Let's Go
Teacher's Guide

v.2
August 2016

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Introduction

Welcome to *Let's Go*, an award-winning multimedia program designed for children who are beginning their study of English or who are learning to read and write in English. Using themes and situations common to children everywhere, *Let's Go* provides the vocabulary and language structures needed for daily communication. By combining aspects of discovery learning with more focused practice activities, *Let's Go* meets the needs of students with a wide range of learning styles and language abilities. This multimedia program can be used on its own or in conjunction with the *Let's Go* Student Book, Picture Cards, and other supporting materials published by Oxford University Press.

Let's Go was created by experienced classroom teachers and has been used successfully in English language classrooms around the world. The multimedia course uses instructional strategies that are supported by recent research in language acquisition and neuropsychology. The language has been carefully chosen and sequenced to aid comprehension while at the same time remaining natural. This *Let's Go* interactive program develops language skills within a carefully controlled grammatical syllabus.

Let's Go makes full use of multimedia by integrating listening, speaking, and reading activities within a lively animated world which features Sam and Ginger, two friendly cats. The use of pictures and animations helps children understand and remember the meaning of the words they hear.
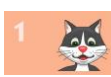
The program provides many hours of language-learning activities, including songs, conversations, word and phonics study, sentence-making, question-and-answer practice and interactive games. This variety helps keep students engaged throughout their learning experience.

This Manual is designed to help teachers develop lesson plans linked to the activities in the program and offers general guidelines on how to integrate multimedia programs into a variety of classroom situations.
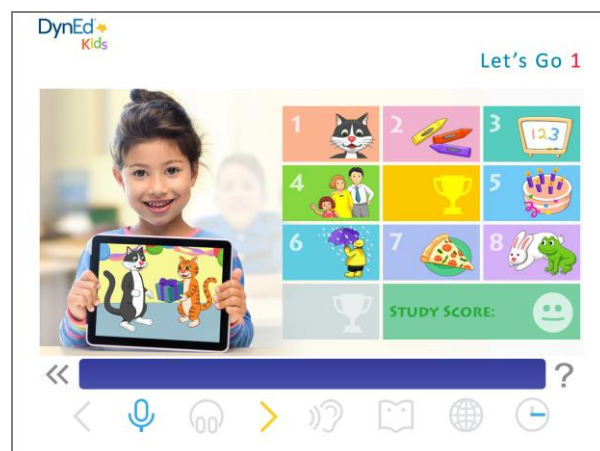
Course Structure and Sequencing

Each level of Let's Go is divided into eight units, each opening with a Song and a Conversation, followed by Vocabulary, Grammar, and Phonics lessons, and ending with a Game. Each level includes two Mastery Tests. When students first enter Let's Go, two units will be open, depending on the student's score on the DynEd Kids Placement Test.

Open units are colored:

Locked units are grey: .

As students study the lessons in each open unit, they will earn Stars.

Three Stars means that the student has successfully completed that lesson. When a student completes all the lessons in a unit, a checkmark will appear on the course menu.
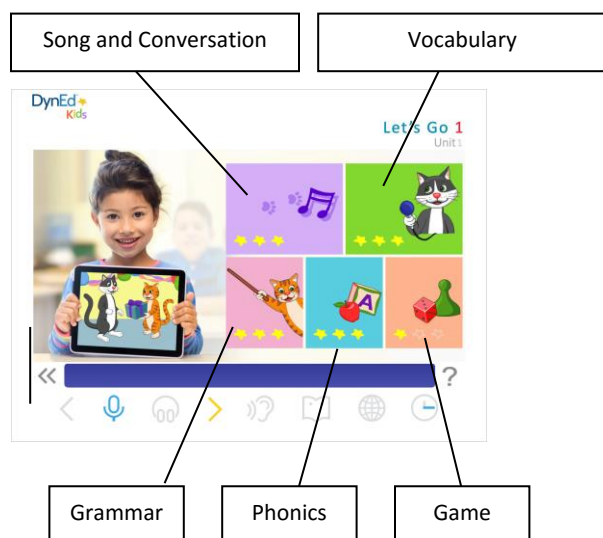
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Within each unit, after a student earns two Stars for the Song, Vocabulary, Grammar, and Phonics lessons, the Game will open automatically as a reward. As a student progresses through the program, new units will unlock automatically.

The Let's Go units are organized around themes which give context to the vocabulary, grammar, and useful expressions introduced in the unit. The units – and the lessons within the unit – develop sequentially in steps, beginning with simple vocabulary and learning tasks, then progress to more difficult vocabulary and more complex language structures. Important language structures and vocabulary from earlier units are reviewed in later units and each unit ends with a language learning game, designed to give entertaining yet challenging practice. Mastery Tests for each level assess student progress and provide valuable test-taking experience. When students have three Stars for each lesson leading to a Mastery Test, the test will open.

Although reading is not required to complete any task in the lower levels of the program, on-screen text is provided in many exercises to promote reading readiness and prepare students for the higher levels.

Level 1

Unit	Language Items	Functions	Topics
1	Hello, I am (Sam). Hi, my name is (Ginger). What's your name? What's this? It's a book. Is this a book? Yes, it is. No, it isn't.	Greetings Introducing yourself Asking about objects Classroom commands 1	Names Classroom objects Alphabet A-Z Concentration Game
2	How are you? I'm fine, thank you. What color is this? It's (red). This is a (blue) (book).	Greetings Asking about colors Describing objects Classroom commands 2	Colors Classroom objects Phonics *A, B, C* Coloring Game
3	This is my friend, (Mimi). Hello, (Mimi). What are these? They're (calculators).	Introducing friends Asking about objects (plural) Classroo-m commands 3	Classroom objects Numbers 1-10 Phonics *D, E, F* Counting Game
4	This is my (mother). Nice to meet you. Nice to meet you, too. Who's (she)? (She's) my (grandmother). (She's) (short).	Introducing family members Meeting someone politely Asking about people Describing people	Family Phonics *G, H, I, J* Alphabet Dot-to-Dot Game

Unit	Language Items	Functions	Topics
5	Happy birthday, (Sam). How old are you? I'm (ten) years old. It's (little). What is it? It's a (little)(yo-yo).	Birthday greetings Asking and telling age Giving and receiving gifts Guessing Describing objects	Birthdays Age Toys Phonics *K, L, M, N* Concentration Game
6	How's the weather today? It's (sunny). Where's the (kite)? It's (in) the tree. Where are the (books)? They're (under) the table. She (can) climb a tree. He (can't) climb a tree.	Asking about the weather Describing the weather Asking about location Specifying location Describing ability	Weather Outdoor activities Phonics *O, P, Q, R* Location Game
7	I'm (hungry). I want (an apple). Here you are. Thank you. What do you want? Do you want (chicken)? Yes, I do. No, I don't.	Expressing hunger and thirst Asking what someone wants Expressing wants	Things to eat Things to drink Phonics *S, T, U, V* Three-in-a-row Game
8	What's your favorite (color)? (Red). What about you? I like (blue). What do you like? I like (frogs). I like (frogs), too. Do you like (spiders)? Yes, I do. No, I don't.	Asking about favorites Expressing likes Agreeing	Favorite colors Animals Phonics *W,X,Y,Z* Phonics Game

Level 2

Unit	Language Items	Functions	Topics
1	Hi, (Sam). How are you? I'm fine. Thank you. What's this/that? It's a (book). Is this/that a (pen)? Yes, it is. No, it isn't. What are these/those? They're (balls). Are these/those (dogs)? Yes, they are. No, they aren't.	Greetings Asking about objects (singular and plural) Identifying objects (singular and plural)	Classroom objects Toys Animals Word families -at, -an, -ap Concentration Game Singular/Plural
2	What's the matter? I'm (sick). That's too bad. Get better soon. Who's he/she? (She's) (Mrs. Grant.) (She's) (a teacher). Is (she) a (farmer)? Yes, (she) is. No, (she) isn't. Who are they? They're (Mr. and Mrs. Pound). They're (teachers). Are they (cooks)? Yes, they are. No, they aren't.	Asking about someone's health Expressing physical states Expressing concern Asking someone else's name Asking about professions Describing professions	Physical states Professions Word families -ed, -en, -et Professions Game
3	Where do you live? I live in (Springfield). What's your address? It's (18 Pine Street). What's (your) telephone number? It's (423-9501). The (sofa) is in (the living room). There's (a TV) (in the bedroom). Is there (a lamp) (on the table)? Yes, there is. No, there isn't. Are there (pictures) (next to the sofa)? Yes, there are. No, there aren't.	Asking where someone lives Asking someone's address/ telephone number Giving personal information (address, telephone number) Identifying rooms in a house Giving location of household objects	Addresses Telephone numbers Rooms in a house Household objects Word families -in, -it, -ig Household Objects Game Prepositions of location
4	What's wrong? I can't (find my book). (I) (can) (do a magic trick). (She) can/can't (speak English). (He) can (swim), but he can't (dance). Can (you) (sing a song)? Yes, (I) can. No, (I) can't. (I) can't, but (Ginger) can.	Asking about a problem Expressing ability/inability Describing ability/inability in others	Activities Abilities Word families -og, -op, -un Word Family Game Short vowels

Unit	Language Items	Functions	Topics
5	What's for lunch? (Spaghetti). Do you want (Spaghetti)? Yes, please. No, thank you. What do you want/like? What does (he) like/want? (She) wants (a sandwich). (She) doesn't want (an egg). (He) likes (salads). (He) doesn't like (oranges). Does (he) want (a cookie)? Does (she) like (cookies)? Yes, (he) does. No, (she) doesn't.	Asking about wants/likes Expressing wants/likes	Food items Word families *-ame, -ake, -ay* Three-in-a-row Game Food/Likes/Dislikes
6	Whose (watch) is (this)? It's (Mimi's) (watch). Whose (books) are (those)? They're (Mimi's) (books). Do you have (a key) in your (hand)? Yes, I do. No, I don't. Does (she) have a (coin) in her (bag)? Yes, (she) does. No, (she) doesn't.	Asking about possession Expressing possession	Personal, everyday objects Word families *-eet, -ee, -ear* Jigsaw Puzzle Game
7	What time is it? It's (six o'clock). It's time for (dinner). What do you do (in the morning)? I (wash my face). What does she/he do (at night)? (She) (talks on the telephone). Do you (eat breakfast) (in the morning)? Yes, I do. No, I don't.	Asking the time Stating the time Asking about daily routine Describing daily routine	Time Times of day Daily activities Word families *-ine, -ice, -ite* Clock Game
8	Good-bye, Ginger. See you later. (Clap your hands.) What are you doing? I'm (combing my hair). What's (she) doing? (She's) (coloring). Is (he) (flying a kite)? Yes, he is. No, he isn't.	Saying good-bye Commands Describing what you are doing Asking what someone is doing	Activities Parts of the body Word families *-one, -o, -ue* Make-a-person Game Body and Face parts

Level 3

Unit	Language Items	Functions	Topics
1	Excuse me. Where's (Eddy)? He's in the (classroom). Where's the (lunchroom)? It's (across from) the (gym). This is my friend, (Mimi).	Interrupting someone Asking about the location of a person Asking about the location of a place Introducing someone	Rooms in a school Numbers 1-100 Phonics *cl, gl* Numbers Dot-to-Dot Game Numbers 1~99
2	I have some (paper). Do you have any (ribbon)? Yes, I do. No, I don't. Do you want some? Yes, please. I don't have any (tape). Do they have any (glue)? Yes, they do. No, they don't.	Asking for/offering something Accepting something Asking about possession (non-count nouns) Expressing possession (non-count nouns)	Classroom objects Phonics *pl,bl* Jigsaw Puzzle Game Classroom objects
3	What do you do on (Monday)? I go to (piano) class. Do you (go to school) on (Sunday)? Yes, I do. No, I don't. What does she do after school? She (watches TV). Do they (take a nap) after school? Yes, they do. No, they don't.	Asking about activities Describing activities	Days of the week Activities Phonics *pr, br* Days of the Week Game
4	What time is it? It's (three fifteen). When does he (get up)? He (gets up) at (6:30). Does he ever (get up) (at 6:00)? Yes, he always (gets up) (at 6:00). No, he never (gets up) (at 6:00).	Asking the time Stating the time Asking about daily routine Describing daily routine	Time, Frequency Daily activities (review) Phonics *tr, dr* Concentration Game

Unit	Language Items	Functions	Topics
5	Which (dress) do you like? I like the (green) one. Do you mean this one? Yes, I do. No, the (big) one. What's he wearing? He's wearing (a blue shirt). Are they wearing (boots)? Yes, they are. No, they aren't.	Asking about preferences Expressing preferences Asking for clarification Asking what someone is wearing Describing what someone is wearing	Adjectives Clothes Phonics *cr, gr* Dress the Alien Game Clothing
6	Where are you going? I'm going to the (supermarket). Where's she going? She's going to the (park). She's (driving a car). Are they going to the (train station)? Yes, they are. No, they aren't.	Asking about destination Describing destination Describing mode of transportation	Places in a community Transportation Phonics *fr, fl* Three-in-a-row Game Transportation
7	Where were you yesterday? I was (at the beach). How was it? It was (great). Where was he? He was on the (slide). Where's he now? He's on the (swing). Were they on the (seesaw)? Yes, they were. No, they weren't.	Asking about the past Talking about the past	Places to visit Playground equipment Phonics *ch, sh* Playground Game Prepositions of location Past tense of "to be"
8	What did she (find)? She (found) a (bat). Where was it? It was (under) (a tree). Did they (find) (a bat)? Yes, they did. No, they didn't. What did she (eat)? She (ate) (ice cream).	Asking about the past Describing the past	Personal, everyday objects Day trips Phonics *t, th* Phonics Game Blended sounds

Level 4

Unit	Language Items	Functions	Topics
1	I'm (Sam). I'm (ten) years old. I live in (Belmont). I'm in the (fifth) grade. I have (a younger brother). How old are you? Where do you live? Which one is (bigger)? The (elephant) is (bigger). Is the (mouse) (bigger)? Yes, it is. No, it isn't.	Self-identification Expressing one's age and grade Expressing where one lives Asking about age and where one lives Comparing objects	Introductions Comparisons Phonics *ai, ay* Find the Differences Game Language of comparison
2	What do you do? I'm a (cook). What does he do? He's a (mechanic). He (fixes cars). Where do you work? I work in a (garage).	Asking about and identifying jobs and occupations Asking about and identifying places of work	Occupations Places of work Phonics *ea, ee* Professions Game
3	What were you doing? We were (running a race). Who was (first)? Bob was (first). Eddy was (last).	Asking about and describing what was happening at a point in time Placing things in order	Ordinal numbers Outdoor activities Phonics *y, ie* Golf Course Game Ordinal Numbers
4	When's your birthday? It's (August 21st). What's the date today? It's (May 14th). What did you do on your birthday? I (went bowling). Did he (go swimming) on his birthday? Yes, he did. No, he didn't.	Asking about and stating birthdays Asking about and stating the date Asking about and expressing the past time (irregular verbs)	Months Dates Birthday activities Phonics *ow, oa* Calendar Game Names of the Months

Unit	Language Items	Functions	Topics
5	Why did he (stay home)? He (stayed home) because he (had a fever). What did you do? I (played video games). Did she (listen to music)? Yes, she did. No, she didn't.	Using why and because Talking about common illnesses Expressing past time (regular -ed verbs and irregular verbs)	Common illnesses Indoor activities Phonics *ew, oo* Three-in-a-row Game States of health Stay-at-home activities
6	Guess what! What? (I hit a home run). What happened? He (made a basket). Did they (win a race)? Yes, they did. No, they didn't.	Expressing excitement Asking about and stating what happened (irregular verbs)	Sports activities Phonics *oi,oy* Concentration Game Sports vocabulary
7	Do you like to (go shopping)? Yes, I do. No, I don't. Are you (going to the party)? No, I can't. I have to (feed the dog). Does he have to (wash the dishes)? Yes, he does. No, he doesn't.	Asking and talking about what someone likes to do Asking and talking about responsibilities	Hobbies and favorite activities Phonics *ow, ou* Crazy Chores Game: Household chores and "has to", "likes to"
8	What do you want to be? I want to be (an astronaut). What do you want to do? I want to (go to the moon). What is he going to do? He is going to (play basketball).	Asking about and describing what someone wants to be Asking about and describing what someone wants to do Asking about and describing what someone is going to do	Dreaming about the future Talking about the immediate future Phonics *au, aw* Phonics Game Vowel combinations

Level 5

Unit	Language Items	Functions	Topics
1	I'm Sue. How old are you? I'm 12 years old. Do you have any brothers or sisters? I have one sister. What do you like to do? I like to make models. What do you want to be? I want to be an engineer. He doesn't want to be a lawyer.	Self-identification Asking about and describing what someone likes to do Asking about and describing what someone likes to be	Introductions Family Activities Occupations Phonics *sn, sm* Professions Game Plans & Dreams
2	What does (he) look like? He has (red hair) and (green eyes). Does he have (blue eyes)? No, he's the one (with green eyes). Is she wearing (a red dress)? No, she's the one in the (green dress).	Describing people's hair color and style Describing people's eye color Identifying people by their clothing and features	Family Physical appearance Phonics *sw, tw* Identification Game Physical descriptions
3	Would you like to (go camping) with us? Sure, I'd love to. He's going to (go camping). What will he need? He'll need (a tent). What will they do tomorrow? They'll (go swimming). Will it rain tomorrow? Yes, it will. No, it won't.	Extending and accepting invitations Talking about the future using will Asking about and expressing needs Describing tomorrow's weather	Outdoor activities and equipment Weather Phonics *sk, sch* Concentration Game Outdoor activities
4	A (cheetah) is (faster) than a (gazelle). Which animal is (faster)? A (fox) isn't as (fast) as a (cheetah). The (cheetah) is the (fastest).	Comparing sizes and speeds	Animals Phonics *st, str* Quick Quiz Comparatives/Superlatives

Unit	Language Items	Functions	Topics
5	Which season do you like best? I like (summer) best because I like (swimming). What did she do last (summer)? Last (summer) she went fishing. What is she going to do next (summer)? Next (summer) she is going to go camping.	Asking about and expressing personal preference Asking about and stating what someone did Asking about and stating what someone is going to do	Seasons Seasonal activities Phonics *squ, qu* Three-in-a-row Game Seasons/Activities
6	How much do you want? Just a little. How many do you want? Just a few. There is some (bread). There are some (cookies). How much (cake) is there? There's a lot. There's a little. How many (pickles) are there? There are a lot. There are only a few.	Asking about and stating quantities	Countable and non-countable food items Phonics *spr, spl* Jigsaw Puzzle Game Countable/Non-countable food items
7	How old were you when you (learned to ride a bike)? I was (five) when I (learned how to ride a bike).	Asking about and stating when someone learned to do something	Childhood milestones Phonics *ph, kn* Phonics Game Initial consonant combinations
8	Have you ever (driven a taxi)? Yes, I have. No, I have never (driven a taxi). Has Ginger ever (been to France)? Yes, she has. No, she hasn't.	Asking and talking about experiences	New and prior experiences Travel Phonics *wh, wr* Concentration Game Countries/Landmarks

Level 6

Unit	Language Items	Functions	Topics
1	He has already (finished his homework). He hasn't (finished his homework) yet. Has he (walked the dog) yet? Yes, he has. No, he hasn't. How long has he (been a teacher)? He has (been a teacher) for six years. He has (been a teacher) since 1994.	Asking for and giving personal information Asking and stating how long someone has done something	Personal information Routine activities Extracurricular activities Phonics *-th, -itch* Three-in a-row Game *Has already done/hasn't done yet*
2	A (sunset) looks (beautiful). (Music) sounds (wonderful). A (skunk) smells (awful). A (pillow) feels (soft). (Candy) tastes (sweet). How does it (look)? This one's (bad), but that one's (worse). This one's the (best) of all.	Comparing tastes, aromas, sounds, textures, and appearances Making comparisons and stating preferences	The five senses Personal likes and dislikes Phonics *-rm, -rn* Five Senses Quick Quiz Five Senses
3	Whose (hat) is this? It's (his). Is this (your) shirt? Yes, it's mine. No, it's hers.	Asking about and stating possession	Clothing Phonics *-rk, -lk* Clothing Game Clothing items
4	The farmer got up (before) the Sun was up. (After) he drank his coffee, he washed his cup. He forgot to (set the alarm clock), so he (woke up late). Why did (the plants die)? They (died) because he forgot (to water them).	Expressing the order of activities Asking about and expressing cause and result	Farm activities and animals Phonics *-rt, -lt* Concentration Game Farm animals

Unit	Language Items	Functions	Topics
5	What should she buy for (her mother)? I think she should buy (him) (a watch). Should she buy (him) (a book)? I think she should.	Asking for and giving advice and suggestions Expressing opinions	Shopping for gifts Phonics *-rd, -ld* Jigsaw Puzzle Game Gift items
6	If you could (go anywhere), (where) would you (go)? I would (go to London). What could she (buy) there? She could (buy) a (scarf).	Asking about and expressing conditional situations Asking about and expressing possibilities	Hypothetical situations Countries and cities Phonics *-nt, -nd* Concentration Game International cities and languages
7	(Roller coasters) are (exciting). He thinks (dinosaurs) are (scary).	Asking about and expressing opinions Expressing and describing an emotional reaction	Making choices Activities Phonics *-nk, -ng* Phonics Game Medial/final consonant combinations
8	Should he (take off) (his coat)? He should (take it off). She (turned on) (the light). She (turned the light on).	Describing someone's past experiences Describing future plans	New and prior experiences Phonics *-mb, -mp* Personal Questions Game Personal questions

General Orientation

Let's Go can be used in a variety of classroom and self-study situations. Each unit of *Let's Go* will give young learners many hours of challenging and enjoyable English study and will prepare them to use English in or outside the classroom. It is best to use the program in short (10-20 minutes) interactive sessions and, if possible, each session on the computer should be reinforced and extended through classroom activities.

Students can study individually -- one student per computer -- or in groups of two or three. When a student uses the course individually, the program adjusts to his or her performance, varying the depth and variety of the language in the lesson and maintains individual student records (see the DynEd *User's Guide*). Individual study gives students the intensive listening and speaking practice not possible in the classroom. It also allows the less confident student to practice in a private, stress-free environment and promotes individual self-esteem.

Small group study also has its advantages. As students go through the program together, they discuss program choices and explain the reasons for their choices which can lead to a deeper understanding of the material. Many young learners prefer to study with others and a collaborative learning environment promotes social skills and allows students to help each other.

The multimedia lessons of *Let's Go* provide exciting opportunities for whole group activities, using a large screen monitor or LCD panel to present the screen image to the class. With the teacher operating the mouse, students can make their choices by speaking, pointing, raising their hands, standing up in groups, etc. Using one computer with the whole class can add an element of speaking and movement to the lesson and can be a lively activity involving all the students.

In many *Let's Go* lessons, the questions or examples will appear in a different order each time the student enters the lesson, and some of the questions will vary. Since the lesson will never be the same twice, a student can return to a lesson again and again for further practice. The teacher can also vary the focus of each class session, beginning on the first day with a focus on listening, then listening and speaking the next day, then speaking and listening, then reading, then written work, etc. This provides important repetition and also develops all four skills in an effective sequence: *the 4-Skills Path.*

For beginning readers whose listening vocabulary is already well developed, the text button can be used so that every spoken sentence appears in written form at the bottom of the screen. Beginning writers can transcribe or copy the words and sentences they hear in the program. In-class dictations and other writing exercises will help students learn new vocabulary and language forms. The *Let's Go* Workbooks provide a variety of written exercises to reinforce the language in the lessons.

This interactive program is most effective when computer work is integrated with classroom activities. For example, use the interactive lesson to introduce new language, then follow up with a classroom activity. Later, students can return to the program for further practice and study. For either classroom use or self-study, it is a good idea to follow the lessons in order, since each lesson uses language and vocabulary introduced in earlier lessons.

The Let's Go Control Bar
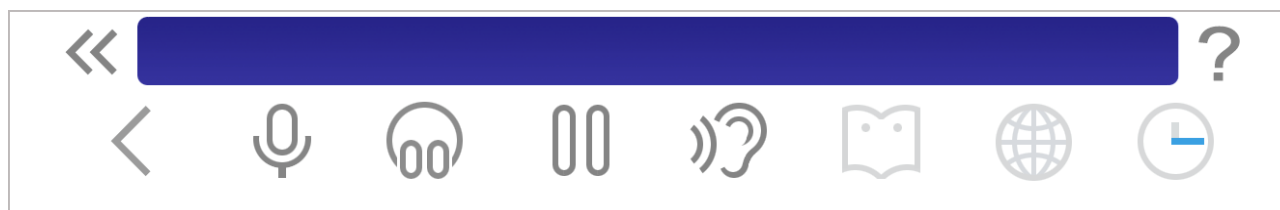
Before students begin to use the program, briefly explain the function of the *Let's Go* Control Bar. The Control Bar appears at the bottom of the screen in each lesson and allows students to repeat individual words and sentences, hear a translation, see the written text, record their voices, pause the program, and exit from a lesson.

The Control Bar allows even the youngest learners to control the pace and focus of their language learning experience. For example, a student who is unsure of the meaning of an English word or sentence can hear those words repeated by clicking on the Listening button as many times as necessary. For the student who wants more practice in reading or pronunciation, the Reading and Speaking buttons offer the opportunity for individualized study.

On the blackboard or using a projector, display the Control Bar and explain the function of each button. When students first use the program, encourage them to click on the buttons and explore their functions. Here is a description of the function of each of the buttons:

You can listen to each sentence of If you want to hear something again, click on the *Listening* button.

If you don't understand a sentence, click on the *Translation* button (bilingual versions only). You wil hear that same sentence translated

into your own language.
If you want to see the spelling of a word or group of words, click on the *Reading* button. You will hear and see the words.

If you want to practice saying the words and record your voice, click on the *Speaking* button. The button will highlight. Say the words, then *click on the button again to stop* recording. You can then click on this button to hear your own voice.

Click on the *Pause* button whenever you want to stop for a short time or if you need time to answer a question. When the Pause button is flashing, the program will not move on to the next word or sentence. Click again on the *Pause* button in order to continue.

Whenever you click on any Control Bar button, the Pause button will begin to flash and the program will not go on to the next sentence until you click on the Pause button again.

If you want to hear a sentence again, but the program has already gone on to the next sentence, use the Rewind button to go back one sentence at a time.

When you are in a lesson, click on the *Help* button for instructions.

When it is your turn to make a choice or to speak, the *Timer* will begin to time down.

The *Exit* button in the lower corner of the Control Bar will let you leave any lesson at any time. You can then choose another lesson to study or quit the program completely.

In addition to the Control Bar buttons, *Let's Go* features other buttons that make the program easy to use.

If you want to go back to the previous part of a lesson, click on the Back Arrow in the lower left-hand corner of the screen.

If you want to go ahead to the next part of a lesson, click on the Forward Arrow in the lower right-hand corner of the screen.

Use the **Options** menu to see student records, adjust the volume on your computer, increase or decrease the pause between sentences, and check or adjust the Shuffler Level for each lesson. For more information, see the *DynEd User's Guide*.

Teaching Activities

The *Let's Go* Teacher's Book published by Oxford University Press contains many suggestions for classroom activities based on the *Let's Go* materials. Many of these activities will give excellent reinforcement to the interactive program.

Here are some suggestions on how to integrate this interactive program with

classroom study. Many of these activities are suitable both for the class as a whole and for smaller groups of students, each group working on a different task. For example, one group may work at the computer while another group does a card sorting activity and a third group plays a game or does a role play. Then each group changes, so that every student has a chance to do each of the activities. For a more complete description of the *Let's Go* program, see the *Let's Go* Study Guide.

🎵 Song

Each unit opens with an easy-to-learn song and a short conversation related to the topic of the unit. The songs introduce expres-sions that children will hear and use in everyday English conversations. Songs will help children learn and remember useful phrases and are a fun way to master English intonation. The words of the songs appear below the screen, highlighted word by word.

Encourage students to sing along with the song. Show them how to use the Listening button to hear individual sentences. Students can go back to the song from the conversation by clicking on the Back Arrow. From the Lesson Menu, students can return to the song by clicking on the musical note in the upper left-hand corner of the screen.

- Practice the song in the classroom. Use hand puppets to model the song.

- Use the computer in front of the class to practice the song. Students can sing along with Sam and Ginger. Use the cursor to help students follow the words of the song. If students are having difficulty with individual words or sentences, use the Listening (Repeat) button to focus on the words or sentences.

- Sing the song in two groups, with one group singing Ginger's part and the other group singing Sam's part. Reverse roles and sing again.

- Once students are comfortable singing the song, ask students to stand up and sing the songs in pairs or small groups, using movements and gestures to act out the song. Connecting actions to speaking is an excellent way to reinforce language learning.

🎵 Conversation

After listening to the song, children will hear a short conversation with Sam, Ginger, and their friends, introducing useful expressions and vocabulary. As students listen to the conversation, encourage them to repeat each sentence, hear a translation, see the written text, or record their voices to compare with Sam and Ginger.

- Use puppets to present the conversation. Present two or three lines at a time. Students repeat the conversation three times in chorus, at natural speed.

- Use the computer in front of the classroom to practice the conversation. Half the class can say the sentences along with Sam and the other half can be Ginger. Students can practice using movements and gestures as

they speak. Use the Listening button to focus on individual words and sentences. If the class is learning to read, use the Reading button to show the words on screen.

- Divide the class into pairs or small groups and practice the first part of the conversation, with one group playing Sam and the other playing Ginger. After a short time, students should change roles.

- Practice the conversation in pairs or small groups with students using their own names. As an alternative, students circulate around the classroom and do the conversations with as many other students as possible in two minutes.

- On the board, write the key expressions from the conversation. Write the explanation of the contractions, (for example, *What is = What's*). Have students practice both the full and the contracted form of key expressions.

- Role play the conversation using the contracted form. First have one group of students model the conversation for the class using their own names. Then divide the class into groups. Each student should play each part.

- Practice the conversation using "Conversation Lines". Students stand in parallel lines facing each other. Each pair practices the conversation, one student as Sam and the other as Ginger. Then the two lines move in opposite directions, one to the left and one to the right, so that every student has a new partner. The teacher should listen to the pair at the front and help them as necessary.

Vocabulary

The Vocabulary lessons introduce words for people, objects, and activities that are important in children's lives. In Levels 1 and 2, the Vocabulary lessons include two groups of words -- one group of objects or people (nouns) and another group of actions or commands (verbs). At the beginning of the lesson, students can choose which group to study. Students can then click on an object to hear its name and see its spelling or click on an action to hear a verb and to see the action performed.

In Step 2, students listen to the new words and practice recording their voices. They can compare their recordings with the voices in the program to help them learn the words and improve their pronunciation. In Step 3, they check their comprehension of new words and review vocabulary from previous lessons in a playful quiz. Each time the students do this quiz the question order will change and new questions will appear. In this quiz, a perfect score is 100 points.

- Use the computer in front of the class to introduce the vocabulary. For example, point to an object on the screen and ask "What's this?" Then click on the picture to hear Sam and Ginger say the word. For commands, click on an action and students should pretend to do the action, using the pictures as cues.

- In the classroom, use pictures and objects to practice new vocabulary. The *Let's Go* Teacher Cards illustrate each word introduced in the Vocabulary lessons and are useful aids in classroom activities. Hold up the cards one at a time and say the word. Have the students say each word several times at natural speed.

- As a variation, ask all the students to stand. Hold up one card and say the name of an object. Students remain standing if the word and the picture are the same. Students sit down if the word and picture are different.

- Quickly pass the cards or objects around the class to practice the new vocabulary. The students repeat the name of the object as they pass it. For large classes, divide the students into groups and give each group a set of objects to pass.

- Give each student a card or object. Say the name of an object. The class repeats the name and the student with the object holds it up.

- Hold up an object or card and ask "What's this?" Students say the name of the object.

- If you are using the *Let's Go* textbook, look at the Practice page. Say the words and have students point to the correct picture. Divide the class into pairs. Student A points to a picture and asks "What's this?" Student B says the name of the object. Then Student B points to an object and Student A responds.

- To practice commands and actions in the classroom, model the command phrases using clear gestures or actions. Say the commands again and students listen and do the action. Repeat the commands. Students listen, repeat, and do the commands.

- Divide the class into two groups and practice the commands. Give a command to one group at a time. Each group must act out and say the commands. Practice all the commands.

- Next, Group A gives a command to Group B. Group B acts out the command and then gives a command to Group A. You can use the Teacher Cards to cue the students.

- Give the students two commands to perform in sequence. Make sure the students listen to both commands before they act them out. (*Open your book. Stand up*.)

- Practice commands and actions by playing "Charades". Place pictures or Teacher Cards of the commands being studied in a bag. One student takes a picture from the bag without showing it to the rest of the class. After looking at the picture, the student acts out the command without saying anything. The class must guess the action. This game can be played with the class as a whole or with two teams.

- Play the "Please" game to practice and review commands. If the teacher says *Please* in front of the command, students should do the action. Students who do the wrong action are out of the game. If the teacher does not say *Please*, students should remain still. Those who do an action are out of the game. Continue until there is one winner.

- Use the computer in front of the class to do the Vocabulary Quiz with the whole class. For each question, students listen and make their choice by pointing to the picture on the right with their right hand or to the picture on the left with their left hand. Click on the picture that the most students choose.

Grammar
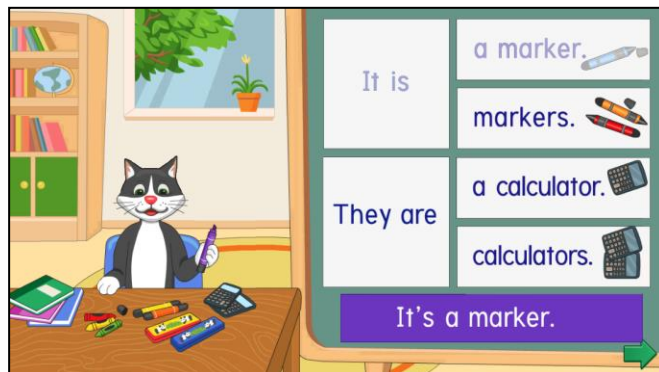
The grammar of *Let's Go* is presented in a question-and-answer conversation with Sam. In Step 1, students use the words on the screen to answer Sam's questions or to ask him a question. Pictures on the screen help pre-readers make questions, and Ginger gives help when needed. Ginger says the student's sentences and Sam responds.

In Step 2, Sam asks questions and the student responds by clicking *Yes* or *No*. Sometimes Sam will ask personal questions, such as "Do you like spiders?" and will respond appropriately to the student's answer.

- In the classroom, use puppets to model each question and answer pattern. For example, place an assortment of objects on a desk. One puppet (Sam) asks "What's this?" The other puppet (Ginger) answers, "They're calculators." The students repeat three times in chorus after each question and answer. Practice question and answer exchanges for each of the new vocabulary items using real objects or Teacher Cards.

- Divide the class into two groups. Use pictures to cue the groups. Group A asks a question and Group B answers. Then Group B asks and Group A answers.

- Write the question and answer pattern on the board. Read it aloud as you point to the words and have the students repeat. Write the explanation of the contractions on the board (for example, *Who is = Who's*). Have the students practice these patterns.

- Use the computer in front of the class to practice questions and answers. Begin at Step 1 and model the question or answer by clicking on the words one-at-a-time and listening to Ginger's words. Then listen to Sam's answer. Next, ask students to choose which words to click on. Click on the words the students say. Sam and Ginger will help the students make correct choices. It is not necessary for the teacher to correct the students.

- If you are using the textbook, look at the Practice page(s). Divide the class into two groups. Practice the question-and-answer pattern using the two cats as models. Point to a picture. Group A is the black cat, asking the question. Group B is the orange cat who answers. Then reverse roles. Continue the question and answer practice in pairs, using the pictures in the book.

- To practice Yes/No questions, use puppets to model the patterns. For example, *Sam: Do you want ice cream? Ginger: Yes, I do*. Using objects or Teacher Cards, ask students questions, accepting either short answers or simply "Yes" or "No". Write the pattern on the board, explaining contractions and short answers. Practice the pattern in groups and pairs as above. If you are using the textbook, make Yes/No questions based on the pictures on the Practice pages.

- Use the computer in front of the class to practice Yes/No questions in Step 2. Students can make their choices by saying "Yes" or "No" or by holding up green (yes) or red (no) cards. Click on the students' choice

and listen to Sam's response. The teacher can help by using the Listening button to repeat the questions. If the students choose the wrong answer at first, Sam will respond and the students can try again. In these activities, Sam and Ginger are the helpful "teachers".

- Practice questions and answers in a "Chain Drill". Use objects or Teacher Cards as cues. Show an object to the first student and ask a related question (Example: *What color is this?)* The student answers and turns to the next student to ask the same question (with appropriate substitutions) Continue until all students have had a chance.

- Follow up with a written exercise. Hold up an object and ask, "What's this?" Students will write the answer—"It's a (book)"--using contractions.

Phonics

Each Phonics lesson in *Let's Go* Level 1 introduces the names and sounds of three or four English letters, with the exception of Unit 1, which gives an overview all 26 letters of the alphabet. Level 2 introduces Word Families. These lessons also introduce new words that contain these sounds. *L*evels 3-6 introduce common English spelling patterns.

In Step 1, students learn new sounds and words containing those sounds by clicking on pictures

or letters on the screen. They learn, for example, that *cake* and *cat* begin with the same sound, represented by the letter *C*. In Step 2, they listen to words and click on the letter(s) representing the sound they hear. A perfect score is 100.

- In the classroom, write the new letters or letter combinations on the board. (For the alphabet, practice saying the name of each letter.) Say some words containing those sounds and write these words on the board.

- For example, for the letter *D*, say the word *desk* carefully, emphasizing the initial sound. Print the word *desk* on the board and underline the *d*. Print the letter *d* next to the word on the board. Have students think of other words that begin with the same sound. Repeat these steps for each of the new sounds.

- Use the computer in front of the class to introduce or review the new letters or word families. Point to the picture or letter(s) and students say the name or sound. Click on the picture and listen. Repeat several times with each picture.

- For the letters of the alphabet, show students how to print the small letter (*d*). Then introduce the capital letter (*D*). Practice printing the letters on paper with lines for beginning printers.

- If you are using the textbook, look at the Let's Learn the Alphabet page (*Let's Go* 1), Word Families page (*Let's Go* 2), or Sounds and Sentences page (*Let's Go 3-6*).

- To review, use the computer in front of the class and do the Phonics Quiz in Step 2. Students listen to each word and make their choice by saying the correct letter or letter combination. Click on the students' answer. The sound of the bell will show if the choice is correct or not.

Games

Each unit includes a game which will help you practice the new language presented in *Let's Go*. The instructions are different for each game and each game will give you a chance to practice your English in a different way. If any game is too difficult, review the earlier lessons and try again. Many of these games can be played as whole class activities, using the computer in front of the room.

Level 1

Let's Go 1:1 Concentration Game

This game will help students review and remember the names of common classroom objects and actions.
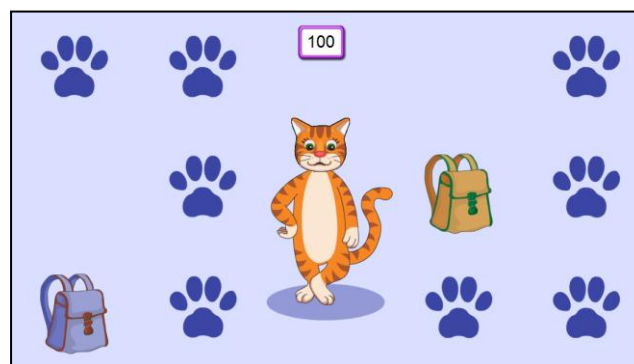

Ask the students to repeat each word they hear. When two or more students play together, Student A should click first on the left and then on the right. If the words match, Student A can try for another match. Otherwise, it is Student B's turn. There are two different games, one for objects and one for actions.

Let's Go 1:2   Coloring Game

This song and game will help students remember the names of the colors and to see their spelling.
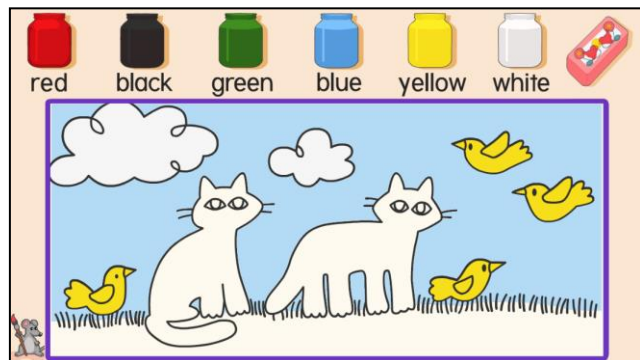
If several students are working together on the computer, they should take turns choosing the colors. Note that you can change the color of an object at any time and you can remove a color from an object by making it white. If students click on the mouse in the lower left-hand corner, the mouse will choose a color.

Let one student control the mouse while the others describe the picture they would like to see ("blue cats"). The student clicks on the color and then on the picture. Let each student take a turn using the mouse.

If you have a printer attached to the computer, you can print the student pictures. You can also copy the picture before it is colored and make copies for the students. Students can color their own pictures and then describe the picture to you or to the other students.

Let's Go 1:3   Counting Game

This song and game will help students quickly identify the numbers one through ten.

If several students are working together, have the students play the game one at a time. See if they can improve their scores each time they play.

Let's Go 1:4   Alphabet Dot-to-Dot Game

This game will help students practice the letters of the alphabet.
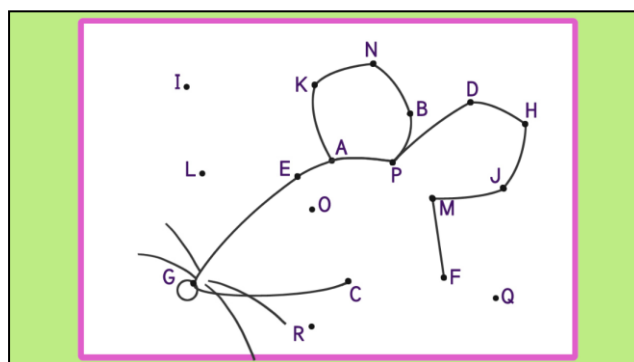
If several students are working together, they should take turns clicking on the letters. Have students guess what the picture will be. If students have difficulty, save this game until later in the course or review the alphabet presented in the Phonics lesson of Unit 1.

Let's Go 1:5   Concentration Game

This game will help students learn and remember the names of toys and children's playthings.

Ask the students to repeat each word they hear. When two or more students play together, Student A should click first on the left and then on the right. If the words match, Student A can try for another match. Otherwise, it is Student B's turn.

Let's Go 1:6   Location Game
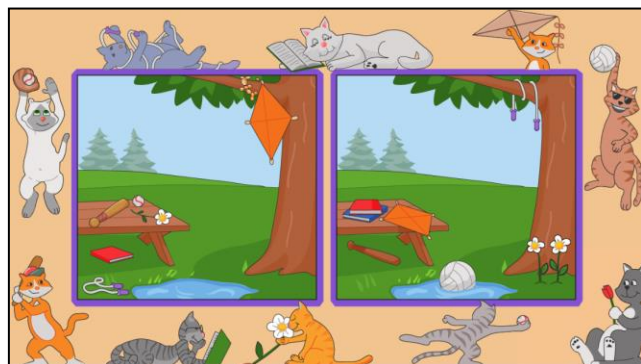
This game will help students learn to use prepositions to describe where something is.

If two students are working together, Student A should repeat the sentence and Student B should point to the correct picture. Then students switch roles.

Let's Go 1:7   Three-in-a-row Game

This game will help students learn to describe activities and to hear the difference between what someone *can* do and he or she *can't* do.

They will also practice hearing the difference between *he* and *she*. If several students are working together, they should take turns. The first person to get three Os in a row wins the game.

Let's Go 1:8   Phonics Game

This game will help students hear the difference in English sounds at the beginning of words.

Ask students to say the word that begins with a different sound before they click on the picture. The questions will change every time and will become more difficult if students do well. Each time students play, they can make a different animal.

Level 2

Let's Go 2:1   Concentration Game

This game will help students practice the singular and plural forms of important words from Level 1 of *Let's Go*.
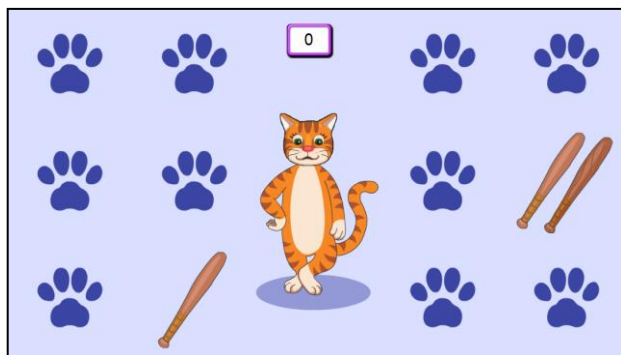
There are three different sets of vocabulary items presented in this game. Ask the students to repeat each word they hear and to say what the plural form will be. When two or more students play together, Student A should click first on the left and then on the right. If the objects match, Student A can try for another match. Otherwise, it is Student B's turn.

Let's Go 2:2   Professions Game

This game will help students learn the names of professions, while practicing hearing the difference between *he* and *she*.

When two or more students are working together, they should take turns. If you have a printer connected to your computer, make a picture of the end of the game (with a cat in each of the windows). Point to each cat and ask students "What does he/she do?"

Let's Go 2:3   Household Objects Game

In this game, students will practice using prepositions of location and will learn the names of common household objects.

If two students are working together, one student should repeat the sentence and the other should point to the object.


Let's Go 2:4   Word Family Game

In this game, students will practice recognizing English word families with short vowels.

Each time they play, students will get different questions and they can make a different animal. If students do well, the questions will become more difficult. When several students work together, encourage them to discuss their answers before they make their choice. They can use the pause button to give themselves more time to answer.
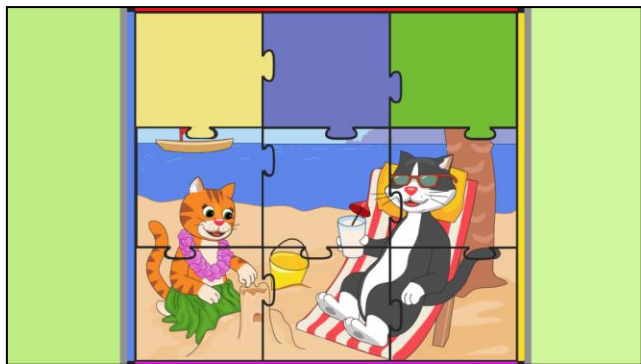
Let's Go 2:5   Three-in-a-row Game

In this game, students will practice food vocabulary and how to talk about likes and dislikes.
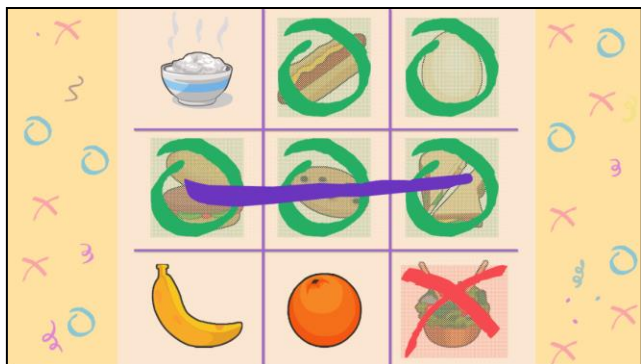
If several students are working together, they should take turns. The first person to get three Os in a row wins the game.

Let's Go 2:6   Jigsaw Puzzle Game

In this game, students review the names of common personal possessions in a memory exercise.

If two students are working together, they should discuss their guesses and take turns clicking the mouse.

Let's Go 2:7   Clock Game

In this game, students practice quickly recognizing clock times.

The more quickly they answer, the higher their score will be. If several students are working together, they should take turns playing.

Let's Go 2:8   Make-a-person Game

This game will help students learn the names of body and face parts and use their creativity to make funny pictures.

If you have a printer connected to your computer, you can print copies of students' pictures. If students are working together, they should take turns using the mouse. More advanced students should describe their choices ("the purple shoe", "the red sneaker").

Level 3

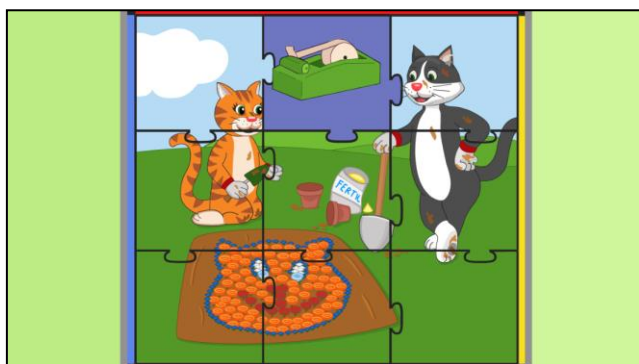## Let's Go 3:1   Numbers Dot-to-Dot Game

This game will help students practice the numbers 1-99.
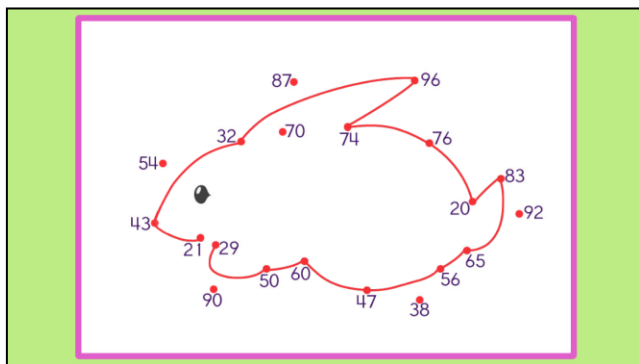
If several students are working together, they should take turns clicking on the numbers. Have students guess what the picture will be.

Let's Go 3:2   Jigsaw Puzzle Game

In this game, students review the names of classroom objects in a memory game.

If two students are working together, they should discuss their guesses and take turns clicking the mouse.

Let's Go 3:3   Days of the Week Game

This game follows up the song in this unit and will help students quickly identify the names of the days of the week.

If several students are working together, have the students play the game one at a time. See if they can improve their scores each time they play.

Let's Go 3:4   Concentration Game

This game will help students review and remember the clock time by matching clock faces with the spoken time.
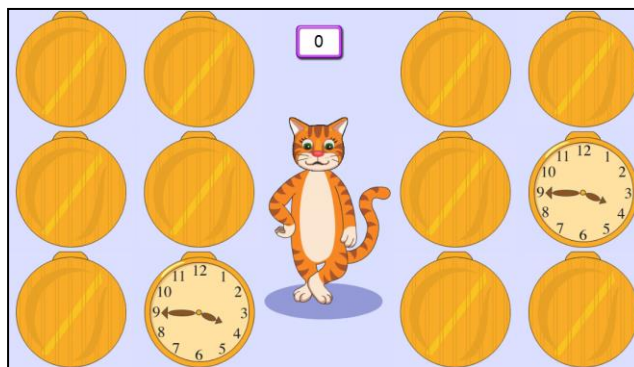
Ask the students to repeat the time shown on the clock. When two or more students play together, Student A should click first on the left and then on the right. If the times match, Student A can try for another match. Otherwise, it is Student B's turn.

Let's Go 3:5   Dress the Alien Game

This game will help students learn the names of clothing items and use their creativity to make funny pictures.

If you have a printer connected to your computer, you can print copies of students' pictures. If students are working together, they should take turns using the mouse.

Let's Go 3:6   Three-in-a-row Game

In this game, students will practice the vocabulary of transportation and learn to listen carefully for the difference between *he* and *she*.
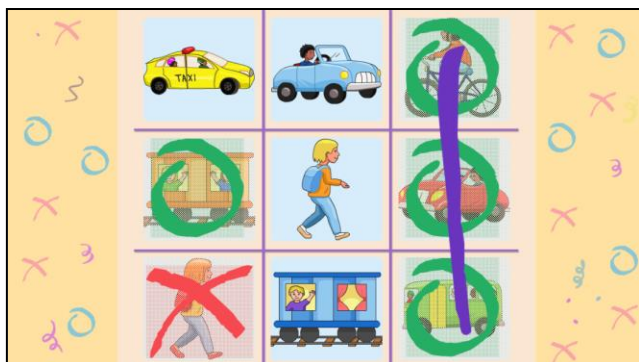
If several students are working together, they should take turns. The first person to get three Os in a row wins the game.

Let's Go 3:7   Playground Game

In this game, students review prepositions of location while listening to sentences using the past tense of the verb "to be".

If two students are working together, one student should repeat the sentence and the other should point to the correct picture.

Let's Go 3:8   Phonics Game

This game will help students hear the difference in English sounds at the beginning of words, focusing on the blended sounds introduced in Level 3.

Ask students to say the word that sounds different before they click on the picture. The questions will change every time and will become more difficult if students do well. Each time students play, they can make a different animal.

Level 4

Let's Go 4:1   Find the Differences Game

In this game, students will review the language of comparison by identifying which picture is being described.

If two students are working together, one student should repeat the sentence and the other should point to the correct picture.

Let's Go 4:2   Professions Game

This game will help students learn the names of professions, while practicing hearing the difference between *he* and *she.*

When two or more students are working together, they should take turns.

Let's Go 4:3   Golf Course Game

In this game, students practice recognizing ordinal numbers (first, second, etc).

The more quickly they answer, the higher their score will be. If several students are working together, they should take turns playing.

Let's Go 4:4   Calendar Game

This song and game will help students quickly identify the names of the months and recognize their spellings.

If several students are working together, have the students play the game one at a time. See if they can improve their scores each time they play.

Let's Go 4:5   Three-in-a-row Game

This game will help students describe states of health and stay-at-home activities.

They will also practice hearing the difference between *he* and *she*. If several students are working together, they should take turns. The first person to get three Os in a row wins the game.

Let's Go 4:6   Sports Concentration Game

This game will help students learn the names and vocabulary of popular sports.

Ask the students to repeat the sentences they hear. When two or more students play together, Student A should click first on the left and then on the right. If the sports match, Student A can try for another match. Otherwise, it is Student B's turn.

Let's Go 4:7   Crazy Chores Game

This game will help students review the vocabulary related to common household chores and activities, using the expressions "has to" and "likes to".
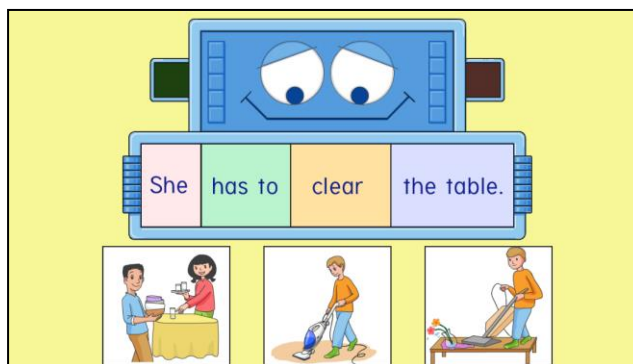
Students should listen carefully to each sentence, then click on the correct picture. Some of the sentences will describe crazy chores, for example: "She has to vacuum the dog."

Let's Go 4:8   Phonics Game

This game will help students hear the difference in sounds, focusing on the vowel combinations introduced in Level 4.

Ask students to say the word that sounds different before they click on the picture. The questions will change every time and will become more difficult if students do well. Each time students play, they can make a different animal.

Level 5

Let's Go 5:1   Professions Game

This game will help students review the names of professions, in the context of future plans and dreams ("She wants to be an engineer.").

When two or more students are working together, they should take turns. Encourage students to talk about their own dreams for the future.

Let's Go 5:2   Identification Game

This game will help students study the language of physical description by identifying the correct person based on hair style, eye color, etc.

When two or more students are working together, they should take turns.

Let's Go 5:3   Concentration Game

This game will help students learn the names of outdoor activities and the equipment associated with these activities.
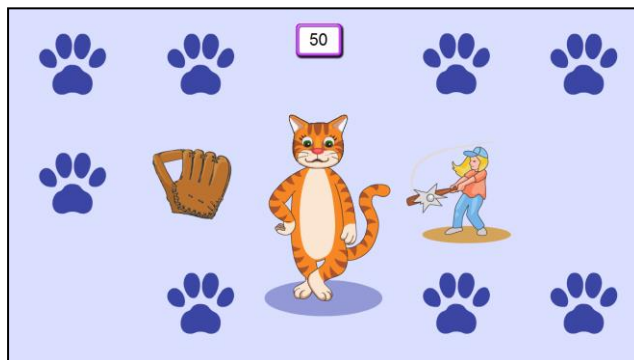
Ask the students to repeat the sentences they hear. When two or more students play together, Student A should click first on the left and then on the right. If the sports match, Student A can try for another match. Otherwise, it is Student B's turn.

Let's Go 5:4   Quick Quiz

In this game, students practice the language of comparison in a listening quiz, using comparatives and superlatives.

The more quickly they answer, the higher their score will be. If several students are working together, they should take turns playing.

Let's Go 5:5   Three-in-a-row Game

This game will help students learn to describe the seasons and seasonal activities.

They will also practice hearing the difference between *he* and *she*. If several students are working together, they should take turns. The first person to get three Os in a row wins the game.

Let's Go 5:6   Jigsaw Puzzle Game

In this game, students review the names of countable and non-countable food items in a memory exercise.
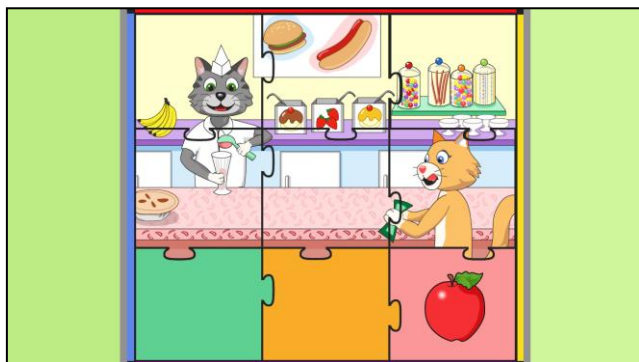
If two students are working together, they should discuss their guesses and take turns clicking the mouse.

Let's Go 5:7   Phonics Game

This game will help students hear the difference in English sounds, focusing on the initial consonant combinations introduced in Level 5.

Ask students to say the word that sounds different before they click on the picture. The questions will change every time and will become more difficult if students do well. Each time students play, they can make a different animal.

Let's Go 5:8   Concentration Game

This game will help students learn the names of countries and famous landmarks associated with those countries.

Ask the students to repeat the sentences they hear. When two or more students play together, Student A should click first on the left and then on the right. If the countries and landmarks match, Student A can try for another match. Otherwise, it is Student B's turn.

Level 6

Let's Go 6:1   Three-in-a-row Game

This game will help students practice the distinction between what someone has already done and what someone hasn't done yet.

They will also practice hearing the difference between *he* and *she*. If several students are working together, they should take turns. The first person to get three Os in a row wins the game.

Let's Go 6:2   Five Senses Quick Quiz

In this game, students practice the language of the five senses in a listening quiz.

The more quickly they answer, the higher their score will be. If several students are working together, they should take turns playing.

Let's Go 6:3   Clothing Game

This game will help students practice the names of clothing items and use their creativity to make funny pictures.

If you have a printer connected to your computer, you can print copies of students' pictures. If students are working together, they should take turns using the mouse.

Let's Go 6:4   Concentration Game

This game will help students learn the names of common farm animals.

Ask the students to repeat the sentences they hear. When two or more students play together, Student A should click first on the left and then on the right. If the animals match, Student A can try for another match. Otherwise, it is Student B's turn.
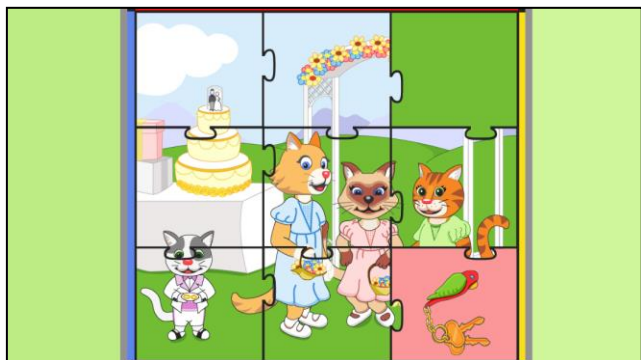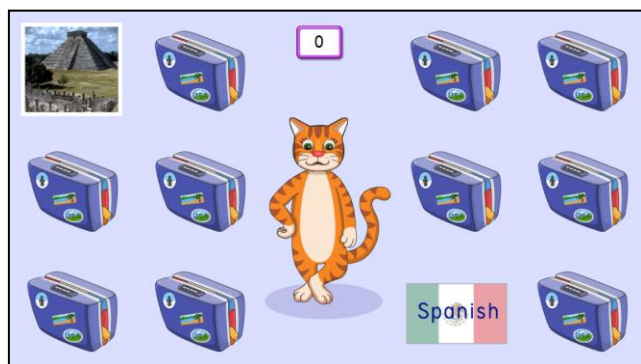
Let's Go 6:5   Jigsaw Puzzle Game

In this game, students review the names of gift items in a memory exercise.

If two students are working together, they should discuss their guesses and take turns clicking the mouse.

Let's Go 6:6   Concentration Game

This game will help students review the names of international cities and the languages spoken there.

Ask the students to repeat the sentences they hear. When two or more students play together, Student A should click first on the left and then on the right. If the cities and languages match, Student A can try for another match. Otherwise, it is Student B's turn.

Let's Go 6:7   Phonics Game

This game will help students hear the difference in English sounds, focusing on the medial and final consonant combinations introduced in Level 6.

Ask students to say the word that sounds different before they click on the picture. The questions will change every time and will become more difficult if students do well. Each time students play, they can make a different animal.

Let's Go 6:8   Personal Questions Game

In this game, students will review many of the verbs and short answers they have studied in *Let's Go*.
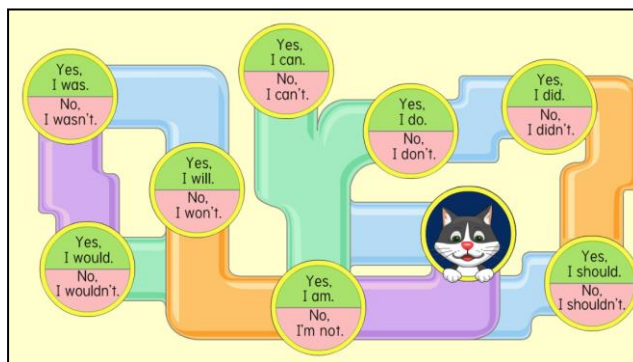
Students answer personal questions and the characters of *Let's Go* give their personal responses. If students are working together, they should take turns using the mouse. Encourage students to ask each other the questions presented in this lesson.

Placement Test for Let's Go

DynEd's Placement Test for Kids places children at the appropriate starting point in Let's Go. The kids' Placement Test comes in two parts. Part 1 places students into Let's Go levels one, two, or three, or indicates that they should go on and take Part 2. Part 2 of the test places students into levels three through six (See Placement Test Guide). The Placement Test results are in the student's Study Records, which can also be viewed in the Records Manager.

The Placement Test is most appropriate for children ages 5 through 11. It tests a mix of language skills according to the syllabus defined by the *Let's Go* course, placing students at a starting point determined by how well the student has done on test items that match selected teaching points in the syllabus. If a student has difficulty in skill areas that are assumed at the next level of the course, the test will stop and place the student at the lower level.

For more information, please see the ***Placement Test Guide***.

Mastery Tests for Let's Go

The *Let's Go* Mastery Tests are achievement tests that check student progress through the course. There are 12 Mastery Tests, one test for every 4 units. These Mastery Tests are an important part of the course and help students see their own progress. Generally, a score of at least 85 shows that a student has learned the material. Students who score less than 85 should go back and review the relevant lessons before taking the test again.

These icons appear on the student menu to indicate Mastery Tests:

Locked Mastery Test

Open Mastery Test

Passed Mastery Test

The Shuffler™ Level and Completion Percentage

A unique feature of DynEd courseware is the *Shuffler*. As a student answers questions and completes activities, the "Shuffler Level" (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lesson accordingly. In **Let's Go**, this takes the form of additional sentences and comprehension questions at higher shuffler levels in some lessons. A lesson is fully open when the shuffler level reaches a level of 2.0 or higher.

The ***Completion Percentage*** is shown in the *Study Records* and is indicated by Stars on the student course menu. This indicates how effectively the student has studied and practiced each lesson. Three

Stars indicates that a student has reached the recommended 80% Completion Percentage for that lesson. This will ensure that students are going through each lesson several times, repeating and recording sentences, and moving from comprehension and practice to mastery. These steps lead to acquisition and long-term learning. When students reach the recommended Completion Percentage for an entire unit, a checkmark will appear on the course menu.

Records Manager and Tutor

DynEd's *Records Manager* is a tool for teachers and administrators that keeps and manages student and class records. For detailed information on installing and using the *Records Manager*, please refer to the *Records Manager Guide*.

It is important to note that access to both the Placement Test and all Mastery Tests can be controlled by the teacher through the Records Manager. The Records Manager keeps Study Records and can be used to unlock the tests. It is strongly recommended that teachers become familiar with the Records Manager, without which the full benefit of the course will not be possible. At a minimum, teachers should know how to set up their class in the Records Manager and view student records and test scores.

An important feature of the *Records Manager* is the *Tutor*. When the Tutor button is clicked in the Records Manager, the tutor displays information about the student who is highlighted and about the class as a whole based on the study data that tracks all study activity. For example, if a student's Mastery Test scores are low, or if a student is not studying often enough, this will be indicated. The Tutor saves the teacher time by analyzing the study data and summarizing relevant information that may alert the teacher to a problem at an early stage.

Students also have access to the Tutor and to their Study Score through the course menu.
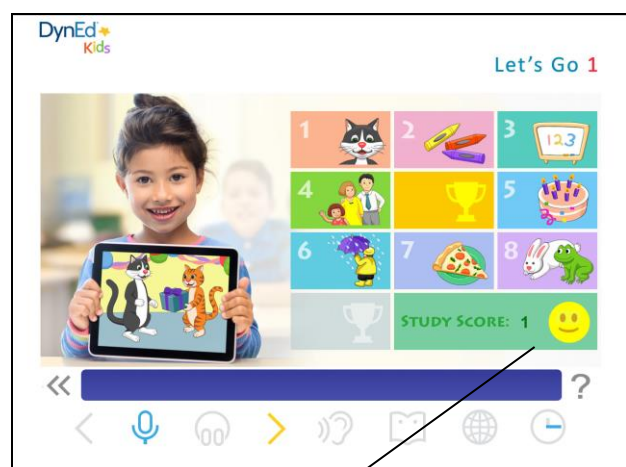
Study Score and access to Tutor Messages

If a student is using the program correctly, the Study Score will be positive and the student will see a smiley face, either [image] or [image]. If students are not using the program correctly, they will see this image [image]. In either case, clicking on the image will bring up a Tutor message with instructions on how to improve the Study Score.

General Study Tips

Here are some general study tips to help students learn successfully with *Let's Go*. For more information, please see the *Let's Go* Study Guide.

1. When students begin using the program, show them how to use the buttons on the Control Bar to pause the program, to repeat a word or sentence, to see the written text, or to record and playback their voices. Give them a chance to practice clicking on these buttons. These buttons help students get help and extra practice when needed. When students click on buttons on the ▶ Control Bar, the Pause button will begin to flash. When students are ready to continue, they should click on the flashing button.

2. Students can use the green arrows ⬅ ➡ to move quickly from one step to another. They can use the Exit button to quit a lesson or to choose a different unit to study.

3. We recommend that students study for 15-20 minutes at a time. Each unit of *Let's Go* will require several hours of study, practice, and review. This should be done on a regular basis, with many repetitions and frequent review.

4. The best way to study each unit of *Let's Go* is to study the lessons in parallel. This provides variety and helps keep the students engaged. In each study session, first listen to the Song and Conversation, then study the Vocabulary, Grammar, and Phonics lessons. After students have studied these lessons and have earned two

Stars for each of these lessons, they will be ready to play the Game.

5. It is a good idea for students to go back to earlier lessons and games for review and to feel their progress.

6. When their Completion Percentage for four units is 80% or more, as indicated by checkmarks on the course menu, students should take the Mastery Test for those four units. Students should score at least 85 on the Mastery Tests. Generally the class average for the Mastery Tests should be 90 or more. If not, the pace is probably too fast or study sessions are too infrequent.

We hope that your students will enjoy studying English with *Let's Go**.

Let's Go Textbooks, Teacher's Books, and other support materials are available from:

Oxford University Press
198 Madison Ave.
New York, NY 10016

To contact DynEd, please go to
www.dyned.com *for the latest contact information.*

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