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LET'S GO

4th Edition

TEACHER'S BOOK

with
Test
Center
and
Online
Practice

Test Center CD-ROM

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

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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**:

- **Conversations and question-and-answer practice** get children talking from the very beginning
- **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



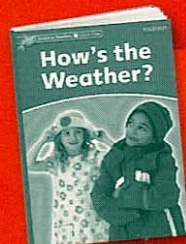
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- Student Book
- Student Book with Student Audio CD of conversations, vocabulary, songs, and readings
- Workbook
- Workbook with Online Practice
- Teacher's Book with Test Center and Online Practice
- Class Audio CDs
- Teacher Cards and Student Cards
- Oxford iTools
Digital Classroom Resources

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Syllabus

Let's Remember

Alphabet Aa-Zz
Numbers 1-10

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

Unit 1 Things for School

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: What's your name? My name is Kate.</p> <p>Song: The Hello Song</p>	<p>School Supplies: a pencil, a pen, a bag, a book, a desk, a chair, a ruler, an eraser</p> <p>Language: What's this? It's a pencil/an eraser.</p> <p>Chant: What's This? It's a Book.</p>	<p>Classroom Objects: a map, a marker, a globe, a table, a board, a wastebasket, a poster, a crayon</p> <p>Language: This is a map. Is this a poster? Yes, it is. No, it isn't.</p> <p>Listen and do: take out, open, close, put away</p>	<p>Phonics</p> <p>Bb bird, ball, boy</p> <p>Pp peach, pencil, pink</p> <p>The BP Phonics Chant</p> <p>Story: At the Park</p>

Unit 2 Colors and Shapes

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: How are you? I'm fine. Thank you.</p> <p>Song: Hi! How are you?</p>	<p>Colors: yellow, blue, red, green, purple, orange, brown, pink, black, white</p> <p>Language: What color is this? It's orange. This is a pencil. It's yellow and pink.</p> <p>Song: The Black Cat Song</p>	<p>Shapes: a triangle, a square, a circle, a star, a diamond, a heart, an oval, a rectangle</p> <p>Language: This is a star. It's blue. It's a blue star. Is this a red square? Yes, it is. No, it isn't.</p> <p>Listen and do: pick up, draw</p>	<p>Phonics</p> <p>Cc cat, coat, cow</p> <p>Gg girl, gate, goat</p> <p>The CG Phonics Chant</p> <p>Story: On the Farm</p>

Let's Review Units 1 and 2

Unit 3 At the Store

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: This is my friend, Sarah. Hello, Sarah.</p> <p>Song: This Is My Friend</p>	<p>Writing Supplies: a crayon, a marker, a notebook, a pencil case, crayons, markers, notebooks, pencil cases</p> <p>Language: How many crayons? Three crayons.</p> <p>Song: How Many?</p>	<p>Electronics: a CD, a video game, a cell phone, a computer, CDs, video games, cell phones, computers</p> <p>Language: What's this? It's a cell phone. What are these? They're CDs.</p> <p>Listen and do: point to, find, count</p>	<p>Phonics</p> <p>Dd desk, duck, door</p> <p>Tt tiger, two, toys</p> <p>The DT Phonics Chant</p> <p>Story: At the Toy Store</p>

Unit 4 People at Home

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: It's nice to meet you, Scott. It's nice to meet you, too.</p> <p>Song: The Family Song</p>	<p>Family Words: grandmother, grandfather, mother, father, sister, brother, baby sister, baby brother</p> <p>Language: Who's she/he? She's my grandmother. He's my grandfather.</p> <p>Chant: Who's She?</p>	<p>Describing People: tall, short, young, old, pretty, handsome</p> <p>Language: She's my mother. She's pretty.</p> <p>Song: Is He Short? Is He Tall?</p> <p>Listen and do: say, count, read, write</p>	<p>Phonics</p> <p>Aa apple, cat, cap, bag</p> <p>The A Phonics Chant</p> <p>Story: Let's Go to the Park</p>

Let's Review Units 3 and 4



Unit 5 Happy Birthday!

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<p>Conversation: Happy Birthday, Jenny! How old are you? I'm seven years old. This is for you. Thank you.</p> <p>Song: The Happy Birthday Song</p>	<p>Toys: a yo-yo, a baseball, a kite, a doll, a car, a robot, a bicycle, a jump rope, a puzzle, a bat</p> <p>Language: What is it? I don't know. It's a yo-yo.</p> <p>Chant: The Yo-Yo Chant</p>	<p>Describing Things: big, little, new, old, long, short, round, square</p> <p>Language: It's little. It's a little box.</p> <p>Chant: Is It a Big Box?</p> <p>Listen and do: ride, jump, throw, catch</p>	<p>Phonics</p> <p>Ee egg, bed, pet, peg</p> <p>The E Phonics Chant</p> <p>Story: At Home</p>

Unit 6 Outdoors

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

Let's Review Units 5 and 6

Unit 7 Food

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

Unit 8 Animals

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

Let's Review Units 7 and 8

Introduction

The Philosophy Behind Let's Go

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

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

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

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

About the Series

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

Organization of Let's Go Level One

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

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

Each lesson focuses on a specific purpose in language development:

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

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

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

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

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

Lesson Planning Guidelines

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

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

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

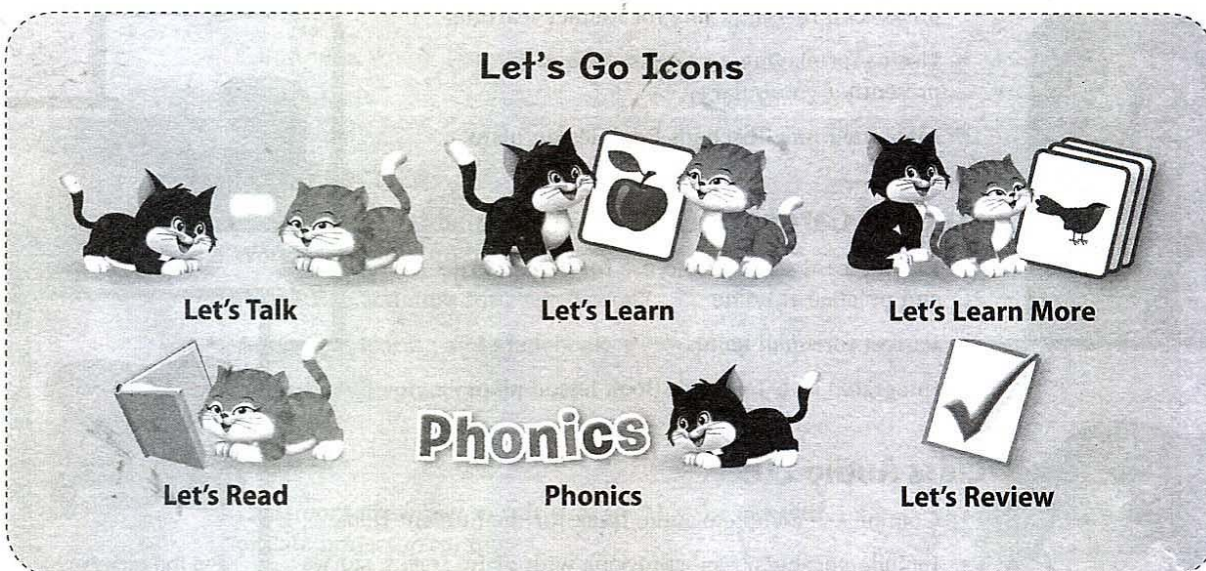
Generally, students keep their books closed during the presentation of new language so they can focus on hearing and understanding the language before having to see it on a page. After the closed-book presentation, students open their books and listen to the audio and do the exercises for that lesson.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

Time Guidelines

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

Pacing

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



Components



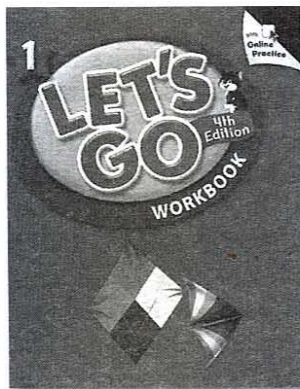
Student Book

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



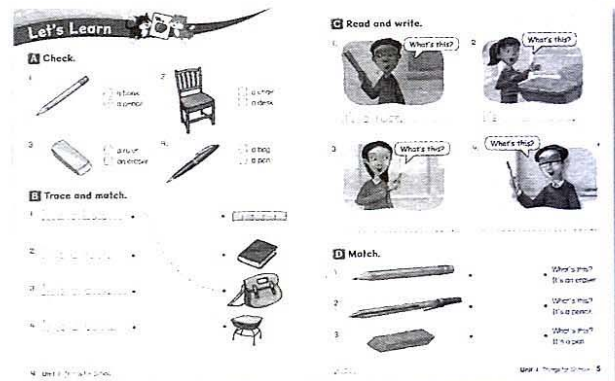
Student Audio CD

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



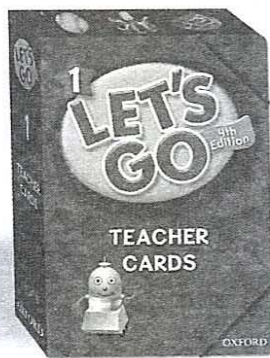
Workbook

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



Teacher Cards

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



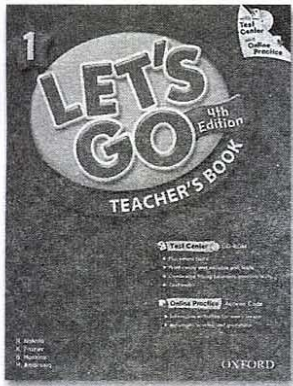
Student Cards

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



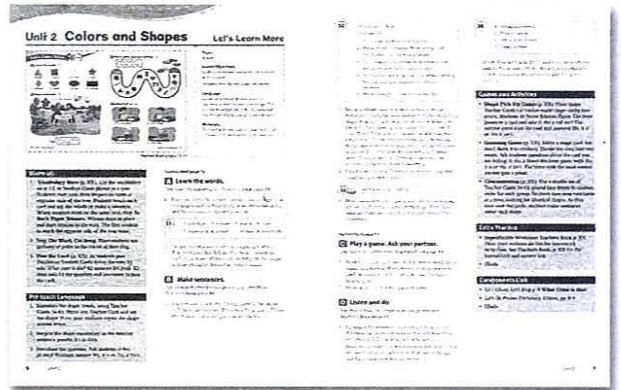
Class Audio CDs

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



Teacher's Book

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



Test Center

CD-ROM included in the Teacher's Book

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



Online Practice

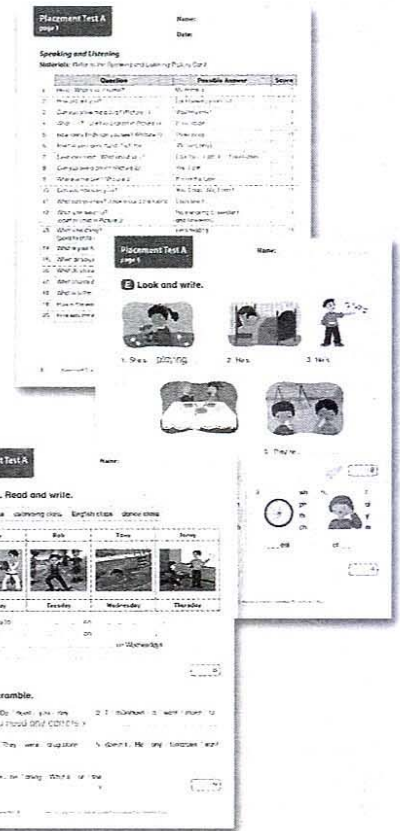
Access codes included with the Teacher's Book and the Workbook with Online Practice

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



iTools

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



Unit Walk-Through

Let's Talk

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

Familiar characters model communication in familiar situations

CD track numbers make finding the audio easy

Language focus boxes highlight key language patterns

Unit 3 At the Store
Let's Talk

A Listen and say. 40

Hi, Scott. This is my friend, Sarah. Hello, Sarah.

Hi, Scott.

Let's play!

This is my friend, Sarah. Hello, Sarah.

22 Unit 3 At the Store

B Listen, point, and sing. 42

This Is My Friend

This is my friend, Sarah. Hello, Sarah!
This is my friend, Sarah. Hello, Sarah!
This is my friend, Scott. Hi, Scott!

This is my friend, Scott. Hi, Scott!
This is my friend, Sarah. This is my friend, Scott. Let's play!

C Say and act. Introduce your friend.

Hi, This is my friend,
Hello,

Unit 3 At the Store 23

Song or chant reinforces language from the dialogue

Role-play activity gives students a personalization opportunity

Unit 3 Student Book pages 22–23

Warm up

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

A Listen and say.

- 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

Let's Learn

Sam and Ginger introduce new vocabulary with a picture card.

Topic-based vocabulary

Familiar characters model vocabulary and language pattern in context

Drum tracks reinforce the rhythmic patterns of language

Language patterns show substitution vocabulary highlighted in red

Pattern practice

Rhythm and intonation practice

Song or chant reinforces vocabulary

Unit 3 Student Book pages 24–25

Warm up

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

Pre-teach Language

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

A Learn the words.

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

B Ask and answer.

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

C Ask your partner.

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

D Listen, write, and sing.

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

Games and Activities

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

Extra Practice

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

Let's Learn More

Sam and Ginger introduce more new vocabulary with Teacher cards.

Additional topic-based vocabulary

Familiar characters model vocabulary and language pattern in context

Substitution vocabulary highlighted and reinforced with a rhythmic drum track audio

Let's Learn More

A Learn the words. 49

1. a CD 2. a video game 3. a cell phone 4. a computer

5. CDs 6. video games 7. cell phones 8. computers

B Ask and answer. 50

What's this? It's a cell phone.

What are these? They're CDs.

What's this? What are these? They are - They're

It's a cell phone. They're CDs.

26 Unit 3 At the Store

C Play a game. Ask your partner. 52

What's this? What are these?

It's a CD. They're pencil cases.

Start

End

D Listen and do. 53

1. Point to the computer. 2. Find the video games.

1, 2, 3. 1, 2, 3, 4.

3. Count the video games. 4. Count the books.

Unit 3 At the Store 27

Interactive game practices the target language in a fun way

Essential classroom action verbs combined with familiar language patterns

Unit 3 Student Book pages 26-27

Warm up

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

Pre-teach Language

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

A Learn the words.

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

B Ask and answer.

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

C Play a game. Ask your partner.

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

D Listen and do.

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

Games and Activities

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

Extra Practice

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

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

Alphabet focus letters appear in the ABC strip in red

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

Fun Phonics Chant for phonemic awareness and pronunciation

Delightful stories use key phonics words to teach reading

Unit 3 Student Book pages 28–29

Warm up

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

Pre-teach Phonics

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

A Listen, point, and say.

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

B Listen, point, and chant.

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

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

C Listen and read along.

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

Games and Activities

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

Extra Practice

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

Let's Review

Entire page focuses on listening

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

Extensive review of language and vocabulary

Unit 3 Student Book pages 38–39

Let's Talk

- Sing the songs to review the conversations.

Let's Learn/Let's Learn More

- Use Teacher Cards to review the vocabulary.
- Review the songs and chants to reinforce language patterns and pronunciation.
- Use games and activities to review the language patterns.
- Use pantomime and physical activities (like Do as I Say) to review the Listen and do sentences.

Phonics/Let's Read

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

A Listen and check.

1. **Practice the format.** Before students open their books, prepare them for the test procedure. Put three Teacher Cards on the chalk rail to resemble the activity. Write A, B, or C and draw a box next to each card. Use the words on one of the cards in a sentence and have a student point to the correct card and check the correct box.
2. **Anticipate the language.** Have students look at the test in their books and identify the items they see.
3. **Take the test.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.
4. **Correct the test together.** If time allows, encourage students to create original test questions using the same illustrations, and practice "testing" each other in pairs.

B Listen and number.

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

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

2. **Take the test.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.
3. **Correct the test together.** If time allows, have students create an original exercise by saying the words in a different order, and practice "testing" each other in pairs.

C Play a game. Make sentences.

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

I Can Do It!

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

Teaching Techniques

Teaching Conversation

In teaching conversation, the goal is for students first to become fluent using language, and then to focus on becoming accurate with it. Let's Talk introduces useful phrases (greetings, introductions, asking for and giving help, etc.) in functional conversations.

First, students listen to the entire conversation, which introduces the language in context. Then they focus on the functional language in the language focus box. Students learn the intonation and rhythm of the language in a song or chant. This is the easiest way for children to remember the language as well. (See the 'How to use songs and chants to reinforce grammar' section for more information on teaching songs and chants.) Finally, students personalize the language in Say and act.

Teaching Vocabulary

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

The Teacher's Book describes a number of drills and activities designed to develop and reinforce the students' vocabulary knowledge. There are two types of vocabulary or language that all language learners develop—receptive language and productive language.

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

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

to the front of the class. Say one of the vocabulary words and have the students race to touch the correct card. Whoever touches the card first is the winner.

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

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

Teaching Grammar


In *Let's Go*, grammar is taught in context so that students understand the meaning and conversational purpose from the start. Students first learn new vocabulary words that relate to the unit theme. Next, students see and practice the language in a mini-conversation context. Then they get additional practice with the question and answer structures in a game, activity, song, or chant. Students should understand that vocabulary and grammar patterns are productive, build on each other, and can be used with other patterns, so recycling of language occurs in the units.

In teaching grammar, the goal is for students first to learn language accurately, and then focus on becoming fluent in using it. While language is always taught in context, the language patterns can be recycled in various additional contexts. For the most efficient use of class time, teach vocabulary first. Then introduce a new sentence pattern and recycle the vocabulary words as students practice the sentence. Since there are 6-8 new vocabulary items, teaching them first gives students a lot of practice with the vocabulary.

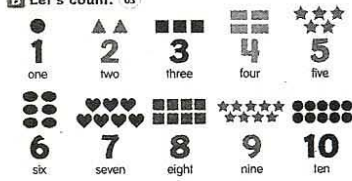
Then when you introduce a *Wh-* question, students already know the answer to the question (the sentence pattern becomes the answer). In this way, students can accurately build a great deal of language in small steps, and they won't confuse the question with the answer, as they can if the two are taught together.

Let's Remember

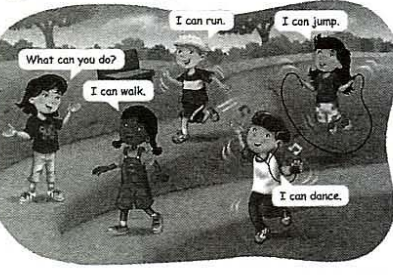
Let's Remember

A Listen, point, and sing. 

Aa Bb Cc Dd Ee Ff
 Gg Hh Ii Jj Kk
 Ll Mm Nn Oo Pp
 Qq Rr Ss Tt Uu
 Vv Ww Xx Yy Zz

B Let's count. 

1 one 2 two 3 three 4 four 5 five
 6 six 7 seven 8 eight 9 nine 10 ten

C Ask and answer. 

What can you do?
 I can walk.
 I can run.
 I can jump.
 I can dance.

2 Let's Remember Let's Remember 3

Lesson Objectives:

- Reviewing language from Let's Begin

Review Language:

Alphabet Aa-Zz

Numbers 1–10

What can you do?

I can walk.

I can run.

I can jump.

I can dance.

Materials:

Alphabet cards Aa–Za, CD1 Tracks 2–4

Student Book pages 2–3

Let's Remember is a summary of language patterns introduced in *Let's Begin* that students will recycle and build upon in *Let's Go 1*.

- For students moving from *Let's Begin* to Level 1, Let's Remember is a summary of what they have learned.
- For students beginning the *Let's Go* series with Level 1, Let's Remember is an introductory lesson for language that students are expected to know before beginning this level.

In Let's Begin students learned:	In Let's Go1, students will learn:
Alphabet letters (capital and small) and sounds Key words for each of the sounds	Initial sound contrasts: Bb/Pp, Cc/Gg, Dd/Tt Short vowel sounds in words
Numbers 1–10 <i>Let's count. Let's count the cats. 1 cat, 2 cats</i>	<i>How many crayons? One crayon. Three crayons.</i> <i>How many flowers are there? There's one flower. There are three flowers.</i>
<i>What can you do? I can walk/run/jump/dance.</i>	Additional verbs: <i>ride a bicycle, jump rope, throw a ball</i>

Unit 1 Things for School

Unit 1 Things for School
Let's Talk

A Listen and say. 05

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

B Listen and sing. 07

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

C Say and act. Ask a partner.

My name is _____
What's your name?
My name is _____

What's your name?
My name is Kate.
What is - What's
I am - I'm

Topic:

- Introductions

Lesson Objectives:

- Greeting each other and the teacher
- introducing oneself
- asking someone's name

Language:

What's your name?

My name is Kate.

Materials:

CD1 Tracks 05–07, Contraction Cards
(*what's, I'm*)

Student Book pages 4–5

Warm up

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

Student Book page 4

A Listen and say.

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

1. Use puppets or student volunteers to model the conversation. Have students repeat the lines after you. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures on page 4. Have students name the characters and any objects they can identify. Play Class CD1 Track 05 and have students listen to the conversation. Then have students listen again and point to the characters as they speak. Play the audio again and have students point to and repeat the words they can identify.

CD1
05

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

My name is Kate.

What's your name?

My name is Andy.

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

CD1
06

What's your name?

My name is Kate.

what is, what's

I am, I'm

4. Have students practice the question and answer in two groups and then in pairs.

Student Book page 5

B Listen and sing.

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

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

The Hello Song

Hello, hello, hello!
 What's your name?
 Hello, hello, hello!

My name is Scott.
 My name is Scott.

Hello, Scott!
 Hello, Scott!

Hello! (repeat with Andy, Kate and Jenny)

2. Play the song again. Students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant. If students have difficulty with longer phrases, begin by saying the last word in the phrase and gradually add the words until students can easily repeat the entire phrase. Use gestures such as waving and pointing to yourself to help students understand *Hello* and *My name is (Scott)*.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.
4. Have students point to and read familiar words in the song. Since the song contains repeated phrases, help students recognize that words and phrases appear more than once. Read the lyrics and have students follow along in their books. Finish by having students replace the names in the song with their own names and sing it again in pairs.

C Say and act. Ask a partner.

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

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


Games and Activities

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

Extra Practice

- *Let's Go Workbook 1*, p. 3. Have your students do this for homework or in class. See Teacher's Book p. 96 for instructions and answer key.

Components Link

- The lyrics and the musical notation for "The Hello Song" are found in *Let's Chant, Let's Sing 1* on page 1.
- iTools
- Log in for  [Online Practice](#)

Unit 1 Things for School

Let's Learn More

A Learn the words. 14

1. a map 2. a marker 3. a globe 4. a table
5. a board 6. a wastebasket 7. a poster 8. a crayon

B Make sentences. 15

This is a map. This is a globe.

C Play a game. Ask your partner. 17

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

D Listen and do. 18

1. Take out your book. 2. Open your book.
3. Close your book. 4. Put away your book.

Student Book pages 8-9

Topic:

- Classroom objects

Lesson Objectives:

- identifying and asking about classroom objects.
- Asking and answering Yes/No questions
- Learning classroom commands

Language:

a map, a marker, a globe, a table, a board, a wastebasket, a poster, a crayon

This is a map.
Is this a poster?
Yes it is./No, it isn't.

Materials:

Teacher and Student Cards 9-20, CD1 Tracks 5, 14-18, Contraction Card (isn't)

Warm up

- Play Class CD1 Track 05, "The Hello Song." Students sing along with the CD. Then have students substitute their own names and sing again.
- Do a **Repetition Drill** (p. 16) by modeling the question and answer pattern with the school supplies vocabulary. Increase speed each time you repeat the vocabulary words.

T: *What's this? It's a desk.*
Ss: *What's this? It's a desk.*

Pre-teach Language

1. Introduce the new words and sentence pattern. Hold up a Teacher Card and say *This is (a map)*. Have students repeat the sentence several times. Continue with each new vocabulary word.
2. Introduce the question. Ask students *Is this a map?* Students answer *Yes it is* or *No, it isn't*.

Student Book page 8

A Learn the words.

See *Teaching Vocabulary*, Teacher's Book page 13.

1. Play Class CD1 Track 14 and point to the classroom objects as students hear them. Play the audio again and have students repeat the words.

CD1
14

1. a map 2. a marker 3. a globe 4. a table
5. a board 6. a wastebasket 7. a poster 8. a crayon

2. Do a quick practice with the new words. Hold up Teacher Cards 9-16 one at a time and have students name the objects.

B Make sentences.

See *Teaching Grammar*, Teacher's Book page 13.

1. Students look at p. 8 and identify all of the classroom objects they see. Then Play Class CD1 Track 16. and have students listen and point to the objects.

CD1
15

This is a map.
This is a globe.

1. This is a map.
2. This is a marker.
3. This is a wastebasket.
4. This is a table.
5. This is a board.
6. This is a poster.
7. This is a crayon.
8. This is a globe.

- Say *This is (a map)* while students point to each word in their books. Have students say the sentence several times along with you. Then play the audio again and have students repeat the sentences as they hear them.
- Play Class CD1 Track 16. Students listen, clap, and chant along with the drum track.

CD1 16 See the script for Track 15.

- Student pairs take turns making sentences about the classroom objects on the page. Then they make sentences about objects around the classroom.

Pronunciation note: Help students pronounce /th/ correctly. Their tongues should protrude slightly from between their upper and lower teeth.

Student Book page 9

C Play a game. Ask your partner.

See *Teaching Grammar*, Teacher's Book page 13.

- Read the question and answers: *Is this a poster? Yes, it is./No, it isn't.* Read them again and have students repeat.
- Hold up Teacher Card 15 and ask the class *Is this a poster?* Nod your head to indicate *yes* and say *Yes, it is.* Then hold up Teacher Card 10 and say *Is this a pencil?* Shake your head to indicate *no*. Say *No, it isn't. It's a marker.* Exaggerate the head motions as you model the answers. Use Contraction Cards to show students that *is not* has the same meaning as *isn't*.
- Play Class CD1 Track 17 and have students point to the question and answers they hear.

CD1 17
Is this a poster?
Yes, it is.
No, it isn't. It's a pen.

- Have pairs spin a pencil on the wheel and ask and answer questions about the pictures.

D Listen and do.

See *How to Practice Language in Groups and Pairs*, Teacher's Book page 14.

- Introduce the sentences by demonstrating actions that reinforce the meaning of the verbs. Have students repeat the sentences and do the actions several times.
- Play Class CD1 Track 18. Students listen to the sentences and point to the pictures that show each

action. Play the audio again and have students repeat the sentences.

- CD1 18**
- Take out your book.
 - Open your book.
 - Close your book.
 - Put away your book.

- Show Teacher Cards 17–20 and have students say and do the actions. Then student pairs take turns saying the sentences and doing the actions.

Games and Activities

- Guessing Game** (p. 20). Divide the class into groups and give each group a set of Student Cards 9–16. Place the cards face down. Have one student point to a card and make a guess, *Is this (a poster)?* A second student turns the card over and answers *Yes, it is* or *No, it isn't. It's (a globe).* Continue until all students have had a turn.

- Our Chant** Display three or four Teacher Cards. Point to one card and using a simple 4/4 beat chant:

A (marker), a (marker)

Is this a (marker)? Yes!

Yes it is. Yes it is.


It's a (marker). Yes!

Encourage students to repeat after you. Then have students point to a new card and as a class add lines to your chant. Clap a beat and have students clap with you.

Extra Practice

- Unit 1 Reproducible Worksheet, Teacher's Book p. 111. Have your students do this for homework or in class. See Teacher's Book p. 106 for instructions.
- Let's Go Workbook 1*, pp. 6–7. Have your students do this for homework or in class. See Teacher's Book p. 96 for instructions and answer key.

Components Link

- iTools
- Log in for  [Online Practice](#)







Unit 1 Things for School

Phonics / Let's Read

Let's Read **Phonics**

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz


A Listen, point, and say.

Bb			
	bird	ball	boy
Pp			
	peach	pencil	pink

B Listen, point, and chant.

The B P Phonics Chant

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



Unit 1 Things for School 11

Student Book pages 10–11

Topic:

- Consonant sounds /b/ and /p/
- Story: *At the Park*

Lesson Objectives:

- Learning words beginning with /b/ and /p/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

bird, ball, boy, peach, pencil, pink

Materials:

Teacher and Student Cards 21–25,
CD1 Tracks 19–21

Warm up

1. Sing the “The Alphabet Song” if your students need to review the letter names.
2. Practice the alphabet letters with a quick drill. Quickly show teacher-made alphabet cards in order and have students name the letters. Then show the cards in random order and have students name the letters.

Pre-teach Phonics

1. Write the capital and lowercase letters *Bb* and *Pp* on the board. Show students Teacher Cards or realia for *bag* and *poster* and say the words, stressing the initial sounds, /b/, *bag* and /p/, *poster*. Ask students to repeat the words and place them under the correct letters.

Pronunciation note: Students can feel the difference between /b/ and /p/ by holding their hands in front of their mouths. They will feel a little breath for /b/ and a lot of breath for /p/.

Student Book page 10

A Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Book page 15.

1. Ask students to point to the letters *Bb* and *Pp* on the ABC chart at the top of their pages. Play Class CD1 Track 19 and have students point to the letters and words as they hear them. Then play the audio again and have students listen and repeat the sounds and words.

CD1
19

B /b/ bird, ball, boy

P /p/ peach, pencil, pink

2. Show Teacher Cards for words that start with the /b/ sound and say the words. Have students concentrate on listening to the initial sound in each word. Do the same with the words that begin with the /p/ sound. Then say the words in random order and ask students to decide whether the initial sound is /b/ or /p/. Ask students to raise one hand for /b/ sounds and raise both hands for /p/ sounds.

B Listen, point, and chant.

See *Teaching Phonics and Reading*, Teacher's Book page 15.

1. Ask the students to point again to the letters *Bb* and *Pp* on the ABC chart at the top of the page.
2. Play Class CD1 Track 20. Students point to the letters and words as they listen. Play the chant again and have students raise one hand at the end of the lines for the /b/ sound and words, and raise both hands for the /p/ sound.

CD1
20

The BP Phonics Chant

/b/ /b/ ball

/b/ /b/ boy

/p/ /p/ pencil

/p/ /p/ peach

/p/ /p/ pencil

/b/ /b/ ball

Pencil, ball, peach, YES!

/b/ /b/ ball

/b/ /b/ boy

/p/ /p/ pencil

/p/ /p/ peach

/p/ /p/ pencil

/b/ /b/ ball

Pencil, ball, peach, YES!

3. Play the audio again and have students do the chant with gestures. Repeat the chant several times, in two groups and then in pairs. Switch roles so that all students practice both sounds.

Student Book page 11

C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Book page 15.

1. Before listening to the story, have students look at the illustrations and identify the words they know. Read the title of the story aloud. Point out the phonics words.
2. **Read Along.** Play Class CD1 Track 21. 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.

CD1
21

At the Park


1. What's this?
2. It's a ball.
3. Is this a ball?
4. No, it isn't. It's a peach.

3. **Paired reading.** Have students take turns trying to read the story sentences in small groups or pairs.
4. **Act it out.** Have students work in pairs to act out the story. They can pantomime having the objects in the story or they can use their own realia. Have them switch roles. Ask volunteer pairs to act out the story for the class.


Games and Activities

- **Rock, Paper, Scissors** (p. 21). Place Teacher Cards 21–25 face up on a table. Student pairs do Rock, Paper, Scissors saying *What's this? 1,2,3!* The winner points to a Teacher Card and asks *What's this? The loser answers It's (a peach).*
- **Play Walk and Talk** (p. XX). Place Teacher Cards in non-matching pairs around the room. Have student pairs walk around the room until you signal *Stop!* Students ask and answer *What's this? It's (a ball). Is this (a pencil)? No, it's (a peach).*
- **Review the school supplies and classroom object vocabulary in small groups.** Have students take out items they can name or use Student Cards. Students ask and answer questions about the objects.

Extra Practice

- Unit 1 Test, Teacher's Book pp. 128–129 See p. 126 for instructions.  **Test Center**
- *Let's Go Workbook 1*, pp. 8–9. Have your students do this for homework or in class. See Teacher's Book p. 96 for instructions and answer key.

Components Link

- *Let's Go 1 Reader 1 "Ricky in School"*
- iTools
- Log in for  **Online Practice**

Unit 2 Colors and Shapes

Let's Talk

Unit 2 Colors and Shapes
Let's Talk

A Listen and say. 22
Hi, Andy. How are you?
I'm fine. Thank you.

B Listen and sing. 24
Hi! How Are You?
Hi, how are you?
I'm fine.
Hi, how are you?
I'm fine.
Hi, how are you?
I'm fine. How are you?
I'm fine, I'm fine, I'm fine.

C Say and act. Greet your friend.
Hi, _____ How are you?
I'm _____ How are you?
I'm _____ Thank you.

Unit 2 Colors and Shapes 13

Topic:

- Greetings

Lesson Objectives:

- Learning how to greet each other

Language:

How are you?

I'm fine.

Thank you.

Materials:

CD1 Tracks 7, 22-24, puppets, Contraction Card (*I'm*)

Student Book pages 12-13

Warm up

1. While checking attendance, smile and greet students by name: *Hi/Hello, (Scott)*. Students should respond with *Hi* or *Hello*.
2. Sing "The Hello Song" (Class CD1 Track 07) in two groups.
3. Have students walk around the class and greet as many classmates as they can in one minute.

Student Book page 12

A Listen and say.

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

1. Use puppets or student volunteers to model the conversation *Hi, (Andy). How are you? I'm fine, thank you*. Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch.
2. Students look at the picture and identify the characters and any objects they recognize. Then play Class CD Track 22. Have students listen with their eyes closed. Play the audio again. Students listen and point to the characters. Play the audio again and have students repeat familiar words. Explain new language, if necessary.

CD1
22

Hi, Andy. How are you?

I'm fine. How are you?

I'm fine. Thank you.

CD1
23

How are you?

I'm fine. Thank you.

I am, I'm

3. Play Class CD1 Track 23. Have students listen to the language focus. Then have students repeat the conversation after the audio, focusing on natural intonation, rhythm, and speed. Use the Contraction Cards to show that *I am* has the same meaning as *I'm*.

4. Have students practice the question and answer in two groups and then in pairs.

Student Book page 13

B Listen and sing.

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

1. Play Class CD1 Track 24, and have students repeat words they recognize from the conversation.

Hi, How are you?
Hi, how are you?
I'm fine.
Hi, how are you?
I'm fine.
Hi, how are you?
I'm fine. How are you?
I'm fine, I'm fine, I'm fine.

Hi, how are you?
I'm great.
Hi, how are you?
I'm great.
Hi, how are you?
I'm great. How are you?
I'm great, I'm great, I'm great.

Hi, how are you?
I'm OK.
Hi, how are you?
I'm OK.
Hi, how are you?
I'm OK. How are you?
I'm OK, I'm OK, I'm OK.

- Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant. If students have difficulty with longer phrases, begin by saying the last word in the phrase and gradually add the words until students can easily repeat the entire phrase. Use gestures to help students understand the difference between *fine*, *great*, and *OK*.
- Divide the class into two groups to sing the song. Encourage students to add their own appropriate gestures and actions to accompany their singing.
- Have students point to and read words they recognize in the song. Since the song contains repeated phrases, help students recognize that words and phrases appear more than once. You can read the lyrics and have students follow along in their books. Finish by having students sing the song several times together in pairs or groups. Encourage them to act out the feelings in the song with gestures.

C Say and act. Greet your friend.

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

- Use puppets or student volunteers to model the conversation *Hi, (Kate). How are you? I'm (great). How are you? I'm (fine). Thank you.* Have students repeat the lines after you to practice pronunciation, using their own names. Have students take one role while you take the other, and then switch roles. Then have students practice in two groups, and finally in pairs.
- Have students stand and greet as many of their classmates as possible in one minute.


Games and Activities

- Beanbag Circle** (p. 19). Have small groups of students sit in circles to practice the *Hi! How are you?* dialogue. After they ask the question, they toss the beanbag to another student, who continues.
- Use Step Away Lines** (p. 21) to practice *Hi! How are you?* Each time the students take one step back, they switch parts.
- Dialogue Musical Chairs** (p. 20). Play a song as students move around the room. When the music stops, students find a partner and practice the conversation.

Extra Practice

- Let's Go Workbook 1*, pp. 10–11. Have your students do this for homework or in class. See Teacher's Book p. 96 for instructions and answer key.

Components Link

- The lyrics and the musical notation for "Hi! How are you?" are found in *Let's Chant, Let's Sing 1* on page 8.
- iTools
- Log in for  **Online Practice**