

# LET'S GO

4th Edition

The **NEW** edition of the bestselling 7-level primary English course!

Millions of children around the world have learned to speak English through the trusted methodology of **LET'S GO**:

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- **NEW Fun phonics chants and drum tracks** improve pronunciation and intonation
- **NEW Communication games** give children many more opportunities to use English with confidence



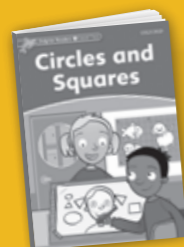
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ISBN 978-0-19-464190-6



9 780194 641906

Let's Go 2  
4th Edition

Teacher's Book with Test Center and Online Practice

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# 2

# 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

**Online Practice** Access Code

- ★ Interactive activities for every lesson
- ★ Automatic scoring and gradebook

2020 | PDF | 133 Pages  
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UNIVERSITY PRESS

198 Madison Avenue  
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2012

2016 2015 2014 2013 2012

10 9 8 7 6 5 4 3 2

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Electronic Production Manager: Julie Armstrong

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Image Manager: Trisha Masterson

Image Editor: Joe Kassner

Senior Manufacturing Controller: Eve Wong

ISBN: 978 0 19 464190 6 Teacher's Book with Test Center and Online Practice

ISBN: 978 0 19 462602 6 Teacher's Book as pack component

ISBN: 978 0 19 464369 6 Test Center CD-ROM as pack component

ISBN: 978 0 19 464161 6 Digital Teacher Online Practice as pack component

Printed in China

This book is printed on paper from certified and well-managed sources

#### ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to reproduce  
the following extracts and adaptations of copyright material:

Illustrations by: Karen Brooks: 114; Mike Dammer: 128, 129, 142; Mena  
Dolobowsky: 116, 117; Dana C. Regan: 124, 139, 141, 147; Janet Skiles: 151;  
Mircea Catusanu: 120, 121; Dan Sharp: 128, 130, 132, 135, 136, 140, 142, 144,  
146; Diane Hays: 119, 122; Mary Rojas: 16, 122, 123; Liz Dubois: 135, 144, 145,  
151; Apryl Stott: 132, 133, 136, 137, 138, 149.

Pickup art from various artists from the following titles: Let's Go 3rd edition Tests and  
Quizzes Level 2, Let's Go 4th edition Student Book Level 2, Let's Go 4th edition  
Workbook Level 2.

Cover Design: Debbie Lofaso

Cover Illustrator: Daniel Griffio

## Online Practice

1. Go to **www.lgonlinepractice.com**.
2. Use the Access Code to register.

### Access Code:

3. Set up your class and receive a Class Code.
4. Give the Class Code to your students so they can join your class. Students register using the Access Code and the instructions found in the Workbook with Online Practice.

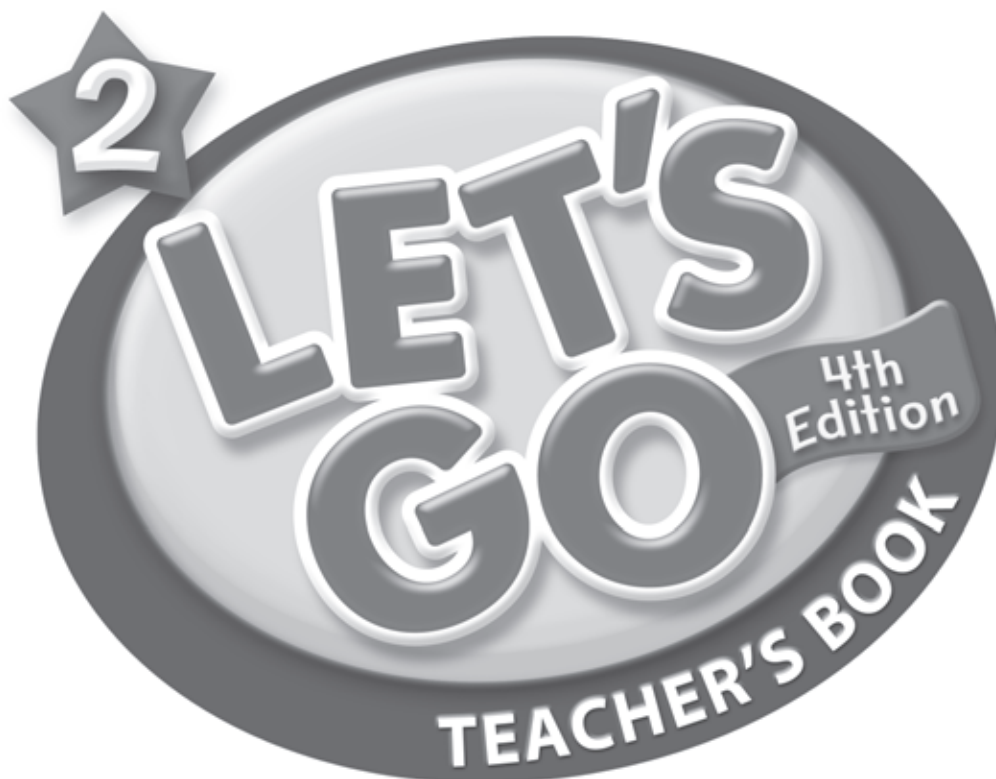
## Test Center

1. Load the Test Center CD-ROM.
2. Select the test and audio. Edit if desired.
3. Print the tests and download the audio files.



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**Barbara Hoskins**  
**Elise Pritchard**

## **Table of Contents**

Syllabus.....	2	Worksheets .....	110
Introduction .....	4	Test Instructions .....	126
Components.....	6	Tests .....	128
Unit Walk-Through.....	8	Test Answer Key.....	152
Teaching Techniques.....	13	Certificate .....	155
Drills and Games .....	16	Teacher and Student Card List .....	156
Lesson Plans .....	22	Teaching Contractions.....	158
Workbook Answer Key .....	96	Word List.....	160
Worksheet Instructions .....	105		

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# Syllabus

## Let's Remember

I like. I want. I have. I can.  
There are, they're, this is, these are.

Here you are. Thank you.  
You're welcome.

### Unit 1 At School

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> How are you? I'm OK. How about you? Pretty good! Good-bye. See you later!</p> <p><b>Song:</b> The Hello and Good-Bye Song</p>	<p><b>School Items:</b> a picture, a window, a pencil sharpener, a workbook, a paper clip, a clock, a door, a calendar</p> <p><b>Language:</b> What's this/that? It's a picture. Is this/that a calendar?</p> <p><b>Chant:</b> What's This? What's That?</p>	<p><b>School Items:</b> paper clips, pictures, clocks, workbooks, calendars, pencil sharpeners, windows, doors</p> <p><b>Language:</b> What are these/those? They're paper clips.</p> <p><b>Listen and do:</b> point, touch, write, sharpen</p>	<p><b>Phonics</b></p> <p><b>Mm</b> mop, map, mug</p> <p><b>Nn</b> notebook, nine, nut</p> <p><b>The MN Phonics Chant</b></p> <p><b>Story:</b> What Do You See?</p>

### Unit 2 My Things

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> Whose bag is that? Is it Scott's bag? No, it isn't his bag. Is it Jenny's bag? Yes, it's her bag.</p> <p><b>Song:</b> Whose Bag Is That?</p>	<p><b>Things:</b> a key, a candy bar, a comic book, a comb, a coin, a brush, a tissue, a watch</p> <p><b>Language:</b> What do you have? I have a key. Do you have a tissue?</p> <p><b>Chant:</b> What Do You Have in Your Bag?</p>	<p><b>More Things:</b> a camera, a key chain, a music player, a calculator, a train pass, an umbrella, a lunch box, a wallet</p> <p><b>Language:</b> What does he/she have? He/She has a wallet. Does he/she have an umbrella?</p> <p><b>Listen and do:</b> listen, eat, buy, take</p>	<p><b>Phonics</b></p> <p><b>Ff</b> fan, five, fork</p> <p><b>Vv</b> van, vest, violin</p> <p><b>The FV Phonics Chant</b></p> <p><b>Story:</b> Making Music</p>

Let's Review Units 1 and 2

### Unit 3 Things I Can Do

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> What's wrong, Andy? I can't find my book. Is it in your desk? It's under my chair.</p> <p><b>Song:</b> What's Wrong?</p>	<p><b>Actions:</b> ride a pony, play the piano, do a magic trick, play hopscotch, play with a yo-yo, do a cartwheel, do a somersault, jump rope</p> <p><b>Language:</b> Look at him/her. He/She can do a magic trick. What can he/she do?</p> <p><b>Chant:</b> Look at Me!</p>	<p><b>Actions:</b> dance, swim, run, sing, skip, read, paint, color</p> <p><b>Language:</b> They can read. Can they skip?</p> <p><b>Listen and do:</b> play, ride, use, speak</p>	<p><b>Phonics</b></p> <p><b>Ll</b> long, little, like</p> <p><b>Rr</b> run, race, ride</p> <p><b>The LR Phonics Chant</b></p> <p><b>Story:</b> What Can You Do?</p>

### Unit 4 Occupations

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> What's the matter, Scott? I'm sick. I hope you feel better soon! Thanks.</p> <p><b>Song:</b> What's the Matter?</p>	<p><b>Jobs:</b> a cook, a nurse, a taxi driver, a doctor, a police officer, a teacher, a student, a farmer</p> <p><b>Language:</b> He's/She's a cook. Who's he/she?</p> <p><b>Chant:</b> Is He a Teacher?</p>	<p><b>Jobs:</b> pilots, salesclerks, office workers, engineers, dentists, firefighters, teachers, students</p> <p><b>Language:</b> Who are they? They're office workers. Are they dentists?</p> <p><b>Listen and do:</b> drive, use, fly, climb</p>	<p><b>Phonics</b></p> <p><b>a_e</b> game, make</p> <p><b>ai</b> paint, rain</p> <p><b>ay</b> play, today</p> <p><b>Long A Phonics Chant</b></p> <p><b>Story:</b> A Rainy Day</p>

Let's Review Units 3 and 4



## Unit 5 Things to Eat

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> What's for lunch, Mom? Spaghetti. I like spaghetti. I do, too. Do you want spaghetti? Yes, please. No, thank you!</p> <p><b>Song:</b> The Spaghetti Song</p>	<p><b>Food:</b> an omelet, a peach, a pear, a pancake, yogurt, cereal, tea, hot chocolate</p> <p><b>Language:</b> What does she want? She wants a peach. Does he want cereal?</p> <p><b>Chant:</b> Hungry Boy Chant</p>	<p><b>Food:</b> grapes, pancakes, peaches, hamburgers, stew, cheese, pasta, steak</p> <p><b>Language:</b> What does she like? She likes pancakes. Does she like steak?</p> <p><b>Listen and do:</b> count, eat, make, peel</p>	<p><b>Phonics</b></p> <p>e me, we ee tree, weed ea clean, leaf</p> <p><b>Long E Phonics Chant</b></p> <p><b>Story:</b> Weeds and Trees</p>

## Unit 6 My House

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> Where do you live? I live in Hillsdale. What's your address? It's 6 North Street. What's your cell phone number? It's (798) 555-2143.</p> <p><b>Song:</b> Hillsdale</p>	<p><b>Household Items:</b> a bed, a bathtub, a sofa, a stove, a lamp, a sink, a TV, a refrigerator</p> <p><b>Language:</b> Where's the workbook? It's under/by/in/on the bed.</p> <p><b>Chant:</b> Are There Books in the Bathtub?</p>	<p><b>Locations:</b> next to, in front of, behind</p> <p><b>Language:</b> There's a table in front of the sofa. Is there a stove next to the sink?</p> <p><b>Listen and do:</b> wash, take, clean, make</p>	<p><b>Phonics</b></p> <p>i_e kite, ride y fly, my i climb, find</p> <p><b>Long I Phonics Chant</b></p> <p><b>Story:</b> Save that Kite!</p>

Let's Review Units 5 and 6

## Unit 7 Routines

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> What time is it? It's six o'clock. It's time for dinner. It's seven o'clock. It's time for your bath. Is it time for bed? Yes, it is. Good night, Mom.</p> <p><b>Song:</b> What Time Is It?</p>	<p><b>Morning Routines:</b> get up, brush my teeth, wash my face, comb my hair, get dressed, eat breakfast</p> <p><b>Language:</b> What do you do in the morning? I eat breakfast. Do you wash your face in the afternoon?</p> <p><b>Chant:</b> What Do You Do in the Morning?</p>	<p><b>Evening Activities:</b> eat dinner, talk on the phone, do homework, take a bath, watch TV, study English</p> <p><b>Language:</b> What does he do in the evening? He watches TV. Does she watch TV at night?</p> <p><b>Listen and do:</b> play, take, go</p>	<p><b>Phonics</b></p> <p>o_e home, rope oa goat, oats ow bowl, grow</p> <p><b>Long O Phonics Chant</b></p> <p><b>Story:</b> A Day on the Farm</p>

## Unit 8 Doing Things

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p><b>Conversation:</b> Let's play a game! What are you doing? I'm riding a bicycle. We're swimming.</p> <p><b>Song:</b> What Are You Doing?</p>	<p><b>Actions:</b> dancing, swimming, sleeping, drawing, singing, running, walking, reading</p> <p><b>Language:</b> What's he doing? He's drawing. Is she swimming?</p> <p><b>Song:</b> Doing Things</p>	<p><b>Places:</b> at home, at school, at the park, at the store, at the library, at the zoo</p> <p><b>Language:</b> Where is she/he? She's/He's at the library. What's he doing? He's playing baseball.</p> <p><b>Listen and do:</b> snap, stamp, open, close</p>	<p><b>Phonics</b></p> <p>u_e huge, tube ue blue, glue ew few, new</p> <p><b>Long U Phonics Chant</b></p> <p><b>Story:</b> Making Art</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 additional practice 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 from the previous two units.

## 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 and photos 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



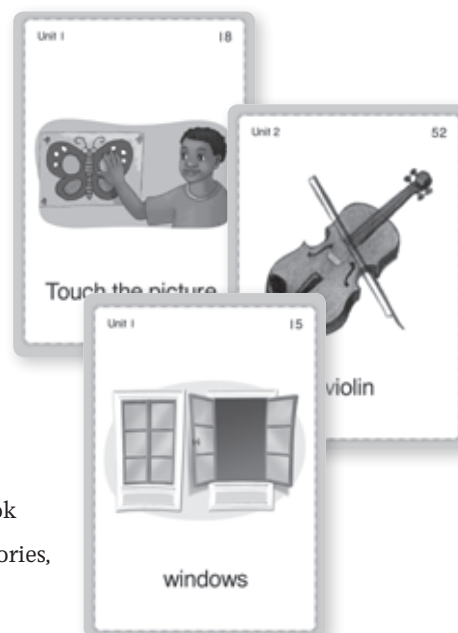
## Teacher Cards

- 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

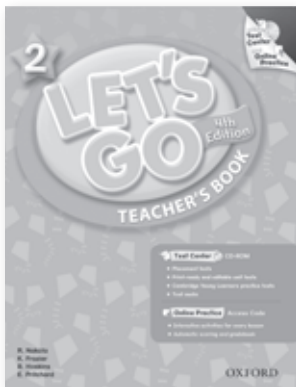
- Playing-card size cards to use for games, drills, and practice at home
- Perfect for small hands
- Integrated into Teacher's Book lesson plans



## 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

## 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

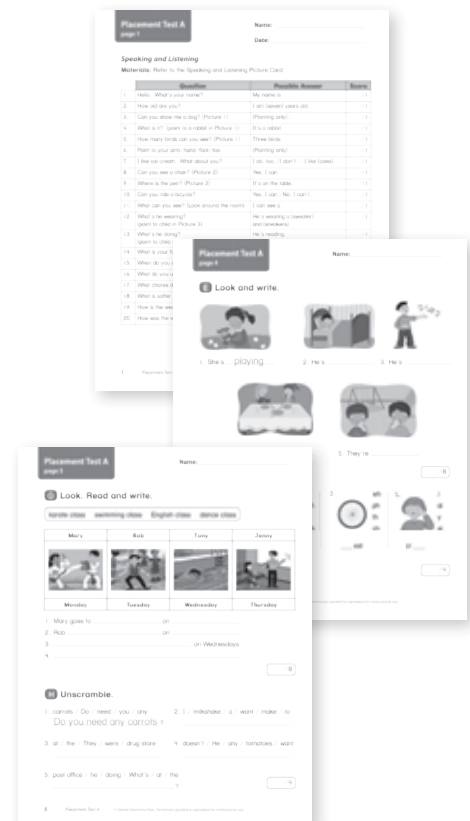
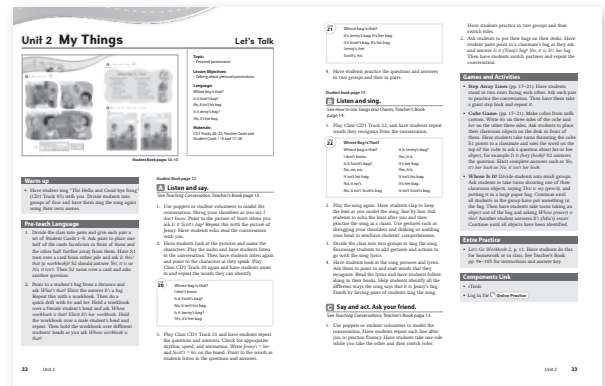
## Online Practice

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](http://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

**Unit 2 My Things Let's Talk**

**A Listen and say.** 21

Whose bag is that?  
I don't know.

Is it Scott's bag?  
No, it isn't his bag.

Is it Jenny's bag?  
Yes, it's her bag.

Whose bag is that?  
It's Jenny's bag. It's her bag.  
It's Scott's bag. It's his bag.

Jenny's = her  
Scott's = his

**B Listen and sing.** 22

**Whose Bag Is That?**

Whose bag is that? I don't know.	Is it Jenny's bag? Yes, it is.
Is it Scott's bag? No, no, no.	It's her bag. Yes, it is.
It isn't his bag. No, it isn't.	It isn't his bag. It's her bag.
No, it isn't Scott's bag.	It isn't Scott's bag.

**C Say and act. Ask your friend.**

Whose bag is that?  
Is it \_\_\_\_\_'s bag?  
No, it isn't \_\_\_\_\_ bag.

Is it \_\_\_\_\_'s bag?  
Yes, it's \_\_\_\_\_ bag.

Song or chant reinforces language from the dialogue

Role-play activity gives students a personalization opportunity

Unit 2 Student Book pages 12–13

### 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.

- 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.
- Listen to the dialogue.** Students look at the scene to establish context, and then listen and repeat after the audio to reinforce natural pronunciation.
- Listen to the language focus.** Have students listen to the audio. Then have them repeat, focusing on natural intonation, rhythm, and speed.
- Practice the conversation.** Move from group practice to pair practice (or groups of three, depending on the conversation).

### B Listen, point, and sing.

- Play and listen.** Play the song or chant first, and have students identify familiar words they hear and items they see in the illustration.
- 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.

- 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.
- 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.

- Personalize the conversation.** Use puppets or student volunteers to model the conversation.
- 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**

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

Interactive game practices the target language in a fun way

Song or chant reinforces vocabulary

Unit 2 Student Book pages 14–15

## 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.

- 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 in their books. 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 in their books and describe what they see. Then listen to the audio and have students point to the objects.
- 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.
- Focus on rhythm and intonation.** Play the drum track. Have students listen, clap, and chant along.

## C Play a game.

- 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 in the game box.
- Play the game together.** Have students play the game in pairs pointing to the objects along the path (a key, a tissue, a comb, a watch, a comic book, a coin, a paper clip, a brush, and a candy bar). After they have played the game, switch partners and play again. Then invite students to create their own questions, pointing to objects in the classroom.

## D Listen, point, and chant.

- Listen to the chant.** Play the chant and have students identify familiar words they hear. Have them listen for lines or words that are repeated.
- Listen and point.** Play the chant again and have students point to the objects in the illustration.
- Play the chant.** Play the chant again and chant together.

## 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**

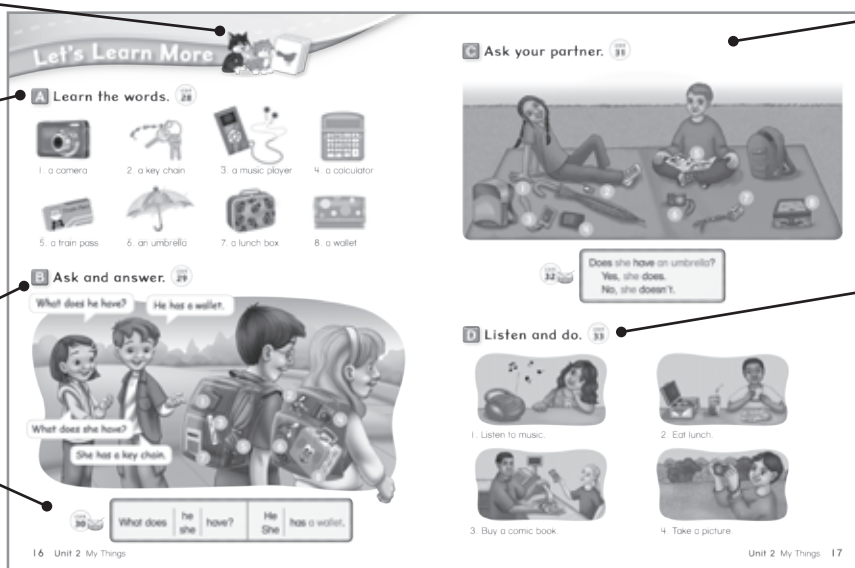
# Let's Learn More

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



Pattern practice

Essential classroom action verbs combined with familiar language patterns

Unit 2 Student Book pages 16–17

## 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 Ask your partner.

- 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.
- Focus on rhythm and intonation.** Play the drum track. Have students listen, clap, and chant along with the audio.

### 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

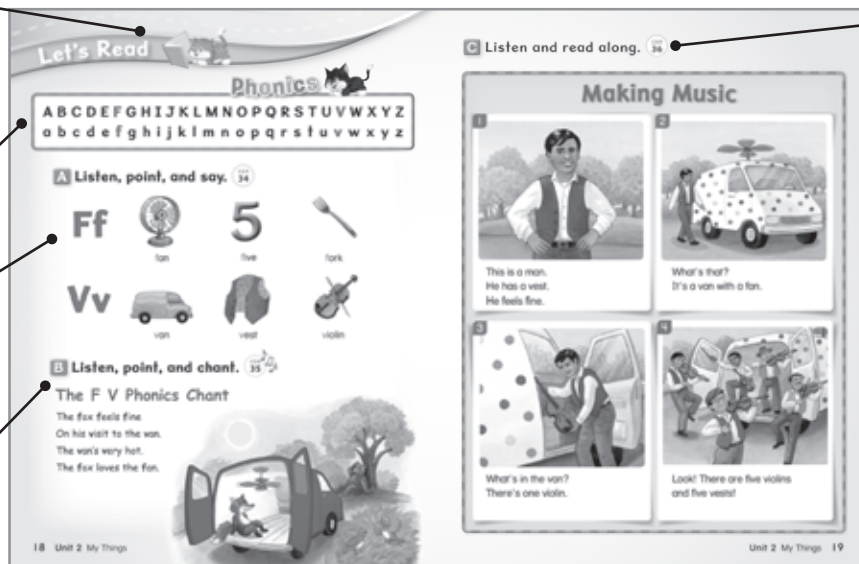
- Workbook
- Student Book Audio CD
- iTools
- Log in for [Online Practice](#)

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 2 Student Book pages 18–19

## 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 story. They can pantomime or use Teacher Cards or their own realia. Have students switch roles. Ask volunteers to play the role of the narrator.

## 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](#)