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4th Edition

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Let's Go 5 4th Edition

Teacher's Book with Test Center and Online Practice

Nakata/Frazier/Hoskins/Davy

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5

LET'S GO

4th Edition

TEACHER'S BOOK

with Test Center and Online Practice

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- ★ 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

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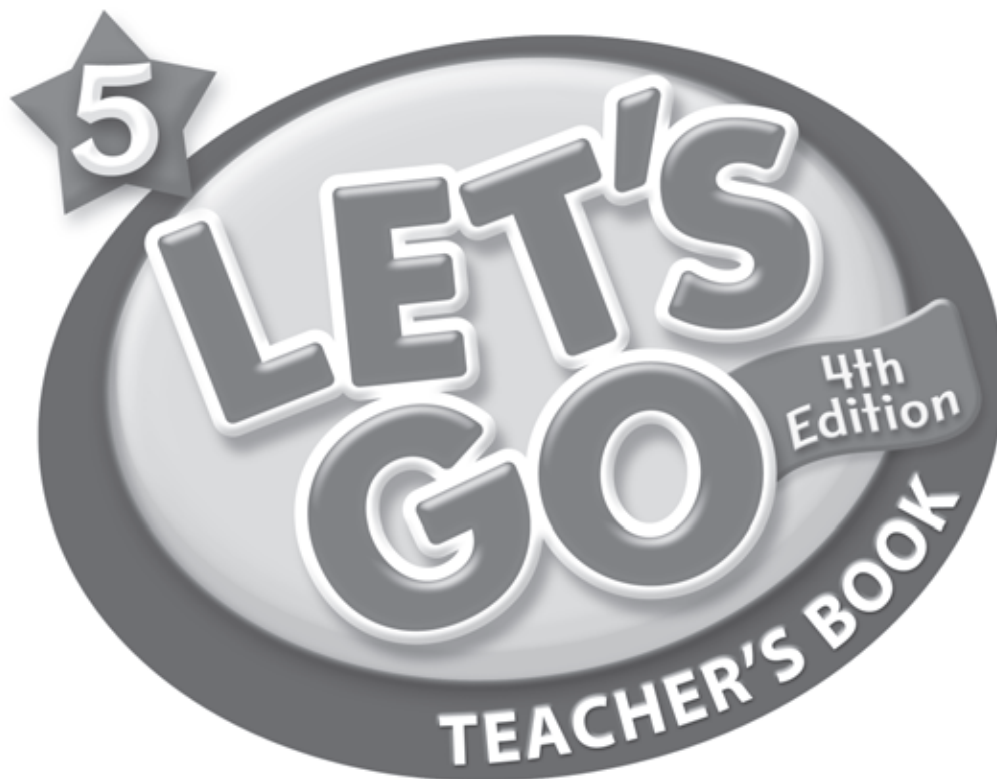
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2. Select the test and audio. Edit if desired.
3. Print the tests and download the audio files.



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Syllabus

Let's Remember

Do you want to go skateboarding?
What happened?
Which ball is bigger?

Is it going to rain?
I'm not sure.
It's dark. You need a flashlight.

Unit 1 How Much Food?

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: Is everything ready for the party? Are there enough pretzels? I think so. How many cans of soda are there? There is only one can. How many cans do we need? We need twelve cans.</p> <p>Food: a can of tomatoes, cans of beans, a bag of potato chips, bags of pretzels, a bottle of water, bottles of soda, a piece of pizza, pieces of watermelon</p> <p>Song: One Piece of Pizza</p>	<p>Quantities of Food: a lot of/a few nuts, a lot of/a few cupcakes, a lot of/a few blueberries, a lot of/a few cherries</p> <p>Language: There are a lot of nuts. There are a few cupcakes. How many sandwiches are there? There are a lot of/a few sandwiches.</p>	<p>Quantities of Food: a lot of/a little pudding, a lot of/a little fruit, a lot of/a little lemonade, a lot of/a little pie</p> <p>Language: How much fruit is there? There is a lot of fruit. There is a little pie. How many peaches are there?</p> <p>Chant: Is There a Lot of Milk?</p>	<p>Descriptive Article: Dinosaurs</p> <p>Questions</p> <p>Vocabulary: reach</p> <p>Phonics: mp jump mb climb</p> <p>Word Study: long + er = longer</p>

Unit 2 Comparing Animals

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: Did you know that a zebra is slower than a gazelle? Which animal is faster? A cat or a polar bear? I'm not sure. A cat is as fast as a polar bear! Are you sure? Yes, I'm sure.</p> <p>Animals: a wolf, a zebra, a cheetah, a gazelle, a rhinoceros, a polar bear, a squirrel, a skunk</p> <p>Chant: A Gazelle is as Fast as a Lion</p>	<p>Comparatives: fast, faster, fastest; slow, slower, slowest; large, larger, largest; small, smaller, smallest</p> <p>Language: Which one is faster? The gazelle is faster. Which one is the fastest? The cheetah is the fastest.</p> <p>Chant: Cheetah Chant</p>	<p>Descriptions: colorful, graceful, expensive, delicious</p> <p>Language: Which one is more/less colorful? The fish is more colorful. The frog is less colorful. Which one is the most/the least graceful? The gazelle is the most graceful. The elephant is the least graceful.</p>	<p>Article: What Do You Know About Animals?</p> <p>Questions</p> <p>Vocabulary: look like</p> <p>Phonics: ir bird ar scarf</p> <p>Word Study: small + est = smallest</p>

Let's Review Units 1 and 2

Reading: John and Lisa's Travel Blog—Panda Kindergarten, China

Unit 3 Last Weekend

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: How was your weekend? It was great. How was yours? It was pretty good. What did you do? My brother and I went for a bike ride. That sounds like fun. What did you do last weekend? I went shopping and bought this new bike.</p> <p>Weekend Activities: went for a walk/a bike ride/a swim; went bowling/shopping/skating</p> <p>Chant: Last Summer, What Did You Do?</p>	<p>Weekend Activities: skateboarding, hiking, taking pictures, playing volleyball, running, walking the dogs</p> <p>Language: What was Kate doing? She was walking the dogs. What was she doing yesterday? What were they doing yesterday?</p> <p>Chant: Our Dogs</p>	<p>Weekend Activities: buying sneakers, mailing a package, playing catch, watching DVDs, borrowing books, surfing the Internet</p> <p>Language: Where was Andy this morning? He was at home. What was he doing there? He was watching DVDs. What were they doing this afternoon?</p>	<p>Informational Story: A Trip to the Strawberry Farm</p> <p>Questions</p> <p>Vocabulary: picked</p> <p>Phonics: str strawberry st star</p> <p>Word Study: strawberry – y + ies = strawberries</p>

Unit 4 Activities

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: Are you ready? Not yet. Wait a minute. I think I forgot to do something. Did you put on sunscreen? Yes, I put it on. Did you turn off the radio? Yes, I turned it off. Oh, no! I forgot to take off my watch.</p> <p>Routines: put on sunscreen, turn on the TV, take off your watch, turn off the radio, turn in your homework, turn up the heat, clean up your room, turn down the music</p> <p>Song: Tom Came Home and Turned On the Radio</p>	<p>Adverbs: walk quickly, walk slowly, speak loudly, speak quietly, paint beautifully, dance gracefully</p> <p>Language: How does Kate dance? She dances gracefully. Does she walk quickly? Yes, she does. No, she doesn't. She walks slowly.</p> <p>Chant: My Friend Joe Is Very Slow</p>	<p>Activities: play the guitar, speak English, ride a unicycle, bake, cook, sew</p> <p>Language: What does Kate do well? She sews very well. She speaks English very well.</p>	<p>How-To Article: A Tornado in a Bottle</p> <p>Questions</p> <p>Vocabulary: swirl</p> <p>Phonics: It tilt Id cold</p> <p>Word Study: tight + ly = tightly</p>

Let's Review Units 3 and 4

Reading: John and Lisa's Travel Blog—Great Barrier Reef, Australia



Unit 5 The Future

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: What do you think you'll be when you grow up? I think I'll be a tennis player. You play tennis very well. What do you think I'll be? Maybe you'll be an engineer. I don't think so. I think I'll be a designer. You're probably right. You're really good at drawing.</p> <p>Occupations: a tennis player, a movie director, a designer, a hair stylist, a surgeon, a flight attendant</p> <p>Chant: What Will Lynn Be?</p>	<p>Chores: do the laundry, set the table, make the bed, dust the furniture, mop the floor, wash the car</p> <p>Language: Will Jenny mop the floor? Yes, she will. No, she won't. What will she do next? She'll probably do the laundry.</p> <p>Chant: Will He Hit a Home Run?</p>	<p>After School: do homework, wash the dishes, clean my desk, set the alarm, go fishing/swimming/bowling, go to sleep</p> <p>Language: What will you do after class? I think I'll go to sleep after class. He probably won't do homework. They'll probably go fishing.</p>	<p>Photo Essay: Elephant Camp</p> <p>Questions</p> <p>Vocabulary: wrapped</p> <p>Phonics: wr write wh white</p> <p>Word Study: paint + brush = paintbrush</p>

Unit 6 Fun in the Seasons

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: Summer is my favorite season. What's your favorite season? Winter. Why? Because I like skiing. I like skiing too . . . waterskiing! That sounds like fun.</p> <p>Seasonal Activities: winter, spring, summer, fall, ice skating, skiing, planting flowers, flying kites, going to the beach, waterskiing, camping, picking apples</p> <p>Chant: What's Your Favorite Season?</p>	<p>Seasonal Events: went backpacking/sledding/swimming, raked leaves, had a snowball fight/picnic, picked flowers, built a sandcastle</p> <p>Language: What did you do last weekend? I built a sandcastle. What did he do last weekend?</p> <p>Song: What Did You Do?</p>	<p>Vacation Ideas: go trekking/rafting/scuba diving/surfing/snowboarding/horseback riding; go to a water park/baseball game</p> <p>Language: Andy will probably go surfing. What did he do last summer? He went to a water park. What will he do next summer?</p>	<p>Photo Essay: Butterflies</p> <p>Questions</p> <p>Vocabulary: spread</p> <p>Phonics: sp spot spr spring</p> <p>Word Study: color + ful = colorful</p>

Let's Review Units 5 and 6

Reading: John and Lisa's Travel Blog –Mt. Everest, Nepal

Unit 7 The Senses

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: Something smells good. What are you doing? I'm baking cookies. Are they done? Almost. What happened? I don't know. They don't look good. They smell good. I'll try one. How is it? It tastes great!</p> <p>Using the Senses: look, listen, smell, touch, taste, sunset, bird, rose, pillow, strawberry</p> <p>Chant: Listen! Do You Hear That Music?</p>	<p>Senses: rainbow/beautiful, mask/ugly, music/wonderful, noise/awful, garbage/bad, soap/good</p> <p>Language: The rainbow looks beautiful. How does the butterfly look? It looks beautiful.</p> <p>Chant: I Smell Smoke</p>	<p>Senses: pillow/soft, rock/hard, mirror/smooth, tree/rough, honey/sweet, lemon/sour, potato chip/salty, dark chocolate/bitter</p> <p>Language: How does the mirror feel? The mirror feels smooth. Does it feel smooth or rough? It feels rough.</p>	<p>Descriptive Article: Why Do Foods Taste Different?</p> <p>Questions</p> <p>Vocabulary: pinch</p> <p>Phonics: nch pinch ch reach</p> <p>Word Study: salt + y = salty</p>

Unit 8 New Experiences

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: Guess what? I'm going to go to France this summer. Have you been there before? No. It's my first time. I've been there twice. You'll love France. There's only one problem. I don't speak French!</p> <p>Places: Egypt, China, Hawaii, Nepal, the Grand Canyon, Mt. Everest, France, the Great Barrier Reef</p> <p>Chant: Have You Ever?</p>	<p>International Foods: fried noodles, potato salad, sushi, ravioli, crepes, kimchi, tofu, tacos</p> <p>Language: Have you ever eaten sushi? Yes, I have. No, I haven't. I've eaten crepes. I've never eaten kimchi.</p> <p>Chant: Have You Ever Eaten Sushi?</p>	<p>Animals from Many Places: a crocodile, an ostrich, a panda, a penguin, a llama, a kangaroo, a koala, a hippopotamus</p> <p>Language: Have you ever seen a crocodile? Yes, I have. No, I haven't. Has he ever seen a crocodile? Yes, she has. No, she hasn't.</p>	<p>How-to Article: The Dream Catcher</p> <p>Questions</p> <p>Vocabulary: cut out</p> <p>Phonics: t put tch catch</p> <p>Word Study: un + happy = unhappy</p>

Let's Review Units 7 and 8

Reading: John and Lisa's Travel Blog—Grand Canyon, U.S.A.

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 Five

Each of the eight units in Level 5 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 gives students a chance to practice reading language learned in the unit in a nonfiction context. Each reading is followed by exercises in comprehension, vocabulary, phonics, word study, and personalization.

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 (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



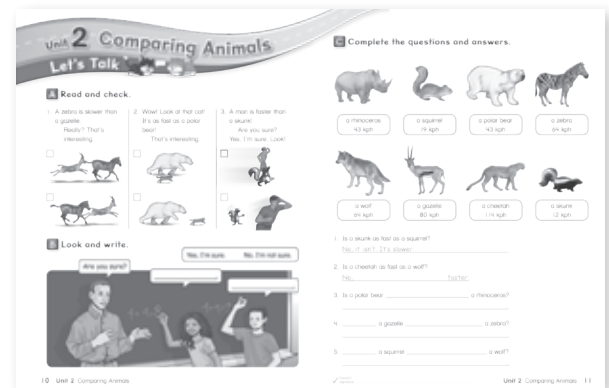
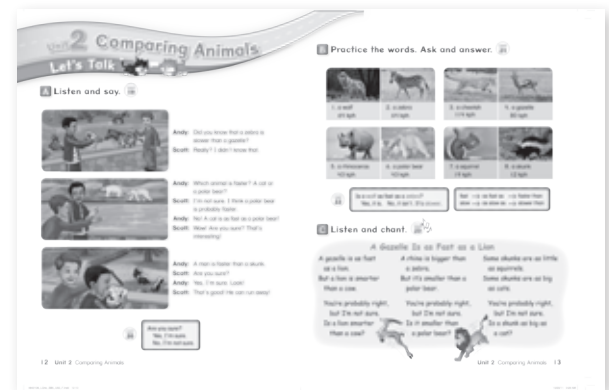
Student Audio CD

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



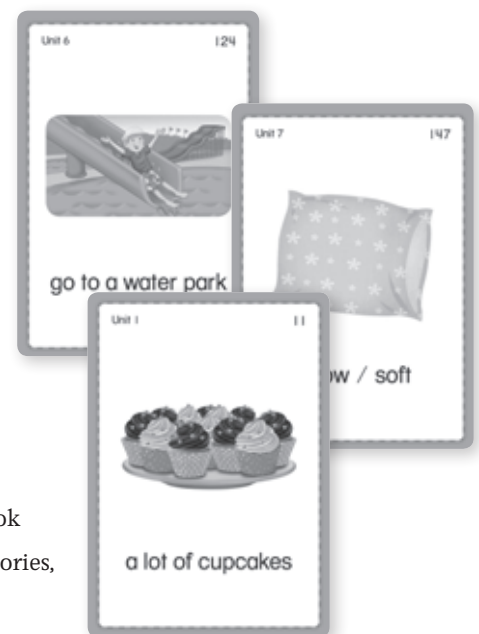
Workbook

- 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



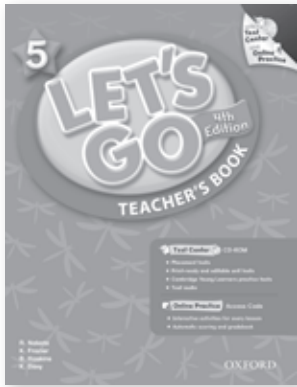
Student Cards

- 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

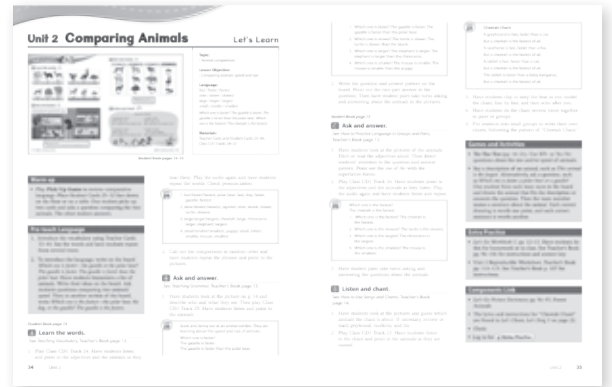
- Contain the complete audio track for the Student Book
- Include vocabulary substitutions with drum tracks, stories, songs, and chants





Teacher's Book

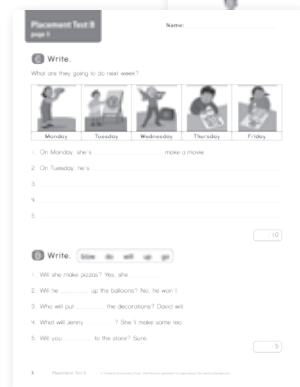
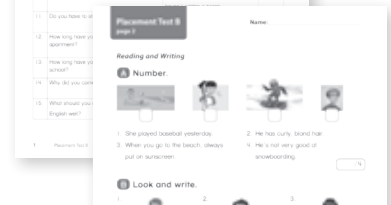
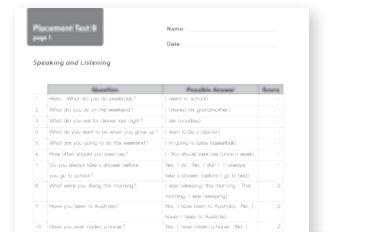
- **Introduction:**
 - A description of the course and its teaching methodology
 - Tips for teaching different aspects of the lessons
 - Descriptions of games and drills used in the lesson plans
- **Lesson Plans:**
 - Easy-to-follow activities to present, practice, and reinforce new language
 - Suggestions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

Unit 2 Comparing Animals
Let's Talk

A Listen and say. 19

Andy: Did you know that a zebra is slower than a gazelle?
Scott: Really? I didn't know that.

Andy: Which animal is faster? A cat or a polar bear?
Scott: I'm not sure. I think a polar bear is probably faster.

Andy: No! A cat is as fast as a polar bear!
Scott: Wow! Are you sure? That's interesting!

Andy: A man is faster than a skunk.
Scott: Are you sure?
Andy: Yes, I'm sure. Look!
Scott: That's good! He can run away!

Are you sure?
Yes, I'm sure.
No, I'm not sure.

B Practice the words. Ask and answer. 20

1. a wolf 4/4 sgh	2. a zebra eɪ zɪə	3. a cheetah tʃi:təh	4. a gazelle gə'zɛl
5. a rhinoceros rɪ'nɒsərəs	6. a polar bear pə'lɑ:bɛə	7. a squirrel s'kwɪrəl	8. a skunk skʌŋk

Is a wolf as fast as a zebra?
Yes, it is. No, it isn't. It's slower.

fast → as fast as → faster than
slow → as slow as → slower than

C Listen and chant. 21

A Gazelle Is as Fast as a Lion

A gazelle is as fast as a lion. But a lion is smarter than a cow. You're probably right, but I'm not sure. Is a lion smarter than a cow?	A rhino is bigger than a zebra. But it's smaller than a polar bear. You're probably right, but I'm not sure. Is it smaller than a polar bear?	Some skunks are as little as squirrels. Some skunks are as big as cats. You're probably right, but I'm not sure. Is a skunk as big as a cat?
---------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------

Song or chant reinforces language from the conversation

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.** Display Teacher Cards. 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.

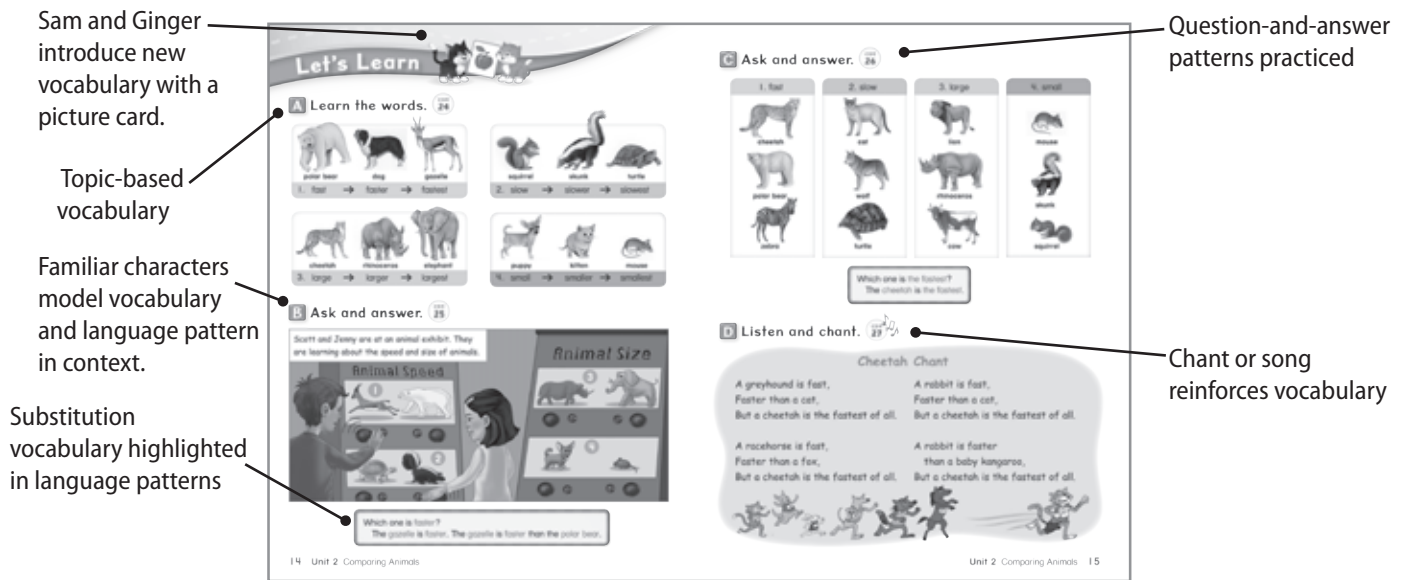
- Play and listen.** Play the chant first, and have students identify familiar words they hear and items they see in the illustration.
- Practice the rhythm.** Introduce the chant rhythmically. Have students clap to keep the beat as you model the song line by line. Have students echo the lines after 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 chant, line by line. Invite students to repeat after you. Say the chant several times.
- Place students in small groups to write their own chants, following the pattern they have heard.

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



Sam and Ginger introduce new vocabulary with a picture card.

Topic-based vocabulary

Familiar characters model vocabulary and language pattern in context.

Substitution vocabulary highlighted in language patterns

Question-and-answer patterns practiced

Chant or song reinforces vocabulary

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 first.

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 their books and describe what they see.
- 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.

C Ask and answer.

- Listen to the question and answer.
- Practice the question and answer.** Check that students understand and can use the question-and-answer pattern.

D Listen and chant.

- Listen to the chant.** Play the chant and have students identify familiar words they hear and familiar items in the illustration. Have them listen for lines or words that are repeated.
- Listen and point.** Play the chant again and have students point to and name the animals in the chant.
- Say the chant.** Play the chant again and have students chant along.
- Put students into small groups to write their own chants, following the pattern in this one. Encourage them to use a variety of nouns and adjectives.

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 picture cards.

Additional topic-based vocabulary

Familiar characters model vocabulary and language pattern in context.

Substitution vocabulary highlighted in language patterns

Interactive game practices the target language in a fun way.

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 first.

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.

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. After they have practiced with the book, invite them to create original sentences using the target pattern and drawing their own pictures.

D Ask and answer. Look at the pictures in D.

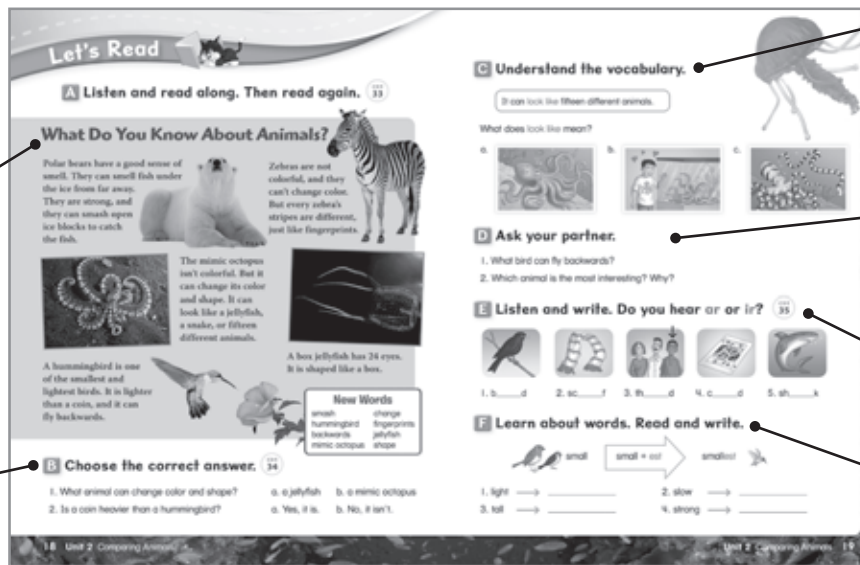
- Model the question and the answers in the language focus box.** Do a quick review with *Yes/No* questions and short answers, with the verb *to be* to remind students that this question-and-answer pattern is not new.
- Play the class audio and have students and point to the items in the pictures.** Then play the audio again and have students 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](#)



Nonfiction articles use familiar language, content vocabulary, phonics example words, and expandable words to teach reading.

Comprehension questions follow the article.

Focus on vocabulary development

Critical thinking and partner discussion

Focus on phonics

Word study and spelling practice

Unit 2 Student Book pages 18–19

Warm up

1. Review the phonics and word study words from the previous unit. Ask volunteers to come to the board, fill in the missing letters, and read the words aloud. Ask students to draw a small picture to illustrate each word.
2. Prepare students to read the article by listing a group of words they know about the story topic. Have them guess what the reading will be about.

A Listen and read along. Then read again.

1. Before students listen to the article, have students preview the article and read the words they know, based on the photographs or illustrations. Read the article title aloud.
2. **Read Along** Play the class audio and have students listen to the article and follow along in their books. Encourage them to point to the words as they listen.
3. Discuss the article, asking students key questions about it.

B Choose the correct answer.

1. Play the class audio and have students read along silently.
2. Have student pairs take turns reading and answering the comprehension questions. Then help students understand why the answers they chose are correct or incorrect.

C Understand the vocabulary.

1. Read the sentence and the question aloud. Have students say the word or words with you. Ask them to work by themselves to choose the answer.
2. Ask students to look back at the article and find the word, words, or expression. Help them understand the correct choice and why others are incorrect.

D Ask your partner.

1. **Divide students into pairs.** Read the questions aloud, modeling correct pronunciation and intonation. Have student pairs answer the questions using true statements.
2. Come back together as a class. Ask the questions and have volunteers share their answers with the class.

E Listen and write.

1. Play the audio and have students listen and point to the letters and words as they hear them. Play the audio again and have students listen and repeat. Ask students to raise their hands when they hear each sound.
2. Then have students write the letters for that sound and find the words in the article.

F Learn about words. Read and write.

1. **Have students point to the words.** Read them aloud have students repeat after you. Direct students' attention to the letters within the arrow.
2. Put students into pairs to complete the answers with a partner. Have volunteers write the answers on the board.

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
- Log in for Online Practice
- iTools
- Worksheets