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LET'S
BEGIN

2

LET'S GO

5th
Edition

TEACHER'S PACK

Classroom Presentation Tool

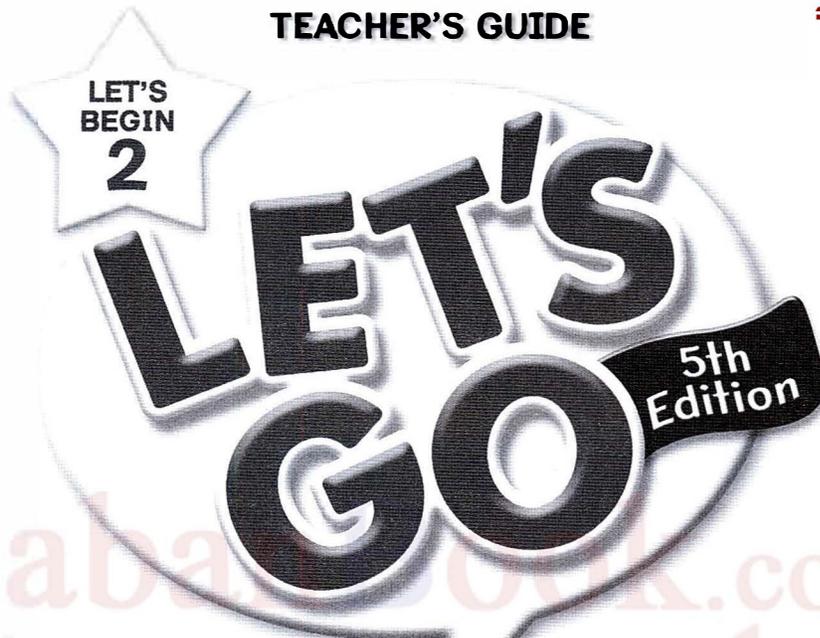
Teacher's Guide

Teacher's Resource Center



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TEACHER'S GUIDE



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Let's Begin 2 Syllabus

Let's Remember

Alphabet Aa-Zz **Language:** Hi. I'm Scott. Hello. I'm Kate.
Touch your shoulders. Touch your elbows.
Touch your knees. Touch your feet.

Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
Unit 1 Toys			
<p>Conversation: Hi! What's your name? I'm Kate.</p> <p>Song: Hi! What's Your Name?</p> <p>Listen and do: Stand up. Sit down.</p>	<p>Toys: a ball, a jump rope, a yo-yo, a bicycle</p> <p>Language: It's a yo-yo.</p>	<p>Toys: a train, a car, a doll, a teddy bear</p> <p>Language: What is it? It's a teddy bear.</p>	<p>Phonics</p> <p>The Alphabet Song Aa-Zz</p> <p>Find the letters: Andy, Jenny, Kate, Scott</p>
Unit 2 Colors			
<p>Conversation: Hi, boys and girls.</p> <p>Hello, Miss Jones.</p> <p>Goodbye.</p> <p>See you later.</p> <p>Song: Hi, Hello, Goodbye</p> <p>Listen and do: Come here. Turn around.</p>	<p>Colors: red, blue, yellow, green, brown</p> <p>Language: It's blue.</p>	<p>Colors: purple, orange, black, white, pink</p> <p>Language: What color is it? It's purple.</p>	<p>Phonics</p> <p>The Alphabet Song Aa-Zz</p> <p>Alphabet Aa-Dd: apple, ant, ball, bird, cat, car, dog, doll</p> <p>The ABCD Chant</p> <p>Sentences: What is it? It's a ball.</p>
Let's Review Units 1 and 2		Speaking Bonus	
Unit 3 Shapes			
<p>Conversation: How are you today?</p> <p>I'm fine, thank you.</p> <p>Song: How Are You Today?</p> <p>Listen and do: Walk. Run.</p>	<p>Shapes: a circle, a square, a triangle, a heart</p> <p>Language: Draw a square.</p>	<p>Shapes: a star, a rectangle, a diamond, an oval</p> <p>Language: Is it a star? Yes, it is.</p> <p>Is it a rectangle? No, it isn't. It's a diamond.</p>	<p>Phonics</p> <p>The Alphabet Song Aa-Zz</p> <p>Alphabet Ee-Hh: egg, elephant, fish, farm, gorilla, goat, heart, house</p> <p>The EFGH Chant</p> <p>Sentences: Is it a heart? Yes, it is.</p>
Unit 4 Numbers			
<p>Conversation: May I come in?</p> <p>Sure! Please come in!</p> <p>Song: May I Come In?</p> <p>Listen and do: Go. Stop.</p>	<p>Numbers 1-5: 1, 2, 3, 4, 5</p> <p>Language: Let's count. 1, 2, 3, 4...5!</p>	<p>Numbers 6-10: 6, 7, 8, 9, 10</p> <p>Language: How many? 7.</p>	<p>Phonics</p> <p>The Alphabet Song Aa-Zz</p> <p>Alphabet Ii-Ll: igloo, iguana, jump rope, jeans, kangaroo, kite, lion, ladybug</p> <p>The IJKL Chant</p> <p>Sentences: Is it a lion? Yes, it is.</p>
Let's Review Units 3 and 4		Speaking Bonus	

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 Begin 2

Each of the eight units in *Let's Begin 2* 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. Next, students are given the opportunity to personalize the language they have learned in Say and act. Then students practice the dialogue language with a song. Listen and do presents useful action verb phrases and patterns in which to use them.

Let's Learn builds grammatical accuracy as students learn vocabulary relating to the unit theme, demonstrate listening comprehension, and practice using the vocabulary in the context of a sentence pattern. The sentence patterns are presented rhythmically to reinforce natural intonation and pronunciation.

Let's Learn More expands on the language introduced in Let's Learn by introducing additional thematic vocabulary and a *Wh-* or *Yes/No* question-and-answer pattern. The lesson provides opportunities for students to use vocabulary from the previous lesson with the new patterns.

Let's Learn to Read introduces the English alphabet. Students learn the shapes of capital and lowercase letters, their sounds, and key words beginning with each sound. An animated chant video for each set of letters helps students practice sounds and vocabulary. Then students learn to read sentences in the context of a picture. A fun letter search is included in every picture.

Let's Review provides a one-page listening assessment. Extra topic-based language is introduced after each review. Students learn essential classroom vocabulary, classroom commands, weather words, and the days of the week.

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

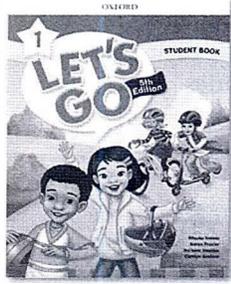


Video



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, Alphabet 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

Unit Walk-Through Let's Talk

CD track numbers make finding the audio easy

Familiar characters model communication in familiar situations

Animated conversation videos motivate students to start speaking

Role-play practice reinforces conversation and gives students a personalization opportunity

Student Book pages 12–13

Songs and chants reinforce language from the dialogue

Essential classroom action verbs help students see more English in class

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

Warm up

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

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 establish context, listen, and repeat to reinforce natural pronunciation.
3. **Listen to the language focus.** Students repeat focusing on natural intonation, rhythm, and speed.

B Watch the video.

1. **Play the video.** Students repeat familiar names and words.
2. **Repeat with gestures.** Play the video again. 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 and act.

1. **Listen and point.** Play the audio. Have students point to the pictures and name the characters.
2. **Listen and repeat.** Students repeat after the audio.
3. **Divide the class into pairs.** Have students role-play the conversation, filling in the blanks.
4. **Take turns performing.** Students act out the dialogue.

D Listen and sing.

1. **Play and listen.** Have students identify familiar words.
2. **Practice the rhythm.** Clap to keep the beat as you model the song. Show possible actions.
3. **Look at the lyrics.** Have students identify familiar letters or words. Repeat the song, line by line.
4. **Sing the song.** Have students sing the song as a class and then in groups.

E Listen and do.

1. **Introduce the sentences with actions.** Have students say the sentences and do the actions.
2. **Play the audio.** Have students listen and pantomime the verb phrases along with the audio.

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

Workbook
Worksheet (Teacher's Resource Center)
Online Practice

Topic-based vocabulary

Students demonstrate comprehension through fun listening exercises



Sentence patterns modeled in scene

Vocabulary and sentence patterns are reinforced with chants, songs, and activities

Student Book pages 14–15

Warm up

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

Pre-teach Language

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

A Learn the words.

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

B Listen and point.

1. **Listen and point to the words.** Play the audio. Have students listen and point to the pictures in the order they hear the words.
2. **Practice the words.** Show Teacher Cards and have students say the word shown. Gradually pick up speed so that you are showing the cards slightly faster than students are saying the words.

C Make sentences.

1. **Listen to the sentence pattern.** Have students look at the page and help them describe the things they see. Direct student attention to the sentence pattern in their books or write the sentence pattern on the board. Play the audio. Point to the words as they listen and have students listen and point to the items.
2. **Practice the sentences.** Play the audio again and have students listen and repeat.

D Listen and point.

The final exercise varies, but it usually includes a listening and pointing activity, song, or chant.

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

Workbook
Online Practice



Let's Review

Entire page focuses on listening

Introductory test practice



Useful new vocabulary

Can-Do Activities help students and teachers assess oral proficiency

Student Book pages 20-21

Let's Talk

- Sing the songs to review the conversations.
- Use games and activities to have students practice the language in the conversations.

Let's Learn/Let's Learn More

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

Let's Learn to Read

- Use games and activities to review the phonics sounds and words.
- Read the question-and-answer dialogues together.

Let's Review

A Listen and circle.

1. **Practice the format.** Before students open their books, prepare them for the test-like procedure. Put two Teacher Cards on the chalk rail to resemble the activity on the Let's Review page in the Student Book. Identify each of the cards. Draw a letter *A* below the first card, a letter *B* below the second card. Ask a student to stand by the cards. Identify the vocabulary on one of the cards and have the student point to the correct card and circle the appropriate letter. Repeat as necessary until all students understand the procedure.
2. **Anticipate the language.** Have students look at the test in their books and identify the items they see. Encourage students to anticipate the language they might hear on the audio.

3. **Play the audio.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.
4. **Correct the test together.** If time allows, encourage students to create original test questions using the same illustrations, and practice "testing" each other in pairs.

School Supplies

A Say these.

1. **Introduce the words.** Use Teacher Cards to introduce the new words. Make sure students understand the meaning of the words and can say them easily.
2. **Introduce the sentence pattern.** Model the new pattern, and then use Teacher or Student Cards to practice the pattern with the new vocabulary.
3. **Play the audio.** Have students listen and point to the vocabulary on the page. Then play the audio again and have students repeat the vocabulary.
4. **Practice the pattern.** Write the pattern on the board or direct students' attention to it in their books. Point to the item in the book and model the language. Have students run their fingers under the sentence pattern and say the words.
5. **Play the audio again.** Have students listen to the audio. Then have them repeat each pattern sentence with the new vocabulary.

I can talk about the Units.

Read each question aloud and have students answer the questions together in pairs or small groups. Monitor their progress. Praise them for their accomplishments in English!

Unit 1 Toys
Let's Talk

A Listen and say.

Hi! What's your name?
I'm Kate.

B Watch the video.

C Say and act.

What's your name? _____? What's your name?

1. 2. 3.
I'm Andy.

D Listen and do.

1. Stand up. 2. Sit down.

I can do this lesson.

Student Book pages 4–5

Topic:

- Conversation

Lesson Objectives:

- Learning how to greet each other
- Learning two new action commands

Language:

*Hi! What's your name?
I'm Kate.*

*Stand up.
Sit down.*

Materials:

Teacher Cards 1–2; CD1 Tracks 05–08;
Student Cards 1–2 and Unit 1 Let's Talk
Video (Teacher's Resource Center)

Warm up

- As you take attendance, smile and greet students by name: *Hi/Hello, (Scott)*. Students should respond with *Hi* or *Hello*.
- Have students walk around the class and practice greeting as many classmates as they can in one minute.

Student Book page 4

A Listen and say.

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

- Use puppets or student volunteers to model the conversation *Hi! What's your name? I'm (Kate)*. Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch roles.
- Have students look at the pictures and identify the characters and objects they recognize. Play Class CD1 Track 05. Have students listen to the conversation several times: first listening with eyes closed, then listening and pointing to the characters, finally listening and repeating familiar words. Explain new language, if necessary.

1.05 Hi! What's your name?
I'm Kate.

- Play the audio again. Have students repeat after the audio, focusing on natural intonation, rhythm, and speed. Explain that *I am* has the same meaning as *I'm*, and that *What is* has the same meaning as *What's*.

B Watch the video.

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

- Play the video. Have students watch and raise their hands when they hear a word they know.

Hi! What's your name?
Hi! I'm Kate.
Hi, Kate. I'm Scott.
What's your name?

- Play the video again. Have students watch and copy the gestures and actions, where appropriate.
- Play the video again. Pause after each exchange and have students repeat the extended conversation and copy the gestures. Call on a few students to answer Kate and Scott's question: *What's your name?*
- Say *Hi! What's your name?* to a student. That student responds with *Hi, I'm (name)*. *What's your name?* Repeat with several other students.

C Say and act.

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

1. Have students look at the pictures and identify the characters. Use puppets or student volunteers to model the conversation. Ask a volunteer to say what goes in the blank in the first conversation. Have students repeat the lines after you to practice pronunciation. Repeat with the next conversation.
2. For the third conversation, model with a student volunteer using his/her own name. Then have students practice in two groups, and finally in pairs making sure all students practice both asking and answering. Then play Class CD1 Track 06. Have students listen and repeat.

-  1.06
1. What's your name?
I'm Jenny.
 2. What's your name?
I'm Andy.
 3. What's your name?

3. Have students stand and greet as many of their classmates as possible in one minute.

Student Book page 5

D Listen, point, and sing.

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

1. Play Class CD1 Track 07. Have students listen to the song and repeat words they recognize.

-  1.07 Hi! What's Your Name?
- | | |
|-----------------------|---------------------------|
| Hi! What's your name? | Kate, Jenny, Scott, Andy! |
| I'm Kate. | Kate, Jenny, Scott, Andy! |
| Hi! What's your name? | Jenny, Andy, Jenny, Andy! |
| I'm Jenny. | Kate, Jenny, Scott! |
| Hi! What's your name? | |
| I'm Scott. | |
| Hi! What's your name? | |
| I'm Andy. | |

2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.

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4. Using their books, have students point to and read words they recognize in the song. Help students recognize words and phrases that appear more than once. You can read the lyrics and have students follow along in their books. Then have students sing the song in pairs or groups.

E Listen and do.

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

1. Introduce the sentences *Stand up* and *Sit down* with actions, to reinforce the meanings of the verbs. Have students repeat the sentences and do the actions several times.
2. Play Class CD1 Track 08. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat the sentences.

-  1.08
- | | |
|---------------------------|---------------------------|
| 1. Stand up.
Stand up. | 2. Sit down.
Sit down. |
|---------------------------|---------------------------|

3. Show Teacher Cards 1–2 and have students say and do the actions. Then have 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

- **Beanbag Circle** (p. 20). Have students sit in circles to practice *Hi! What's your name?* After they ask the question, they toss the beanbag to another student, who continues.
- Use **Step Away Lines** (p. 20) to practice *Hi! What's your name?* Each time the students take one step back, they switch parts.
- Play **Dialogue Musical Chairs** (p. 17) with the song "Hi! What's Your Name?"

Additional Resources

Workbook pages 2–3

Unit 1 Worksheet A (Teacher's Resource Center)

Online Practice

Let's Learn

A Learn the words.

1. a ball 2. a jump rope

3. a yo-yo 4. a bicycle

B Listen and point.

C Make sentences.

It's a yo-yo.

D Listen, point, and sing.

I can do this lesson.

Unit 1 Toys 6 Unit 1 Toys 7

Topic:

- Toys

Lesson Objective:

- Identifying and asking about toys

Language:

a ball, a jump rope, a yo-yo, a bicycle
It's a yo-yo.

Materials:

Teacher Cards 3–6; CD1 Tracks 09–12;
Student Cards 3–6 (Teacher's Resource Center)

Student Book pages 6–7

Warm up

1. Use **Conversation Lines** (p. 20) to review the greeting dialogue.
2. Use a **Command Chain** (p. 20) to review *Sit down* and *Stand up*.

Pre-teach Language

1. Introduce the toy vocabulary, using Teacher Cards 3–6. Show one card and say the toy word. Have students repeat each word several times.
2. Introduce *It's a...* by pointing to objects in the classroom. Students can then join you in saying the words.

Student Book page 6

A Learn the words.

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

1. Play Class CD1 Track 09. Have students listen and point to the toys as they hear them. Play the audio again and have students repeat the words. Check pronunciation and intonation.

1.09 1. a ball 2. a jump rope 3. a yo-yo 4. a bicycle

2. Display Teacher Cards 3–6 (toys). Call out one of the toy words and have students point to the correct card and say the name of the toy.

B Listen and point.

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

1. Play Class CD1 Track 10. Have students listen and point to the pictures in the order they hear the words.

1.10	a ball	a jump rope
	a yo-yo	a ball
	a bicycle	a bicycle
	a jump rope	a ball
	a yo-yo	a jump rope
	a bicycle	a yo-yo

2. Show Teacher Cards 3–6 one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
3. Make sure each student has a set of Student Cards 3–6. Say the words in random order and have students put the words in the same order on their desks.

Unit 8 I Can

Let's Learn More

Let's Learn More

A Learn the words.

1. swim

2. smile

3. wink

4. dance

B Listen and point.

C Ask and answer.

Can you dance?
Yes, I can.

Can you dance?
No, I can't.

D Listen and chant.

I can do this lesson.

70 Unit 8 I Can

Topic:

- Activities

Lesson Objective:

- Asking and answering about activities

Language:

swim, smile, wink, dance,

Can you dance?

Yes, I can.

No, I can't.

Materials:

Teacher Cards 145–148; CD2 Tracks 59–62;
Student Cards 145–148 (Teacher's Resource Center)

Student Book pages 70–71

Warm up

1. Play **Do It!** (p. 21) to review numbers and action commands. Play the game with all the verbs from Units 1–8. Give a command and the number of times students should do it. Students do and say the actions as many times as commanded.
2. Play **I Can/I Can't** to practice verbs and sentence patterns. Have students say and perform the verbs from Units 1–8. Have them give real answers based on whether or not they can do the action.

Pre-teach Language

1. Use Teacher Cards 145–148 to introduce the action vocabulary. Show one Teacher Card at a time and say the action. Students repeat each word several times.
2. Introduce the question. Ask students *Can you (swim)?* Nod your head for them to answer *Yes, I can* or shake your head for them to answer *No, I can't*.

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Student Book page 70

A Learn the words.

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

1. Use Teacher Cards 145–148 to conduct a quick drill of the words. Silently show the cards and have students identify the actions. Gradually pick up speed as students get used to saying the words.
2. Play Class CD2 Track 59 and have students repeat.

2.59 1. swim, swim 2. smile, smile
3. wink, wink 4. dance, dance

B Listen and point.

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

1. Play Class CD2 Track 60. Have students listen and point to the pictures in the order they hear the words.

2.60 wink smile
swim wink
dance dance
smile swim
swim wink
dance smile

B. Match.

Students draw a line to match the two action commands to the pictures.

Answers

1. Stamp your feet.
2. Clap your hands.
3. Clap your hands.
4. Stamp your feet.
5. Clap your hands.

C. Number.

Students number the pictures of the girl, using the smaller pictures above that resemble her actions.

Answers

- 5, 4, 2, 3, 1

Unit 7 Let's Learn, pages 58–59.

A. Circle.

Students circle the pictures that match.

Answers

1. boy's head
2. woman's shoulders, man's shoulders
3. boy's knees, girl's knees
4. girl's toes, boy's toes

B. Match.

Students draw a line to match the pictures.

Answers

1. I can touch my knees.
boy touching his knees
2. I can touch my shoulders.
boy touching his shoulders
3. I can touch my head.
boy touching his head
4. I can touch my toes.
boy touching his toes

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Unit 7 Let's Learn More, pages 60–61.

A. Match.

Students draw a line to match the pictures.

Answers

1. eyes tiger
2. ears rabbit
3. mouth lion
4. nose dog

B. Draw.

Students look at the pictures of the parts of the body and draw them on the clown.

C. Number and write.

Students look at the pictures and write sentences. Then they number the smaller pictures.

Answers

- I can touch my ears. 2
I can touch my eyes. 4
I can touch my knees. 1
I can touch my toes. 3

Unit 7 Let's Learn to Read, pages 62–63.

A. Circle and say.

Students look at the letter and circle the item that starts with that letter. Then they say the letters.

Answers

1. U umbrella
2. V violin
3. W watch

B. Match and trace.

Students trace the capital and lowercase letters and then match them to the pictures that start with each letter.

Answers

1. U umbrella u
2. V vest v
3. W watch w

C. Trace and say.

Students trace and say the sentences.

Answers

1. What can you do? I can touch my toes.
2. What can you do? I can clap my hands.
3. What can you do? I can run.
4. What can you do? I can jump.

Unit 8 Let's Talk, pages 64–65.

A. Find.

Students draw a line down the correct path to match the pictures.

B. Trace.

Students trace the sentences.

C. Write ✓ or ✗.

Students check or ✗ the pictures.

Answers

1. ✗, ✓, ✗
2. ✓, ✗, ✗

Unit 8 Let's Learn, pages 66–67.

A. Match.

Students draw a line to match the pictures to two other pictures.

Answers

1. boy sitting
bicycle
boy riding a bicycle
2. girl singing
music notes
girl singing a song
3. girl with string
kite
girl flying a kite
4. boy dribbling
basketball
boy bouncing a ball

Teacher Notes

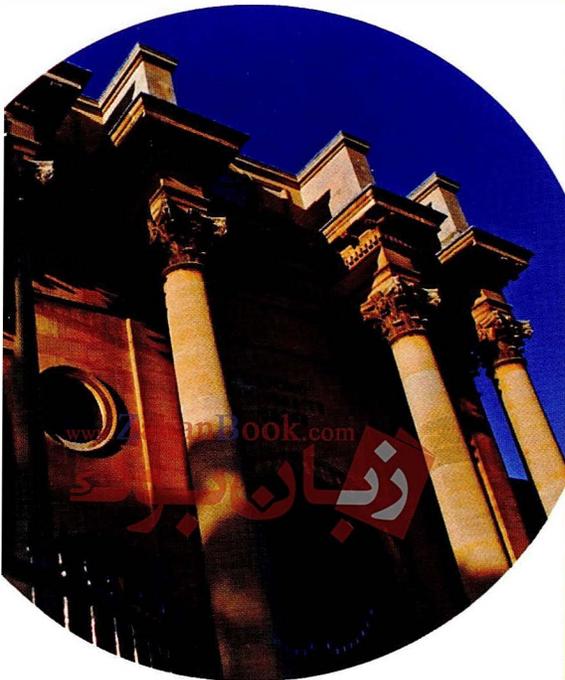
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