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LET'S GO

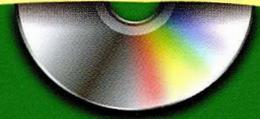
5th Edition

TEACHER'S PACK

Classroom Presentation Tool

Teacher's Guide

Teacher's Resource Center

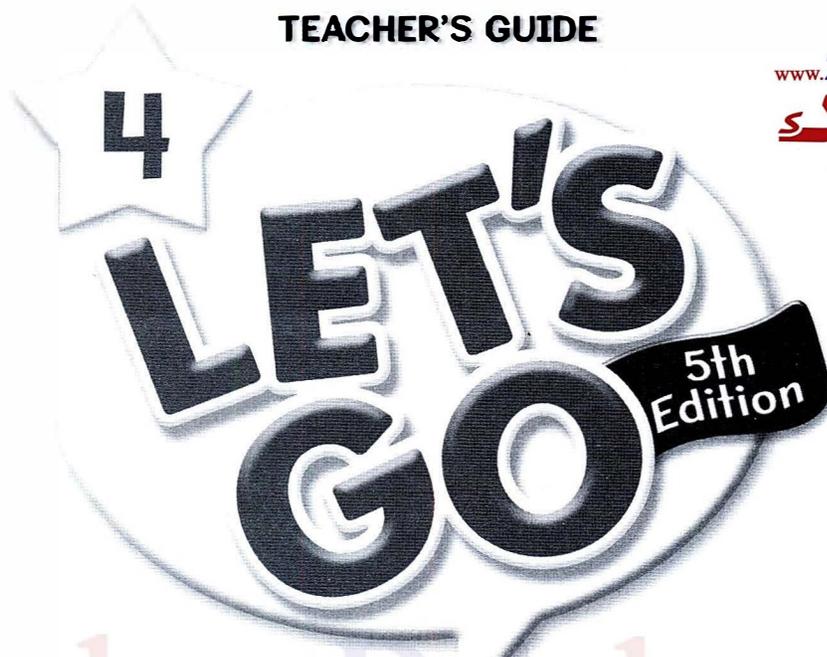


Ritsuko Nakata
Karen Frazier
Barbara Hoskins

TEACHER'S GUIDE

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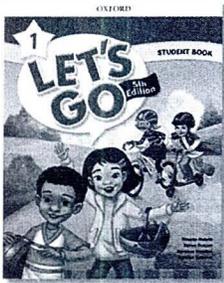
Ritsuko Nakata Karen Frazier Barbara Hoskins

Table of Contents

Syllabus.....	2
Introduction	4
Components.....	6
Classroom Presentation Tool	7
Unit Walk-Through.....	8
Teaching Techniques.....	13
Drills and Games.....	16
Lesson Plans	22
Workbook Answer Key	96

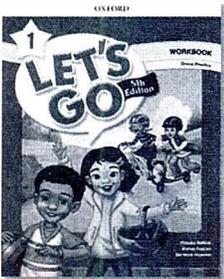
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Components



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 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
- Assessment, video, audio, and other classroom resources

Classroom Presentation Tool

- Engage your students in a blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector.
- Play audio and video at the touch of a button. Use the highlight and zoom features to focus students' attention. These easy-to-use tools mean lessons run smoothly.
- Complete activities as a class, and grade the answers as you go.
- Take your Classroom Presentation Tool with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page — all with one account.

Zoom in to focus your students' attention on a single activity.

Play audio and video at the touch of a button.

Speed up or slow down the audio to tailor lessons to your students' listening level.

The screenshot shows a lesson page titled "Lesson 3 A Spider! Help!". A zoomed-in view of a "Look and write" activity is shown, featuring three potted plants and a spider. Below the plants are four numbered blanks for students to write: "1 It's a butterfly", "2 It's a _____", "3 It's a _____", and "4 It's on _____". To the right, there are audio and video playback controls, including a play button and a speed control slider.

Save your weblinks and other notes for quick access while teaching. Use one account across your devices so that you can plan your lessons wherever you are.

Work on pronunciation in class: record your students speaking, and compare their voices to the course audio.

The screenshot shows the same lesson page as above, but with a note-taking feature overlaid. A text box with a "Done" button is positioned over the "Listen and point. Say" activity. Below the plants, there are additional activities: "Everyday English!" with a "What is it?" question and "I'm not sure." response, and "4 Listen and repeat." and "5 Act it out." instructions. At the bottom, there is a "Practice" button and a page number "128 / 128".

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, first in an animated video of the extended conversation and then in a song or chant. This is the easiest way for children to remember the language as well. Finally, students personalize the language in *Say and act*.

Teaching Vocabulary

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

The Teacher's Guide 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 yet able to produce. To practice receptive language, students must recognize and physically respond to vocabulary words. For example, place several Teacher Cards at the front of the class and select two student volunteers. 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 game as described above, but have the students touch the correct cards and orally identify the objects.

Teaching Grammar

In *Let's Go*, grammar is taught in context so that students understand the meaning and conversational purpose. 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 practice the question and answer structures

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in a video, 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 language is recycled in the units.

In teaching grammar, the goal is for students first to learn language accurately, and then to focus on becoming fluent in using it. 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.

Then when you introduce a *Wh-* question, students already know the answer to the question. 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.

Be sure that students understand the meaning of the new language and can pronounce the words clearly before moving on to practice. Correct pronunciation is introduced during the modeling by the teacher so that students can strive for accurate pronunciation as they are learning the meaning of new vocabulary.

When teaching *Yes/No* question-and-answer patterns, have children respond with answers that include the auxiliary verb from the question (*Do you like cats? Yes, I do. No, I don't.*). Not only does this help students remember the questions and answers grouped in a memory set, it also builds a grammar foundation that will help them learn to write English more easily. Separate the *Yes* and *No* answers in practice at first so that students don't confuse the meaning. Then mix *Yes* and *No* answers.

Recycling Language

All language builds from a base sentence. For example, from the sentence *He likes cats*, students can build the question *What does he like?* In the early levels of *Let's Go*, these patterns (sentence, *Wh-* question, *Yes/No* question) are explicitly taught. However, later lessons and levels might only teach the sentence and *Wh-* question, or both questions but not the sentence. Teachers should remind students that they know how to build language even if it is not explicitly taught in every lesson. In the same way, once students have learned how verbs change with different pronouns, or how nouns change to become plural, they should be encouraged to practice the different forms, even if not specifically taught in a lesson.

Teaching Contractions

Learning how to use contractions like *isn't* and *I'm* helps students to sound more fluent and to better understand natural English, and gives them an advantage when they begin to read and write. Contractions are explicitly taught the first time they appear in *Let's Go* and should be reviewed, as needed, in the later lessons. Use the Contraction Cards on the Teacher's Resource Center to show students that contracted and non-contracted language are equivalent.

How to Practice Language in Pairs and Groups

Start with full class practice so that students don't feel shy or embarrassed. Be sure that students practice the language using natural speed, rhythm, and intonation. Then divide the class into two groups. One group asks the questions and the other answers. Even in a practice like this, try to give students a reason for asking and answering the questions. For example, if you're practicing the question *What do you like?* only show the Teacher Cards of animals to the answering group. This way, the questioning group has a real reason to ask because they don't know what the answer will be.

Then group students in pairs or small groups for additional practice with the question-and-answer pattern. By moving from the large group to the small, students build confidence by practicing before their voices become individually heard. As students work together, move around the room so that you can hear what problems students are having, and can address the problems with a mini-lesson later on for the entire class (rather than correcting just one student). Variety in grouping and activities also gives students a lot of practice opportunities that don't feel like practice. If the pace is quick and activities change frequently, students will pay close attention.

How to Use Songs and Chants

Adding rhythm to language is one of the easiest and most effective ways for students to learn and remember it. The songs and chants in *Let's Go* reinforce the natural rhythm, stress, and intonation of the language taught. To introduce a new song, teach it as a chant first. Begin a steady 4/4 beat by having students clap their hands. Say the lines from the song as you clap the beat. Then have

students repeat the lines after you. Build by adding lines until students can chant the entire song. Add the music and sing. Encourage students to personalize the songs and chants by choosing actions and gestures to go along with the lyrics, or by creating unique verses. If students have difficulty with longer lines in the lyrics, use the "backward build up" technique. Begin with the last word in the phrase and gradually add the words before it until the phrase is complete.

Author, singer, and composer Carolyn Graham urges teachers to write their own phonics chants. Chanting helps children memorize the sound(s) the letters stand for. Create silly or serious phrases with words that students enjoy saying, and put them into sentences that make up a four line chant. Say each phrase of the chant before you put it all together. Then say the chant together.

Teaching with Video

Animated videos show language in context and provide models for pronunciation and body language. The animated videos in *Let's Talk* bring the *Let's Go* characters to life and extend the conversation students learn in Listen and say. The extended conversation includes new and familiar language, and is highlighted in blue in the video script. The animated song and chant videos in the *Let's Begin* series and Levels 1–3 use key vocabulary to engage students and motivate learning.

When teaching with video, first play the video and have students watch. Encourage students to identify familiar language and respond to any speaking prompts. Next, assign students a simple task to complete as they watch the video a second time. For example, students raise their hands when they hear key vocabulary. Pause the video after each exchange to give students an opportunity to repeat the language and act out the gestures. Then act out scenes from the video with one or more student volunteers. Finally, have students practice the extended conversation in small groups or pairs, using the gestures and actions from the video as appropriate.

Teaching with Can-Do Statements

Can-do statements allow both teachers and students to assess students' progress on a continuing basis. At the end of each lesson, students demonstrate understanding through a fun, collaborative Can-Do Activity on the Student Book Classroom Presentation Tool. Depending on the size of the class, the activity can be done in

Unit 1 The Great Outdoors

Let's Talk

Unit 1 The Great Outdoors Let's Talk

A Listen and say.

We're going to go camping tomorrow. I'm really excited!
Me, too!
How's the weather going to be?
It's going to be cold.
Is it going to rain?
I'm not sure.
I hope not.
Me, too!

B Watch the video.

Is it going to rain?
I'm not sure. I hope not.

C Practice the words. Ask and answer.

1. cool 2. cold 3. warm
4. hot 5. humid 6. foggy

How's the weather going to be?
It's going to be cool.

D Listen and chant.

The Weather Chant
How's the weather going to be tomorrow?
The newspaper says it's going to snow.
Do you think we need our umbrellas?
Ask the weatherman. I don't know.

I can do this lesson.

Topic:

• Weather

Lesson Objective:

• Talking about future weather

Language:

cool, cold, warm, hot, humid, foggy

We're going to go camping tomorrow. I'm really excited! How's the weather going to be? It's going to be cold. Is it going to rain? I'm not sure. I hope not.

Materials:

Teacher Cards 1–6; CD1 Tracks 03–07; Student Cards 1–6 and Unit 1 Let's Talk Video (Teacher's Resource Center)

Student Book pages 4–5

Warm up

- Review weather vocabulary by playing **Charades** (p. 17).
- Introduce the new weather vocabulary using Teacher Cards 1–6. Show each card and have students repeat the word.

Student Book page 4

A Listen and say.

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

- Use puppets to model the conversation. Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch.
- Have students look at the pictures and identify the characters. Then play Class CD1 Track 03. Have students listen to the conversation several times.

1.03 We're going to go camping tomorrow. I'm really excited!
Me, too!
How's the weather going to be?
It's going to be cold.
Is it going to rain?

I'm not sure.

I hope not.

Me, too!

- Play Class CD1 Track 04. Have students repeat after the audio, focusing on natural intonation.

1.04 Is it going to rain? I'm not sure. I hope not.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

- Play the video. Pause the video at the end, after Kate asks *How's the weather going to be tomorrow?* Have a few students respond. Explain *I don't know*, if necessary. Say *I don't know* and make the I-don't-know gesture. Have students repeat and copy the gesture. Ask a few students a question they do not know the answer to (e.g., *What's my mother's name?*) and have them reply.

Hi, Jenny! This is Kate! We're going camping tomorrow. I'm really excited!

Me, too!

How's the weather going to be?

It's going to be cold.

Great! We need jackets.

Great?

Yes! I have a new jacket!

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Is it going to rain?

I'm not sure.

I hope not.

Me, too! Do we need umbrellas?

I don't know, but I have a new umbrella, too!

See you tomorrow morning!

See you!

How's the weather going to be tomorrow?

4. How's the weather going to be?

It's going to be hot.

5. How's the weather going to be?

It's going to be humid.

6. How's the weather going to be?

It's going to be foggy.

2. Play the video again. Have students raise their hands when they hear weather words they know. Play the video again, pausing it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions, where appropriate.
3. Have students practice the exchange in two groups, one for Kate, the other for Jenny.
4. Have students role-play the conversation in pairs using gestures, emotions, and actions.

Student Book page 5

C Practice the words. Ask and answer.

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

1. Have students look at the pictures and describe what they see. Then play Class CD1 Track 05 and have students listen. Students listen again and repeat the words.

- 1.05
- | | | |
|---------|----------|----------|
| 1. cool | 2. cold | 3. warm |
| 4. hot | 5. humid | 6. foggy |

2. Say the weather words and have students point to the appropriate pictures in their books.
3. Direct students' attention to the language focus. Display a calendar. Point to the date and ask *How's the weather today?* Have students answer. Then point to tomorrow's date and model the question *How's the weather going to be tomorrow?* Elicit answers using a Teacher Card (1–6).
4. Play Class CD1 Track 06 and have students listen and point to the appropriate picture. Then play the audio again and have students listen and repeat.

1.06 How's the weather going to be?
It's going to be cool.

1. How's the weather going to be?
It's going to be cool.
2. How's the weather going to be?
It's going to be cold.
3. How's the weather going to be?
It's going to be warm.

D Listen and chant.

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

1. Play Class CD1 Track 07 and have students repeat words they recognize from the extended conversation.

1.07 The Weather Chant

How's the weather going to be tomorrow?

The newspaper says it's going to snow.

Do you think we need our umbrellas?

Ask the weatherman. I don't know.

2. Students clap to keep the beat. Then model the chant, line by line, and students repeat after you.
3. Divide the class into two groups to do the chant. Encourage students to add gestures and 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

- Play **Back-to-Back** (p. 21) to practice the conversation.
- **I'm Really Excited!** Put students into pairs. S1 makes a statement about one of the events, such as *We're having a test tomorrow.* S2 replies *I'm really worried* and S1 says *Me, too!* or *Not me!*
- **Find Your Partner** (p. 18). Give one Student Card 1–6 to each student. To find their partners, ask *How's the weather going to be tomorrow?*

Additional Resources

Workbook pages 2–3
Online practice

Unit 8 Work and Play

Let's Learn More

Let's Learn More

A Learn the words.

- clear the table
- wash the dishes
- dry the dishes
- vacuum the carpet
- take out the trash
- sweep the floor

B Ask and answer.

What do you have to do?
I have to wash the dishes.
What do you have to do?
I have to wash the dishes.

C Play a game. Make sentences.

He has to sweep the floor.
They have to go to the supermarket.

D What about you?

What do you like to do?
I like to _____
What do you have to do?
I have to _____
I can do this lesson.

Topic:

- Work

Lesson Objective:

- Talking about things students have to do

Language:

clear the table, wash the dishes, dry the dishes, vacuum the carpet, take out the trash, sweep the floor

What do you have to do? I have to wash the dishes. He has to sweep the floor. They have to go to the supermarket.

Materials:

Teacher Cards 198–209; CD2 Tracks 74–77; Student Cards 198–209 (Teacher's Resource Center)

Student Book pages 70–71

Warm up

- Play **Walk and Talk** (p. 21) to review activities. Display Teacher Cards 198–203 around the room. As students walk around the room in pairs, they make sentences about what they like and don't like to do. Students can also practice asking each other *Yes/No* questions about the displayed Teacher Cards.

Pre-teach Language

1. Use Teacher Cards 204–209 to introduce the new vocabulary. Show each card and say the phrase. Have students repeat each phrase several times.
2. To introduce the language, tell the class *I like to sleep late*. Exaggerate facial expressions and gestures to indicate that this is something you like to do. Then say *I have to get up early*. Use a less happy expression to help differentiate between *like to* and *have to*. Ask the class *What do you have to do?* and have them repeat the question several times.

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Student Book page 70

A Learn the words.

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

1. Play Class CD2 Track 74. Have students look at the pictures and identify as many objects as they can. Then have students point to the pictures as they hear the chores. Play the audio again and have students repeat the phrases.

- 2-74
1. clear the table
 2. wash the dishes
 3. dry the dishes
 4. vacuum the carpet
 5. take out the trash
 6. sweep the floor

2. Do a quick practice with the vocabulary, asking *Do you like to (clear the table)?* Have students answer *Yes, I do* or *No, I don't* about each of the chores.

B Ask and answer.

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

1. Use puppets to present the question-and-answer pattern *What do you have to do? I have to wash the dishes.*
2. Have students look at the picture and identify the objects they see in Scott's kitchen. Then play Class CD2 Track 75 and have students listen.



2.75 What do you have to do?
I have to wash the dishes.

1. What do you have to do? I have to wash the dishes.
2. What do you have to do? I have to clear the table.
3. What do you have to do? I have to sweep the floor.

3. Have a student volunteer come to the front of the class and take a Teacher Card from 204–209. Have the class ask *What do you have to do?* The volunteer answers *I have to (vacuum the carpet)*. Repeat with other volunteers and all of the verb phrases.
4. Play Class CD2 Track 76. Have students listen, clap, and chant along with the drum track.



2.76 See the script for Track 75.

5. Have students work in pairs to take turns asking and answering the question.

Student Book page 71

C Play a game. Make sentences.

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

1. Use a puppet to model the language focus. Have students repeat the lines after you to practice pronunciation and stress.
2. Have students look at the pictures and identify the activities. Play Class CD2 Track 77. Have students listen to the audio several times.



2.77 He has to sweep the floor.
They have to go to the supermarket.

3. Have students play the game in pairs.

D What about you?

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

1. Model the question-and-answer pattern. If necessary, clarify the difference between the two questions. Have students point to the questions and partial answers as you read them aloud, and then repeat them.

2. Point to a student and ask the first question. Have the student answer with true information. Ask the remaining question. Continue with several other students.
3. Have student pairs take turns asking and answering the questions.



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

- **Memory Chain** (p. 19). Display Teacher Cards 204–209 or assign a verb phrase to each student. S1 says a sentence with *I have to*, using one of the phrases. S2 repeats S1's sentence and adds another. S3 repeats S1's and S2's sentences and adds another. Students work together to see how long a chain they can make without errors.
- **Charades** (p. 17). Divide the class into two teams. Place Teacher Cards 204–209 face down on a desk. S1 from Team A picks up a card and pantomimes the action shown. After S1 is finished, Team A asks *What does he/she have to do?* Team B guesses.
- **True Statements** (p. 21). Have students work in small groups to create sentences — both true and false — about themselves and their classmates using the language from the lesson. Then have students share their sentences and evaluate the accuracy of their statements.

Additional Resources

Workbook pages 68–69

Unit 8 Worksheet B (Teacher's Resource Center)

Online practice

Workbook Answer Key

Unit 1 Let's Talk, pages 2–3.

A. Read and write.

Students read the conversation and write the missing sentences from the box.

1. I'm really excited!
2. It's going to be cold.
3. Is it going to rain?
4. I hope not.

B. Read and circle.

Students look at the pictures and circle the corresponding words.

1. hot
2. cool
3. foggy
4. humid

C. Write the questions and answers.

Students look at the pictures and write the questions and answers.

1. It's going to be cold.
2. It's going to be warm.
3. How's the weather going to be? It's going to be foggy.
4. How's the weather going to be? It's going to be cool.

Unit 1 Let's Learn, pages 4–5.

A. Look and check.

Students look at the pictures and check the correct boxes in the table.

1. Max: a mitt, a bat
2. Amy: a skateboard, a helmet
3. Mary: a tennis racket
4. Joe: a bucket, a fishing rod

B. Look and write.

Students look at the pictures and write the words.

1. a mitt
2. a fishing rod
3. a helmet
4. a bat
5. a bucket
6. a tennis ball
7. a skateboard
8. a tennis racket

C. Write the questions and answers.

Students look at the pictures and write questions and answers with words from the box.

1. She's going to play baseball.
2. He's going to go skateboarding.
3. He has a fishing rod and a bucket. What's he going to do? He's going to go fishing.
4. She has a tennis ball and a tennis racket. What's she going to do? She's going to play tennis.

D. What are you going to do?

Match and write.

Students match pictures on the left and write sentences on the right.

1. fishing rod – bucket, I'm going to go fishing.
2. tennis racket – tennis ball, I'm going to play tennis.
3. bat – mitt, I'm going to play baseball.

Unit 1 Let's Learn More, pages 6–7.

A. Look and write.

Students look at the picture and write the items they identify.

1. He needs a tent.
2. She needs sunglasses.
3. He needs a sleeping bag.
4. He needs a flashlight.
5. He needs a hat.
6. She needs a swimsuit.
7. She needs a towel.
8. She needs sunscreen.

B. Read and write.

Students read and write sentences.

- | | |
|-----------------------------------|-------------------------------|
| I'm going to go to the mountains. | I'm going to go to the beach. |
| 1. You need a tent. | 1. You need sunglasses. |
| 2. You need a sleeping bag. | 2. You need a swimsuit. |
| 3. You need a flashlight. | 3. You need a towel. |
| 4. You need a hat. | 4. You need sunscreen. |

C. Look, read, and check.

Students look at the pictures, read the questions, and check the correct answer.

1. They need a tent.
2. She needs sunglasses.
3. He needs a towel.
4. They need sleeping bags.

D. Look and write.

Students look at the pictures and write questions and answers.

1. No, she doesn't. Yes, she does.
2. Yes, he does. No, he doesn't.
3. No, she doesn't. Does she need a towel? Yes, she does.

Unit 1 Let's Read, pages 8–9.

A. Match.

Students match the pictures in the first column with the words in the second column and with the letters in the third column.

- | | |
|-----------------|--------------|
| 1. chicken ch | 4. sheep sh |
| 2. cheese ch | 5. shorts sh |
| 3. chocolate ch | 6. shirt sh |

B. Write.

Students write the sh and ch words from A.

1. sheep, shorts, shirt
2. chicken, cheese, chocolate

C. Read.

Students read the story.

D. Answer the questions.

Students answer the questions.

1. They are going to the mountains.
2. The weather's going to be cold.
3. They need warm shirts and hats.

3. Play Class CD2 Track 70. Have students listen, clap, and chant along with the drum track.



See the script for Track 69.

4. Have student pairs take turns asking and answering the question.

Student Book page 69

C Ask and answer.

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

1. Have students look at the picture and identify as many activities as they can. If necessary, show Teacher Cards 198–203 and go over the phrases again. Then draw students' attention to the language focus, and ask two volunteers to read the questions and answers aloud. Finally, play Class CD2 Track 71 and have students listen and point to the pictures.



1. What does he like to do? He likes to surf the Internet.
2. What does she like to do? She likes to send messages.
3. What does he like to do? He likes to watch DVDs.
4. What does he like to do? He likes to collect baseball cards.
5. What do they like to do? They like to play badminton.
6. What do they like to do? They like to play soccer.

2. Write the question-and-answer pattern on the board and call attention to *does* and *likes*. Remind students to use the base form — without *s* — in questions about *he/she*.
3. Play Class CD2 Track 72. Have students listen, clap, and chant along with the drum track.



See the script for Track 71.

4. Divide the class into pairs, and have them take turns asking and answering the questions about the people in the pictures.

D Listen and sing.

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

1. Have students look at the picture and the title of the song. Have students guess which activities will be mentioned in the song. Then play Class CD2 Track 73.

2.73 Do You Like to Go Camping?

Do you like to go camping?
Yes, I do. I love to go camping.
I do, too.
Do you like to go hiking?
Yes, I do. I love to go hiking.
I do, too.
Do you like to play soccer?
Yes, I do. I love to play soccer.
I do, too.
I love to go camping, hiking, play soccer, too.
I love to go camping.
I do, too.

2. Have students clap to keep the beat as you model the song line by line. Have students echo the lines.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing. Since the song contains repeated phrases, help students recognize that words and phrases appear more than once. You can read the words and have students follow along.
4. Put students into small groups to write their own songs, following the pattern of the one in the lesson. Encourage them to substitute activities.



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

- **True Statements** (p. 21). Have students work in pairs to take turns creating true sentences about things they like to do. Have students write their sentences on the board and have the class evaluate the accuracy of their statements.
- Play **Concentration** (p. 17) giving student pairs or small groups each a double set of Student Cards 198–203.

Additional Resources

Workbook pages 66–67
Unit 8 Worksheet A (Teacher's Resource Center)
Online practice

Unit 7–8 Let's Review, pages 72–73.

A. Read and match.

Students read the sentences and match them to the pictures.

1. [2nd column, 2nd picture]
2. [2nd column, 1st picture]
3. [1st column, 1st picture]
4. [1st column, 2nd picture]

B. Write the questions and answers.

Students look at the pictures and write the questions and answers.

1. What's the matter? I have a headache.
2. What's the matter? I have an earache.
3. What's the matter? I have a cough.

C. Write the answers.

Students look at the pictures and write the answers.

1. She's going to go to the gift shop.
2. They're going to go to the barber shop.

D. Write.

Students fill in the sentences using the words from the box.

- | | |
|---------------------|---------------|
| 1. Carlsbad Caverns | 5. waterfall |
| 2. inside | 6. blank |
| 3. scrapbook | 7. adventures |
| 4. camel | |

E. Read and check.

Students read the questions and check the correct answers.

1. They found a scrapbook in the box.
2. travel around the world

Extra Practice, pages 74–80.

A. Look and write.

Students look at the pictures and fill in the sentences with words from the box.

1. It's going to be warm tomorrow. He's going to play tennis.
2. It's going to be cold tomorrow. She's going to go fishing.
3. It's going to be hot tomorrow. She's going to go swimming.
4. It's going to be foggy tomorrow. He's going to go to the mountains.
5. It's going to be humid tomorrow. She's going to go to the beach.
6. It's going to be cool tomorrow. He's going to do homework.

A. Look and write.

Students look at the picture and write the answers to the questions.

1. No, she doesn't.
2. No, she doesn't.
3. Yes, she does.

B. What about you? Write and draw.

Students answer the questions with their own answers and draw pictures. Answers will vary.

A. Write the numbers.

Students fill in the calendar with the correct numbers.

- | | |
|---------|----------|
| 1. 4th | 8. 23rd |
| 2. 8th | 9. 26th |
| 3. 11th | 10. 27th |
| 4. 13th | 11. 30th |
| 5. 19th | 12. 31st |
| 6. 20th | |
| 7. 22nd | |

B. Look at A. Write.

Students look at A and write answers to the questions.

1. Today's date is July 5th.
2. Robert's birthday is July 16th.
3. Sarah's birthday is July 21st.

A. Look and write.

Students look at the pictures and write the answers to the questions.

1. I had a party and I got a present. It was a good day.
2. I broke a window and I had a stomachache. It was a bad day.
3. I found some money and won a race. It was a good day.

B. What about you? Draw and write.

Students draw and write their own answers to the questions. Answers will vary.

A. Look, read, and write.

Students look at the pictures and fill in the sentences using the words from the box.

- | | |
|-------------------|--------------------|
| 1. I'm excited. | 4. I'm worried. |
| 2. I'm surprised. | 5. I'm interested. |
| 3. I'm bored. | |

A. Write sentences.

Students look at the pictures and write sentences with the phrases from the box.

1. He has a cold.
2. She has a toothache.
3. She has a sore throat.
4. He has an earache.
5. He has a cough.
6. She has a stomachache.

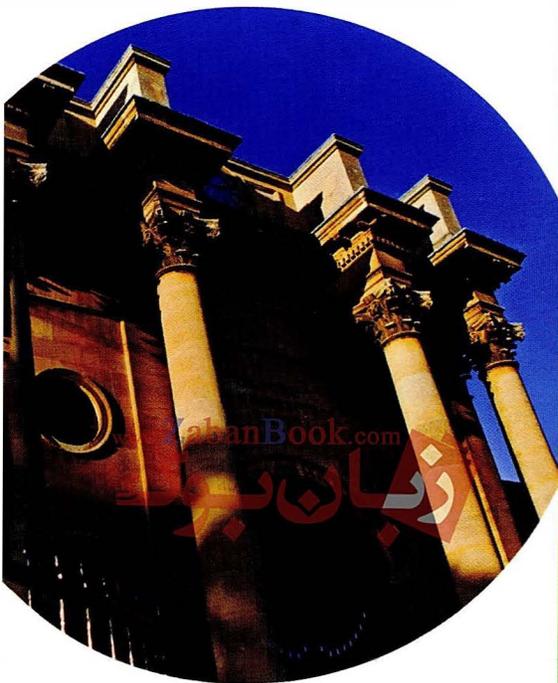
A. Write sentences.

Students look at the chart and write answers to the questions. Answers will vary.

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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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