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# LET'S GO

4th Edition

TEACHER'S BOOK

with  
Test  
Center  
and  
Online  
Practice

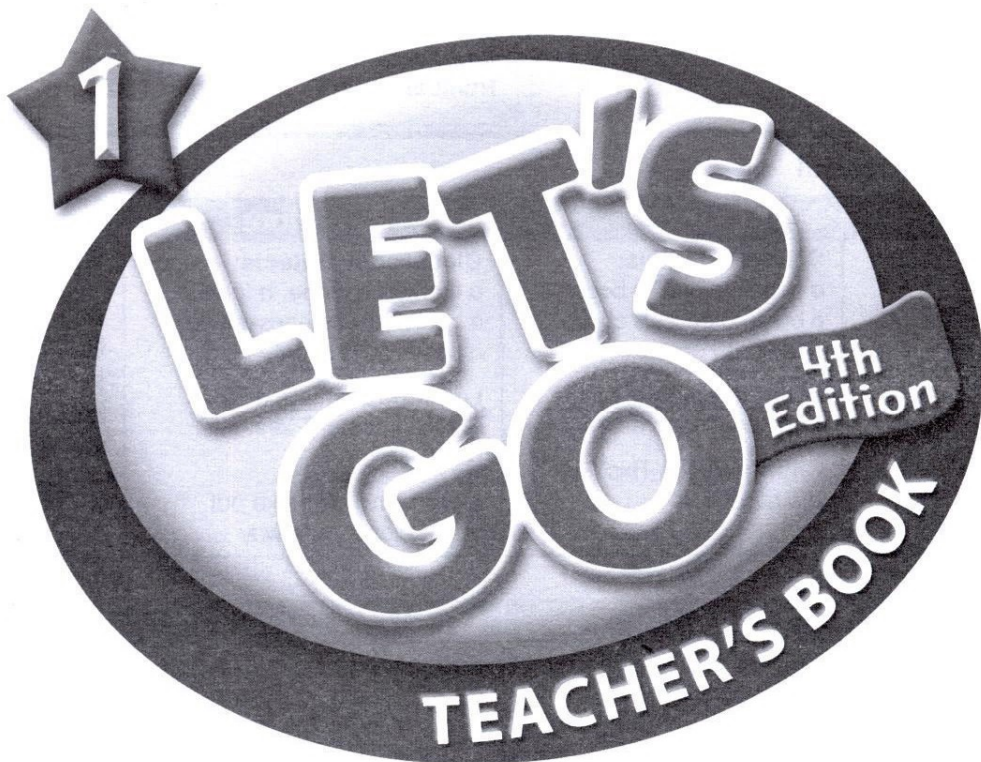


Test Center CD-ROM

- ★ Placement tests
- ★ Print-ready and editable unit tests
- ★ Cambridge Young Learners practice tests
- ★ Test audio

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# 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.

### Unit 1 Things for School

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<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.</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>

### Unit 2 Colors and Shapes

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<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> On the Farm</p>

Let's Review Units 1 and 2

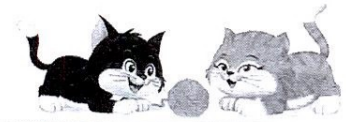
### Unit 3 At the Store

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<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? 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> At the Toy Store</p>

### Unit 4 People at Home

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> It's nice to meet you, Scott. 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>

Let's Review Units 3 and 4



## Unit 5 Happy Birthday!

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> Happy Birthday, Jenny! How old are you? I'm seven years old. This is for you. Thank you.</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> At Home</p>

## Unit 6 Outdoors

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<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 is 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>

Let's Review Units 5 and 6

## Unit 7 Food

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> I'm hungry. I want an apple. I'm thirsty. I want juice. 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.</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>

## Unit 8 Animals

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<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?</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>

Let's Review Units 7 and 8

# Introduction

## The Philosophy Behind Let's Go

*Let's Go* Fourth Edition is a seven-level course designed for children learning English for the first time. The themes and situations throughout the books are universal to children everywhere.

*Let's Go* emphasizes communication within a carefully controlled grammatical syllabus. Beginning with the first lesson, students are provided with a variety of activities that focus on interactive communication. The activities gradually increase in difficulty. Students are regularly presented with new vocabulary and structures so that they have adequate language to communicate with at each new level.

Students are encouraged to communicate with one another from the start, first in groups and then in pairs, after they have developed sufficient confidence and familiarity with the language. This pairwork is crucial, since it is here that students are really communicating with one another in situations most closely resembling life outside the classroom.

The lessons in *Let's Go* incorporate techniques from several methods that have been repeatedly proven successful in teaching English to children, including: MAT (Model, Action, Talk) Method, TPR (Total Physical Response), Functional Approach, Communicative Approach, Audio-Lingual Approach, and Grammatical/Structural Approach.

## About the Series

Both *Let's Begin* and Student Book 1 are entry points to *Let's Go*. *Let's Begin* is for students with no formal English instruction. Student Book 1 is for students who may have had an introduction to some simple English vocabulary and English letters. Subsequent levels build on and recycle language and vocabulary from previous levels.

## Organization of Let's Go Level One

Each of the eight units in Level 1 is organized around a basic theme and is divided into four lessons, with a review lesson after every two units. Each lesson builds on previously learned language and introduces new vocabulary and structures. Both review and new language are clearly identified in the Teacher's Book

lesson plans. The same titles and page numbers are used in the Workbook to help teachers and students identify corresponding pages for homework and extra practice assignments.

Each lesson focuses on a specific purpose in language development:

**Let's Talk** builds functional fluency through a conversation relating to the topic of the unit, followed by a song that practices the dialogue language. Students are given the opportunity to personalize the language they have learned in Say and act.

**Let's Learn** builds grammatical accuracy as students learn vocabulary relating to the unit theme, practice using it in the context of a sentence in a scene, and ask questions or make statements about it.

**Let's Learn More** expands on the language introduced in *Let's Learn* by introducing additional thematic vocabulary, practice in the context of a scene, and in a game format. Students then learn functional classroom language in Listen and do.

**Let's Read** uses phonics to teach children phonemic awareness and how to read language they may have learned orally.

**Listen and Review** provides a one-page listening assessment and a game to recycle language and vocabulary.

## Lesson Planning Guidelines

A lesson plan should be developed for every lesson taught, with specific goals and objectives. It is always better to over-plan and have more activities than you need, as the same activity will not always work equally well with all groups of students, and unexpected situations call for flexibility in class. Use various types of activities to appeal to the different learning styles of your students.

Every lesson activity, drill, or game in the *Let's Go* Teacher's Book has a purpose in advancing language proficiency. For example, the Warm Up activity at the beginning of each lesson serves two purposes—it helps activate students' English when coming from a non-English environment (e.g., after school), and it reviews previously learned language that will be built on in the lesson.

The Teacher's Book pages for each lesson contain suggested activities, explanations of potential problem areas, and tips for teaching each specific language point. Activities can be replaced with others from appropriate sections to suit the needs of your class.

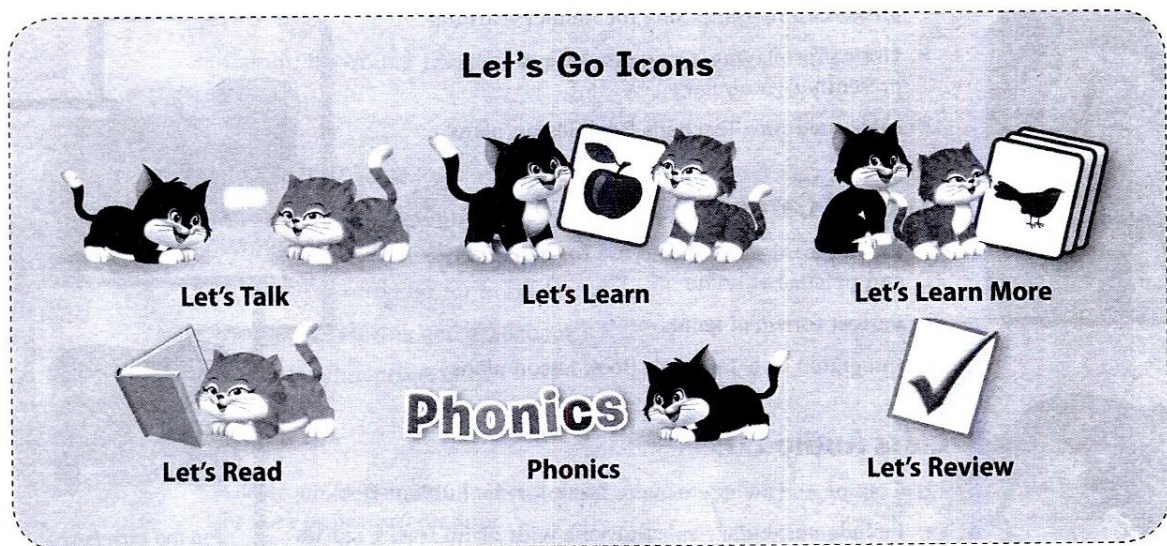
Generally, students keep their books closed during the presentation of new language so they can focus on hearing and understanding the language before having to see it on a page. After the closed-book presentation, students open their books and listen to the audio and do the exercises for that lesson. Finally, students close their books to focus on communicating with their classmates during the suggested games and activities.

### Time Guidelines

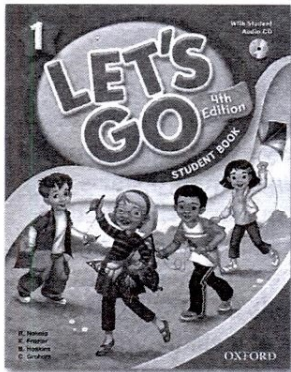
In general, after presenting the new language, the majority of class time should be spent on practicing it in groups and in pairs. Approximately 10% of your time should be spent on Warm up activities, 30–40% of your time on presenting the language with books closed, 20% practicing the language with books open, and another 30–40% on practicing the language with games and activities.

### Pacing

The pacing of a language class for children must be lively. To maintain the students' interest, activities should be changed approximately every five to seven minutes, or whenever the students' interest starts to wane. It is much better to stop an activity while the children are still involved in it than to wait until they are no longer interested. Favorite activities can always be used again later. This also holds true for drills and practices, which should be done at a challenging pace to establish natural English rhythm and intonation.

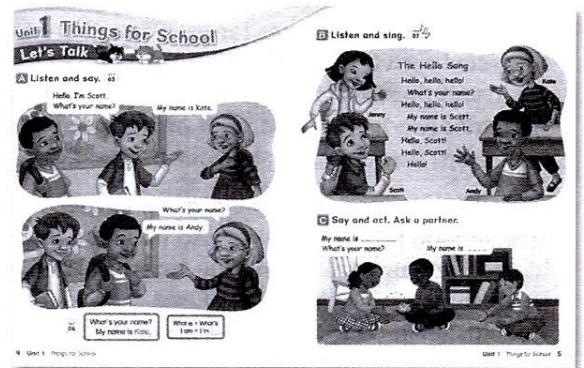


# Components



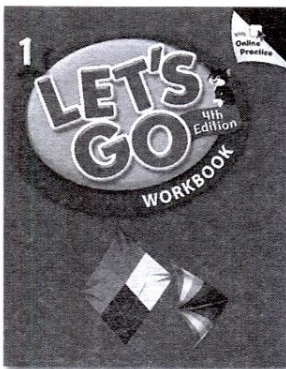
## Student Book

- Eight units with four lessons per unit
- Four review units (one for every two units)
- Full-color illustrations in a clear, engaging format
- Can be used as a reference as students interact with each other
- Songs and chants provide lively language learning
- A Student Audio CD for practice and review



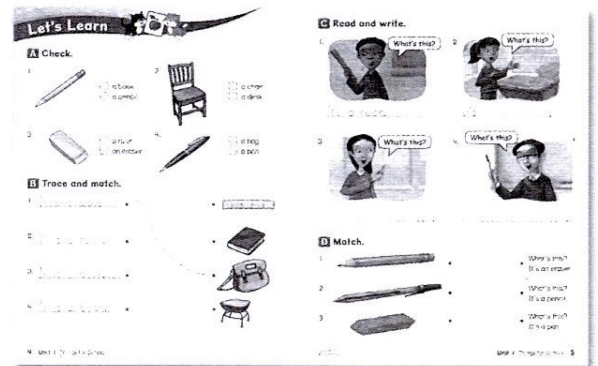
## Student Audio CD

- Audio tracks for at-home review
- Conversations, vocabulary, songs, phonics chants, and stories for practice at home



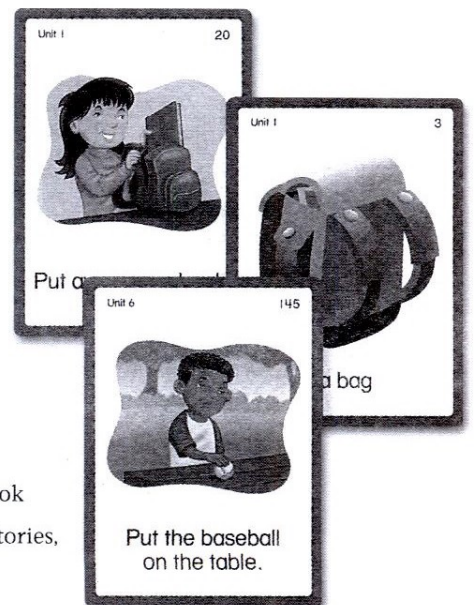
## Workbook

- Pages match the Student Book
- Reading and writing practice provide language reinforcement
- Activities are designed for use in class or as homework



## Teacher Cards

- Large portrait size
- Pictures and vocabulary words and phrases on the same side for literacy learning
- Useful for playing group games, and for presenting vocabulary
- Integrated into Teacher's Book lesson plans



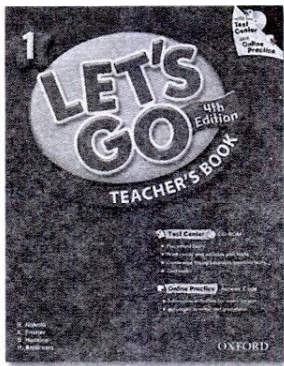
## Student Cards

- Playing-card size cards to use for games, drills, and practice at home
- Perfect for small hands
- Integrated into Teacher's Book lesson plans

## Class Audio CDs

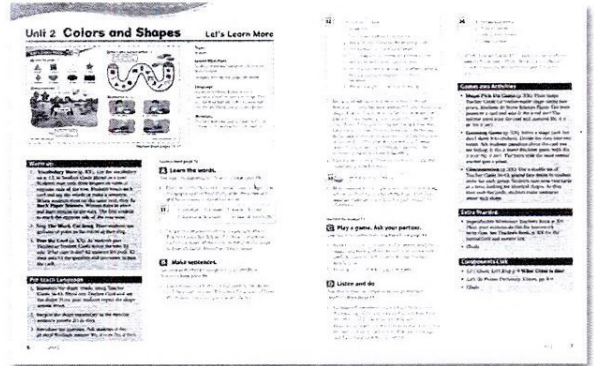
- Contain the complete audio track for the Student Book
- Include vocabulary substitutions with drum tracks, stories, songs, and chants





## Teacher's Book

- **Introduction:**
  - A description of the course and its teaching methodology
  - Tips for teaching different aspects of the lessons
  - Descriptions of games and drills used in the lesson plans
- **Lesson Plans:**
  - Easy-to-follow activities to present, practice, and reinforce new language
  - Suggestions for class, small-group, or pair arrangements
  - Audioscript for language and conversations on Audio CDs at point-of-use
  - Ideas for games and activities in every lesson
  - References for extra practice
- **Also included in the Teacher's Book:**
  - Worksheets and Tests
  - Workbook answer keys
  - Teacher Card List and Word List



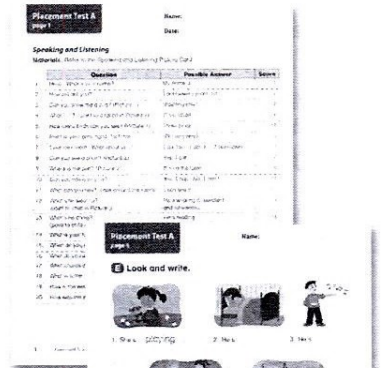
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## Test Center

CD-ROM included in the Teacher's Book

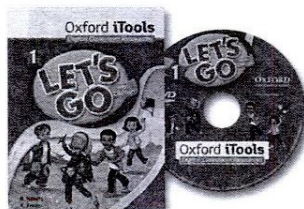
- Placement tests
- Printer-ready and editable unit, midterm, and final tests
- Cambridge Young Learners Practice Tests
- Test audio



## Online Practice

Access codes included with the Teacher's Book and the Workbook with Online Practice

- Interactive activities for every lesson
- Automatic scoring and gradebook
- www.lgonlinepractice.com



## iTools

- Classroom presentation software suitable for use with interactive whiteboard or data projector/computer
- Teacher can project Student Book and Workbook pages, show Teacher Cards, and play audio files
- Includes interactive activities with every lesson to use in class

# Unit Walk-Through

## Let's Talk

Mascots Sam and Ginger introduce Let's Talk with a speech balloon.

Familiar characters model communication in familiar situations

CD track numbers make finding the audio easy

Language focus boxes highlight key language patterns

Song or chant reinforces language from the dialogue

Role-play activity gives students a personalization opportunity

Unit 3 Student Book pages 22–23

### Warm up

Start the lesson with an activity, song, or chant to review previously learned language that will be built upon in this lesson. This will start the class on a positive note since students are using familiar language.

### A Listen and say.

- 1. Introduce the conversation.** Model the conversation with puppets or student volunteers to provide a physical reminder that conversation is communication between two or more people.
- 2. Listen to the dialogue.** Students look at the scene to establish context, and then listen and repeat after the audio to reinforce natural pronunciation.
- 3. Listen to the language focus.** Have students listen to the audio. Then have them repeat, focusing on natural intonation, rhythm, and speed.
- 4. Practice the conversation.** Move from group practice to pair practice (or groups of three, depending on the conversation).

### B Listen, point, and sing.

- 1. Play and listen.** Play the song or chant first, and have students identify familiar words they hear and items they see in the illustration.
- 2. Practice the rhythm.** Introduce the song or chant rhythmically. Have students clap to keep the beat as you model the song line by line. Have students echo the lines after you. Demonstrate possible actions or movements.

- 3. Read the lyrics.** Have students point to and read words they recognize. Repeat the words of the song, line by line. Invite students to repeat after you. Sing the song.
- 4. Sing the song.** Play the song and have students sing along. Then divide the class into groups to sing the song.

### C Say and act.

- 1. Personalize the conversation.** Use puppets or student volunteers to model the conversation.
- 2. Practice the conversation.** Place students in pairs or groups of three. Ask them to personalize the conversation by filling in the blanks with appropriate names. Encourage students to express themselves with gestures and body language as they use the target language.

### Games and Activities

- Use the suggested games or activities to practice the new phrases, vocabulary, and language patterns.

### Extra Practice

- Workbook
- Student Book Audio CD
- iTools
- Log in for **Online Practice**

# Let's Learn

Sam and Ginger introduce new vocabulary with a picture card.

Topic-based vocabulary

Familiar characters model vocabulary and language pattern in context

Drum tracks reinforce the rhythmic patterns of language

Language patterns show substitution vocabulary highlighted in red

Pattern practice

Rhythm and intonation practice

Song or chant reinforces vocabulary

Unit 3 Student Book pages 24–25

## Warm up

Start the lesson with an activity to review the language that will be built upon in this lesson.

## Pre-teach Language

Use teacher cards to introduce vocabulary and language patterns before students open their books, so that they become familiar with the target language orally before seeing it on the page.

## A Learn the words.

1. **Listen to the words.** Have students listen to the audio and point to the pictures in their books. Then have them listen and repeat. Focus on speaking with natural pronunciation.
2. **Check comprehension.** Say the words in random order and have students point to the appropriate pictures in their books. Start slowly, but increase your speaking speed, to challenge students and make the activity fun.

## B Ask and answer.

1. **Listen to the question and answer.** Have students look at the scene in their books and describe what they see. Then listen to the audio and have students point to the objects.
2. **Practice the question and answer.** Check that students understand and can use the question and answer pattern. Then have them take turns asking and answering questions about the objects in the scene, replacing the word shown in red with each numbered vocabulary item in the picture..
3. **Focus on rhythm and intonation.** Play the drum track. Have students listen, clap, and chant along.

## C Ask your partner.

1. **Listen to the question and answer.** Play the audio and have students listen and point to the items. Play it again and have students repeat the questions and answers.
2. **Practice the question and answer.** Have students do the exercise in pairs. After they have practiced with the book, invite them to create original questions using the target pattern.
3. **Focus on rhythm and intonation.** Play the drum track. Have students listen, clap, and chant along with the audio.

## D Listen, write, and sing.

1. **Listen to the song.** Play the song and have students identify familiar words they hear. Have them listen for lines or words that are repeated.
2. **Listen and point.** Play the song again and have students point to the objects in the illustration.
3. **Listen and write.** Play the song again, and have students write the correct number of objects.
4. **Sing the song.** Play the song again and sing along.

## Games and Activities

- Use the suggested games or activities to practice the new phrases, vocabulary, and language patterns.

## Extra Practice

- Workbook
- Student Book Audio CD
- iTools
- Log in for **Online Practice**

# Let's Learn More

Sam and Ginger introduce more new vocabulary with Teacher cards.

Additional topic-based vocabulary

Familiar characters model vocabulary and language pattern in context

Substitution vocabulary highlighted and reinforced with a rhythmic drum track audio

Interactive game practices the target language in a fun way

Essential classroom action verbs combined with familiar language patterns

Unit 3 Student Book pages 26–27

## Warm up

Start the lesson with an activity to review language that will be built upon in this lesson.

## Pre-teach Language

Introduce vocabulary and language patterns before students open their books, so that they become familiar with the target language orally before seeing it on the page.

### A Learn the words.

- Listen to the words.** Have students listen to the audio and point to the pictures in their books. Then have them listen and repeat. Focus on speaking with natural pronunciation.
- Check comprehension.** Say the words in random order and have students point to the appropriate pictures. Start slowly, but increase your speaking speed to challenge students and make the activity fun.

### B Ask and answer.

- Listen to the question and answer.** Have students look at the scene and describe what they see. Then listen to the audio.
- Practice the question and answer.** Have students take turns asking and answering questions about the objects in the scene.
- Focus on rhythm and intonation.** Play the drum track. Have students listen, clap, and chant along.
- Focus on the contraction.** Use the contraction cards from p. 158 to show that the contracted form has the same meaning as the two words.

### C Play a game. Ask your partner.

- Listen to the question and answer.** Play the audio and have students point to the questions and answers they hear. Play the audio again and have students repeat.
- Students roll the die/number cube and ask and answer questions about the picture in the space.** If time allows, play the game with new partners, or change the rules (e.g., see who can say the items in order the fastest or practice a different question and answer pattern). Students will enjoy playing the game several times to practice the vocabulary and language patterns.

### D Listen and do.

- Introduce the sentences with actions, to reinforce the meaning of the verbs.** Have students repeat the sentences and do the actions several times.
- Listen to the sentences.** Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat.
- Say and do the actions.** Show Teacher Cards and have students say and do the actions. Then have half the students say the sentences and the other half do the actions. Reverse roles and repeat.

## Games and Activities

- Use the suggested games or activities to practice the new phrases, vocabulary, and language patterns.

## Extra Practice

- Workbook
- Student Book Audio CD
- iTools
- Log in for Online Practice

Ginger is learning to read while Sam learns the letters of the alphabet

Alphabet focus letters appear in the ABC strip in red

Contrasting letters/sounds appear in red at the beginning of key words

Fun Phonics Chant for phonemic awareness and pronunciation

Delightful stories use key phonics words to teach reading

## Unit 3 Student Book pages 28–29

### Warm up

Start the lesson with an activity to review the alphabet or by singing the alphabet song. Review the phonics letters and sounds from the previous unit. Saying the Phonics Chant from the previous unit together will start the class on a positive note.

### Pre-teach Phonics

Use teacher Cards to introduce the sounds and letters, and vocabulary.

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

- Listen to the sounds.** Ask students to find the letters for the lesson on the ABC chart at the top of the page. Then have students listen to the sounds on the audio and point to the letters and words in their books.
- Practice the sounds.** Use the Teacher Cards that show the phonics words from the unit. Separate the cards by phonics sound. Show students Teacher Cards for words with one of the sounds and say the words. Have students concentrate on listening to the phonics sound in each word. Do the same with the words that begin with the other sound. Then say the words in random order and ask students to decide which sound they hear. Ask students to clap once for one sound and twice for the other sound.

#### B Listen, point, and chant.

- Listen and point.** Ask students to point to the letters on the ABC chart at the top of their page. Have students listen to the Phonics Chant on the audio and point to the words. Then play the audio again, and ask students to clap once at the end of the lines with one phonics sound and words, and clap twice after lines with the other phonics sound and words.

- Listen and chant.** Play the audio again and have students do the chant with claps. Repeat the chant several times as a class, in small groups, and then in pairs.

#### C Listen and read along.

- Preview the story.** The story provides phonics practice while recycling vocabulary. Before listening to the story, have students look at the illustrations and identify words they know. Read the title of the story aloud. Point out the phonics words.
- Read along.** Have students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.
- Paired reading.** Have students take turns trying to read the story sentences in small groups or pairs.
- Act it out** Have students work in pairs to get up and act out the dialogues. They can pantomime or use Teacher Cards or their own realia. Have students switch roles. Ask volunteer pairs to act out the dialogues.

### Games and Activities

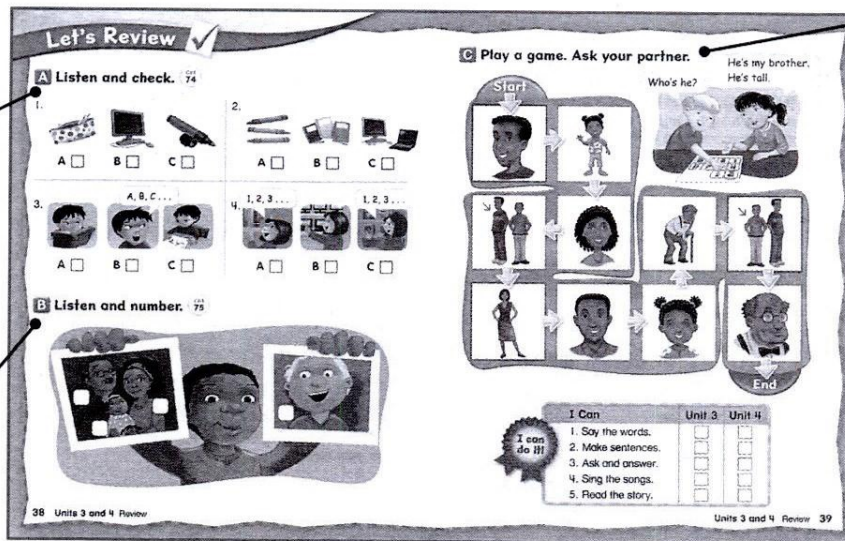
- Use the suggested games or activities to practice the vocabulary, and letters and sounds.

### Extra Practice

- Workbook
- Student Book Audio CD
- iTools
- Log in for Online Practice
- Worksheets
- Unit Test
- Test Center

# Let's Review

Extensive review of language and vocabulary



Entire page focuses on listening

Test format provides practice for students planning to take standardized tests, such as the CYLET

Unit 3 Student Book pages 38–39

## Let's Talk

- Sing the songs to review 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.
- Use pantomime and physical activities (like Do as I Say) to review the Listen and do sentences.

## Phonics/Let's Read

- Use games to review phonics sounds and words.
- Read the stories together.

## A Listen and check.

1. **Practice the format.** Before students open their books, prepare them for the test procedure. Put three Teacher Cards on the chalk rail to resemble the activity. Write A, B, or C and draw a box next to each card. Use the words on one of the cards in a sentence and have a student point to the correct card and check the correct box.
2. **Anticipate the language.** Have students look at the test in their books and identify the items they see.
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.
4. **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.

## B Listen and number.

1. **Practice the format.** Place four Teacher Cards on the chalk rail and place sticky notes on each card. Say

a number and name the object or person on one of the cards. Ask students to write the number they hear on the sticky note on the correct Teacher Card. Repeat for the remaining three cards.

2. **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.
3. **Correct the test together.** If time allows, have students create an original exercise by saying the words in a different order, and practice "testing" each other in pairs.

## C Play a game. Make sentences.

1. **Prepare to play.** Check that students know the language they will need to play the game.
2. **Model the game before asking students to play.** S1 rolls a die and moves a marker the number of spaces shown on the die. Ask S1 a question. If S1 answers correctly, his or her marker remains in the space. If S1 does not answer correctly, his or her marker returns to the space occupied prior to the roll.
3. **Play the game.** Have students play the game in pairs or small groups. If time allows, play the game again, with new partners or groups, or change the rules.

## I Can Do It!

After students have successfully reviewed the vocabulary, grammar, songs, and stories from the previous two units, have them make checkmarks in the appropriate goal boxes. Praise students for their accomplishments!

# Teaching Techniques

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## 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 in a song or chant. This is the easiest way for children to remember the language as well. (See the 'How to use songs and chants to reinforce grammar' section for more information on teaching songs and chants.) Finally, students personalize the language in Say and act.

## Teaching Vocabulary

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

The Teacher's Book 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 necessarily able to produce yet. When you speak to the students in English, it is inevitable that you will sometimes use language that they have not yet studied. This is not a problem and is even desirable since it exposes the students to additional language. They will gradually pick up the meaning from the context if the language is used often enough. For example, if you write the number *1* on the board and tell the students to open their books and look at page 1, receptive language is being developed; they have not yet learned the number or the command, but will pick up the meaning from your actions.

To practice receptive language, students must recognize and physically respond to vocabulary words. For example, place the Teacher Cards for *book* and *pencil* on the chalk or marker rail. Say *book* and have one or more students point to the *book* card. Or place several Teacher Cards on the chalk rail and select two students to come

to the front of the class. 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. Productive language practice requires students to say the vocabulary words as they identify the objects. Play the games as described above, but have the students touch the correct cards and orally identify the objects.

After being initially modeled or done as a whole class, all the games for receptive and productive language can be continued in small groups of three or four students each. Small-group practice is especially important for large classes. When the students are first learning new vocabulary, use one set of Student Cards per group. Call out the words and have the students, one at a time, touch the correct picture card. If a student is incorrect, the other students in the group can help.

## Teaching Grammar

In *Let's Go*, grammar is taught in context so that students understand the meaning and conversational purpose from the start. 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 get additional practice with the question and answer structures in a 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 recycling of language occurs in the units.

In teaching grammar, the goal is for students first to learn language accurately, and then focus on becoming fluent in using it. While language is always taught in context, the language patterns can be recycled in various additional contexts. 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. Since there are 6-8 new vocabulary items, teaching them first gives students a lot of practice with the vocabulary.

Then when you introduce a *Wh-* question, students already know the answer to the question (the sentence pattern becomes the answer). 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, as they can if the two are taught together.

# Teaching Techniques (continued from p. 13)

Be sure that students understand the meaning of the new language and can pronounce the words clearly before moving on to practice. That way you won't have to re-teach the language every time you use it in class. Correct pronunciation is introduced during the modeling by the teacher so that the students can strive for accurate pronunciation as they are learning the meaning of the new vocabulary.

When teaching *Yes/No* question and answer patterns, have children answer 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. (Tip: you can use upside down Teacher Cards to cue *No* answers in a quick drill).

## Recycling Language

All language builds from a base sentence. For example, from the sentence "*He likes cats*", students can build the questions "*What does he like?*" and "*Does he like cats?*" In the early levels of *Let's Go*, these patterns (sentence, *Wh-* question, *Yes/No* question) 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. For example, if the lesson focus is "*He likes cats*," then students should also be able to say "*I like cats*" or if the lesson is "*He has a book*" then students should also be able to say "*They have books*".

## Teaching Contractions

Learning how to use contractions like *isn't* and *I'm* in conversation helps students to sound more fluent and to better understand natural English, and gives them an advantage when they begin to read and write. Contractions are explicitly taught the first time they appear in *Let's Go* and should be reviewed, as needed, in the later lessons. Use the contraction cards on page

158 to show students that contracted and non-contracted language (like *I'm* and *I am*) are equivalent. You can use the cards to review contractions, as necessary, after they have been taught.

## How to Practice Language in Pairs and Groups

Start with full class practice so that students don't feel shy or embarrassed. Be sure that you have students practice the language using natural speed, rhythm and intonation since this makes it easier to build fluency with the language later. Then, divide the class into two groups. One group asks the questions and the other answers. Even in a practice like this, try to give students a reason for asking and answering the questions. For example, if you're practicing the question "*What do you like?*", only show the Teacher Cards of animals to the answering group. This way, the questioning group has a real reason to ask because they don't know what the answer will be.

Then group students in pairs or small groups for additional practice with the question and answer. By moving from the large group to the small, students build confidence by practicing before their voices become individually heard. As students work in pair or small group practice, move around the room so that you can hear what problems students are still having, and can address the problems with a mini-lesson later on for the entire class (rather than correcting just one student having trouble). Variety in grouping and activities, such as **Conversation Lines**, **Beanbag Circle**, or **Back-to-Back** activities, also gives students a lot of practice opportunities that don't feel like practice. If the pace is quick, and activities change frequently, students will pay close attention. In addition, students will be doing most of the speaking in class—not the teacher.

## How to use Songs and Chants

Adding rhythm to language is one of the easiest and most effective ways for students to learn and remember it. The songs and chants in *Let's Go* reinforce the natural rhythm, stress, and intonation of the language taught. To introduce a new song, teach it as a chant first. Begin a steady 4/4 beat by having students clap their hands, tap their fingers, march, or tap their toes. Say the lines from the song as you clap the beat. Then have students

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repeat the lines after you. Build by adding lines until students can chant the entire song. Add the music and sing. Encourage students to personalize the songs and chants by choosing actions and gestures to go along with the lyrics, or by creating unique verses. If students have difficulty with longer lines in the lyrics, use the “backward build up” technique. Begin with the last word in the phrase and gradually add the words before it until the phrase is complete.

## Teaching Phonics and Reading

Students learning English as a foreign language need to develop an oral language base before beginning to assign sounds to letters for reading instruction. Students learn to decode, or read words, by connecting sounds to the letters of the alphabet in various combinations. In *Let's Go* fourth edition, we introduce key contrasting pairs of consonants, short vowels (with words that use the consonants students know), long vowels, blends, digraphs, and diphthongs.

In teaching phonics, whenever possible *Let's Go* uses familiar words to introduce new phonics sound/spelling patterns. Students hear the sounds in the context of the words, and then the pronunciation is reinforced by a fun Phonics Chant. Reading becomes the reward for learning new phonics patterns. The reading passages in *Let's Go* use the lesson's phonics focus words and familiar grammar in an enjoyable story that students can read along with the audio or independently.

## Writing Your Own Phonics Chants

Author, singer, and composer Carolyn Graham urges teachers to write their own phonics chants. Chanting helps children memorize the sound(s) the letters stand for. After enjoying the *Let's Go* Phonics Chants with students, choose words for each sound that students particularly enjoy saying. Create silly or serious phrases with these words and then put them into sentences that make up a four line chant. If possible, choose words that rhyme or are alliterative. Say each phrase of the chant before you put it all together. Then say the chant together.

## Teaching Writing

The easiest way for students to gain confidence writing in a foreign language is to begin by following a clear

model. Models allow students to express themselves creatively without being responsible for all of the grammar and spelling required in completely open writing exercises. Students can personalize the grammar patterns in *Let's Learn* and *Let's Learn More* by using the sentences as models to write about themselves. The *Let's Read* stories can also be modified to become models for students to write their own similar stories.

The *Let's Read About* sections (from Level 3 up) always include writing personalization activities. A good writing expansion activity is to have students work together to create a unique story incorporating familiar grammar and vocabulary (and additional vocabulary as requested), based on a picture or a shared class experience. You can write the story sentences on the board, and the class can work together to correct the language. Students can read what they've written and can copy the story into their own notebooks and illustrate it, if desired. Activities like this allow students to write and read at their own skill level.

## Teaching Content (CLIL)

*Let's Go* lessons are jumping off points for teachers who want to include more subject-related material in their language classes. When English classes meet for an hour a week, it's difficult to justify spending class time on specific vocabulary that isn't very useful in general conversation. *Let's Go* teaches high-frequency vocabulary and grammar in subject-related contexts that easily lend themselves to CLIL expansion for teachers who have more contact time with students. For example, a lesson talking about colors and shapes can easily become an art lesson about creating things using colors and shapes, or how to mix colors. A lesson about occupations can be expanded to an exploration of the local community where your students live. A lesson about sensory adjectives can become a science lesson exploring the five senses. *Let's Read* and *Let's Read About* also include content connections as children use their developing skills in English to learn about the natural world (tornadoes), science (how to make waves), history (chocolate), and social studies and geography (children and places around the world). Teacher Book lessons include expansion ideas to build on content connections.