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# LET'S GO

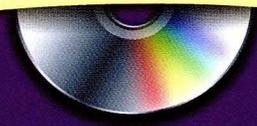
5th Edition

TEACHER'S PACK

Classroom Presentation Tool

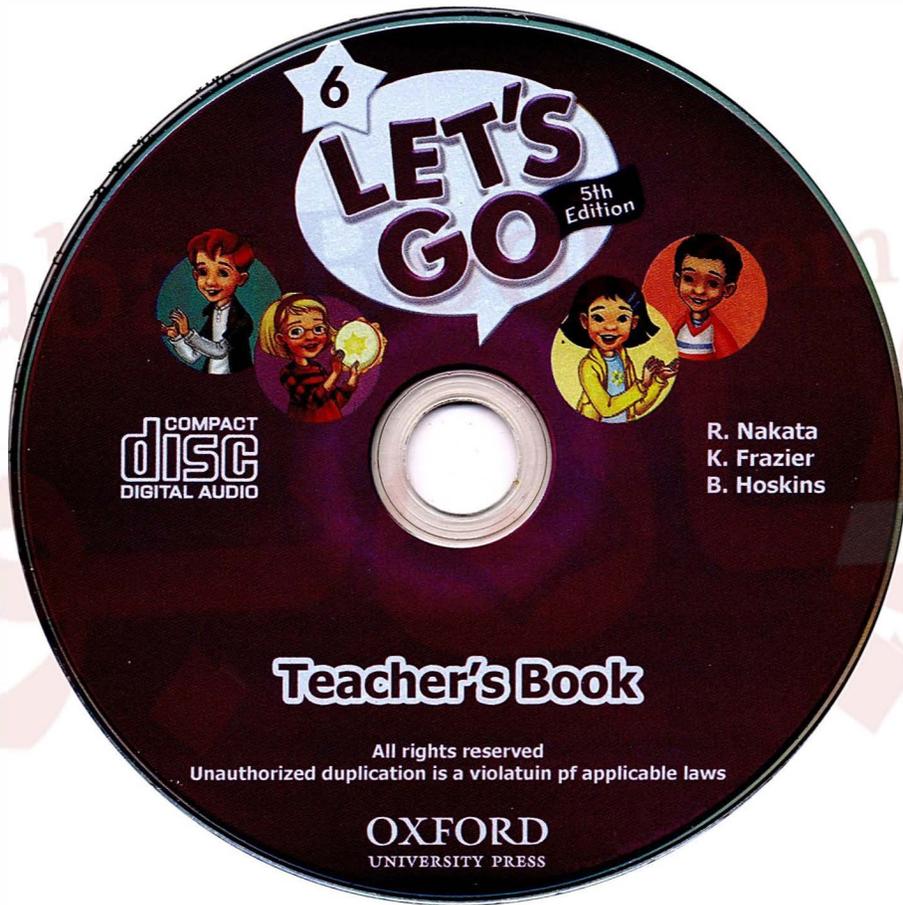
Teacher's Guide

Teacher's Resource Center



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Ritsuko Nakata  
Karen Frazier  
Barbara Hoskins



TEACHER'S GUIDE

6

LET'S  
GO  
5th  
Edition



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
Lesson Plans.....	16
Workbook Answer Key.....	90
Let's Talk Video Scripts.....	102

# Let's Go 6 Syllabus

## Let's Remember

Look at this boat. It's colorful!  
Which one is faster?  
Where's Andy? Have you seen him?

Have you ever eaten sushi?  
What will you do after lunch?

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<b>Unit 1 School Days</b>			
<p><b>Conversation:</b> Whose scarf is that? It's Anna's scarf. Whose mittens are those? They're hers, too. Is that her glove, too? I think it's Jim's glove. Which boy is Jim? He's the boy over there. Jim, I think this is yours. Thanks for finding it.</p> <p><b>Items:</b> scarf, mittens, gloves, glasses, belt, watch</p> <p><b>Song:</b> Whose Boots Are These?</p>	<p><b>School Activities:</b> watering the plants, feeding the fish, writing on the board, talking to the teacher, reading a textbook, writing an essay</p> <p><b>Language:</b> Which boy is Scott? He's the boy who is watering the plants. Which girl is Lisa?</p> <p><b>Chant:</b> Kim's Father Was Born in Seoul</p>	<p><b>Activities:</b> talking on his cell phone, reading a magazine, walking in the park, drinking some water, playing a game, sitting on a bench</p> <p><b>Language:</b> Jenny was sitting on a bench when it started to rain. What was he doing when it started to rain?</p>	<p><b>Historical Story:</b> The First Ice Pop</p> <p><b>Questions</b></p> <p><b>Vocabulary:</b> frozen</p> <p><b>Phonics:</b> ow cow aw saw</p> <p><b>Word Study:</b> mix + ed = mixed</p>
<b>Unit 2 At the Aquarium</b>			
<p><b>Conversation:</b> What a great day! It sure was! But I'm tired now. What did you like best? I think I liked the penguins best. They were cute. What about you? I liked the sharks. They were scary!</p> <p><b>Adjectives:</b> amazed/amazing, bored/boring, interested/interesting, tired/tiring, excited/exciting, scared/scary</p> <p><b>Chant:</b> The Racing Chant</p>	<p><b>Places:</b> an aquarium, a tour, a lecture, an exhibit, a shark, an octopus</p> <p><b>Language:</b> The shark was scary. The exhibit was amazing. She was amazed.</p> <p><b>Chant:</b> The Aquarium Chant</p>	<p><b>Things to See and Do:</b> a jellyfish, a sea turtle, a squid, a video, a ride, a pedal boat</p> <p><b>Language:</b> Kate said the sea turtles were amazing. He said he was amazed. She said the squid was scary.</p>	<p><b>How-to Article:</b> Waves in a Bottle</p> <p><b>Questions</b></p> <p><b>Vocabulary:</b> reuse</p> <p><b>Phonics:</b> oi coin oo book</p> <p><b>Word Study:</b> re + use = reuse</p>
<b>Let's Review Units 1 and 2</b>		<b>Reading: Matt and Megan's Mystery Hunters Blog—Pyramids</b>	
<b>Unit 3 Going Shopping</b>			
<p><b>Conversation:</b> I need a present for my mother. What should I get her? Do you have any ideas? You could get her a teapot. Or you could get her a cookbook. She doesn't like tea, and she already has a lot of cookbooks. How about a scarf? That's a great idea!</p> <p><b>Presents:</b> a scarf, a bracelet, a box of chocolates, a cookbook, a DVD, a book</p> <p><b>Chant:</b> I Need a Present for My Mother</p>	<p><b>Gifts:</b> a video camera, a necklace, a ring, a novel, a stuffed toy, earrings, golf clubs, a model</p> <p><b>Language:</b> Should I get my sister a necklace or a ring? You should get her a ring. They should get him a novel.</p> <p><b>Chant:</b> Today's My Brother's Birthday</p>	<p><b>Activities:</b> bought a drink, made a bracelet, sent a picture, gave a present, showed a T-shirt, told a story</p> <p><b>Language:</b> She showed him a T-shirt. What did she make her? She made her a bracelet.</p>	<p><b>Story:</b> Happiness Is a Clean Park</p> <p><b>Questions</b></p> <p><b>Vocabulary:</b> since I was a baby</p> <p><b>Phonics:</b> oo broom au August</p> <p><b>Word Study:</b> kind + ness = kindness</p>
<b>Unit 4 Around Town</b>			
<p><b>Conversation:</b> Where's the food court? Let's look at the map. It's across from the music store. We should go this way. There's the food court. Where are the boys? They're over there, next to the ice cream shop.</p> <p><b>Places:</b> ice cream shop, bakery, sports store, music store, clothing store, food court, bookstore, game store</p> <p><b>Song:</b> Where's the Bookstore?</p>	<p><b>Directions:</b> on the corner, around the corner from, on the right, on the left, across the street from, next to</p> <p><b>Language:</b> Where's the ice cream shop? It's across the street from the bank. The bakery is on the corner. It's next to the restaurant.</p>	<p><b>Directions:</b> Go straight. Go to the corner. Turn left. Turn right. Go two blocks. Cross the street.</p> <p><b>Language:</b> Go to the corner and turn right. Where are you? I'm at the bookstore. How do I get to the park? Go two blocks and turn right.</p> <p><b>Chant:</b> I'm Looking for Joe</p>	<p><b>Article:</b> The Blue Planet</p> <p><b>Questions</b></p> <p><b>Vocabulary:</b> clockwise</p> <p><b>Phonics:</b> ow blow or storm</p> <p><b>Word Study:</b> rain + y = rainy</p>
<b>Let's Review Units 3 and 4</b>		<b>Reading: Matt and Megan's Mystery Hunters Blog—Easter Island</b>	

# 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 once they have developed sufficient confidence and familiarity with the language. This pairwork is crucial, since it is here that students really communicate 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 the 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 6

Each of the eight units in Level 6 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 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 learn and practice new vocabulary and language patterns. Finally, students listen to a song or chant that recycles the language students have learned.

**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. Students then learn a new song or chant that recycles the language they have learned.

**Let's Learn More** expands on the language in Let's Learn by introducing additional thematic vocabulary, practice in the context of a scene, and practice in a game format. Students then personalize the language in What about you?

**Let's Read** gives students a chance to practice reading language learned in the unit in a fiction or nonfiction context. Each reading is followed by exercises in comprehension, vocabulary, phonics, word study, and personalization. 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 with specific goals and objectives should be developed for every lesson taught. 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 seeing 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, once the new language is presented, 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% 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 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**



**Video**

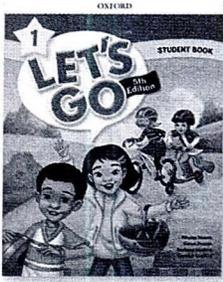


**Songs and Chants**



**Can-Do Activity**

# Components



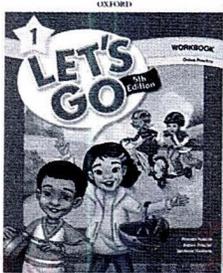
## Student Book

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



## NEW Online Play

- Fun and engaging videos, audio, and other resources for students to use at home
- [www.oup.com/elt/letsgo](http://www.oup.com/elt/letsgo)



## Workbook with Online Practice

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

## 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 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.**

Lesson 3: A Spider! Help!

2 Listen and point. Soy.   
 ant, bee, butterfly, spider

3 Look and write.   
 1 It's a butterfly. 3 It's a \_\_\_\_\_   
 2 It's a \_\_\_\_\_ 4 It's on \_\_\_\_\_

Audio controls: Play, Stop, Speed up/down, Volume, Mute, Unmute.

**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.**

Lesson 3: A Spider! Help!

Listen and point. Soy.   
 Done   
 butterfly, spider

1 It's a butterfly. 3 It's a \_\_\_\_\_   
 2 It's a \_\_\_\_\_ 4 It's on \_\_\_\_\_

Everyday English!   
 4 Listen and repeat.   
 5 Act it out.

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Audio controls: Play, Stop, Speed up/down, Volume, Mute, Unmute.

# Unit Walk-Through Let's Talk

CD track numbers make finding the audio easy

Familiar characters model communication in context

Language focus boxes highlight key language patterns

Animated conversation videos motivate students to start speaking

Songs and chants reinforce language from the dialogue

Can-Do Activities on the Student Book Classroom Presentation Tool help teachers evaluate progress and assess the need for further practice

Student Book pages 12-13

## Warm up

Start the lesson with an activity, song, or chant to review previously learned language that will be built upon.

### A Listen and say.

1. **Introduce the conversation.** Model the conversation to provide a physical reminder that conversation is communication between two or more people.
2. **Listen to the dialogue.** Students look at the scene to establish context, and then listen and repeat after the audio to reinforce natural pronunciation.
3. **Listen to the language focus.** Have students listen to the audio. Then have them repeat, focusing on natural intonation, rhythm, and speed.

### B Watch the video.

1. **Play the video.** Explain new language, if necessary.
2. **Repeat with gestures.** Have students raise their hands when they hear key vocabulary and language patterns. Then help students repeat the gestures and extended conversation.
3. **Practice the conversation.** Move from group practice to pair practice. Encourage students to use the language and gestures from the video.

### C Say these.

1. **Introduce the words.** Use Teacher Cards to introduce the vocabulary.

2. **Practice the words with the pattern.** Display a Teacher Card and say the sentence. Have students repeat. Continue with all the matching sentences.

### D Listen and chant.

1. **Play and listen.** Have students identify familiar words they hear and items they see in the illustration.
2. **Practice the rhythm.** Model the song line by line, having students echo the lines and clap to keep the beat. Act out movements or actions that go with the song.
3. **Read the lyrics.** Have students point to and read words they recognize.
4. Put students into small groups to write their own chants, following the patterns in this one.

### I can do this lesson.

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

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

## Additional Resources

Worksheet (Teacher's Resource Center)  
Workbook  
Online Practice

Topic-based vocabulary

Familiar characters model vocabulary and language patterns in context

Language patterns show substitution vocabulary highlighted in pink

Question-and-answer patterns modeled in scenes

Animated song and chant videos reinforce vocabulary

Student Book pages 14–15

## Warm up

Start the lesson with a review activity or select an activity from Games and Activities to review language that will be built upon in this lesson.

## Pre-teach Language

Introduce vocabulary and language patterns before students open their books so 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 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 pictures in their books. Start slowly, but increase your speaking speed to challenge students and make the activity more fun.

### B Make sentences.

- Listen to the sentence.** Have students look at the scene in their books and describe what they see. Then listen to the audio.
- Practice the statements.** Check that students understand and can use the sentence pattern. Then have them take turns asking and answering questions about the objects in the scene, using the questions in the box as samples.

### C Make sentences.

- Listen to the sentence.** Have students describe the scene in their books. Then play the audio.
- Practice the statements.** Check that students understand and can use the sentence pattern.

### D Listen and chant.

- Listen to the chant.** Have students identify familiar words they hear and familiar items in the illustration.
- Listen and point.** Play the chant and have students point to items they know in the illustration.
- Say the chant.** Have students chant along.
- Put students into small groups to write their own chants, following the patterns in this one.

### I can do this lesson.

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

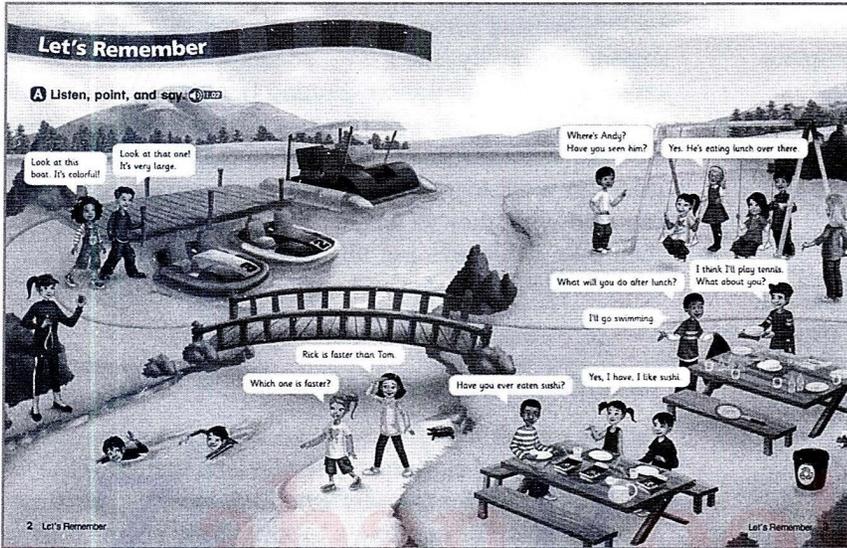
## Games and Activities

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

## Additional Resources

- Worksheet (Teacher's Resource Center)
- Workbook
- Online Practice

# Let's Remember



Student Book pages 2-3

**Topic:**

• By the shore

**Lesson Objective:**

• Reviewing language from Level 5

**Review Language:**

*Look at this boat. It's colorful!*  
*Look at that one! It's very large.*  
*Which one is faster?*  
*Rick is faster than Tom.*  
*Where's Andy? Have you seen him?*  
*Yes. He's eating lunch over there.*  
*What will you do after lunch?*  
*I'll go swimming.*  
*I think I'll play tennis. What about you?*  
*Have you ever eaten sushi?*  
*Yes, I have. I like sushi.*

**Materials:**

CD1 Track 02

Let's Remember is a review of language patterns introduced in *Let's Go 5* that will be recycled and built upon in *Let's Go 6*.

- For students moving from Level 5 to Level 6, Let's Remember is a summary of what they have learned.
- For students beginning the *Let's Go* series with Level 6, Let's Remember is an introductory lesson for language patterns students are expected to know before beginning this level.

You may also wish to use Let's Remember as an assessment of what students know when they enter your classroom. Observe them as they do the activities and play the games to assess their language knowledge.

In <i>Let's Go 5</i> , students learned:	In <i>Let's Go 6</i> , students will learn:
Look at this boat. It's colorful! Look at that one! It's very large.	The shark was scary. The exhibit was amazing. She was amazed. Kate said the sea turtles were amazing.
Which one is faster? Rick is faster than Tom.	Whose scarf is that? It's Anna's scarf. Is that her glove, too? I think it's Jim's glove. Which boy is Jim? He's the boy over there.
Where's Andy? Have you seen him? Yes. He's eating lunch over there.	Where's the food court? It's across from the music store. How do I get to the park? Go two blocks and turn right.
What will you do after lunch? I think I'll play tennis. What about you? I'll go swimming.	If you could go anywhere, where would you go? I would go to Egypt. Why? I'd like to see the pyramids. What about you? I'd go to Antarctica.
Have you ever eaten sushi? Yes, I have. I like sushi.	Have you already bought your ticket? Yes, and I bought your ticket, too! How long have you taught French? I've taught French since 2007.

## Let's Remember Activities

Use these activities for review before beginning *Let's Go 6*. See the Teacher's Resource Center for descriptions of games and drills.

**Look at this boat. It's colorful! Look at that one! It's very large.**

- **Repetition Drill.** Draw a picture of a common object (e.g., *boat, pillow, rainbow, rock, tree, lemon*). Beside it write a column of adjectives. Have students repeat the language patterns and choose the correct adjective after you draw each picture.

T: *Look at this mirror.* (stand close)

Ss: *Look at this mirror.*

T: *It's very smooth.*

Ss: *It's very smooth.*

T: *Look at that lemon.* (stand far)

Ss: *Look at that lemon.*

T: *It's very sour.*

Ss: *It's very sour.*

- **Walk and Talk.** Have student pairs walk until you say *Stop!* Then S1 tells S2 to observe objects inside (e.g., *pencil, desk, plant*) or outside (e.g., *tree, sky, clouds*) by saying *Look at (this desk)*. The other student describes it by saying *It (feels smooth)*.

**Which one is faster? Rick is faster than Tom.**

- **Guess the Word** (team version). Divide the class into two teams. One student from each team writes (each at the same time) the first letter of an animal's name on the board. Team members try to guess the animal. If no one can guess, the student writes the next letter. Whichever team guesses the animal first gets a point. Ask students to compare the two animals using comparative forms of an adjective (*fast, slow, large, small, colorful, graceful*).
- **Team Games.** Have the class choose five animals and five objects. Write two columns containing their choices on the board. Divide the class into two teams and practice superlative adjectives. Start with animals. Ask students *Which one is the (largest, smallest, most graceful, least colorful, etc.)?* The first student to answer correctly gets a point for his or her team. Move on to the objects, asking *Which one is the (smallest, most expensive, etc.)?*

**Where's Andy? Have you seen him? Yes. He's eating lunch over there.**

- **Charades.** As a student acts out an activity (e.g., jumping, eating, writing, swimming), have students describe what he or she is doing in the present progressive tense.

T: *Have you seen Jill?*

Ss: *Yes, she's over there, reading a book.*

- **Team Games.** On the board, draw pictures of people with names doing activities at recognizable locations (*Paul swimming in a pool, Jenny eating in a house, etc.*). Ask the students if they have seen one of the people. The first student to respond correctly (*Yes, she's eating dinner in the house, for example*) gets a point for his or her team.

**What will you do after lunch? I think I'll play tennis. What about you? I'll go swimming.**

- Have students face each other in parallel lines and play **Rock, Paper, Scissors** with the student opposite them. The loser of the game asks *What will you do (after lunch, later, tomorrow, tonight, etc.)?* The winner answers *I think I'll (go to sleep, go fishing, do homework, etc.)*. Then have the lines each move one space in opposite directions so that every student has a new partner.
- **Back-to-Back.** S1 in the pair asks *What will you do (after lunch, after class, next week, etc.)?* S2 responds *I think I'll (go to a water park)*. *What about you?* The first student answers the question. Then students switch roles.

**Have you ever eaten sushi? Yes, I have. I like sushi.**

- **Chain Drill.** Have students write the name of a country on a piece of paper and stand in a line. Ask the first student *Have you ever been to (any country)?* The student responds *Yes, I have* or *No, I haven't*. Then, he or she turns to the next student and asks *Have you ever been to (the same country)?*

Student Book pages 2-3

### A Listen, point, and say.

1. Play Class CD1 Track 02. Have students listen and point to the conversations in their books. Then have students listen again, point, and repeat the sentences after the audio.

 1.02 Look at this boat. It's colorful! Look at that one! It's very large.

Which one is faster? Rick is faster than Tom.

Where's Andy? Have you seen him? Yes. He's eating lunch over there.

What will you do after lunch? I think I'll play tennis. What about you? I'll go swimming.

Have you ever eaten sushi? Yes, I have. I like sushi.

2. Have students use the question-and-answer patterns to create new sentences.

# Unit 1 School Days

## Let's Talk

**Unit 1 School Days Let's Talk**

**A Listen and say.**

Kate: Whose scarf is that?  
 Jeremy: It's Anna's scarf.  
 Kate: Whose mittens are those?  
 Jeremy: They're hers, too.

Kate: Is that her glove, too?  
 Jeremy: No, it isn't. I think it's Jim's glove.  
 Kate: Which boy is Jim?  
 Jeremy: He's the boy over there.

Jenny: Jim, I think this is yours.  
 Jim: Oh! Thanks for finding it.  
 Jenny: You're welcome.

Thanks for finding it.  
 You're welcome.

**B Watch the video.**

**C Practice the words. Ask and answer.**

1. scarf 2. mittens 3. gloves 4. glasses 5. belt 6. watch

Kate Andy Jenny Scott Anna Jim

Whose scarf is that?  
 It's Anna's scarf.  
 It's hers.

my scarf = mine  
 her scarf = hers  
 his scarf = his  
 your scarf = yours

**D Listen and sing.**

**Whose Boots Are These?**

Whose boots are these?  
 Whose boots are these?  
 They're mine. They're my boots.

Whose boots are these?  
 Whose boots are these?  
 They're mine.

Whose boots are these?  
 Whose boots are these?  
 All of them?  
 They're mine. They're my boots.

Are you sure they're yours?  
 Yes, I'm sure they're mine.

I can do this lesson.

Unit 1 School Days 5

### Topic:

- Possessions

### Lesson Objective:

- Using possessive pronouns

### Language:

Thanks for finding it. You're welcome.

scarf, mittens, gloves, glasses, belt, watch

Whose scarf is that? It's Anna's scarf. It's hers.

mine, hers, his, yours

### Materials:

Teacher Cards 1–6; CD1 Tracks 03–07;

Student Cards 1–6, Unit 1 Let's Talk Video,

and Unit 1 Let's Talk Video Script (Teacher's Resource Center)

### Student Book pages 4–5

## Warm up

- Chain Drill.** Use Student Cards 1–6 to review *Whose (hat) is this?* Have S1 hand a card to S2, who asks *Whose (hat) is this?* S1 answers *It's (Amy's) (hat).* S2 and S3 repeat the exchange with a different card. Continue down the row.
- Play **Scramble** to review clothing vocabulary and *This is my (scarf).* *These are my (glasses).* Have students sit in a circle. Give each one a clothing card (Student Cards 1–6). Use two or three sets so several students have the same card. Say *These are my (glasses).* Students with that card stand and race to take another seat.

- Have students look at the pictures on page 4. Ask them to name the characters and objects they already know. Play Class CD1 Track 03 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.

**1.03** Whose scarf is that? Which boy is Jim?  
 It's Anna's scarf. He's the boy over there.  
 Whose mittens are those? Jim, I think this is yours.  
 They're hers, too. Oh! Thanks for finding it.  
 Is that her glove, too? You're welcome.  
 No, it isn't. I think it's Jim's glove.

### Student Book page 4

## A Listen and say.

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

- Use volunteers to model the conversation, having students repeat after you. Have students take one role while you take the other, and then switch.
- Hold up a scarf and look at it questioningly. Ask *Whose scarf is this?* Point to different students as you ask *Is it Tami's scarf? Is it hers? Is it Bob's scarf? Is it his?* Place the scarf around your neck, smile, and say *It's my scarf. It's mine.*

- Have students listen to Class CD1 Track 04 and repeat the sentences.

**1.04** Thanks for finding it. You're welcome.

- Have students practice the sentences in pairs.

## B Watch the video.

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

- Play the video (see video script on page 102). Pause the video after Kate asks *Whose glove is that? Do you know?* Have a few students respond. Explain

# Unit 7 About Me

## Let's Learn More

**Let's Learn More**

**A Learn the words.** (CD2)

1. fly a helicopter 2. run a marathon 3. visit London 4. speak more languages  
5. play golf 6. drive a car 7. act in a play 8. conduct an orchestra

Hello! Bonjour!  
Buenos días!

**B Make sentences.** (CD2)

Scott, Jenny, Andy, and Kate are daydreaming.

I wish I could conduct an orchestra.

**C Play a game. Ask and answer.** (CD2)

What does she wish she could do?  
She wishes she could speak more languages.

**D What about you?**  
What do you wish you could do?  
I can do this lesson.

62 Unit 7 About Me

### Topic:

- Wishes

### Lesson Objective:

- Using *could* to talk about things students wish they could do

### Language:

fly a helicopter, run a marathon, visit London, speak more languages, play golf, drive a car, act in a play, conduct an orchestra

*I wish I could conduct an orchestra. What does she wish she could do? She wishes she could speak more languages.*

### Materials:

Teacher Cards 141–154; CD2 Tracks 45–48; Student Cards 141–154 (Teacher's Resource Center)

Student Book pages 62–63

## Warm up

1. Play **Tic-Tac-Toe** to review activities learned at different ages. Use Teacher Cards 141–146 to cue sentences that include the activity shown and an age of the student's choice.
2. Play "How Old Were You?" (Class CD2 Track 45), having students chant along. Then have students chant without the audio. Review the new verses that students made up in **Let's Learn** and have them chant those, too.

## Pre-teach Language

- Use Teacher Cards 147–154 to introduce the new vocabulary. Hold up each Teacher Card as you say the verb phrase. Have students repeat each phrase several times.

Student Book page 62

### A Learn the words.

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

1. Play Class CD2 Track 46. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- 2.46**
- |                     |                         |
|---------------------|-------------------------|
| 1. fly a helicopter | 2. run a marathon       |
| 3. visit London     | 4. speak more languages |
| 5. play golf        | 6. drive a car          |
| 7. act in a play    | 8. conduct an orchestra |

2. Do a quick practice with the new words. Hold up Teacher Cards 147–154 one at a time and have students act out the words as they say them three times quickly.

### B Make sentences.

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

1. Have students look at page 62 and describe what they see. Then play Class CD2 Track 47 and have students listen and point to the characters and the activities they wish they could do.

- 2.47** Scott, Jenny, Andy, and Kate are daydreaming.  
I wish I could conduct an orchestra.
1. I wish I could conduct an orchestra.
  2. I wish I could run a marathon.
  3. I wish I could fly a helicopter.
  4. I wish I could act in a play.

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2. Play the audio again and have students repeat the sentences as they point to the pictures.
3. Then have pairs of students take turns pointing to the pictures and making sentences.
4. Hold up Teacher Cards 147–154 one by one. Say *I wish I could (fly a helicopter)*. Have students use the cards as cues to make sentences about what they wish they could do.

Student Book page 63

### C Play a game. Ask and answer.

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

1. Read the question and answer. Read them again and have students repeat them with you.
2. Point to the picture of the girl carrying language books. Ask *What does she wish she could do?* Have students respond chorally *She wishes she could speak more languages.*
3. Play Class CD2 Track 48 and have students point to the words they hear.



What does she wish she could do?

She wishes she could speak more languages.

4. Have students play the game in pairs. Students toss a coin; heads moves one space and tails moves two spaces. Then they make statements about what the child in the picture wishes he or she could do.

### D What about you?

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

1. Divide students into pairs. Read the question aloud, modeling correct pronunciation and intonation. Have students echo read the question with you. Then have student pairs take turns asking and answering the question.
2. When students have had time to practice, ask student volunteers to stand up and tell the class what they wish they could do. You may want to write students' answers on the board and keep a tally of how many students wish they could do each activity.



### 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

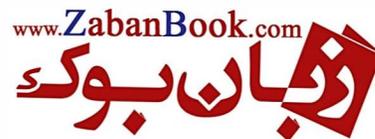
See the Teacher's Resource Center for instructions.

- Play **Question Toss**. Have students sit in a circle. Toss a beanbag to S1 and ask *What do you wish you could do?* S1 answers *I wish I could (fly a helicopter)*. Then he or she asks another question and tosses the beanbag to S2.
- Play **Memory Game**. Have students take turns standing up and repeating the answers they gave in the **Question Toss** activity. Then ask the class questions to test their memories; for example, *What does (Kim) wish she could do?* Students answer *(Kim) wishes she could (visit London)*.
- Play **Relay Race**. Display Teacher Cards 147–154. Divide students into groups. Tell the first student in each row a sentence, e.g., *She wishes she could speak more languages*. S1 repeats the sentence to S2 and so on. The last student runs to the front of the room, touches the card, and says the sentence aloud.

### Additional Resources

Workbook pages 60–61

Online practice



## B Choose the correct answer.

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

1. Play Class CD2 Track 62 and have students listen and point. Play it again and have them repeat.

-  2.62
1. Where would Maria like to travel?
  2. What instrument would Peter like to buy?

2. Have student pairs take turns asking the questions and checking answers. Explain that the right answers are *everywhere* and *a French horn*.

Student Book page 73

## C Understand the vocabulary.

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

1. Read the sentence and the question. Say *playing music* with students. Have them work individually to choose the correct answer. Explain why *a* is the right answer.
2. Have them look at the article and find the words.

## D Ask your partner.

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

1. Read the questions aloud. Ask pairs to answer the questions using true statements. Help as needed.
2. Come back together as a class. Have volunteers share their answers with the class.

## E Listen and write.

### Do you hear *or* or *ur*?

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

1. Say *or* and ask students to repeat. Point to the picture of the horn and say *horn*. Have students repeat. Then repeat with *surf*, *purple*, and *work*.
2. Play Class CD2 Track 63 and have students point to the letters and words as they hear them. Then have students write the sounds they hear.

-  2.63
1. surf
  2. horn
  3. purple
  4. work

3. Say *surf* and have students repeat. Ask *What other words have we learned with the ur sound but spelled er or ir?* List words that students remember, such as *mother* and *birthday*. Then, have students think of other words with *or*, such as *born* and *bored*.

## F Learn about words. Read and write.

See *Teaching Writing*, Teacher's Guide page 15.

1. Read the sentences aloud, modeling the correct pronunciation and intonation. Have students echo read the sentences with you.
2. Remind students that compound words are made from two smaller words. By looking at each small word, we can understand the meaning of the compound word. Say *suit + case = suitcase*, *the bag you carry your things in when you travel*. Have students read the words and complete the equations. Then ask partners to check each other's work. Have students use the new words in sentences.



## 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

See the Teacher's Resource Center for instructions.

- Have students write an **Original Article** about their future wishes.
- Practice compound words with **Beanbag Toss**. Say *suitcase*. Toss the beanbag to S1, who says the two words *suit* and *case* and then throws it back to you. Repeat with other compound words.
- Say one of the phonics words. Have students scan the article and point to the word.
- **Workbook Activity**. Have students identify new or familiar words from "Future Wishes" in "What Would You Do?" on Workbook page 70. Encourage students to find and say the words with *or* or *ur*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence that shows the meaning. Then have students read the text and complete the activities for homework or in class.

## Additional Resources

Workbook pages 70–71

Unit 8 Test (Teacher's Resource Center)

Online practice

# Let's Review Units 7 and 8

**Let's Review**

**A Listen and check.**

1. He would go kayaking.  
 True  False
2. He would meet a sports star.  
 True  False
3. She would go to Mt. Everest.  
 True  False
4. He would buy a motorbike.  
 True  False

**B Listen and check.**

1. A  fly a helicopter  
B  drive a car
2. A  visit London  
B  board an airplane
3. A  act in a play  
B  speak more languages
4. A  run a marathon  
B  play golf

**C Listen and match.**

1. Amy learned how to walk.  
a. when he was five.
2. Brad learned how to tie his shoes.  
b. when she was seven.
3. Nick learned how to ride a bike.  
c. when she was one.
4. Emma learned how to ice skate.  
d. when he was nine.

**D Let's read about the mysterious drawings.**

**Mystery Hunters** Matt & Megan's BLOG

**The Nazca Lines: Mysterious Drawings**

In the Nazca desert in Peru, there are hundreds of giant drawings of animals and shapes. The drawings are thousands of years old and very large. Some are almost one kilometer long.

You can easily see the lines when you walk in the desert. But, on the ground, they just look like lines in the dirt. You can only see the pictures from high in the sky. And they were drawn long before there were airplanes.

Who made the Nazca drawings? How did they make them? And who looked at them from the sky?

**It's a mystery.**

**New Words**

desert  
hundreds  
thousands  
one kilometer long

**E Your turn!**

Have you ever seen ancient drawings? Who drew them? What do you think? Write your opinion.

Where did you see them? What do they mean?

74 Units 7 and 8 Review

Units 7 and 8 Review 75

## Lesson Objective:

- Reviewing language from Units 7 and 8 and practicing test-taking skills

## Review Language:

Units 7 and 8 language and vocabulary

## Materials:

Teacher Cards 147–154; CD2 Tracks 41, 45, 49, 56, 60, 61, 64–67; Student Cards 147–154 (Teacher's Resource Center)

Student Book pages 74–75

## Let's Talk

1. Sing "What's She Like?" (Class CD2 Track 41) and "If You Could Go Anywhere" (Class CD2 Track 56) in two groups. Each group sings one part of the song. Encourage students to use gestures and facial expressions as they sing.
2. Have pairs of students prepare a **Role Play** based on the conversation from Unit 7. Encourage them to use gestures and body language. Use **Living Dialogues** to review the conversation from Unit 8.
3. Play **Question Toss**. Have students sit in a circle. Toss a beanbag to S1 and ask *What are you like?* S1 answers *I'm friendly*. Then he or she asks the same question and tosses the beanbag to S2. To practice third person questions and answers, ask about family members.
3. **Timed Interviews**. Give students a time limit and have them ask classmates *If you could go anywhere, where would you go?* or *If you could do anything, what would you do?* Students respond *I would (go to Hawaii)*. Then have students report to the class. For example, *Two students would buy a pony. One student would go kayaking.*
4. Have students chant "How Old Were You?" (Class CD2 Track 45) while holding up the correct number of fingers. Then, review "If You Could Do Anything" (Class CD2 Track 60) and ask the whole class to chant *I would, if I could. I would, if I could.*

## Phonics/Reading

Phonics: *pair, juggler, flower, chair, hair, gorilla, fur, corn, purr*

## Let's Learn/Let's Learn More

1. Play **True Statements**. Encourage students to write five sentences each for past abilities using the pattern *I learned (how to ice skate) when I was (nine)*. Have students share their sentences.
2. **Charades**. Use Teacher Cards 147–154. As each student pantomimes, ask *What does (he) wish (he) could do?* Elicit *(He) wishes (he) could (play golf)*.
1. Review phonics sounds with a **Board Race**. Write *air, er, or, and ur* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the vowel sound they hear.
2. Have students read "Six Dots" (Class CD2 Track 49) and "Future Wishes" (Class CD2 Track 61) along with the audio. Then play **That's Not Right!**

## Unit 2 Let's Read, pages 16–17.

### A. Read.

Students read the text.

### B. Answer the questions.

Students answer the questions using the text in exercise A.

#### Answers

1. People can learn how to protect sea animals.
2. Some jellyfish are bigger than people.
3. We need to reuse things because garbage is bad for sea animals.
4. People say the exhibits are interesting.

### C. Check the correct answer.

Students check the correct answer.

#### Answers

1. A
2. A
3. B

### D. What about you? Write.

Students write the answers to questions about themselves.

#### Answers

Answers will vary.

## Units 1 and 2 Let's Review, pages 18–19.

### A. Answer the questions.

Students read the questions and write the answers.

#### Answers

1. He was talking on his cell phone when it started to rain.
2. She was sitting on a bench when it started to rain.

### B. Match.

Students match questions and answers.

#### Answers

1. Whose scarf is it? – It's Julie's scarf. – It's hers.
2. Whose mittens are they? – They're Joe's mittens. – They're his.

3. Whose hat is it? – It's Mike's hat. – It's his.

4. Whose socks are they? – They're Anna's socks. – They're hers.

### C. Write the questions and answers.

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

#### Answers

1. What did he say?  
He said the aquarium was amazing.
2. What did she say?  
She said he was scared.
3. What did he say?  
He said the ride was exciting.

### D. Read and answer the questions.

Students read the text and use the code to answer the questions.

#### Answers

1. Hi. See you tonight. Please bring some snacks. From, Jim.
2. Todd found the message in his bag.
3. Todd and Jim like to write in code.

### E. Write the messages. Use the code.

Students use the code to decipher the messages. Then they write them.

#### Answers

1. Do you like codes?
2. Please bring some cookies.

### F. Write your own secret messages. Use the code.

Students use the code to write their own messages.

#### Answers

Answers will vary.

## Unit 3 Let's Talk, pages 20–21.

### A. Write and match.

Students read the conversation and fill in the blanks. Then they match the text to the pictures.

#### Answers

1. I don't know. – c
2. any, DVD, already – b
3. That's a great idea! should – a

### B. Complete the sentences.

Students look at the pictures and write the missing words.

#### Answers

1. You should get her a kite.
2. You should get him a DVD.

### C. Match.

Students match words and pictures.

#### Answers

1. f
2. c
3. d
4. a
5. e
6. b

### D. Answer the questions.

Students use the pictures to write the answers to the questions.

#### Answers

1. She should get her a scarf.
2. She should get him a DVD.
3. She should get her a cookbook.
4. She should get him a book.

## Unit 3 Let's Learn, pages 22–23.

### A. Write the words.

Students look at the pictures and write the words in the puzzle.

#### Answers

1. earrings
2. necklace
3. video camera
4. novel
5. golf clubs
6. model
7. stuffed toy
8. ring

The word in the shaded boxes is *bracelet*.

### B. Look and answer.

Students answer the questions based on what they see in the pictures.

#### Answers

1. You should get her earrings.
2. You should get him golf clubs.
3. You should get her a video camera.

# Let's Talk Video Scripts

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## Unit 1 Let's Talk, Student Book page 4.

**Jenny:** Wow! This box is heavy.

**Kate:** Oh, look! There's my scarf! I lost it last week. But, whose scarf is that?

**Jenny:** I think it's Anna's scarf. She loves purple.

**Kate:** Whose mittens are those?

**Jenny:** They're hers, too. Anna, are these yours?

**Anna:** Yes, thanks! I lost them!

**Kate:** Is that her glove, too?

**Jenny:** No, it isn't.

**Kate:** Whose glove is that? Do you know?

**Jenny:** I think it's Jim's glove.

**Kate:** Which boy is Jim? I don't know.

**Jenny:** Oh, he's the boy over there. He's sitting by the wall. Jim, I think this is yours.

**Jim:** Oh! Thanks for finding it. I was looking for it.

**Jenny:** You're welcome.

## Unit 2 Let's Talk, Student Book page 12.

**Scott:** There were so many interesting animals. What a great day!

**Kate:** It sure was! But I'm tired now.

**Scott:** Me, too. We really walked a lot. There was so much to see.

**Kate:** What did you like best?

**Scott:** I think I liked the penguins best. Did you see them playing on the ice? The little penguins were so funny!

**Kate:** Yes, they were very cute. I learned a lot, too. Different penguins have different color eyes. I didn't know that.

**Scott:** What about you? What did you like the best?

**Kate:** I liked the sharks. Do you know how sharks stay safe? The shark's colors keep them safe. Its top is dark like the water, and the bottom is white like sand.

**Scott:** Really? That's interesting, but they were scary!

**Kate:** Scott said the sharks were scary. What do you think? Are sharks scary or interesting?

## Unit 3 Let's Talk, Student Book page 22.

**Kate:** Hi, Andy. What are you doing here? You don't like to shop.

**Andy:** I know, but I need a present for my mother. It's her birthday tomorrow.

**Kate:** What are you going to get her?

**Andy:** I don't know. What should I get her? Do you have any ideas?

**Kate:** You can make her a cake. She'll be surprised.

**Andy:** Oh, no! I can't cook.

**Kate:** Hmm. You could get her a teapot. Or you could get her a cookbook.

**Andy:** She doesn't like tea, and she already has a lot of cookbooks. Do you have any ideas? What should I get my mother?

**Kate:** Oh! How about a scarf?

**Andy:** That's a great idea! These scarves are beautiful!

**Kate:** I think you should get her this scarf.

**Andy:** Yes! She'll love it. Her favorite color is orange. Thanks for your help!

## Unit 4 Let's Talk, Student Book page 30.

**Jenny:** Hi Kate. When did you get to the mall?

**Kate:** I've been here for about an hour.

**Jenny:** Really?

**Kate:** Yes, I was helping Andy. He wanted to buy a present for his mother. He bought her a scarf.

**Jenny:** Great!

**Kate:** I'm hungry. Where's the food court? Do you know?

**Jenny:** No, I don't. Let's look at the map.

**Kate:** Here it is. It's across from the music store.

**Jenny:** Where are we now?

**Kate:** We're here by the gift shop. We should go this way. Turn left and go around the corner.

**Jenny:** Where's the food court? Do you remember? Should we go this way or that way? There's the food court. Where are the boys?

**Kate:** They're over there, next to the ice cream shop.

**Jenny:** I see them!

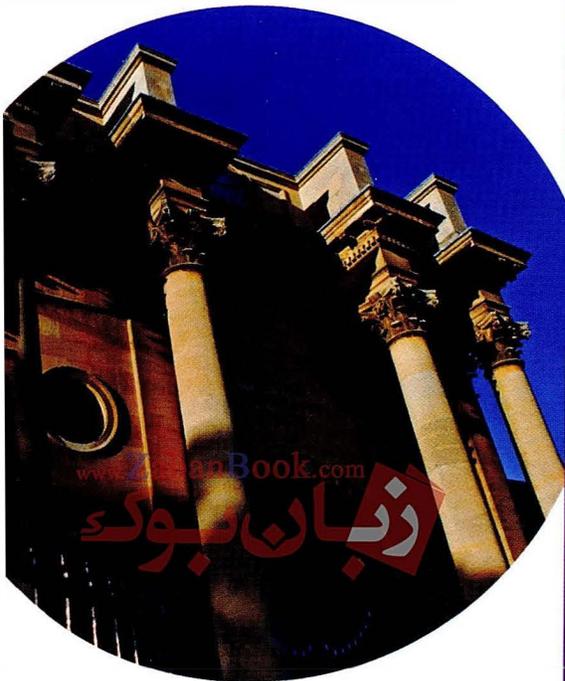
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