

# Let's Go 2 Syllabus

Unit 1 At School			
<p><b>Let's Start</b></p> <p>Hi, Scott. How are you? I'm OK, thanks. How about you? Pretty good! Good-bye, Scott. See you later!</p> <p><i>Saying hello and good-bye</i></p> <p>I erase the board at school. <i>Describing school activities</i></p>	<p><b>Let's Learn</b></p> <p>This is a pencil sharpener. That's a clock.</p> <p>What's this/that? It's a workbook.</p> <p>Is this/that a calendar? Yes, it is./No, it isn't.</p> <p><i>Identifying and asking about near and far school objects (singular)</i></p>	<p><b>Let's Learn More</b></p> <p>These/Those are pencil sharpeners.</p> <p>What are these/those? They're clocks.</p> <p>Are these/those doors? Yes, they are./No, they aren't.</p> <p><i>Identifying and asking about near and far school objects (plural)</i></p>	<p><b>Let's Build</b></p> <p>This/that door is little/big. These/those clocks are new.</p> <p>Is that window small? Yes, it is./No, it isn't.</p> <p>Are those clocks square? Yes, they are. No, they aren't.</p> <p><i>Identifying near and far objects with adjectives</i></p>
Unit 2 My Things			
<p><b>Let's Start</b></p> <p>Whose bag is that? I don't know. Is it Scott's bag? No, it isn't his bag. Is it Jenny's bag? Yes, it's her bag!</p> <p><i>Talking about possessions</i></p> <p>She can run. <i>Describing ability</i></p>	<p><b>Let's Learn</b></p> <p>I have a key. <i>Expressing possession</i></p> <p>What do you have? I have a coin.</p> <p>Do you have a tissue? Yes, I do./No, I don't.</p> <p><i>Asking about possessions</i></p>	<p><b>Let's Learn More</b></p> <p>She has a camera. What does he have? He has a calculator.</p> <p>Does she have a key? Yes, she does. No, she doesn't.</p> <p><i>Identifying the possessions of others</i></p>	<p><b>Let's Build</b></p> <p>He has a video game in his bag. What does she have in her hand? She has a yo-yo in her hand.</p> <p>Does she have a candy bar in her bag/hand? Yes, she does./No, she doesn't.</p> <p>Do you have a _ in your bag? <i>Asking about possessions and expressing their locations</i></p>
<b>Units 1–2 Listen and Review</b>		<b>Let's Learn About Numbers 20–100</b> Counting	
Unit 3 My House			
<p><b>Let's Start</b></p> <p>Where do you live, Jenny? I live in Hillsdale. What's your address? It's 16 North Street. What's your cell phone number? It's (798) 555-2043.</p> <p><i>Asking for and giving personal information</i></p> <p>What can he do? He can play baseball. <i>Asking about ability</i></p>	<p><b>Let's Learn</b></p> <p>There's a bed in the bedroom. Where's the sofa? It's in the living room.</p> <p>Is there a stove in the bedroom? Yes, there is./No, there isn't.</p> <p><i>Clarifying locations of furniture (singular)</i></p>	<p><b>Let's Learn More</b></p> <p>There's a lamp next to the sofa. There are lamps behind the sofa.</p> <p>Is there a stove next to the sink? Yes, there is./No, there isn't.</p> <p>Are there lamps behind the bed? Yes, there are./No, there aren't.</p> <p><i>Clarifying locations of furniture (singular and plural)</i></p>	<p><b>Let's Build</b></p> <p>Where are the books? They're under the bed.</p> <p>There's a table in front of the sofa. There's a sofa behind the table.</p> <p>Where's the telephone? It's on the table next to the sofa.</p> <p>Is there a book next to the door?/Are there books on the floor? <i>Asking and answering singular and plural questions about the locations of objects</i></p>

Unit 4 Things to Eat			
<p><b>Let's Start</b></p> <p>What's for lunch, Mom? Spaghetti. Mmm. That's good. I like spaghetti. I do, too. Do you want spaghetti? Yes, please. No, thank you! <b>Asking about and expressing wants and likes</b></p> <p>Can he/she type? Yes, he/she can. No, he/she can't. <b>Asking about ability</b></p>	<p><b>Let's Learn</b></p> <p>He wants an omelet/yogurt. What does he want? He wants a peach/yogurt. Does she want cereal? Yes, she does./No, she doesn't. <b>Asking about the wants of others (singular)</b></p>	<p><b>Let's Learn More</b></p> <p>He likes grapes. What does she like? She likes hamburgers. Does he like stew? Yes, he does. No, he doesn't. <b>Asking about the likes of others (singular)</b></p>	<p><b>Let's Build</b></p> <p>He likes/wants hamburgers. He doesn't want a dog. He wants a cat. <b>Expressing likes and wants</b></p> <p>Does she want a pear or an orange? She wants an orange. How many peaches does he want? He wants two peaches. <b>Asking about preferences and quantity</b></p>
<b>Units 3–4 Listen and Review</b>		<b>Let's Learn About the Months</b>	
What month is it?/It's January.			
Unit 5 Occupations			
<p><b>Let's Start</b></p> <p>What's the matter, Scott? I'm sick. That's too bad. Maybe Mrs. Green can help you. Who's she? She's the new nurse. Thanks for your help. You're welcome. Get better soon! <b>Asking about someone's health</b></p> <p>I wake up every morning. <b>Describing daily activities</b></p>	<p><b>Let's Learn</b></p> <p>She's a shopkeeper. Who's he? He's a taxi driver. Is she a farmer? Yes, she is./No, she isn't. <b>Making statements and asking about occupations (singular)</b></p>	<p><b>Let's Learn More</b></p> <p>They're dentists. Who are they? They're Mr. Jones and Mr. Lee. They're pilots. Are they teachers? Yes, they are. No, they aren't. <b>Making statements and asking about people and occupations (plural)</b></p>	<p><b>Let's Build</b></p> <p>I am a nurse. Who is Mr. Jones? He's a train conductor. Is Ms. Lee a teacher or a student? She's a teacher. <b>Identifying self and people by occupation</b></p> <p>Can Mrs. Hill play baseball? Yes, she can. No, she can't. <b>Asking about ability</b></p>
Unit 6 Locations			
<p><b>Let's Start</b></p> <p>Hi, Kate. This is Jenny. Where are you? I'm at home. Where are you? I'm at the park. Can you come to the park? Sure! <b>Determining location and making an invitation</b></p> <p>What do you do every afternoon? I study English. <b>Describing daily activities</b></p>	<p><b>Let's Learn</b></p> <p>She's at school. Where is she? She's at the park. Is he at home? Yes, he is. No, he isn't. He at school. <b>Expressing and asking about locations of people (singular)</b></p>	<p><b>Let's Learn More</b></p> <p>They're at the movies. Where are they? They're in the taxi. Are they at the park? Yes, they are. No, they aren't. <b>Expressing and asking about locations of people (plural)</b></p>	<p><b>Let's Build</b></p> <p>The shopkeeper is at the store. The students are at school. Where's the taxi driver? She's in the taxi. Where are the students? They're at the store. Is the teacher at the zoo? Yes, he is./No, he isn't. He's at the store. Are the students on the train? Yes, they are./No, they aren't. They're at the library. <b>Clarifying occupations and locations of people (singular and plural)</b></p>

## Units 5–6 Listen and Review

## Let's Learn About the Seasons

What can you do in the spring?/I can fly a kite.

### Unit 7 Doing Things

#### Let's Start

Let's play a game!  
What are you doing?  
I'm riding a bicycle.  
What are you doing?  
We're swimming.

Asking what someone is doing

Do you cook dinner every evening?  
Yes, I do./No, I don't.  
Asking about frequency of daily activities

#### Let's Learn

She's dancing.  
What's she doing?  
She's swimming.

Is he running?  
Yes, he is. / No, he isn't.

Asking about what others are doing (singular)

#### Let's Learn More

They're playing soccer.  
What are they doing?  
They're singing a song.

Are they doing homework?  
Yes, they are.

No, they aren't. They're watching TV.  
Asking about what others are doing (plural)

#### Let's Build

She's walking.  
They're throwing a ball.

What are they doing?  
They're sleeping.

Is he doing a cartwheel?  
Yes, he is./No, he isn't.

What is she eating? What are they playing?  
Expressing and asking about what people are doing (singular and plural)

### Unit 8 After School

#### Let's Start

Can you come over on Saturday?  
Sorry. No, I can't. I'm busy.  
What about Sunday?  
Sunday is OK. I'm free.  
Great! See you on Sunday!  
OK. See you then!

Making plans and invitations

Do you ever take a walk at night?  
Yes, I do./No, I don't.  
Asking about frequency of daily activities

#### Let's Learn

I go to art class.  
What do you do on Mondays?

I go to dance class.

Expressing and asking about after-school activities

#### Let's Learn More

He goes to the bookstore after school.

What does she do after school?

She goes to the bookstore.

Does he do homework after school?

Yes, he does./No, he doesn't.  
Expressing and asking about daily activities

#### Let's Build

I go to my English class after school.

He goes to his English class after school.

What does he do on Tuesdays?  
He goes to his math class on Tuesdays.

Clarifying after-school activities

## Units 7–8 Listen and Review

## Let's Learn About Time

What time is it?/It's 3:00.