



THIRD EDITION



# LET'S GO

Pacing Chart

# GO



# Introduction

## Let's Go Course Description

*Let's Go* Third 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 with a variety of activities that focus on interactive communication. The activities and exercises in each lesson are highly student-centered. Students are encouraged to communicate with one another, 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. Among the numerous methods and techniques drawn upon for this course are the **MAT (Model, Action, Talk) Method, Total Physical Response (TPR), The Functional Approach, The Communicative Approach, The Audio-Lingual Approach, and The Grammatical/Structural Approaches**, which examine grammar, focusing on patterns and structure in language to aid comprehension and retention.

*Let's Go* Third Edition has also incorporated more recent scholarship into its instruction, including the educational theories of **Multiple Intelligences** and **Process-Focused Learning**.

## Using the Pacing Chart

Simply read across the rows to find out what:

- Topic you'll be teaching.
- Functional language is taught in the lesson.
- Student Book page your students will need.
- Teacher's Book page you'll need.
- Classroom materials you'll need.
- Practice opportunities are available.
- Extension games and activities are available.

\* TB = Teacher's Book

\* TQ = Tests and Quizzes. You can also use the new Test Center.

## Time Guidelines

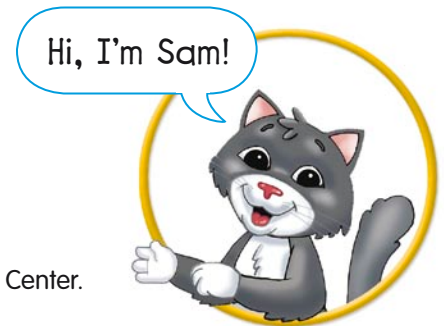
The majority of class time can be spent on presenting and practicing the new language. Books can be closed more than open since *Let's Go* focuses on developing communicative competence.

The timing of a 30-minute class might be:

<b>Warm Up and Review</b>	<b>5 minutes</b>
<b>Presentation and Practice</b>	<b>15–20 minutes</b>
<b>Games and Activities</b>	<b>5–10 minutes</b>

## Pacing

The pacing of a language class for children must be lively. To maintain the students' interest, activities should be changed approximately every 5–7 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.





# Pacing Chart

# 30-minute Blocks

# Level 2

Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
1	Unit 1 Let's Start	Greetings	How are you? I'm OK. Pretty good. Thanks. How about you? See you later.	p. 2	pp. 30–31	Audio CD 1 Tracks 2–3	Workbook p. 2 Skills Book p. 2	<b>Game:</b> How are you?, Teacher's Book (TB) p. 32
2	Unit 1 Let's Start	Greetings	I (erase the board) at school.	p. 3	pp. 31–32	Teacher and Student Cards 1–4 Audio CD 1 Tracks 4–7	Workbook p. 3 Skills Book p. 3 Lesson Quiz, TQ p. 8	<b>Game:</b> Rhythm, TB p. 32 <b>Game:</b> Rock, Paper, Scissors, TB p. 32
3	Unit 1 Let's Learn	Classroom Objects	This is a (pencil sharpener). That is a (clock).	p. 4	pp. 33–35	Teacher and Student Cards 5–12 Audio CD 1 Tracks 8–10	Workbook p. 4 Skills Book p. 4	<b>Worksheet:</b> Classroom Objects, TB p. 174 <b>Game:</b> This/That, TB p. 36
4	Unit 1 Let's Learn	Classroom Objects	What's this/that? It's a (workbook). Is this/that a (calendar)? Yes, it is./No, it isn't.	p. 5	pp. 35–36	Audio CD 1 Tracks 11–14	Workbook p. 5 Skills Book p. 5 Lesson Quiz, TQ p. 9	<b>Game:</b> This/That Cube Game, TB p. 36 <b>Game:</b> Yes or No?, TB p. 36 <b>CD-ROM 2:</b> Unit 1, Game 1



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Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
5	Unit 1 Let's Learn More	Classroom Objects	These are (clocks). Those are (paper clips).	p. 6	pp. 37–38	Teacher and Student Cards 5–20 Audio CD 1 Tracks 15–17	Workbook p. 6 Skills Book p. 6	<b>Worksheet:</b> Singular/ Plural Game, TB p. 175
6	Unit 1 Let's Learn More	Classroom Objects	What are these/ those? They're (clocks). Are these/those (clocks)? Yes, they are./ No, they aren't.	p. 7	pp. 38–40	Audio CD 1 Tracks 18–21	Workbook p. 7 Skills Book p. 7 Lesson Quiz, TQ p. 10	<b>Game:</b> These/Those Cubes, TB p. 39 <b>Game:</b> What Are These/ Those?, TB p. 39 <b>Game:</b> Are These/ Those...?, TB p. 40 <b>CD-ROM 2:</b> Unit 1, Game 2
7	Unit 1 Let's Build	Using adjectives to describe classroom objects	This door is (little). That door is (big).	p. 8	pp. 41–42	Teacher and Student Cards 5–20 Audio CD 1 Tracks 22–23	Workbook p. 8 Skills Book p. 8	<b>Game:</b> Show and Tell, TB p. 42 <b>Game:</b> Pick Up, TB p. 42
8	Unit 1 Let's Build	Using adjectives to describe classroom objects	Are these (clocks square)? Yes, they are./ No, they aren't.	p. 9	p. 42	Audio CD 1 Track 24	Workbook p. 9 Skills Book p. 9 Lesson Quiz, TQ p.11 Unit Test, TQ pp. 44–45 Reader 1: <i>Let's Go Magic School</i>	n/a



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9	Unit 2 Let's Start	Personal possessions	Whose bag is that? It's (Jenny's) bag. It's (her) bag.	p. 10	pp. 43–44	Audio CD 1 Tracks 25–26	Workbook p. 10 Skills Book p. 10	<b>Game:</b> Whose Is It?, TB p. 45 <b>Game:</b> Try to Guess, TB p. 45
10	Unit 2 Let's Start	Personal possessions	He/She can (run).	p. 11	pp. 44–45	Teacher and Student Cards 21–24 Audio CD 1 Tracks 27–30	Workbook p. 11 Skills Book p. 11 Lesson Quiz, TQ p. 12	<b>Game:</b> Concentration, TB p. 45 <b>CD-ROM 2:</b> Unit 2, Game 1
11	Unit 2 Let's Learn	Personal possessions	I have (a key).	p. 12	pp. 46–47	Teacher and Student Cards 25–32 Audio CD 1 Tracks 31–33	Workbook p. 12 Skills Book p. 12	<b>Game:</b> Say It!, TB p. 48 <b>Game:</b> Whisper Relay, TB p. 48
12	Unit 2 Let's Learn	Personal possessions	Do you have (a key)? Yes, I do./No, I don't.	p. 13	pp. 47–48	Audio CD 1 Tracks 34–35	Workbook p. 13 Skills Book p. 13 Lesson Quiz, TQ p. 13	<b>Worksheet:</b> Interview: <i>Do You Have...?</i> , TB p. 176 <b>Game:</b> Guessing Game, TB p. 48 <b>Game:</b> Relay Race, TB p. 48



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Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
13	Unit 2 Let's Learn More	Personal possessions	He/She has (a key chain).	p. 14	pp. 49–50	Teacher and Student Cards 25–40 Audio CD 1 Tracks 36–38	Workbook p. 14 Skills Book p. 14	<b>Worksheet:</b> Do You Have...? Cards, TB p. 177 <b>Game:</b> Telegram Drill, TB p. 52
14	Unit 2 Let's Learn More	Personal possessions	What does he/she have? He/She has (a key chain). Does he/she have (a key chain)? Yes, he/she does./No, he/she doesn't.	p. 15	pp. 51–52	Audio CD 1 Tracks 39–42	Workbook p. 15 Skills Book p. 15 Lesson Quiz, TQ p. 14	<b>Game:</b> Yes/No, TB p. 52 <b>Game:</b> Walk and Talk, TB p. 52 <b>CD-ROM 2:</b> Unit 2, Game 2
15	Unit 2 Let's Build	Asking about the location of personal possessions	He/She has (a pencil) in his/her bag. What does he/she have in his/her hand? He/She has (a yo-yo) in his/her hand.	p. 16	pp. 53–54	Teacher and Student Cards 5–12 and 26–40 Audio CD 1 Tracks 43–44	Workbook p. 16 Skills Book p. 16	<b>Game:</b> What Do You Have?, TB p. 54 <b>Game:</b> Change the Sentence, TB p. 54



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16	Unit 2 Let's Build	Asking about the location of personal possessions	Does he/she have (a candy bar) in his/her bag? Yes, he/she does./No, he/she doesn't.	p. 17	pp. 54–55	Audio CD 1 Track 45	Workbook p. 17 Skills Book p. 17 Lesson Quiz, TQ p. 15 Unit Test, TQ pp. 46–47 Reader 2: <i>Grandma's House</i>	<b>Game:</b> Pantomime, TB p. 54 <b>CD-ROM 2:</b> Unit 2, Games 3 and 4
17	Units 1–2 Listen and Review	Units 1–2 review	Language and vocabulary from Units 1–2	p. 18	pp. 56–57	Teacher and Student Cards 1–40 Audio CD 1 Track 46	Workbook p. 18 Skills Book p. 18 Units 1–2 Listen and Review Test, TQ pp. 68–69	<b>CD-ROM 2:</b> Review 1–2 Game
18	Units 1–2 Let's Learn About Numbers 20–100	Numbers 20–100	Counting from 20 to 100	p. 19	pp. 57–58	Teacher and Student Cards 41–58 Audio CD 1 Track 47	Workbook p. 19 Skills Book p. 19 Lesson Quiz, TQ p. 62	<b>Game:</b> Practice with Numbers, TB p. 58
19	Unit 3 Let's Start	Addresses and cell phone numbers	Where do you live? I live in (Hillsdale). What's your address? It's (16 North Street).	p. 20	pp. 59–60	Audio CD 1 Tracks 48–49	Workbook p. 20 Skills Book p. 20	<b>Worksheet:</b> Address Book, TB p. 178 <b>Game:</b> Walk and Talk, TB p. 61 <b>Game:</b> Back-to-Back, TB p. 61



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20	Unit 3 Let's Start	Addresses and cell phone numbers	What can he/she do? He/She can (play baseball).	p. 21	pp. 60–61	Teacher and Student Cards 59–62 Audio CD 1 Tracks 50–53	Workbook p. 21 Skills Book p. 21 Lesson Quiz, TQ p. 16	<b>Game:</b> Scrambled Sentences, TB p. 61 <b>CD-ROM 2:</b> Unit 3, Game 1
21	Unit 3 Let's Learn	Rooms and objects in a house	There's a (bed) in the (bedroom).	p. 22	pp. 62–63	Teacher and Student Cards 63–72 Audio CD 1 Tracks 54–56	Workbook p. 22 Skills Book p. 22	<b>Game:</b> The Memory Game, TB p. 64 <b>Game:</b> Draw and Tell, TB p. 64
22	Unit 3 Let's Learn	Rooms and objects in a house	Where's the (sofa)? It's in the (living room). Is there a (refrigerator) in the (bedroom)? Yes, there is./ No, there isn't.	p. 23	pp. 63–65	Audio CD 1 Tracks 57–60	Workbook p. 23 Skills Book p. 23 Lesson Quiz, TQ p. 17	<b>Game:</b> What's In Your House?, TB p. 64 <b>CD-ROM 2:</b> Unit 3, Game 2
23	Unit 3 Let's Learn More	Items in a house	There's a (lamp) (next to) the (sofa). There are (lamps) (behind) the (sofa).	p. 24	pp. 66–67	Teacher and Student Cards 63–79 Audio CD 1 Tracks 61–63	Workbook p. 24 Skills Book p. 24	<b>Worksheet:</b> Look, Listen, and Circle, TB p. 179 <b>Game:</b> What's Different?, TB p. 69 <b>Game:</b> My Bedroom, TB p. 69



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Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
24	Unit 3 Let's Learn More	Items in a house	Is there a (lamp) (next to) the (sofa)? Are there (lamps) (behind) the (sofa)? Yes, there is/are./No, there isn't/aren't.	p. 25	pp. 67–69	Audio CD 1 Tracks 64–67	Workbook p. 25 Skills Book p. 25 Lesson Quiz, TQ p. 18	<b>Game:</b> Step Away Lines, TB p. 69 <b>Game:</b> Are There?, TB p. 69 <b>CD-ROM 2:</b> Unit 3, Game 3
25	Unit 3 Let's Build	Using prepositions to describe the locations of things in a house	Where are the (books)? They're (under the bed). There's (a lamp) (next to) (the bed). There are (lamps) (in front of) (the table).	p. 26	pp. 70–71	Teacher and Student Cards 5–13, 23–39, 63–72 Audio CD 1 Tracks 68–69	Workbook p. 26 Skills Book p. 26	<b>Game:</b> Where Are They?, TB p. 71 <b>Game:</b> Make Sentences, TB p. 71
26	Unit 3 Let's Build	Using prepositions to describe the locations of things in a house	Where are the (books)? They're (under the bed).	p. 27	p. 71–72	Audio CD 1 Tracks 70–71	Workbook p. 27 Skills Book p. 27 Lesson Quiz, TQ p. 19 Unit Test, TQ pp. 48–49 Reader 3: <i>I Don't Know</i>	<b>Game:</b> Screens Activity, TB p. 71 <b>CD-ROM 2:</b> Unit 3, Game 4



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Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
27	Unit 4 Let's Start	Food	Yes, please. No, thank you. Can he/she (type)?	p. 28	pp. 73–75	Audio CD 1 Tracks 72–73	Workbook p. 28 Skills Book p. 28	n/a
28	Unit 4 Let's Start	Food	I can (reach the bookshelf). I can't (reach the bookshelf).	p. 29	p. 75	Teacher and Student Cards 81–92 Audio CD 1 Tracks 74–77	Workbook p. 29 Skills Book p. 29 Lesson Quiz, TQ p. 20	<b>Game:</b> Find Your Partner, TB p. 75 <b>Game:</b> I Can, He Can, She Can, TB p. 75 <b>Game:</b> Concentration, TB p. 75 <b>CD-ROM 2:</b> Unit 4, Game 1
29	Unit 4 Let's Learn	Food	He/She wants (an omelet).	p. 30	pp. 76–77	Teacher and Student Cards 86–92 Audio CD 1 Tracks 78–80	Workbook p. 30 Skills Book p. 30	<b>Game:</b> Say It!, TB p. 79
30	Unit 4 Let's Learn	Food	What does he/she want? He/She wants (an omelet). Does he/she want (a peach)? Yes, he/she does. No, he/she doesn't.	p. 31	pp. 78–79	Audio CD 1 Tracks 81–84	Workbook p. 31 Skills Book p. 31 Lesson Quiz, TQ p. 21	<b>Game:</b> Matching Game, TB p. 79 <b>Game:</b> Relay Race, TB p. 79



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Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
31	Unit 4 Let's Learn More	Food	He/She likes (pasta).	p. 32	pp. 80–82	Teacher and Student Cards 93–100 Audio CD 1 Tracks 85–87	Workbook p. 32 Skills Book p. 32	<b>Game:</b> Draw It, TB p. 83 <b>Game:</b> Back-to-Back, TB p. 83 <b>CD-ROM 2:</b> Unit 4, Game 2
32	Unit 4 Let's Learn More	Food	What does he/she like? He/She likes (grapes). Does he/she like (stew)? Yes, he/she does. No, he/she doesn't.	p. 33	pp. 82–83	Audio CD 1 Tracks 88–91	Workbook p. 33 Skills Book p. 33 Lesson Quiz, TQ p. 22	<b>Worksheet:</b> Bingo: Want and Like, TB p. 180 <b>Game:</b> Walk and Talk, TB p. 83 <b>CD-ROM 2:</b> Unit 4, Game 3
33	Unit 4 Let's Build	Food	He/She wants/doesn't want (a cat). He/She likes/doesn't like (peaches).	p. 34	p. 84	Audio CD 1 Track 92	Workbook p. 34 Skills Book p. 34	<b>Game:</b> Beanbag Circle, TB p. 85 <b>Game:</b> Interview, TB p. 85



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Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
34	Unit 4 Let's Build	Food	Does he/she want (a pear) or (an apple)? He/She wants (a pear). How many (peaches) does he/she want? He/She wants (two) (peaches).	p. 35	pp. 84–85	Teacher and Student Cards 85–100 Audio CD 1 Track 93–94	Workbook p. 35 Skills Book p. 35 Lesson Quiz, TQ p. 23 Unit Test, TQ pp. 50–51 Reader 4: <i>You Are What You Eat</i>	<b>Worksheet:</b> Write, Ask, and Draw, TB p. 85 <b>Game:</b> Find the Card Race, TB p. 85 <b>CD-ROM 2:</b> Unit 4, Game 4
35	Units 3–4 Listen and Review	Units 3–4 review	Language and vocabulary from Units 3 and 4	p. 36	pp. 86–87	Teacher and Student Cards 59–100 Audio CD 1 Tracks 95–96	Workbook p. 36 Skills Book p. 36 Listen and Review Test, TQ pp. 70–71 Midterm Test, TQ pp. 78–81	n/a
36	Units 3–4 Let's Learn About Months	Months	What month is it? It's (January).	p. 37	pp. 87–88	Teacher and Student Cards 101–112 Audio CD 1 Track 97	Workbook p. 37 Skills Book p. 37 Lesson Quiz, TQ p. 63	<b>Game:</b> Making a Calendar, TB p. 88 <b>Game:</b> Class Weather Calendar, TB p. 88 <b>Game:</b> Sequencing Activity, TB p. 88 <b>CD-ROM 2:</b> Review 3–4 Game



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37	Unit 5 Let's Start	Occupations; feelings	Who's he/she? She's the new nurse. What's the matter? I'm sick.	p. 38	pp. 89–90	Teacher and Student Cards 146–149 Audio CD 2 Tracks 2–3	Workbook p. 38 Skills Book p. 38	<b>Game:</b> Walk and Talk, TB p. 91
38	Unit 5 Let's Start	Feelings; everyday activities	I (wake up) every morning.	p. 39	pp. 90–91	Audio CD 2 Tracks 4–7	Workbook p. 39 Skills Book p. 39 Lesson Quiz, TQ p. 24	<b>Game:</b> Follow the Leader, TB p. 91 <b>Game:</b> Rock, Paper, Scissors, TB p. 91
39	Unit 5 Let's Learn	Occupations	Who's he/she? He's/She's (a shopkeeper).	p. 40	pp. 92–93	Teacher and Student Cards 118–127 Audio CD 2 Tracks 6–10	Workbook p. 40 Skills Book p. 40	<b>Game:</b> Concentration, TB p. 94 <b>Game:</b> Whisper Relay, TB p. 94 <b>CD-ROM 2:</b> Unit 5, Games 1 and 2
40	Unit 5 Let's Learn	Occupations	Is he/she (a shopkeeper)? Yes, he/she is. No, he/she isn't.	p. 41	pp. 93–95	Audio CD 2 Tracks 11–14	Workbook p. 41 Skills Book p. 41 Lesson Quiz, TQ p. 25	<b>Game:</b> Guess Who?, TB p. 94 <b>Worksheet:</b> Occupations Game, TB p. 182
41	Unit 5 Let's Learn More	Occupations	They're (teachers).	p. 42	pp. 96–97	Teacher and Student Cards 128–137 Audio CD 2 Tracks 15–17	Workbook p. 42 Skills Book p. 42	<b>Game:</b> Charades, TB p. 98



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Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
42	Unit 5 Let's Learn More	Occupations	Who are they? They are (Mr. and Mrs. Long). Are they (teachers)? Yes, they are. No, they aren't.	p. 43	pp. 97–99	Audio CD 2 Tracks 18–21	Workbook p. 43 Skills Book p. 43 Lesson Quiz, TQ p. 26	<b>Game:</b> Step Away Lines, TB p. 98 <b>Game:</b> Are They...?, TB p. 98 <b>Worksheet:</b> Card Game: Occupations, TB p. 183 <b>CD-ROM 2:</b> Unit 5, Games 3 and 4
43	Unit 5 Let's Build	Occupations	Who is (Mr. Jones)? He's (a train conductor).	p. 44	p. 100	Teacher and Student Cards 118–137 Audio CD 2 Tracks 22–23	Workbook p. 44 Skills Book p. 44	<b>Game:</b> Interview, TB p. 101 <b>Game:</b> Restaurant Role Play, TB p. 101 <b>Game:</b> X or Y?, TB p. 100
44	Unit 5 Let's Build	Occupations	Is (Ms. Lee) (a teacher) or (a student)? (She's) (a student). Can (Mrs. Hill) (type)? Yes, (she) can. No, (she) can't.	p. 45	pp. 92–93	Teacher Cards 126–127	Workbook p. 45 Skills Book p. 45 Lesson Quiz, TQ p. 27 Unit Test, TQ pp. 52–53 Reader 5: <i>What's the Matter?</i>	n/a
45	Unit 6 Let's Start	Location	Where are you? I'm (at home).	p. 46	pp. 102–103	Audio CD 2 Tracks 24–25	Workbook p. 46 Skills Book p. 46	<b>Game:</b> Charades, TB p. 104



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Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
46	Unit 6 Let's Start	Everyday activities	What do you do every afternoon? I (study English).	p. 47	pp. 102–104	Teacher and Student Cards 138–141 Audio CD 2 Tracks 26–29	Workbook p. 47 Skills Book p. 47 Lesson Quiz, TQ p. 28	<b>Game:</b> Stand Up, TB p. 96 <b>Game:</b> Concentration, TB p. 96 <b>CD-ROM 2:</b> Unit 6, Game 1
47	Unit 6 Let's Learn	Locations	He's/She's (at school).	p. 48	pp. 105–106	Teacher and Student Cards 143–148 Audio CD 2 Tracks 30–32	Workbook p. 48 Skills Book p. 48	<b>Game:</b> Whisper Relay, TB p. 107 <b>CD-ROM 2:</b> Unit 6, Game 2
48	Unit 6 Let's Learn	Locations	Where is he/she? He's/She's (at school). Is he/she (at school)? Yes, he/she is. No, he/she isn't.	p. 49	pp. 106–107	Audio CD 2 Tracks 33–36	Workbook p. 49 Skills Book p. 49 Lesson Quiz, TQ p. 29	<b>Worksheet:</b> Map Activity: Locations, TB p. 184 <b>Game:</b> Team Game, TB p. 107 <b>Game:</b> Find Your Partner, TB p. 107
49	Unit 6 Let's Learn More	Locations	They're (at the movies).	p. 50	pp. 108–109	Teacher and Student Cards 149–154 Audio CD 2 Tracks 37–39	Workbook p. 50 Skills Book p. 50	<b>Game:</b> Where Is She Now?, TB p. 110 <b>Game:</b> Scrambled Sentences, TB p. 111



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50	Unit 6 Let's Learn More	Locations	Where are they? They're (in the taxi). Are they (at the movies)? Yes, they are. No, they aren't.	p. 51	pp. 110–111	Audio CD 2 Tracks 40–43	Workbook p. 51 Skills Book p. 51 Lesson Quiz, TQ p. 30	<b>Worksheet:</b> What's Different?: Locations, TB p. 185 <b>Game:</b> Walk and Talk, TB p. 111 <b>CD-ROM 2:</b> Unit 6, Game 3
51	Unit 6 Let's Build	Locations	Where's (the cook)? (He's) (in the kitchen). Where are (the cooks)? They're (in the kitchen).	p. 52	pp. 112–113	Teacher and Student Cards 118–127, 143–154 Audio CD 2 Tracks 44–45	Workbook p. 52 Skills Book p. 52	<b>Game:</b> Short Story, TB p. 113
52	Unit 6 Let's Build	Locations	Is (the teacher) (at the zoo)? Yes, (he) is. No, (he) isn't.	p. 53	p. 113	Audio CD 2 Track 46	Workbook p. 53 Skills Book p. 53 Lesson Quiz, TQ p. 31 Unit Test, TQ pp. 54–55 Reader 6: <i>Where Are You?</i>	<b>Game:</b> Locations and Prepositions, TB p. 113 <b>CD-ROM 2:</b> Unit 6, Game 4



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53	Units 5–6 Listen and Review	Units 5–6 review	Language and vocabulary from Units 5 and 6	p. 54	pp. 114–115	Teacher and Student Cards 118–154 Audio CD 2 Track 47–48	Workbook p. 54 Skills Book p. 54 Listen and Review Test, TQ pp. 72–73	n/a
54	Units 5–6 Let's Learn About the Seasons	Seasons	What can you do in the (spring)? I can (fly a kite).	p. 55	pp. 115–116	Teacher and Student Cards 155–158 Audio CD 2 Track 49	Workbook p. 55 Skills Book p. 55 Lesson Quiz, TQ p. 64	<b>Game:</b> Months in Each Season, TB p. 116 <b>Game:</b> Pick Up, TB p. 116 <b>Game:</b> Personalized Book, TB p. 116 <b>CD-ROM 2:</b> Review 5–6 Game
55	Unit 7 Let's Start	Activities	What are you doing? I'm (riding a bicycle).	p. 56	pp. 117–119	Audio CD 2 Tracks 50–51	Workbook p. 56 Skills Book p. 56	<b>Game:</b> Beanbag Circle, TB p. 119
56	Unit 7 Let's Start	Activities	Do you (cook dinner) every evening? Yes, I do. No, I don't.	p. 57	p. 119	Teacher and Student Cards 159–163 Audio CD 2 Tracks 52–55	Workbook p. 57 Skills Book p. 57 Lesson Quiz, TQ p. 32	<b>Game:</b> Find Your Partner, TB p. 119 <b>Game:</b> Scrambled Sentences, TB p. 119



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Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
57	Unit 7 Let's Learn	Activities	He's/She's (dancing).	p. 58	pp. 120–121	Teacher and Student Cards 164–171 Audio CD 2 Tracks 56–58	Workbook p. 58 Skills Book p. 58	<b>Game:</b> Card Game, TB p. 122 <b>Game:</b> Cube Game, TB p. 122
58	Unit 7 Let's Learn	Activities	What's he/she doing? He's/She's (dancing). Is he/she (running)? Yes, he/she is. No, he/she isn't.	p. 59	pp. 122–123	Audio CD 2 Tracks 59–62	Workbook p. 59 Skills Book p. 59 Lesson Quiz, TQ p. 33	<b>Worksheet:</b> Ask and Answer Grid: What's He Doing?, TB p. 186 <b>Game:</b> Pick Up, TB p. 123
59	Unit 7 Let's Learn More	Activities	They're (playing soccer).	p. 60	pp. 124–125	Teacher and Student Cards 172–179 Audio CD 2 Tracks 63–65	Workbook p. 60 Skills Book p. 60	<b>Game:</b> Concentration, TB p. 126 <b>CD-ROM 2:</b> Unit 7, Games 1 and 2
60	Unit 7 Let's Learn More	Activities	What are they doing? They're (playing soccer). Are they (doing homework)? Yes, they are. No, they aren't.	p. 61	pp. 125–126	Audio CD 2 Tracks 66–69	Workbook p. 61 Skills Book p. 61 Lesson Quiz, TQ p. 34	<b>Worksheet:</b> What Are They Doing?, TB p. 187 <b>Game:</b> Find Your Partner, TB p. 126 <b>Game:</b> Step Away Lines, TB p. 126 <b>Game:</b> Are They?, TB p. 126



# Pacing Chart

# 30-minute Blocks

# Level 2

Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
61	Unit 7 Let's Build	Activities	I'm/He's/She's (flying a kite). We're/They're (eating apples). What is he/she doing? She's (walking).	p. 62	pp. 118–119	Teacher and Student Cards 171–179	Workbook p. 62 Skills Book p. 62	<b>Game:</b> Memory Chain, p. 127
62	Unit 7 Let's Build	Activities	Is he/she (singing)? Yes, he/she is. No, he/she isn't. Are they (eating)? Yes, they are. No, they aren't.	p. 63	pp. 127–128	Audio CD 2 Track 70	Workbook p. 63 Skills Book p. 63 Lesson Quiz, TQ p. 35 Unit Test, TQ pp. 56–57 Reader 7: <i>What Are You Doing?</i>	<b>CD-ROM 2:</b> Unit 7, Game 3
63	Unit 8 Let's Start	After-school activities	Can you come over on (Saturday)? Yes, I can. Sorry. No, I can't. I'm busy.	p. 64	pp. 129–130	Audio CD 2 Tracks 71–72	Workbook p. 64 Skills Book p. 64	<b>Game:</b> Meeting Friends, TB p. 131 <b>Game:</b> Interview, TB p. 131 <b>CD-ROM 2:</b> Unit 8, Game 1



# Pacing Chart

# 30-minute Blocks

# Level 2

Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
64	Unit 8 Let's Start	After-school activities	Do you ever (take a walk) at night? Yes, I do. No, I don't.	p. 65	p. 131	Teacher and Student Cards 180–184 Audio CD 2 Tracks 73–76	Workbook p. 65 Skills Book p. 65 Lesson Quiz, TQ p. 36	<b>Game:</b> Concentration, TB p. 131
65	Unit 8 Let's Learn	After-school activities	I go to (art class).	p. 66	pp. 132–133	Teacher and Student Cards 185–192 Audio CD 2 Tracks 77–79	Workbook p. 66 Skills Book p. 66	<b>Game:</b> Find Your Partner, TB p. 134
66	Unit 8 Let's Learn	After-school activities	What do you do on (Mondays)? I go to (art class).	p. 67	pp. 133–134	Audio CD 2 Tracks 80–81	Workbook p. 67 Skills Book p. 67 Lesson Quiz, TQ p. 37	<b>Worksheet:</b> Interview, TB p. 188 <b>Game:</b> Picture Game, TB p. 134 <b>Game:</b> Conversation Lines, TB p. 134 <b>CD-ROM 2:</b> Unit 8, Game 2



# Pacing Chart

# 30-minute Blocks

# Level 2

Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
67	Unit 8 Let's Learn More	After-school activities	He/She (goes to the bookstore) after school.	p. 68	pp. 135–136	Teacher and Student Cards 193–200 Audio CD 2 Tracks 82–84	Workbook p. 68 Skills Book p. 68	<b>Game:</b> Telegram, TB p. 137 <b>Game:</b> Charades, TB p. 137
68	Unit 8 Let's Learn More	After-school activities	What does he/she do after school? He/She (goes to the bookstore). Does he/she (do homework) after school? Yes, he/she does. No, he/she doesn't.	p. 69	pp. 136–138	Audio CD 2 Tracks 85–88	Workbook p. 69 Skills Book p. 69 Lesson Quiz, TQ p. 38	<b>Game:</b> Walk and Talk, TB p. 137 <b>CD-ROM 2:</b> Unit 8, Game 3
69	Unit 8 Let's Build	After-school activities	I go to (my English class) after school.	p. 70	p. 139	Teacher and Student Cards 185–200 Audio CD 2 Track 89	Workbook p. 70 Skills Book p. 70	<b>Game:</b> Sentence Dictation, TB p. 140 <b>Game:</b> Bingo: After-School Activities, TB p. 140



# Pacing Chart

# 30-minute Blocks

# Level 2

Block	Unit & Lesson	Topic	Functional Language	Student Book	Teacher's Book	Classroom Materials	Practice (Choose one)	Extension Games & Activities (May require extra time)
70	Unit 8 Let's Build	After-school activities	What does he/she do (on Tuesdays)? He/She (goes) to math class. Do you ever go to (English class) after school? Yes, I do. No, I don't.	p. 71	pp. 139–140	Audio CD 2 Track 90	Workbook p. 71 Skills Book p. 71 Lesson Quiz, TQ p. 39 Unit Test, TQ pp. 58–59 Reader 8: <i>Two Friends</i>	<b>Game:</b> Interview, TB p. 140 <b>CD-ROM 2:</b> Unit 8, Game 4
71	Units 7–8 Listen and Review	Units 7–8 review	Language and vocabulary from Units 5 and 6	p.72	pp. 141–142	Teacher and Student Cards 163–179 Audio CD 2 Track 91	Workbook p. 72 Skills Book p. 72 Listen and Review Test, TQ pp. 74–75	n/a
72	Units 7–8 Let's Learn About Time	Time	What time is it? It's (3:00).	p. 73	pp. 141–143	Teacher and Student Cards 165, 168, and 169 Audio CD 2 Tracks 92–93	Workbook p. 73 Skills Book p. 73 Lesson Quiz, TQ p. 65 Final Test, TQ pp. 84–89	<b>Game:</b> Stop and Ask, TB p. 143 <b>Game:</b> Listen and Write, TB p. 143 <b>Game:</b> Personal Life, TB p. 143 <b>CD-ROM 2:</b> Review 7–8 Game