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LET'S
BEGIN

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LET'S GO

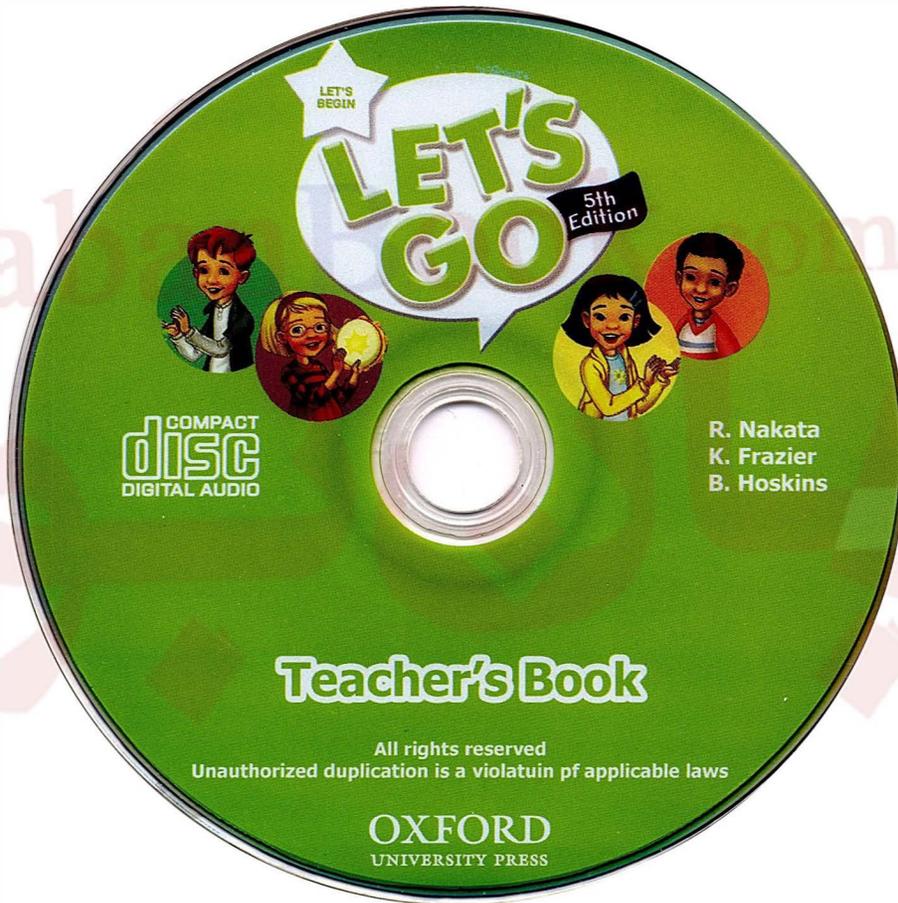
5th
Edition

TEACHER'S PACK

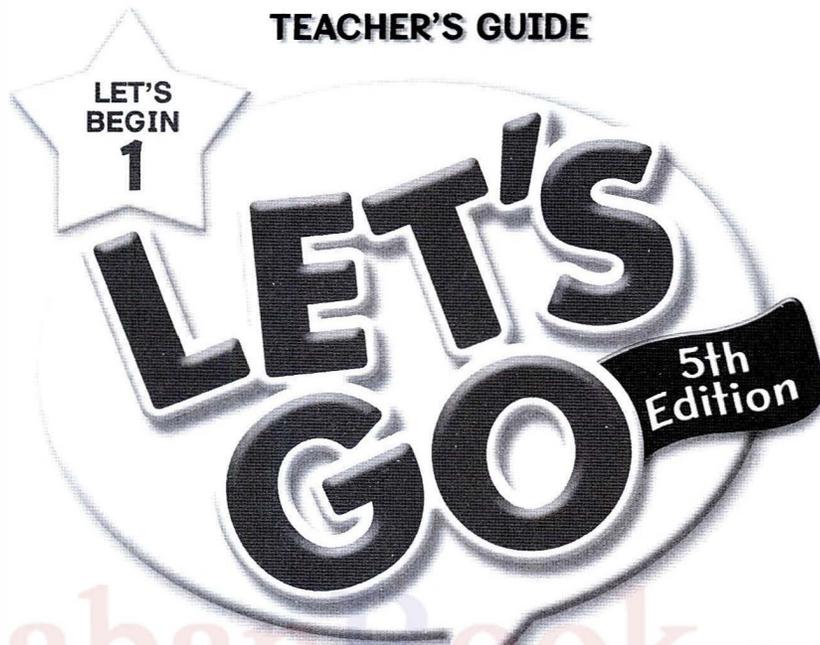
Classroom Presentation Tool
Teacher's Guide
Teacher's Resource Center



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TEACHER'S GUIDE



Ritsuko Nakata Karen Frazier Barbara Hoskins

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Let's Begin 1 Syllabus

Let's Get Ready!

The Vowels: A E I O U

The EE Group: CGBDPTVZ

The EH Group: FLMNSX

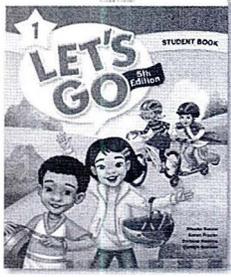
The EI Group: JK

The Mixed Group: HQRWY

Lesson	Let's Learn	Let's Talk
1	Aa Andy ant, alligator, apple The A Chant	Language: Hi, Andy! Hello!
2	Ee Eddie elbow, egg, elephant The E Chant	Language: What's your name? I'm Eddie.
3	Ii Isabel ink, igloo, insect The I Chant	Language: Hi! How are you? I'm fine.
4	Oo Oliver octopus, omelet, ostrich The O Chant	Language: What is it? It's a ball. Toys: book, ball, jump rope, doll
5	Uu Uncle Jim umpire, umbrella, upside down The U Chant The A-E-I-O-U Song	Language: What is it? It's a balloon. Toys: balloon, bicycle, cap, bat
6	Cc Carol car, cat, candy The C Chant	Language: Let's count! OK! 1! Numbers: 1, 2, 3, 4, 5
7	Gg Gail girl, gorilla, game The G Chant	Language: Let's count! OK! 6! Numbers: 6, 7, 8, 9, 10

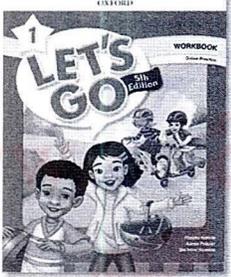
Lesson	Let's Learn	Let's Talk
8	Bb Beth boy, bird, bag The B Chant The B-C-G-C Song	Language: How many? 7!
9	Dd David dog, desk, dinosaur The D Chant	Language: How old are you? I'm 7.
10	Pp Peter peach, pencil, picture The P Chant The D-G P-G Song	Language: What are they? They're eggs. Plurals: eggs, pencils, pictures, peaches
11	Tt Tom table, telephone, TV The T Chant	Language: What are they? They're cars. Plurals: cars, apples, dinosaurs, books
12	Vv Vicky volcano, vest, violin The V Chant	Language: What color is it? It's blue. Colors: red, blue, yellow, green, orange
13	Zz Zack zebra, zero, zipper The Z Chant The T-V Z-V Song	Language: What color is it? It's purple. Colors: pink, purple, black, brown, white
14	Ff Fay finger, foot, fan The F Chant	Language: What shape is it? It's a circle. Shapes: a circle, a square, a triangle, a rectangle

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
- Fun activities based on Student Book lessons help consolidate letter recognition and phonics knowledge

NEW Online Play

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



Teacher Cards

- Large format, two-sided cards with letters, numbers, shapes, and colors 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 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
- Student Cards, Picture Cards, and Word List
- How-to guides for teaching techniques
- Animated 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

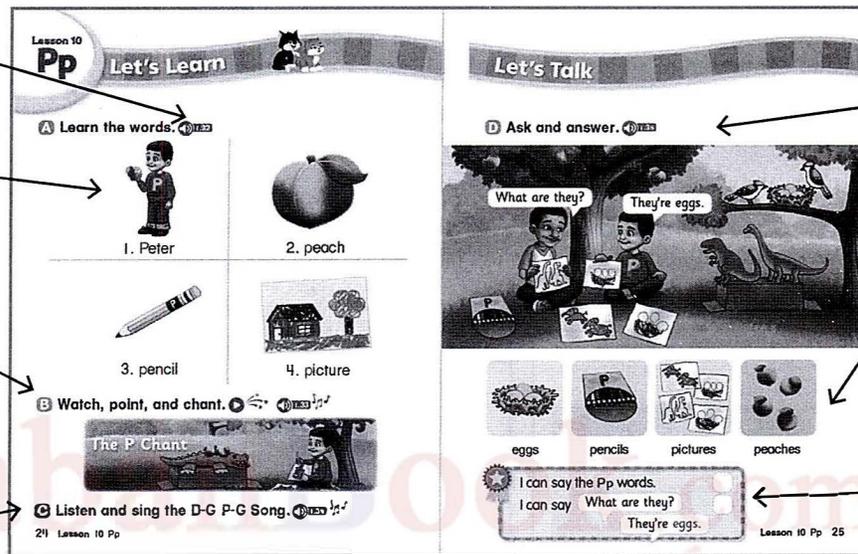
Let's Learn/Let's Talk

CD track numbers make finding the audio easy

Key names and vocabulary with the target sound highlighted in its group color

Fun, animated phonics chant videos for phonemic awareness and pronunciation

Songs reinforce phonemic similarities in sound groups



Question-and-answer and sentence patterns modeled in context of a scene

Additional high-frequency vocabulary to help students with language substitution

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

Student Book pages 24–25

Let's Learn: Student Book page 24

Warm up

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

Pre-teach Language

- Use Teacher Cards to introduce capital and lowercase letters and their sounds before students open their books so that they become familiar with the target letters orally before seeing them on the page.
- Use **Which Letter?** (p. 15) to help students recognize the difference between capital and lowercase letters.
- Introduce the letter sound. Pronunciation tips show how the mouth is formed to make the target sounds.
- Write the capital and lowercase letters on the board. Point to the letters and model the sounds. Students repeat.
- Use **Which Sound?** (p. 15) to help students practice saying the letters.

- Write the letters on the board, and count or describe the strokes as you write. Then face the same direction as the students and write the letters again in the air. Students follow your model and trace the letters in the air with their fingers. Finally, have students trace the letters in the air with their eyes closed.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

- Find the Hidden Letter** (p. 18). Have students point to the letter in the picture and say the letter's name.
- Listen and point.** Play the audio and have students point to the appropriate pictures.
- Listen and repeat.** Play the audio again and have students repeat.
- Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

- Introduce the video.** Have students look at the picture and name the things they know.
- Play the video or Class Audio CD.** Have students watch and listen.

Lesson 1 Aa

Let's Learn/Let's Talk

Student Book pages 6-7

Topics:

- Aa
- Greetings

Lesson Objectives:

- Learning the letter Aa
- Learning how to greet each other

Let's Learn Language:

Andy, ant, alligator, apple

Let's Talk Language:

Hi, Andy! Hello!

Materials:

Teacher Card Aa; CD1 Tracks 03-05; Student Card, Picture Cards 1-4, and Lesson 1 Chant Video (Teacher's Resource Center)

Student Book page 6: Let's Learn

Warm up

- As you take attendance, smile and greet students by name: *Hi/Hello, (Scott)*. Students should respond with *Hi* or *Hello*.

Pre-teach Language

1. Introduce *A* and *a*. Show students Teacher Card Aa and say the letters. Have students repeat each letter several times.
2. Show students capital *A*. T: *A*. Ss: *A*. Make the big-letter gesture. T: *A*. Big *A*. Students repeat.
3. Follow step 2 for lowercase *a*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *Aa*.
5. Introduce the /a/ sound. Model the MAT gesture for /a/ (p. 10). T: /a/. *A's sound is /a/*. **Pronunciation note:** To make the /a/ sound, touch the tip of the tongue to the lower front teeth and hold it low in the mouth. Keep the lips open wide.
6. Write *A* and *a* on the board. Point to the letters. T: /a/. Model the appropriate MAT gesture and sound for each letter. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter *A*.

8. Write *A* on the board, and count or describe the strokes as you write (e.g., *down, down, across*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter again in the air. Students follow your model and trace *A* in the air with their fingers. Have students trace it again with their eyes closed. Monitor their progress. Repeat for *a*. Point out that small *a* is only half as large as big *A*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter A*. Have students point to and say the letter. Then repeat with *a*.
2. Play Class CD1 Track 03. Have students listen and point to each picture.

1.03 1. Andy 2. ant 3. alligator 4. apple

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 04. Have students watch and listen.

 1.04 A Andy, hi Andy
A Andy, hello Andy
A Andy, hi Andy
Andy, hello!

Alligator, apple, ant (repeat)
A alligator
A apple
Alligator, apple, ant!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

Games and Activities

- **More Words with /a/** (p. 19). Ask students to think of words they know that start with /a/. They should be able to supply *Andy*, *alligator*, *ant*, and *apple*. Write the words on the board and add any additional words that they know. Have students draw a simple illustration of each word.
- **Concentration** (p. 15). Separate the class into groups. Use multiple copies of Student Card Aa for each group. One at a time, students turn over two cards and look for matching big- or small-letter pairs. Then they say the letter name, sound, and one of the vocabulary words.

Student Book page 7: Let's Talk

Warm up

1. Greet students by name and shake hands. Encourage students to say *Hi* or *Hello, Mr./Mrs. (Smith)*.
2. Divide the class into four groups, assigning one vocabulary word (*Andy*, *ant*, *apple*, *alligator*) to each group. Play the "A Chant" (Class CD1 Track 04) and have students sing along, shouting their own vocabulary word but singing the others in normal voices.

C Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review vocabulary. T: *Find the hidden object. Is there an (apple)?* Students look for each object. Prompt students to point and answer *Yes, there is*.
2. Direct students' attention to the pattern on page 7. Model the conversation as you point to each word.
3. Play Class CD1 Track 05. Have students listen as you point to each word.

 1.05 Hi, Andy. Hello!

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *Hi, Andy!* S2: *Hello!* Reverse roles and repeat.
6. Play **Chain Drill** (p. 14) to help students practice the conversation. Encourage students to use each other's names.

I can say the Aa words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

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

- **Scramble** (p. 17). Students sit in a circle. Call out two students' names. Those students come to the center of the circle, repeat the greetings, and switch seats. Call out *Scramble!* to cue all students to stand, greet another student, and change seats.
- Play the "A Chant" (Class CD1 Track 04) as students walk around the room. Stop the audio in the middle of the song. Students quickly find a partner and repeat the greetings. Stop the audio often to give students many chances to speak.

Additional Resources

Workbook pages 4–5
Online Practice

www.ZabanBook.com


Lesson 2 Ee

Let's Learn/Let's Talk

Lesson 2 Ee

Let's Learn

A Learn the words.

1. Eddie
2. elbow
3. egg
4. elephant

B Watch, point, and chant.

The E Chant

Let's Talk

C Ask and answer.

What's your name?
I'm Eddie.

I can say the Ee words.
I can say What's your name?
I'm Eddie.

Student Book pages 8–9

Student Book page 8: Let's Learn

Warm up

- Write and give name tags to each student. Greet students by name. T: *Hi, (Kim).* S: *Hello, (Mr. Lee).* Then set a timer and have students greet as many other students as possible in one minute.

Pre-teach Language

- Introduce *E* and *e*. Show students Teacher Card Ee and say the letters. Students repeat them several times.
- Show students capital *E*. T: *E*. Ss: *E*. Make the big-letter gesture. T: *E*. *Big E*. Students repeat.
- Follow step 2 for lowercase *e*.
- Use **Which Letter?** (p. 15) with *Ee*.
- Introduce the /e/ sound. Model the MAT gesture for /e/ (p. 10). T: /e/. *E's sound is /e/.*
Pronunciation note: To make the /e/ sound, curve the front part of the tongue in the mouth, with the sides touching the upper back teeth. Spread the lips slightly. The mouth is relaxed and the tongue does not move.
- Write *E* and *e* on the board. Point to the letters. T: /e/. Model the appropriate MAT gesture and sound for each letter. Students repeat.
- Use **Which Sound?** (p. 15) with /e/.

- Write *E* on the board, and count or describe the strokes as you write (e.g., *down, across, across*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter again in the air. Students follow your model and trace *E* in the air with their fingers. Have students trace it again with their eyes closed. Monitor to see which students are having problems. Repeat for *e*. Point out that small *e* is only half as large as big *E*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

- Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter E*. Have students point to and say the letter. Then repeat with *e*.
- Play Class CD1 Track 06. Have students listen and point to each picture.

1. Eddie 2. elbow 3. egg 4. elephant

- Play the audio again and have students repeat the words. Check pronunciation and intonation.
- Play **Show Me** (p. 19) with the vocabulary words.

Topics:

- Ee
- Asking someone's name

Lesson Objectives:

- Learning the letter *Ee*
- Learning to ask for someone's name

Let's Learn Language:

Eddie, elbow, egg, elephant

Let's Talk Language:

What's your name? I'm Eddie.

Materials:

Teacher Cards Aa, Ee; CD1 Tracks 06–08; Student Cards, Picture Cards 1–8, and Lesson 2 Chant Video (Teacher's Resource Center)

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 07. Have students watch and listen.

 1.07 E Eddie, hi Eddie, E Eddie, hello Eddie
E Eddie, hi Eddie. Eddie, hello!

E elephant, E elbow
E egg, E elbow
E elephant

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

Games and Activities

- **More Words with /e/** (p. 19). Students should be able to supply *Eddie*, *elbow*, *egg*, and *elephant*.
- **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 1–8.
- Play **Board Race** (p. 15) with *A*, *a*, *E*, and *e*.

Student Book page 9: Let's Talk

Warm up

1. Once all students have name tags, distribute cards with another student's name on them. Have students find their partners by matching the initial letter and word shape to the name tags. Partners then exchange greetings (*Hi! Hello!*). Each student does the greeting twice, once with the student whose name is on the card and once with the student holding his or her name.
2. **Stand Up Game** (p. 19). Use Picture Cards 1–8, giving each student one card.
Note: You will have to model *stand up* and *sit down* when first teaching this game, since students have not yet learned these verbs.

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C Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review vocabulary. T: *Find the hidden object. Is there an (elephant)?* Students look for each object. Prompt students to point and answer *Yes, there is*. Review vocabulary from the previous lesson. T: *Is there an ant? Alligator?*
2. Direct students' attention to the pattern on page 9. Model the conversation as you point to each word.
3. Play Class CD1 Track 08. Have students listen as you point to each word.

 1.08 What's your name? I'm Eddie.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *What's your name?* S2: *I'm (Eddie)*. Reverse roles and repeat.
6. Play **Chain Drill** (p. 14) to help students practice the conversation. Encourage students to use each other's names.

I can say the Ee words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

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

- **Step Away Lines** (p. 14). Have partners greet each other and ask for each other's names. S1: *Hi. What's your name?* S2: *I'm (Joe). What's your name?* S1: *I'm (Paul)*.
- **Guess Who?** Have a student (S1) stand at the front of the room with his or her eyes closed. S2 stands behind S1 as S1 asks *What's your name?* S2 can give either his or her own name or another student's name. S1 must guess if S2 is telling the truth. If S1 guesses correctly, S2 replaces S1 as the guesser.

Additional Resources

Workbook pages 6–7
Online Practice

Lesson 24 Rr

Let's Learn/Let's Talk

Lesson 24 Rr Let's Learn

A Learn the words.



1. Roger



2. rocket



3. rabbit



4. radio

B Watch, point, and chant.

The R Chant

C Listen and sing the Q-R Song.

Let's Talk

D Listen and say.



Let's go! Up!
Ok!



Down!



Turn around!



In!



Out!

I can say the Rr words.
I can say 'Let's go! Up! Ok!'

Topics:

- Rr
- Direction

Lesson Objectives:

- Learning the letter Rr
- Learning to understand simple commands

Let's Learn Language:

Roger, rocket, rabbit, radio

Let's Talk Language:

Let's go! Up! OK! Down! Turn around! In! Out!

Materials:

Teacher Cards Hh, Qq, Rr; CD1 Tracks 79–82; Student Cards, Picture Cards 153–156, 160–168, and Lesson 24 Chant Video (Teacher's Resource Center)

Student Book pages 52–53

Student Book page 52: Let's Learn

Warm up

- With books closed, have students call out as many letters and vocabulary words as possible. Write the big and small letters on the board (in alphabetical order), then write each word under the appropriate letter. Have students open their books to see which words they forgot.

Pre-teach Language

1. Introduce R and r. Show students Teacher Card Rr and say the letters. Have students repeat each letter several times.
2. Show students capital R. T: R. Ss: R. Make the big-letter gesture. T: R. Big R. Students repeat.
3. Follow step 2 for lowercase r.
4. Use Which Letter? (p. 15) with Rr.
5. Introduce the /r/ sound. T: /r/. R's sound is /r/. **Pronunciation note:** If students are having difficulty making the /r/ sound, have them try to make the noise a dog makes when it growls (grrrr). That ending sound is close to /r/. For fun, have students growl and repeat several /r/ words. Exaggerate and draw out the initial /r/ (e.g., rrrred, rrrrectangle).
6. Write R and r on the board. Point to the letters. T: /r/. Model the sound. Students repeat.

7. Use Which Sound? (p. 15) with /r/.

8. Write R on the board, and count or describe the strokes as you write (e.g., *make a P and add a leg*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing R in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for r. Point out that small r is only half as large as big R.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter R*. Have students point to and say the letter. Then repeat with r.
2. Play Class CD1 Track 79. Have students listen and point to each picture

1.79 1. Roger 2. rocket 3. rabbit 4. radio

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

Warm up

1. Elicit from students greetings, expressions, and questions to make a short conversation.

Example:

S1: Hi! I'm (Mark). What's your name?

S2: I'm (Dennis). How are you?

S1: Fine, thank you. How are you?

S2: I'm fine. How old are you?

S1: I'm 7.

Write the dialogue on the board, practicing line by line until students can say it comfortably.

First, have students practice in pairs. Then ask students to stand and give them three minutes to have the same conversation with as many other students as possible.

2. Tic-Tac-Toe (p. 18). Use Picture Cards 93–96 and 101–104 and the Teacher Cards for colors to review question-and-answer patterns. Ask students *What is it?*

B Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14).
2. Direct students' attention to the pattern on page 61. Model the conversation as you point to each word.
3. Play Class CD1 Track 91. Have students listen as you point to each word.

 1.91 Goodbye! See you later!

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the expressions. S1 points to one of the four characters. S2 says the appropriate expression. Students take turns pointing and speaking.

C Sing the Goodbye Song.

1. Play Class CD1 Track 92, the "Goodbye Song."

 1.92 Goodbye girls, goodbye boys!
See you later, see you later!
Goodbye girls, goodbye boys!
See you later girls and boys!
(repeat)

2. Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along.
3. Play the song again. Have students move around the room as they sing. They should make eye contact with a boy when they say *boys*, with a girl when they say *girls*, and wave goodbye.

I can say the words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

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

- **Can You Remember?** Help students remember as many of the questions and answers as possible. Either write them on the board or display a Picture Card appropriate to that question. If desired, allow students to page through their books to see how much they have learned.
- **Beanbag Toss.** Students sit in a circle. Distribute Student Cards for numbers and colors and any Picture Cards. S1 asks a question and tosses the beanbag (or other soft object) to S2. S2 answers the question, asks another question of S3, and tosses the beanbag to S3. S1: (shows color card) *What color is it?* (tosses beanbag) S2: *It's (blue).* (shows Picture Card) *What is it?* (tosses beanbag) S3: *It's a (ball),* and so on.
- **Slap** (p. 17). Use the Student Cards for numbers and colors and Picture Cards 93–96 and 101–104. When a student slaps a card, have him or her say the word and use it in a sentence. If there isn't space for all of the cards, play with 20 cards at a time, adding cards until all of the cards have been picked up.

Additional Resources

Workbook pages 58–59
Online Practice

www.ZabanBook.com


B. Match. Color.

Students match pairs of puzzle pieces and then color the page.

C. Color.

Students practice the sentences and then color the pictures.

D. Color.

Students color the EH Group letters.

Lesson 20, pages 42–43.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Follow. Trace. Color.

Students follow the paths, trace the letters, and color the maze.

C. Color.

Students say body part names. Next, they connect each body part to the same part of the puppet. Then they color the page.

Lesson 21, pages 44–45.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Connect. Trace. Color

Students follow the lines connecting each picture to either *K* or *k*. Then they trace the letters and color the pictures.

C. Trace your hand. Color.

Students trace and then color their left and right hands.

D. Color.

Students color the EI Group letters.

Lesson 22, pages 46–47.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Match. Color.

Students match similar objects and letters and color them.

C. Follow the insect. Color.

Students trace the insect's path, saying the body parts it passes by. Then they color the page.

Lesson 23, pages 48–49.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Find. Color.

Students find the hidden items and color the picture.

C. Color.

Students review the expressions for the picture and then color it.

Lesson 24, pages 50–51.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Circle the "r" pictures. Color.

Students circle and color the pictures whose names start with *r*.

C. Match. Color.

Students point to each picture and say the preposition. Then students match the pictures in the top row to the pictures in the bottom row. Finally, they color the pictures.

Lesson 25, pages 52–53.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Connect. Trace. Color.

Students connect each picture to either *W* or *w*, trace the letters, and color the pictures.

C. Match. Color.

Students review the character names and actions, match characters doing the same action, and color the pictures.

Lesson 26, pages 54–55.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Match. Color.

Students match pairs of puzzle pieces, point to the pictures, say the words, and color the page.

C. Color.

Students review the verbs depicted. Then they color the pictures.

D. Color.

Students color the Mixed Group letters.

Lesson 27, pages 56–57.

A. Trace.

Students trace the capital alphabet letters.

B. Trace.

Students trace the lowercase alphabet letters.

Lesson 28, pages 58–59.

A. Connect the letters and numbers. Color.

Students connect the lowercase letters to draw Ginger. Next, students connect the capital letters to draw Sam. They connect the numbers to draw the ball of yarn. Then, they color the picture.

B. Color.

Students review the expressions for the picture and then color it.

Phonics Practice, pages 60–64.

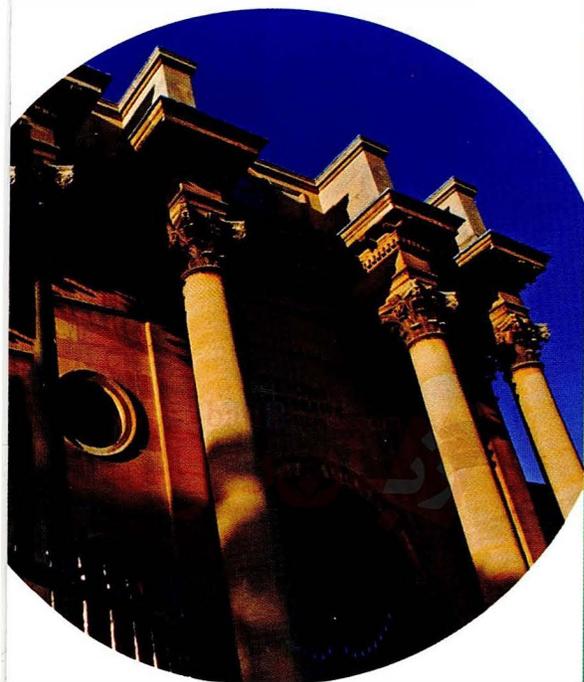
A–E. Color. Trace.

Students trace the letters and color the pictures.

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