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LET'S GO

5th Edition

TEACHER'S PACK

Classroom Presentation Tool

Teacher's Guide

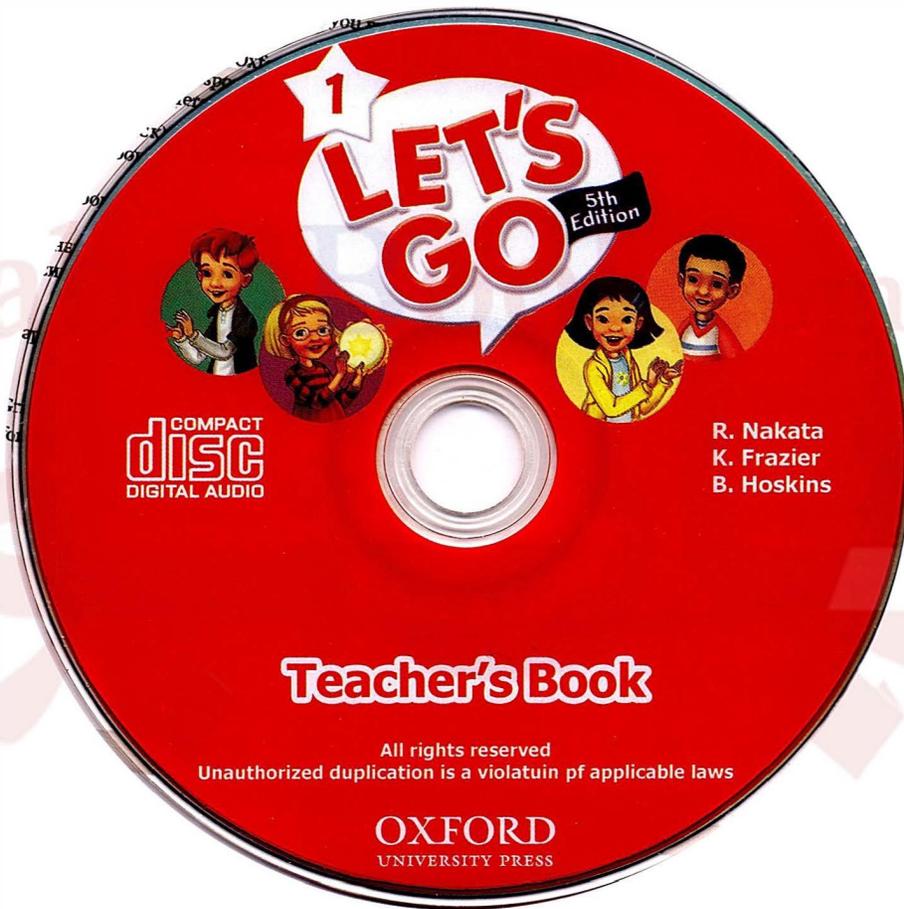
Teacher's Resource Center



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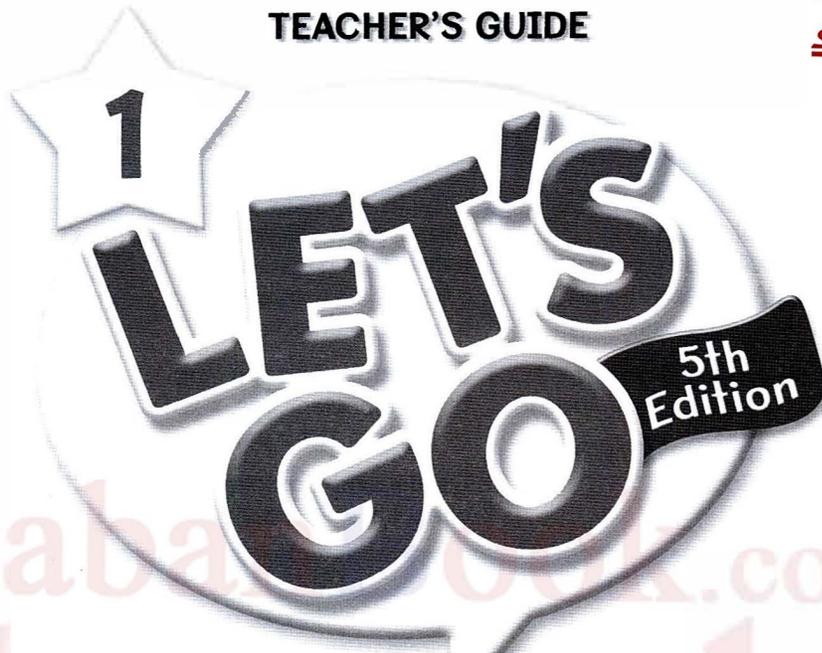
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Teacher's Book

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TEACHER'S GUIDE



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Let's Go 1 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.

Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 1 Things for School			
<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. It's 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. It's a pen.</p> <p>Listen and do: take out, open, close, put away</p>	<p>Phonics Bb bird, ball, boy</p> <p>Pp peach, pencil, pink</p> <p>The B P Phonics Chant</p> <p>Story: At the Park</p>
Unit 2 Colors and Shapes			
<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 Cc cat, coat, cow</p> <p>Gg girl, gate, goat</p> <p>The C G Phonics Chant</p> <p>Story: Good Friends!</p>
Let's Review Units 1 and 2			
Unit 3 At the Store			
<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? One crayon. 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 Dd desk, duck, door</p> <p>Tt tiger, two, toys</p> <p>The D T Phonics Chant</p> <p>Story: Ducks and Tigers</p>
Unit 4 People at Home			
<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 Members: 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>Descriptions of 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 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			

Introduction

The Philosophy Behind Let's Go

Let's Go is an eight-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 the *Let's Begin* series and Student Book 1 are entry points to *Let's Go*. The *Let's Begin* series 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 1

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 Guide lesson plans. The Can-Do Activity at the end of each

lesson is a fun, collaborative activity focused on the lesson objectives and accessed on the Student Book Classroom Presentation Tool. After completing the activity successfully, students can check the box in their Student Books. The Can-Do Activity at the end of each review lesson helps students and teachers assess oral proficiency. The same titles are used in the Workbook to help teachers and students identify corresponding pages for homework and extra practice assignments. Additional tests and worksheets can be found on the Teacher's Resource Center.

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 video that animates and extends the conversation. Students then listen to a song that practices the dialogue. Finally, 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. In some units, an animated song or chant video helps bring the language to life.

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. In some units, an animated song or chant video helps bring the language to life.

Let's Read uses phonics to teach children phonemic awareness and how to read language they may have learned orally. All new Workbook readings provide additional practice with each unit's language.

Let's 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 Guide 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, and it reviews previously learned language that will be built on in the lesson.

The Teacher's Guide 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, 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.

Let's Go Icons



Class Audio



Drum Track



Songs and Chants

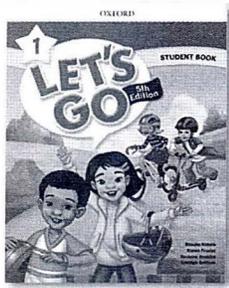


Video



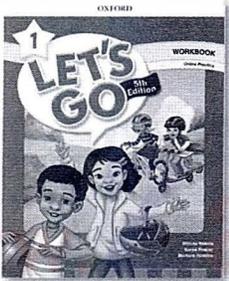
Can-Do Activity

Components



Student Book

- Can-do statements provide lesson-by-lesson assessment for learning
- Songs, chants, and videos provide lively language learning



Workbook with Online Practice

- Reading and writing practice provide language reinforcement
- All-new readings provide additional practice with familiar language

NEW Online Play

- Fun and engaging games, videos, audio, and other resources for students to use at home
- www.oup.com.elt/letsgo



Teacher Cards

- Pictures and vocabulary words and phrases for literacy learning
- Useful for presenting new vocabulary, assessing student knowledge, and playing group games



Class Audio CDs

- The full audio program for the Student Book, including vocabulary substitutions with drum tracks, stories, songs, and chants

TEACHER'S PACK

NEW Classroom Presentation Tool

- Student Book Classroom Presentation Tool with embedded audio, videos, and can-do activities to reinforce lessons and keep students engaged
- Workbook Classroom Presentation Tool for extra in-class practice

Teacher's Guide



- Easy-to-follow activities to present, practice, and reinforce new language
- Suggestions for class, small-group, or pair arrangements
- Audio scripts for language and conversations on videos and Class Audio CDs at point-of-use

NEW Teacher's Resource Center

- Online Practice
- Tests and worksheets
- Test audio and answer keys
- Cambridge English Qualifications practice tests
- Student Cards, Contraction Cards, and Word List
- How-to guides for teaching techniques
- Animated conversation, song, and chant videos
- Song, chant, and video scripts
- Class Audio
- Syllabus
- Certificates

Online Practice for Students and Teachers

Access codes included in the Workbook with Online Practice and Teacher's Pack.
 Visit <https://letsgo5e.oxfordonlinepractice.com>

- Interactive activities for every lesson
- Automatic scoring and gradebook
- New trophy room
- New email and discussion tools
- Assessment, video, audio, and other classroom resources

a word and writes one letter from the word on a piece of paper. The other students try to guess the word. If no one has guessed correctly after the round, S1 adds another letter to the word. The student who guesses S1's word thinks of the next word.

Hidden Words

This game requires word or picture cards, as well as number cards. The number cards should be large enough to cover the word or picture cards. Place the word or picture cards along the chalk rail. Cover each card with a number card. Divide the class into two teams. S1 from Team A calls out a number. Reveal the word or picture card that is under that number card. Give the student a count of three to say the word. If the student says the word correctly or identifies the picture, give the team a point. If the student is incorrect, cover the word up again and allow S1 from Team B to call out a number. Play alternates back and forth between teams until all the words have been said.

Pairs Race

Arrange the students in two lines. Place Teacher Cards along the chalk or marker rail. Say one of the words. Have the first students in the lines race to the board to touch the correct card. The student who touches the card first and names it correctly gets a point for his or her team.

Picture Game

This activity involves drawing pictures to express meaning, but more importantly it encourages guessing and recall of previously learned vocabulary. Divide the class into small groups (3–4 students). Give scratch paper and pencils to each group. One student from each group comes up to the front of the class as a representative. Gather the representatives together and whisper a word to them. When the representatives have heard the word, they return to their groups and draw a picture of the word. They cannot speak or gesture, only draw. The first team to guess the word correctly gets a point.

As a fun alternative, prepare a list of ten vocabulary items. Instead of whispering the word to the representatives, show them the word at the top of the list. The representatives then return to their groups and draw a picture of the word. When one of the team members guesses the word, he or she comes up and whispers it to you. This student then becomes the new

representative. Show this new representative the next word on the list. The activity continues as before. The first team to complete the list wins the game.

Rhythm

Form a circle with the students. Establish a one-two rhythm: two slaps to the thighs; two claps twice; snap fingers of your right hand once; snap fingers of your left hand once. Repeat until all can keep the rhythm. Begin by calling out your name on the right-hand snap, then a student's name on the left-hand snap. Continue until all have participated. For example:

All: (two slaps, two claps)

T: *Ms. Lee* (snap), *Ken* (snap)

All: (two slaps, two claps)

S1 (*Ken*): *Ken* (snap), *Mari* (snap)

All: (two slaps, two claps)

S2 (*Mari*): *Mari* (snap), *Jenny* (snap)

Scramble

This activity encourages vocabulary memorization and listening comprehension. It is also a good choice when the students need a chance to be active. Students sit in a circle (or several circles for large classes). There are two ways to play the game. One way is to assign a different word to each student. Call out two words at random. Those two students stand and exchange seats. To cue all students to change seats, call out *Scramble!* The first time you call *Scramble!*, remove one chair from the circle. Now one student will have to remain standing in the center of the circle. When two students exchange seats, they will have to race with the student in the center to get a seat. Another way you can play this game is to assign several students the same word. Call out only one word and take away a chair. All students assigned that word must switch places.

As an option, especially for the second variation, give each student a word or picture card with the assigned object written or drawn on it. The first time a student is left in the center of the circle, take away this student's object card. After that, any student going into the center will always give his or her object card to the student he or she is replacing.

Slap

Students enjoy the fast-paced challenge of this activity. Place students in small groups. Give each group a set of

- 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.



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 Guide 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. Have students point to the question and answers they hear.



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 Guide 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.



- 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.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

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.

Additional Resources

- Unit 1 Worksheet B (Teacher's Resource Center)
- Workbook pages 6–7
- Online Practice

Unit 1 Things for School

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

C Listen and read along.

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.

Unit 1 Things for School

Student Book pages 10-11

Topic:

- Consonant sounds /b/ and /p/

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 Cards 3, 15, 21-26; CD1 Tracks 02, 19-21; Student Cards 3, 15, 21-26 (Teacher's Resource Center)

Warm up

1. Sing "The Alphabet Song" (Class CD1 Track 02) 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

- Write the capital and lowercase letters *Bb* and *Pp* on the board. Show students Teacher Cards or realia for *a bag* (3) and *a poster* (15) 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 Guide 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.

1.19 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 Guide 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.

1.20 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!

(repeat)

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 Guide 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.

1.21 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.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Rock, Paper, Scissors** (p. 21). Place Teacher Cards 21–26 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. 20). 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.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Guessing Game" on Workbook pages 9–10. Then have students read the story for homework or in class.

Additional Resources

Unit 1 Test (Teacher's Resource Center)
Workbook pages 8–10
Online Practice

Unit 3 At the Store

Let's Talk

Unit 3 At the Store Let's Talk

A Listen and say. 

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

Let's play!

B Watch the video. 

22 Unit 3 At the Store

C Listen, point, and sing. 

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

D Say and act. Introduce your friend.

Hi, _____. This is my friend, _____.
Hello, _____.

I can do this lesson. 

Unit 3 At the Store 23

Topic:

- Introductions

Lesson Objectives:

- Learning how to introduce friends
- Suggesting an activity

Language:

*This is my friend, Sarah.
Hello, Sarah.*

Materials:

Teacher Cards 27–36; CD1 Tracks 40–42;
Student Cards 27–36 and Unit 3 Let's Talk
Video (Teacher's Resource Center)

Student Book pages 22–23

Warm up

1. Greet students, saying *Hi, (Andy). How are you?* Encourage students to reply *I'm fine. Thank you.*
2. Use Teacher Cards 27–36 to review the color vocabulary. Show the cards quickly as you ask *What color is this?* Have students answer in sentence form *It's (orange).*
3. Display pairs of color Teacher Cards 27–36 with uncolored teacher-made shape cards. Hide the color cards under or behind the shapes. Have one student pick a shape and say *This is (a triangle).* Then have them reveal the color card and say *It is a (green) (triangle).* For variety, have some students ask *What color is this?* after they identify the shape and before they reveal the color.

Student Book page 22

A Listen and say.See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation *Hi, Scott. This is my friend, Sarah. Hello, Sarah. Hi, Scott. Let's play!* Students repeat the lines after you to practice pronunciation. Divide the class into two groups. Have each group take one role while you take the third role. *Hi, Scott. This is my friend Sarah. Hello, Sarah. Hi, Scott. Let's play.* Then switch roles.

2. Students look at the pictures and identify the characters. Play Class CD1 Track 40. Students listen to the conversation. Students listen again and point to the characters as they speak. Play the audio a third time and have students point to and repeat the sentences.

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

3. Play Class CD1 Track 41. Have students listen to the language focus. Then students repeat the sentences after the audio, focusing on natural intonation, rhythm, and speed.

 1.41 This is my friend, Sarah.
Hello, Sarah.

B Watch the video. See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video. Then have students say the names and words they recognize from the conversation. Explain new language, if necessary.

2. Display the Teacher Card for *a rabbit* (181) so students can see the picture clearly. Place plural Teacher Card for *rabbits* (186) face down near it. Walk a few steps away, point to the singular card, and say *There's a rabbit!* Emphasize the word *There's*. Then pick up the plural card, show it to the class, and say *I like rabbits*. Repeat several times. Continue with additional animals until students are able to produce the sentences.
3. Play Class CD2 Track 59. Students listen, clap, and chant along with the drum track.

 2.59  See the script for Track 58.

4. Student pairs take turns making sentences about the animals on the page.

Student Book page 69

Ask your partner. Check (✓).

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

1. Students look at the chart and identify the animals.
2. Play Class CD2 Track 60. Students listen to the language model.

 2.60 What do you like?
I like cats.

3. Student pairs ask and answer the question and fill in the blanks.
4. Play Class CD2 Track 61. Students listen, clap, and chant along with the drum track.

 2.61

	What do you like?	I like cats.
	What do you like?	I like cats.
	What do you like?	I like dogs.
	What do you like?	I like rabbits.
	What do you like?	I like birds.
	What do you like?	I like frogs.

Watch, point, and sing.

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

1. Students look at the picture and point to the animals they can identify. Have students tell the names of the animals.

2. Play the video. Have students raise their hands when they hear animal words.

 2.62 I Like Turtles

I like turtles.	I like cats.
What about you?	What about you?
I like turtles, too.	I like cats, too.
I like turtles.	I like cats.
I want a turtle.	I want a cat.
I want a turtle, too.	I want a cat, too.
I like birds.	I like rabbits.
What about you?	What about you?
I like birds, too.	I like rabbits, too.
I like birds.	I like rabbits.
I want a bird.	I want a rabbit.
I want a bird, too.	I want a rabbit, too.

3. Divide students into four groups: turtles, birds, cats, and rabbits. Play the video again. Have students imitate the actions they see.
4. Play the video a final time and have students sing along.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Concentration** (p. 17). Use a double set of Teacher Cards 178–187. Encourage students to recycle color and descriptions vocabulary. *I like frogs. I like green frogs. I like big green frogs.*
- **Pick Up Game** (p. 21). Use Student Cards 178–187. Student pairs take turns asking *Do you like (frogs)?* If the other student turns over the matching card, he/she answers *I like (frogs)*. If it doesn't match, the student answers *I like (dogs)*.

Additional Resources

Workbook pages 66–67

Online Practice

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3. I like elephants. I don't like bears.
4. I like bears. I don't like giraffes.
5. I like giraffes. I don't like monkeys.

2. Display pairs of Teacher Cards 193–197. Put the teacher-made cut out “X” in front of one card. Model the sentence pattern, saying *I don't like* for the card with the “X.” Have students repeat each sentence after you.
3. Play Class CD2 Track 65. Have students listen, clap, and chant along with the drum track.

 2.65



See the script for Track 64.

4. Have students work in groups and then in pairs to make sentences using Student Cards 193–197.

Student Book page 71

C Listen, point, and chant.

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

1. Play Class CD2 Track 66. Students to follow along in their books and point to the words they recognize. Introduce *spider* if necessary.

 2.66

Do You Like Cats?

Do you like cats?

Yes, I do.

Do you like dogs?

Yes, I do.

Do you like spiders?

No, I don't.

I don't like spiders!

Do you like birds?

Yes, I do.

Do you like rabbits?

Yes, I do.

Do you like frogs?

No, I don't.

I don't like frogs!

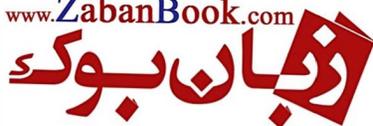
2. Play the audio again and have students chant along. Then have students do the chant without the audio. Repeat the chant several times, in two groups and then in pairs. Switch roles.

D Listen and do.

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

1. Introduce the phrases with Teacher Cards, gestures, and actions to reinforce the meaning of the verbs. Have students repeat the phrases with gestures and actions several times.

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2. Play Class CD2 Track 67. Students listen to the audio and point to the pictures of the actions they hear. Play the audio again and have students repeat.

 2.67

1. hear a lion

2. see a rabbit

3. feed a fish

4. pet a goat

3. Show Teacher Cards 198–201 and have students say and act out the actions.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Card Game** (p. 19). Divide the class into small groups. Give each group duplicate sets of pet and zoo animal Student Cards. Have one student shuffle and deal out the cards to the group. S1 tries to match a card in his or her hand, asking S2 *Do you like (monkeys)?* S2 answers *I like (monkeys)* if they have the matching card. If they don't, they answer *I don't like (monkeys)*.

- **Make a Chant** with the class. Display three or four animal Teacher Cards. Point to one animal and, clapping a simple 4/4 beat, chant:

Lions lions

Do you like lions? Yes!

Bears bears

I don't like bears. No!

Students repeat the lines as they clap along with you. Then have students point to a new card and to add lines to your chant.

- **Please** (p. 21). Use the action Teacher Cards from all previous units. Hold up a card and say the action using or not using *please*.

Additional Resources

Unit 8 Worksheet A (Teacher's Resource Center)
Workbook pages 68–69
Online Practice

Unit 8 Let's Learn, pages 66–67.

A. Trace, match, and write.

Students trace and write the animal words then match the singular to the plural.

Answers

1. a frog / frogs
2. a bird / birds
3. a dog / dogs
4. a rabbit / rabbits

B. Write.

Students look at the picture and write sentences.

Answers

1. I like rabbits.
2. I like frogs.
3. I like turtles.
4. I like dogs.
5. I like birds.
6. I like cats.

C. Write and circle.

Students write the question and circle the correct answer.

Answers

1. What do you like? / I like frogs.
2. What do you like? / I like rabbits.
3. What do you like? / I like turtles.

D. Trace and write.

Students trace and write the questions and answers.

Answers

1. What do you like? / I like frogs.
2. What do you like? / I like cats.

Unit 8 Let's Learn More, pages 68–69.

A. Unscramble, write, and match.

Students unscramble the word, write the singular form, and then write the plural form. Then they match the singular form to the plural form and then to the correct picture.

Answers

1. a lion / lions / line drawn to third picture
2. a monkey / monkeys / line drawn to second picture
3. a giraffe / giraffes / line drawn to the fourth picture
4. an elephant / elephants / line drawn to the first picture

B. Write.

Students write sentences based on the pictures.

Answers

1. I like lions. I don't like bears.
2. I like giraffes. I don't like monkeys.
3. I like monkeys. I don't like elephants.

C. Write.

Students trace the lines, find the correct picture, and write the question.

Answers

1. Do you like lions?
2. Do you like bears?
3. Do you like frogs?

D. Look and write.

Students complete the phrases using the words in the box.

Answers

1. feed a fish
2. pet a goat
3. see a rabbit
4. hear a lion

Unit 8 Let's Read, pages 70–72.

A. Circle.

Students circle letters in each block of letters to form the word for the picture.

Answers

1. t – u – b
2. b – u – g
3. c – u – p

B. Write and match.

Students write the words using the words in the box and then match the pictures to the words.

Answers

1. umbrella picture / umbrella
2. cup picture / cup
3. bathtub picture / tub
4. ladybug picture / bug

I Like Bugs! reading pages.

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

Unit 7–8 Let's Review, pages 73–74.

A. Read and match.

Students read the questions and match them to the answers.

Answers

1. Do you like lions? / Yes, I do. I like lions.
2. What do you want? / I want pizza.
3. Do you want ice cream? / No, I don't. I want pizza.
4. What do you like? / I like monkeys.
5. Do you want an orange? / Yes, I do. I want an orange.

B. Look and write.

Students look at the picture and write sentences.

Answers

1. I like giraffes.
2. I like bears.
3. I like elephants.
4. I like lions.

C. Look and check.

Students look at the pictures and check the boxes next to the words shown in the pictures.

Answers

1. a salad, a sandwich
2. a soda, juice
3. cake, ice cream
4. an apple, a banana

D. Unscramble, write, and match.

Students unscramble the words, write the phrases, and match them to the correct pictures.

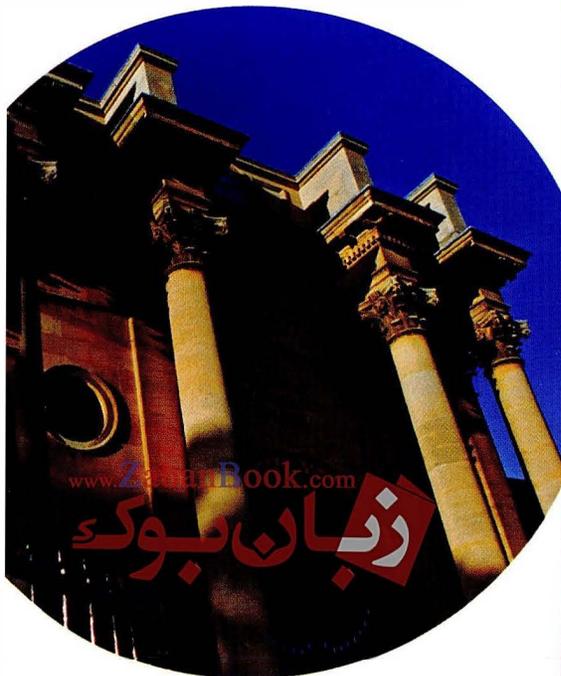
Answers

1. drink milk / line drawn to fourth picture
2. wash my hands / line drawn to third picture
3. brush my teeth / line drawn to second picture
4. feed a fish / line drawn to first picture

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Teacher Cards: large, colorful cards help present new vocabulary, phonics words, and classroom language

Students

- **Student Book**
- **Workbook**
Online Practice
- **Online Play**
Student's Website

Teachers

- **Teacher's Pack**
Classroom Presentation Tool, Teacher's Guide, and Teacher's Resource Center
- **Class Audio CDs**
- **Teacher Cards**



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