

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**:

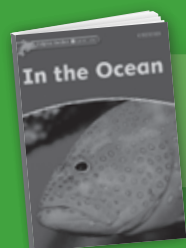
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- **Interactive songs and chants** by Carolyn Graham bring classrooms to life
- **NEW Phonics and reading lessons** help children learn to read fluently
- **NEW Fun phonics chants and drum tracks** improve pronunciation and intonation
- **NEW Communication games** give children many more opportunities to use English with confidence



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Level 4

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A1

ISBN 978-0-19-464198-2



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Let's Go 4
4th Edition

Teacher's Book with Test Center and Online Practice

Nakata/Frazier/Hoskins/Davy

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4

LET'S GO

4th Edition

TEACHER'S BOOK

with
Test Center
and
Online Practice

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- ★ Print-ready and editable unit tests
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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 1

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Senior Manufacturing Controller: Eve Wong

ISBN: 978 0 19 464198 2 Teacher's Book with Test Center and Online Practice

ISBN: 978 0 19 462604 0 Teacher's Book as pack component

ISBN: 978 0 19 464371 9 Test Center CD-ROM as pack component

ISBN: 978 0 19 464163 0 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: Jesse Graber: 114, 125; Karen Lee: 112, 125; Janet McDonnell: 132, 133, 143; Apryl Stott: 110, 124.

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

Cover Design: Debbie Lofaso

Cover Illustrator: Daniel Griffo

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2. Select the test and audio. Edit if desired.
3. Print the tests and download the audio files.



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Ritsuko Nakata
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Syllabus

Let's Remember

Where's he going? Let's go to the music store. Where is it?
 Which hat do you like? It's next to the bookstore.
 I like the blue one.

Unit 1 The Great Outdoors

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: We're going to go camping tomorrow. I'm really excited! How's the weather going to be? It's going to be cold. Is it going to rain? I'm not sure. I hope not.</p> <p>Weather: cool, cold, warm, hot, humid, foggy</p> <p>Chant: The Weather Chant</p>	<p>Sports: a mitt, a bat, a skateboard, a helmet, a tennis ball, a tennis racket, a fishing rod, a bucket</p> <p>Language: What are you going to do? I'm going to go skateboarding. I have a skateboard and a helmet. What's he going to do?</p> <p>Chant: What Are You Going to Do After School?</p>	<p>School Items: a towel, a hat, a swimsuit, a tent, a flashlight, a sleeping bag, sunglasses, sunscreen</p> <p>Language: I'm going to go to the mountains. What do I need? You need a flashlight. What does she need? What do they need? Does he need an umbrella?</p>	<p>Phonics</p> <p>ch chicken, cheese, chocolate</p> <p>sh sheep, shorts, shirt</p> <p>Phonics Chant: My Sheep Wears Shorts.</p> <p>Photo Essay: Meet Chad from Chile</p>

Unit 2 Hopes and Dreams

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: What do you want to be? I want to be a singer. What about you? I want to be a dancer. Let's sing and dance together... In the school show! Fantastic!</p> <p>Occupations: an astronaut, a singer, a musician, a news reporter, a writer, a scientist</p> <p>Chant: What Do You Want to Be?</p>	<p>Occupations: an engineer, a movie star, a truck driver, an architect, a tour guide, a delivery person</p> <p>Language: What does he want to be? He wants to be a tour guide. Does she want to be a movie star?</p> <p>Song: She Wants to Be an Engineer</p>	<p>Hopes: climb a mountain, build a house, sail a boat, travel around the world, design a video game, drive a car</p> <p>Language: What does he want to do? He wants to drive a car. Does she want to design a video game?</p>	<p>Phonics</p> <p>ph photo, phone, dolphin</p> <p>wh whale, white, whistle</p> <p>Phonics Chant: Whales and Dolphins</p> <p>Article: Meet Anna and Teri from Hawaii</p>

Let's Review Units 1 and 2

Reading: Chris and Cindy's Treasure Hunt – Part One

Unit 3 Birthdays

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: What's the date today? It's the 1st. Yesterday was my birthday. Oh, I'm sorry. I forgot! That's OK. When's your birthday? It's on September 9th.</p> <p>Ordinal Numbers: 1st to 31st</p> <p>Chant: January First</p>	<p>Activities: had a party, went to the mall, slept late, took a test, flew a kite, won a race</p> <p>Language: What did you do yesterday? I flew a kite. What did she do yesterday?</p> <p>Chant: When's Your Birthday?</p>	<p>Happenings: met a rock star, broke a window, got a present, found some money, lost his cell phone, ate too much chocolate</p> <p>Language: What happened? She won a race. They found some money.</p>	<p>Phonics</p> <p>th thin, thirteen, Thursday</p> <p>th father, mother, they</p> <p>Phonics Chant: When's Your Birthday Party?</p> <p>Article: Meet Sama from Egypt</p>

Unit 4 School

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: What's your favorite subject? I like science best. Why do you like science? I think it's easy. Which subject do you like best? I like English. It's easier than science.</p> <p>Subjects: history, science, English, literature, geography, P.E.</p> <p>Song: History is Easier than Math</p>	<p>Seasons: spring, summer, fall, winter, rainy, snowy, windy, cloudy</p> <p>Language: Which season do you like best? I like fall. It's cool in the fall. I think rainy days are better/worse than hot days.</p> <p>Song: Winter, Spring, Summer, Fall</p>	<p>Opposites: big, small, heavy, light, long, short, old, new</p> <p>Language: Which book is heavier? The red book is heavier. Which pencil is the longest? The yellow pencil is the longest.</p>	<p>Phonics</p> <p>ck duck, sock, black</p> <p>nk skunk, think, stink</p> <p>Phonics Chant: My Duck and My Skunk</p> <p>Photo Essay: Are You the Fastest?</p>

Let's Review Units 3 and 4

Reading: Chris and Cindy's Treasure Hunt – Part Two



Unit 5 Outdoors and Indoors

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: Hi, Scott. Where are you? We're at the roller coaster. Can you wait for us? Sure, but hurry! Thanks for waiting for us. No problem! I'm so excited!</p> <p>Feelings: excited, worried, interested, surprised, bored, embarrassed</p> <p>Song: He's Very Worried</p>	<p>Directions: around, through, over, under, into, out of</p> <p>Language: Kate went under a bridge and up a hill. Where did she go? She went through the tunnel.</p> <p>Chant: Jogging Up and Down</p>	<p>Activities: downloaded pictures, practiced the violin, watched a baseball game, listened to music, played a board game, visited my grandparents</p> <p>Language: What did you do on Sunday? I watched a baseball game. What did he do on Sunday?</p>	<p>Phonics</p> <p>lk milk, talk, walk</p> <p>st first, last, toast</p> <p>Phonics Chant: Walk and Talk</p> <p>Journal: Steve's Trip to Mexico</p>

Unit 6 People

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: Can I help you? I'm looking for someone. Who are you looking for? I'm looking for my aunt. What does she look like? She has short red hair.</p> <p>Family: grandma, grandpa, aunt, uncle, mom, dad, cousin, younger sister</p> <p>Chant: Can I Help You?</p>	<p>Hair/Eyes: long, short, curly, straight, a ponytail, bangs, a beard, a moustache, blond, red, brown, gray, black, blue, green</p> <p>Language: What does your cousin look like? He has curly brown hair. What does Dan's dad look like?</p> <p>Song: The Ponytail Song</p>	<p>Clothes: a vest, a baseball cap, a blouse, a tie, a suit, sandals, sneakers, glasses</p> <p>Language: Which one is your uncle? He's the one in a suit and a tie. Which one is Jim's mom? She's the one with short curly hair. She's the one in a red dress.</p>	<p>Phonics</p> <p>nd blond, hand, band</p> <p>ng bangs, sing, ring</p> <p>Phonics Chant: Clap Your Hands for Wanda!</p> <p>Description: Emily Goes to France/Alex Goes to India</p>

Let's Review Units 5 and 6

Reading: Chris and Cindy's Treasure Hunt – Part Three

Unit 7 Future Plans

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: What are you going to do this weekend? I'm going to stay home. What about you? I'm going to play in a tournament.</p> <p>Plans: see a play, plant flowers, play ice hockey, go shopping, go horseback riding, play softball</p> <p>Chant: What Are You Going to Do This Weekend?</p>	<p>Activities: rent a DVD, borrow some books, go backpacking, go on vacation, mail a letter, read a novel</p> <p>Language: Are you going to read a novel tonight? When is he going to go backpacking? He's going to go backpacking this summer.</p> <p>Chant: Is He Going to Go?</p>	<p>Places: department store, barber shop, beauty salon, supermarket, drugstore, gift shop</p> <p>Language: Where are you going to go? We're going to go to the gift shop. Where's he going to go? Where are they going to go?</p>	<p>Phonics</p> <p>qu quilt, question, queen</p> <p>tw twins, twelve, twenty</p> <p>Phonics Chant: The Twirling Twins</p> <p>Article: Meet Astrid from Denmark</p>

Unit 8 Work and Play

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: Do you want to come to the park? I can't. Why not? Because I'm sick. What's the matter? I have a stomachache. I hope you feel better!</p> <p>Illnesses: a cold, a fever, a headache, a sore throat, an earache, a stomachache, a toothache, a cough</p> <p>Chant: What's the Matter?</p>	<p>Play: send messages, surf the Internet, watch DVDs, collect baseball cards, play soccer, play badminton</p> <p>Language: What do you like to do? I like to send messages. What does he like to do? He likes to surf the Internet. What do they like to do?</p> <p>Song: Do You Like to Go Camping?</p>	<p>Work: clear the table, wash the dishes, dry the dishes, vacuum the carpet, take out the trash, sweep the floor</p> <p>Language: What do you have to do? I have to wash the dishes. He has to sweep the floor. They have to go to the supermarket.</p>	<p>Phonics</p> <p>nt tent, paint, plant</p> <p>rt cart, dirt, smart</p> <p>Phonics Chant: Get Smart! Find a Cart!</p> <p>Article: Everyone Has to Do Chores</p>

Let's Review Units 7 and 8

Reading: Chris and Cindy's Treasure Hunt – Part Four

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 Four

Each of the eight units in Level 4 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 language they have learned in Ask and answer.

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.

Let's Read uses phonics to teach children phonemic awareness and how to read language they may have learned orally. In the listen and read along sections, students read longer passages.

Let's Review provides a one-page listening assessment and a story 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 (eg., 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.

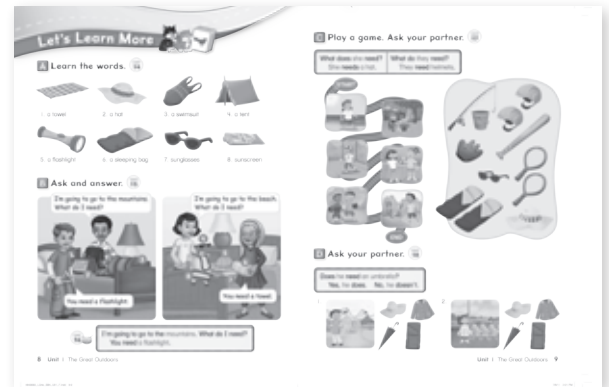


Components



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



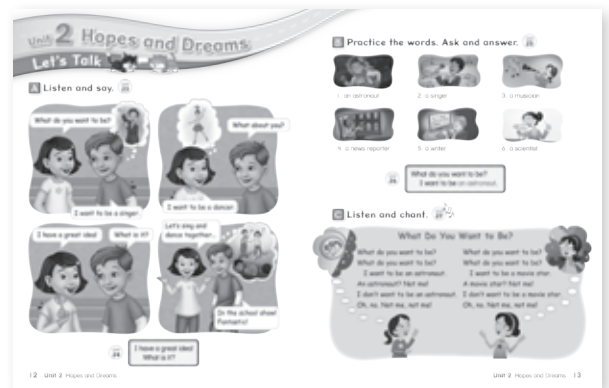
Student Audio CD

- 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

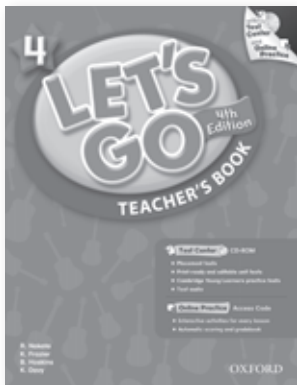
- Playing-card size cards to use for games, drills, and practice at home
- Perfect for small hands
- Integrated into Teacher's Book lesson plans



Class Audio CDs

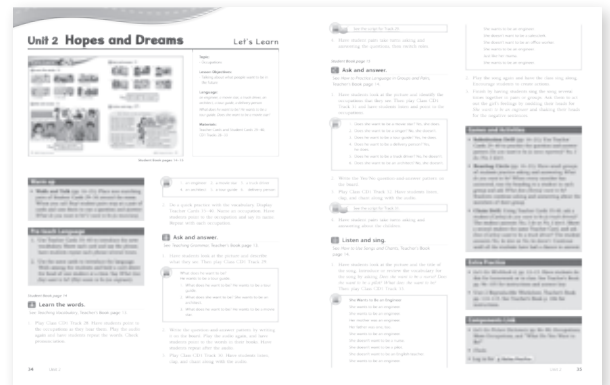
- Contain the complete audio track for the Student Book
- Include vocabulary substitutions with drum tracks, stories, songs, and chants





Teacher's Book

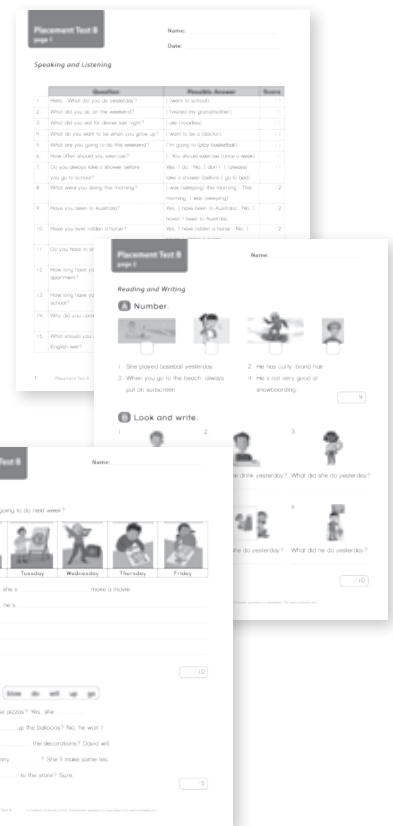
- **Introduction:**
 - A description of the course and its teaching methodology
 - Tips for teaching different aspects of the lessons
 - Descriptions of games and drills used in the lesson plans
- **Lesson Plans:**
 - Easy-to-follow activities to present, practice, and reinforce new language
 - Suggestions 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



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

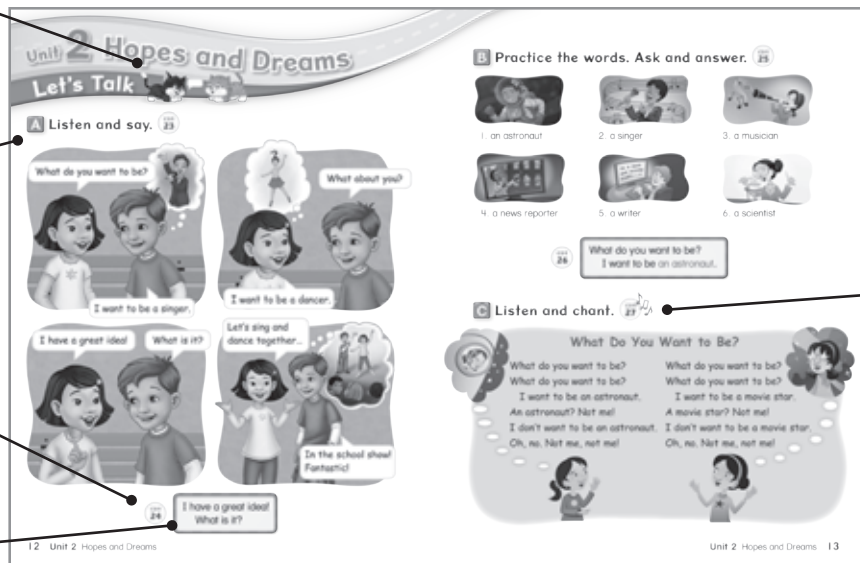
Let's Talk

Mascots Sam and Ginger introduce the Let's Talk spread 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

Unit 2 Student Book pages 12–13

Warm up

Start the lesson with a review 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 Practice the words. Ask and answer.

- Introduce the words.** Use Teacher Cards to introduce the vocabulary. Hold up one Teacher Card at a time and say the name of the vocabulary item. Students repeat each word several times. Then conduct a quick drill of the words using the Teacher Cards, without speaking as you show the cards. Gradually pick up speed as students get used to saying the words.
- Practice the words with the pattern.** Put Teacher Cards on the chalk rail. Point to the first card and say

the question. Have students repeat. Continue with all the new vocabulary. Then point to the cards in random order and have students say each word with the pattern.

C Listen and chant.

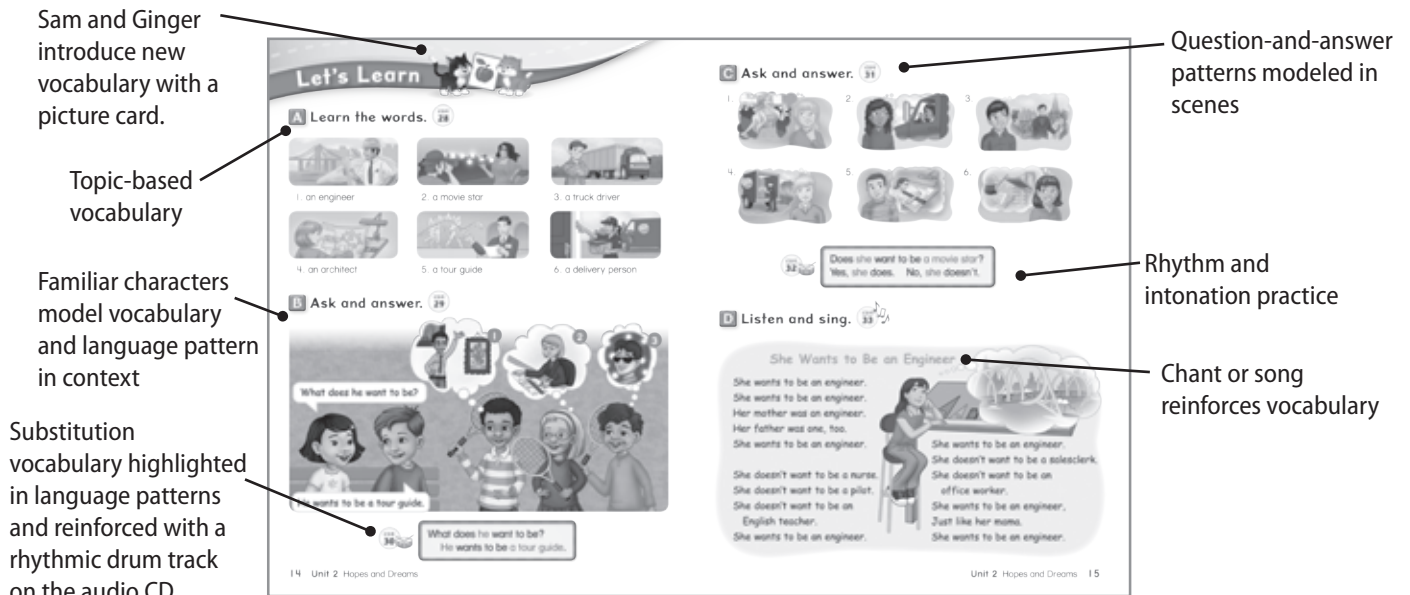
- Play and listen.** Play the song or chant first, and have students identify familiar words they hear and items they see in the illustration.
- Practice the rhythm.** Introduce the song or chant rhythmically. Have students clap to keep the beat as you model the song line by line. Have students echo the lines after you. Demonstrate actions or movements that go with the song.
- 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 several times.
- Say the chant.** Play the chant and have students chant along. Then divide the class into two groups to chant each girl's wishes.

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



Unit 2 Student Book pages 14–15

Warm up

Start the lesson with a review activity or select an activity from Games and Activities to review language that will be built upon in this lesson. This will start the class on a positive note since students are using familiar language.

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.

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 more 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.
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.

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


C Listen and sing.

1. **Listen to the song.** Play the song and have students identify familiar words they hear and familiar items in the illustration. Have them listen for lines or words that are repeated.
2. **Listen and point.** Play the song again and have students point to and name the objects in the illustration.
3. **Listen and list.** List the occupations that are in the song. Review the vocabulary with students.
4. **Sing the song.** Play the song again and have students 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 two picture cards.

Additional topic-based vocabulary

Familiar characters model vocabulary and language pattern in context

Substitution vocabulary highlighted in language patterns and reinforced with a rhythmic drum track audio

Interactive game practices the target language in a fun way

Personalize the practice.

Unit 2 Student Book pages 16–17

Warm up

Start the lesson with a review activity or select an activity from Games and Activities to review language that will be built upon in this lesson. This will start the class on a positive note since students are using familiar language.

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 in their books. Start slowly, but increase your speaking speed to challenge students and make the activity more 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.
- 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.
- Focus on rhythm and intonation.** Play the drum track. Have students listen, clap, and chant along with the audio.

10 Unit Walk-Through

C Play a game. Ask your partner.

- Listen to the sentences.** Play the audio and have students listen and point to the pictures. Play it again and have students repeat the questions and answers to practice natural pronunciation and intonation.
- Practice the sentence patterns.** Have students play the game in pairs. (Does she want to design a video game? Yes, she does or No, she doesn't) After they have practiced with the book, invite them to create original sentences using the target pattern and drawing their own pictures.

D What about you?

- Discuss in small groups.** Invite one student to be the one making the statements. Then have students go around a circle and make statements about themselves.
- Listen to the sentences.** Have students listen to the statements and tell a partner what another student said.
- Write the answers.** Ask students to use the sentence starters to write their own statements about what they want to do in the future and what they don't want to do.
- Say and do the actions.** Have students say and do the actions that show the answers to the questions. For example, they should pantomime walking to school or getting on a bus.

Games and Activities

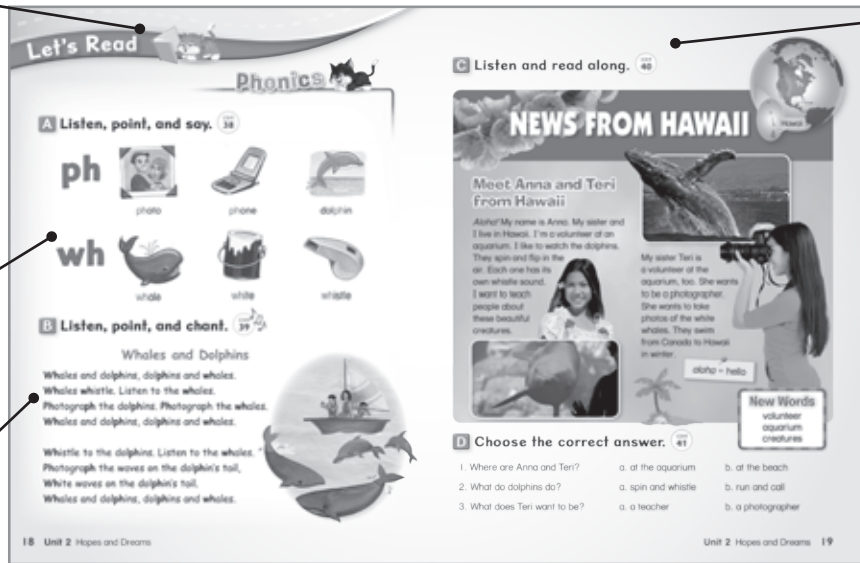
- Use the suggested games or activities to practice the new phrases, vocabulary, and language patterns.

Extra Practice

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

Online Practice

Ginger is learning to read while Sam focuses on letter combinations



Delightful stories use key phonics words to teach reading

Contrasting blends appear in red at the beginning of key words

Fun Phonics Chant for phonemic awareness and pronunciation

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 that unit together will start the class on a positive note.

A Listen, point, and say.

- Listen to the sounds.** Then have students listen to the sounds on the audio and point to the letters and words in their books.
- Practice the sounds.** Show students Teacher Cards for words that start with the /ph/ digraph and say the words. Have students concentrate on listening to the initial sounds in each word. Do the same with the words that begin with the /wh/ digraph. Then say the words in random order and ask students to decide whether the word has a /ph/ or /wh/ digraph. Ask students to whistle once for /wh/ and pretend to use a phone for /ph/.

B Listen, point, and chant.

- Listen and point.** Have students listen to the Phonics Chant on the audio and point to the words. Then play the audio again, and ask students to join in when they hear words that begin with /ph/ and /wh/.
- Listen and chant.** Play the audio again and have students do the chant with pencil beats. 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 from this and previous units. Before listening to the story, have students look at the photos 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 in small groups or pairs, if they are able to read independently.
- Act It Out.** Have students work in pairs to get up and act out the story, pretending to be Anna and Teri.

Games and Activities

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

Extra Practice

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