someone's name

### Language:

*What's your name?*

*My name is Kate.*

### Materials:

CD1 Tracks 05–07; Contraction Cards (*what's, I'm*) and Unit 1 Let's Talk Video (Teacher's Resource Center)

## Warm up

1. As students enter the class, greet them individually by cheerfully saying *Hello!*
2. Introduce yourself to the class. Say *Hello!* or *Hi! I'm (Ms. Hall). My name is (Ms. Hall)* several times. Point to yourself each time you say your name. Encourage students to respond with *Hello, (Ms. Hall)*. Be enthusiastic and use exaggerated waving gestures as you model and have students repeat.

Student Book page 4

## A Listen and say.

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

1. Use puppets or student volunteers to model the conversation. Have students repeat the lines after you. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures. Have students name the characters and any objects they can identify. Play Class CD1 Track 05 and have students listen to the conversation. Then have students listen again and point to the characters as they speak. Play the audio again and have students point to and repeat the words they can identify.

1.05 Hello, I'm Scott. What's your name?

My name is Kate.

What's your name?

My name is Andy.

3. Play Class CD1 Track 06. Have students listen to the language focus. Then have students repeat the question-and-answer pattern after the audio, focusing on natural intonation, rhythm, and speed. Use Contraction Cards to show that *what is* has the same meaning as *what's* and *I am* has the same meaning as *I'm*.

1.06 What's your name?

My name is Kate.

what is, what's

I am, I'm

## B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video. Then have students say the names and words they recognize from the conversation. Explain new language, if necessary.

Oops! I'm sorry!

That's OK.

Hello. I'm Scott. What's your name?

My name is Kate.

What's your name?

My name is Andy.

What's your name?

2. Play the video again. Pause after each exchange and have students repeat the extended conversation and copy the gestures. Then call on a student to answer Scott's question: *What's your name?* Repeat with several other students.
3. Have students act out the extended conversation in two groups and then in pairs. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 5

### C Listen, point, and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 07. Students repeat words they recognize from the conversation.



#### 1.07 The Hello Song

Hello, hello, hello!

What's your name?

Hello, hello, hello!

My name is Scott. (repeat)

Hello, Scott! (repeat)

Hello! (repeat with Andy, Kate, and Jenny)

2. Play the song again. Students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant. If students have difficulty with longer phrases, begin by saying the last word in the phrase and gradually add the words until students can easily repeat the entire phrase. Use gestures such as waving and pointing to yourself to help students understand *Hello* and *My name is (Scott)*.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.

4. Have students point to and read familiar words in the song. Help students recognize that words and phrases appear more than once. Read the lyrics and have students follow along in their books. Then have students replace the names in the song with their own names and sing it again in pairs.

### D Say and act. Ask a partner.

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

1. Use puppets or student volunteers to model the conversation *My name is (Kate)*. *What's your name?* *My name is (Scott)*. Have students repeat the lines after you to practice pronunciation, using their own names. Students take one role while you take the other, then switch roles. Then have students practice in two groups, and finally in pairs.
2. Student pairs introduce themselves to each other. Then students switch partners and repeat the conversation. Encourage them to use the gestures and extended conversation from the video.



### 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

- **Pass the Puppets.** Students sit in a circle and pass puppets in opposite directions as you play "The Hello Song." Randomly stop the audio, and have the two students holding the puppets practice the dialogue *Hello. I'm (Scott)*. *What's your name?* *My name is (Kate)*. Start the music again and continue until all students have had a chance to hold a puppet and ask or answer.
- Use **Conversation Lines** (p. 20) to practice the dialogue *My name is (Andy)*. *What's your name?* *My name is (Kate)*. Students move in opposite directions along the parallel lines.
- Use **Back-to-Back** (p. 19) to practice each part of the dialogue. Move around the room and help students with pronunciation as necessary.

## Additional Resources

Unit 1 Worksheet A (Teacher's Resource Center)  
Workbook page 3  
Online Practice