

Let's
Begin

LET'S GO

4th
Edition

TEACHER'S PACK

Classroom Presentation Tool

- ★ Onscreen book for heads-up lessons
- ★ Audio and interactive activities

Teacher's Book

- ★ Detailed lesson plans
- ★ Worksheets, tests, and answer keys

Test Center

- ★ Print-ready and editable tests
- ★ Test audio

Online Practice

- ★ Interactive activities for every lesson
- ★ Automatic scoring and gradebook

R. Nakata
K. Frazier
B. Hoskins
G. Kocienda

© 2020 Oxford University Press

OXFORD

Copying, modification, publication, broadcast, sale or other distribution of the book is prohibited.

OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2012

The moral rights of the author have been asserted

First published in 2012

2016 2015 2014 2013 2012

10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction outside
the scope of the above should be sent to the ELT Rights Department, Oxford
University Press, at the address above

You must not circulate this work in any other form and you must impose
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

Photocopying

The Publisher grants permission for the photocopying of those pages marked
'photocopiable' according to the following conditions. Individual purchasers
may make copies for their own use or for use by classes that they teach.
School purchasers may make copies for use by staff and students, but this
permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

ISBN: 978 0 19 463527 1 Teacher's Pack

ISBN: 978 0 19 461529 7 Student Book Classroom Presentation Tool

ISBN: 978 0 19 461530 3 Workbook Classroom Presentation Tool

ISBN: 978 0 19 462607 1 Teacher's Book as pack component

ISBN: 978 0 19 464374 0 Test Center CD-ROM as pack component

ISBN: 978 0 19 405017 3 Digital Teacher Online Practice as pack component

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Illustrations by: Robin Boyer: pages 108 and 125.

Pickup art from various artists from the following titles: Let's Begin 3rd edition
Student Book, Let's Begin 3rd edition Teacher Book, Let's Begin 3rd edition
Tests and Quizzes, Let's Begin 4th edition Student Book, Let's Go 3rd edition
Teacher Book Level 1

Cover Design: Debbie Lofaso

Cover Illustrator: Daniel Griffio



© 2020 Oxford University Press

Copying, modification, publication, broadcast, sale or other distribution of the book is prohibited.



Genevieve Kocienda

Ritsuko Nakata

Karen Frazier

Barbara Hoskins

Table of Contents

Syllabus.....	2	Worksheets	106
Introduction	4	Test Instructions	122
Components.....	6	Tests	124
Unit Walk-Through.....	8	Test Answer Key.....	148
Teaching Techniques.....	13	Completion Certificate	151
Drills and Games	16	Teacher and Student Card List	152
Lesson Plans	22	Alphabet Cards.....	154
Workbook Answer Key	94	Word List.....	156
Worksheet Instructions	102		

OXFORD
UNIVERSITY PRESS

© 2020 Oxford University Press

Copying, modification, publication, broadcast, sale or other distribution of the book is prohibited.

Let's Begin Syllabus

UNIT 1 Toys

Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
<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

Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
<p>Conversation: Hi, boys and girls. Hello, Miss Jones. Good-bye. See you later.</p> <p>Song: Hi, Hello, Good-bye</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 A-D: 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

School Supplies

UNIT 3 Shapes

Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
<p>Conversation: How are you today? 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. 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 E-H: 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

Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
<p>Conversation: May I come in? 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 I-L: 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

Classroom Commands



UNIT 5 Animals

Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
<p>Conversation: Here you are. Thank you.</p> <p>Song: Here You Are. Thank You.</p> <p>Listen and do: Jump. Skip.</p>	<p>Pets: dog, dogs, cat, cats, bird, birds</p> <p>Language: Let's count the cats. 1 cat, 2 cats.</p>	<p>Farm Animals: cow, cows, rabbit, rabbits, duck, ducks</p> <p>Language: How many cows? 8 cows.</p>	<p>Phonics</p> <p>The Alphabet Song Aa–Zz</p> <p>Alphabet M-P: moon, monkey, nest, net, octopus, ostrich, panda, popcorn</p> <p>The MNOP Chant</p> <p>Sentences: How many eggs? 1 egg.</p>

UNIT 6 Food

Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
<p>Conversation: How old are you? I'm 6.</p> <p>Song: How Old Are You?</p> <p>Listen and do: Make a line. Make a circle.</p>	<p>Food: ice cream, pizza, cake, chicken</p> <p>Language: I like cake.</p>	<p>Food: milk, fish, bread, rice</p> <p>Language: Do you like fish? Yes, I do. No, I don't.</p>	<p>Phonics</p> <p>The Alphabet Song Aa–Zz</p> <p>Alphabet Q-T: queen, quilt, rabbit, rock, sun, sandwich, tiger, teapot</p> <p>The QRST Chant</p> <p>Sentences: Do you like cake? Yes, I do.</p>

Let's Review Units 5 and 6

The Weather

UNIT 7 My Body

Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
<p>Conversation: Oops! I'm sorry! That's OK.</p> <p>Song: Oops! I'm Sorry!</p> <p>Listen and do: Stamp your feet. Clap your hands.</p>	<p>Body: head, shoulders, knees, toes</p> <p>Language: I can touch my head.</p>	<p>Face: eyes, ears, mouth, nose</p> <p>Language: What can you do? I can touch my eyes.</p>	<p>Phonics</p> <p>The Alphabet Song Aa–Zz</p> <p>Alphabet U-W: umbrella, up, violin, vest, watch, water</p> <p>The UVW Chant</p> <p>Sentences: What can you do? I can touch my nose.</p>

UNIT 8 I Can

Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
<p>Conversation: Let's play. OK. Let's play ball. OK. Let's play tag. OK. Let's jump rope.</p> <p>Song: Let's Play</p> <p>Listen and do: Point to the board. Go to the board.</p>	<p>Activities: ride a bicycle, sing a song, fly a kite, bounce a ball</p> <p>Language: I can fly a kite. I can't fly a kite.</p>	<p>Activities: swim, smile, wink, dance</p> <p>Language: Can you dance? Yes, I can. No, I can't.</p>	<p>Phonics</p> <p>The Alphabet Song Aa–Zz</p> <p>Alphabet X-Z: fox, box, yarn, yak, zebra, zero</p> <p>The XYZ Chant</p> <p>Sentences: I can dance. I can't dance.</p>

Let's Review Units 7 and 8

Days of the Week

Introduction

The Philosophy Behind Let's Go

Let's Go Fourth Edition is a seven-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 *Let's Begin* and *Student Book 1* are entry points to *Let's Go*. *Let's Begin* 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 Let's Begin

Each of the eight units in the *Let's Begin Student Book* 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 Book lesson plans. The same titles and page numbers are

used in the Workbook to help teachers and students identify corresponding pages for homework and extra practice assignments.

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. Students are given the opportunity to personalize the language they have learned in *Say and act*. A song that practices the dialogue language follows *Say and act*. *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. They are offered an ABC chant for each set of letters and then learn to read sentences in picture context. 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 Book 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 (eg., after school), and it reviews previously learned language that will be built on in the lesson.

The Teacher's Book 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 and 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.

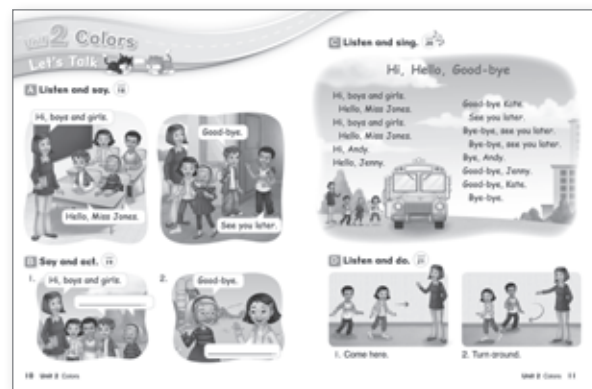


Components



Student Book

- Eight units with four lessons per unit
- Four review units (one for every two units)
- Full-color illustrations in a clear, engaging format
- Can be used as a reference as students interact with each other
- Songs and chants provide lively language learning
- A Student Audio CD for practice and review



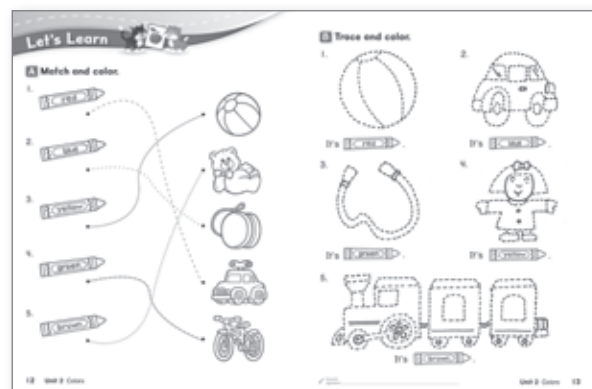
Student Audio CD

- Audio tracks for at-home review
- Conversations, vocabulary, songs, phonics chants, and stories for practice at home



Workbook

- Pages match the Student Book
- Reading and writing practice provide language reinforcement
- Activities are designed for use in class or as homework



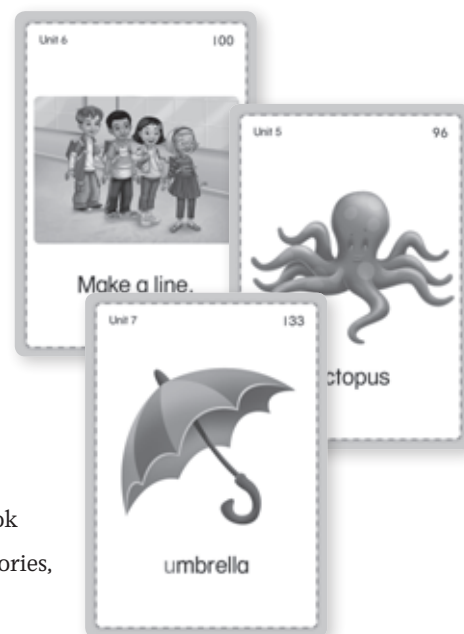
Teacher Cards

- Large portrait size
- Pictures and vocabulary words and phrases on the same side for literacy learning
- Useful for playing group games, and for presenting vocabulary
- Integrated into Teacher's Book lesson plans



Student Cards

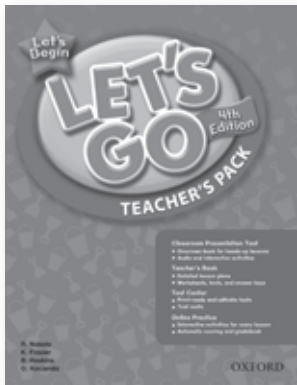
- Playing-card size cards to use for games, drills, and practice at home
- Perfect for small hands
- Integrated into Teacher's Book lesson plans



Class Audio CDs

- Contain the complete audio track for the Student Book
- Include vocabulary substitutions with drum tracks, stories, songs, and chants





Teacher's Book

● Introduction:

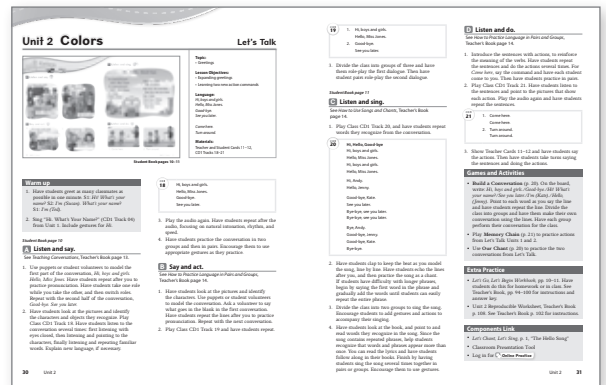
- A description of the course and its teaching methodology
- Tips for teaching different aspects of the lessons
- Descriptions of games and drills used in the lesson plans

● Lesson Plans:

- Easy-to-follow activities to present, practice, and reinforce new language
- Suggestions for class, small-group, or pair arrangements
- Audioscript for language and conversations on Audio CDs at point-of-use
- Ideas for games and activities in every lesson
- References for extra practice

● Also included in the Teacher's Book:

- Worksheets and Tests
- Workbook answer keys
- Teacher Card List and Word List



Test Center

CD-ROM included in the Teacher's Pack

- Placement tests
- Printer-ready and editable unit, midterm, and final tests, and test audio
- Cambridge Young Learners Practice Tests

Online Practice

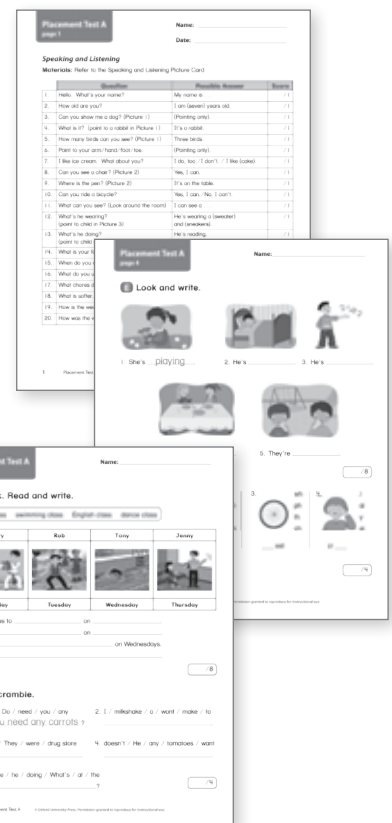
Access codes included with the Teacher's Pack and the Workbook with Online Practice

- Interactive activities for every lesson
- Automatic scoring and gradebook
- <https://letsgo5e.oxfordonlinepractice.com>

Classroom Presentation Tool

Access codes included with the Teacher's Pack

- 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
- 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.



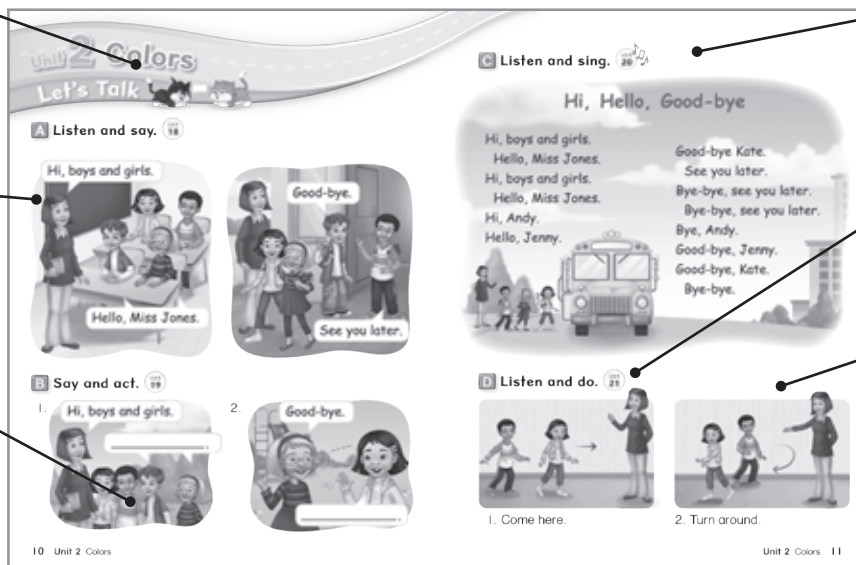
Unit Walk-Through

Let's Talk

Mascots Sam and Ginger introduce Let's Talk spread with a speech balloon.

Lively characters model communication in familiar situations

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



Song or chant reinforces language from the dialogue

CD track numbers make finding the audio easy

Essential classroom action verbs help students use more English in class

Unit 2 Student Book pages 10–11

Warm up

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

A Listen and say.

- Introduce the conversation.** Model the conversation with puppets or student volunteers to provide a physical reminder that conversation is communication between two or more people.
- Listen to the dialogue.** Students look at the scene to establish context, and then listen and repeat after the audio to reinforce natural pronunciation.
- Listen to the language focus.** Have students listen to the audio. Then have them repeat, focusing on natural intonation, rhythm, and speed.
- Practice the conversation.** Move from group practice to pair practice.

B Say and act.

- Listen and point.** Play the audio and have students point to the appropriate pictures and name the characters.
- Listen and repeat.** Play the audio again and have students repeat.
- Divide the class into pairs.** Have them role play the conversation, filling in the blanks.
- Take turns performing.** Let students act out the dialogue for the class.

C Listen and sing.

- Play and listen.** Play the song or chant first, and have students identify familiar words they hear and items they see in the illustration.
- Practice the rhythm.** Introduce the song or chant rhythmically. Have students clap to keep the beat as you model the song line by line. Demonstrate actions or movements that go with the song.
- Look at the lyrics.** Have students point to and identify letters or words they recognize. Repeat the words of the song, line by line.
- Sing the song.** Play the song and have students sing along. Then divide the class into groups to sing.

D Listen and do.

- Introduce the sentences with actions.** Have students say the sentences and do the actions.
- Play the audio.** Have students listen and pantomime the verb phrases along with the audio.
- Show Teacher Cards and have half the students say the actions while the other half does the actions.

Games and Activities

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

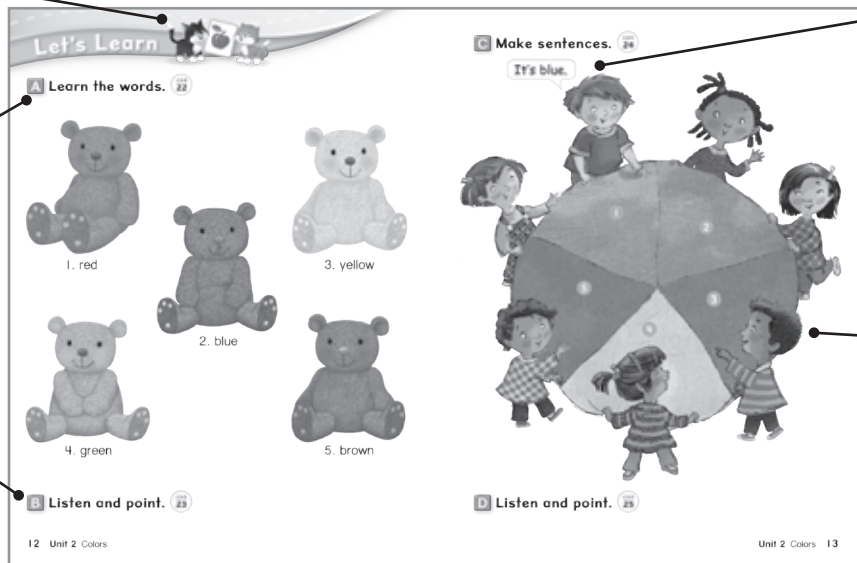
Extra Practice

- Workbook
- Student Book Audio CD
- Classroom Presentation Tool

Sam and Ginger introduce new vocabulary with a picture card.

Topic-based vocabulary

Students demonstrate comprehension through fun listening exercise



Sentence pattern modeled in scene

Vocabulary and sentence pattern is reinforced with a chant, song, or activity

Unit 2 Student Book pages 12–13

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 more 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. Change the order of the cards, showing the cards students have problems with more frequently.

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 or song or chant.

Games and Activities

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

Extra Practice

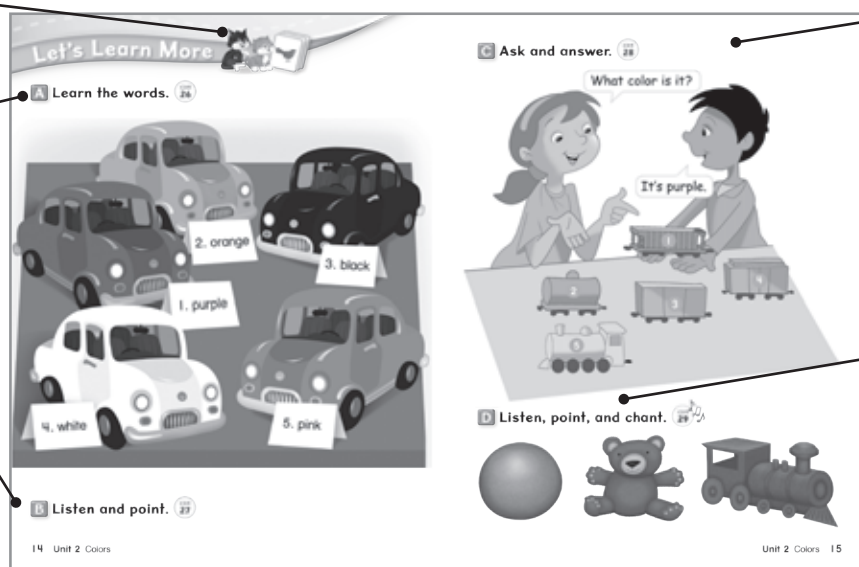
- Workbook
- Student Book Audio CD
- Classroom Presentation Tool

Let's Learn More

Sam and Ginger introduce more new vocabulary with two picture cards

Additional topic-based vocabulary

Further practice of rhythm and intonation also checks comprehension



Question-and-answer pattern modeled in context of a scene

Previous vocabulary recycled in current lesson's patterns with rhythm or song

Unit 2 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. This will start the class on a positive note since students are using familiar language.

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 more 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. Change the order of the cards, showing the cards students have problems with more frequently.

C Ask and answer.

1. **Listen to the question and answer pattern.** Have students look at the page and describe the things they see. Play the audio, listening to the question and answers, pointing to the speakers and the items in the picture.
2. **Play the audio again.** Play the audio again. Have students point to the appropriate pictures and repeat the questions and answers.

D Listen, point, and chant.

This activity will change from unit to unit but will usually consist of a listening and pointing preparation for a song or chant, combining Let's Learn vocabulary with the Let's Learn More question and answer pattern.

Games and Activities

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

Extra Practice

- Workbook
- Student Book Audio CD
- Classroom Presentation Tool

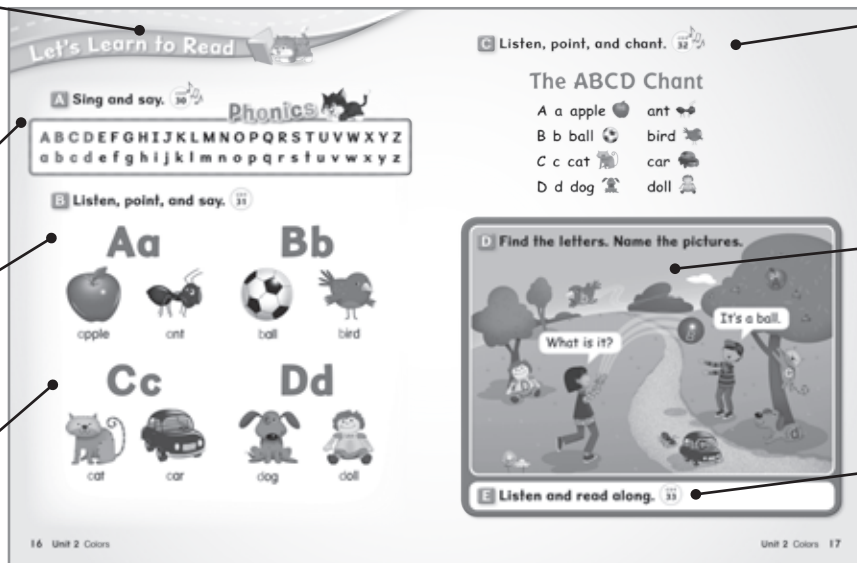
Let's Learn to Read

Ginger is learning to read while Sam learns the letters of the alphabet

Alphabet focus letters appear in the ABC strip in red

Review of entire alphabet with song

Letters appear in red at the beginning of key words



Fun Phonics Chant for phonemic awareness and pronunciation

Hidden letter activity reinforces capital and lowercase letter identification

Question and answer practice in sentence/story context

Unit 2 Student Book pages 16–17

Warm up

Start the lesson with an activity to review the alphabet from the previous unit.

A Sing and say.

1. **Recognize and say letter.** Ask students to find the letters for the lesson on the ABC chart at the top of the page and to name objects they recognize.
2. **Play the audio.** Have students listen and point to the letters.
3. **Repeat the audio.** Play the audio once more and pause to allow students to repeat after each line.
4. **Sing the song.** Have student sing The ABC Song together.

B Listen, point, and say.

1. **Listen and point.** Play the audio and have student listen and point to the letters and pictures.
2. **Practice the letters and words.** Show Teacher Cards and say the letter name and word. Students repeat. Then, show the cards in random order and have students repeat the words and the letter that stands for the beginning sound.

C Listen, point, and chant.

1. **Listen and point.** Have students listen to the Phonics Chant on the audio and point to the words and illustrations beside each one.
2. **Listen and chant.** Play the audio again and have student say the chants. Repeat the chant several times as a class, in small groups, and then in pairs.

D Find the letters. Name the pictures.

1. **Hidden letters.** Have students take turns finding the hidden letters.
2. **Object identification.** Have students take turns trying to find the objects beginning with ABCD in the picture.

E Listen and read along.

1. **Listen and read.** Listen together to the audio. Show students how to point to the question and answer sentences as they read together.
2. **Role play the dialogue.** Invite students to role play the scene in the picture, using the language they have learned.

Games and Activities

- Use the suggested games or activities to practice the vocabulary, and letters and sounds.

Extra Practice

- Unit Test **Test Center**
- Workbook
- Student Book Audio CD
- Classroom Presentation Tool