

Introduction to *Let's Go 2* Worksheets

These worksheets provide photocopiable activities and further ideas for you to use with *Let's Go*. The worksheets give teachers additional material that reviews and extends the work in the Student Book and gives students lots of extra speaking practice.

The worksheets are provided as PDFs as well as in Microsoft® Word format so that you can change the words and replace the images on each worksheet to create customized activities that will engage your students.

The Teacher's Resource Center includes 134 brand-new illustrations that you can use to replace the images in the Worksheets.

Word list for new illustrations:

Actions

bend my knees
bow
do a somersault
laugh loudly
make a cake
nod my head
play a DVD
pull back the curtains
put on my glasses
put on my headphones
raise my hand
send an email
turn around
turn the page
walk quickly
work in groups
write a card
write neatly

Activities

do extracurricular activities
go camping
go to an exhibition
go to the zoo
make some crafts
go to P.E. class
play the drums
go to science class
watch a 3D movie

Animals

camel
eagle
fox
goldfish
leopard
lizard
owl
parrot

Classroom items

box cutter
bulletin board
compass
folder
highlighter
lead refill
magnets
mechanical pencil
modeling clay
pencil sharpener
projector
stapler
thumbtacks

Daily routines

clean the bathroom
do some exercise
play with friends
read a book
take a walk

Events

when mom went out
when the electricity went off
when the mail arrived

Food items (Asian)

bento
bibimbap
Chinese bun
dumplings
gimbap
kimchi
noodle soup
rice ball
rice dumpling
soy milk
sushi

Food items (General)

barbecued meat
Chinese cabbage
durian
kiwis
leek
mangoes
mushrooms
papayas
sausages
watermelon

Future plans

be a volunteer
go to space
make movies
write books

Occupations

baseball player
civil servant
dancer
florist
magician
news presenter
sanitation workers
traffic officer
vendor

Past experiences

eat sashimi
go to a baseball game
run a race
watch a scary movie

People / personalities

boy with short straight hair
and no bangs
girl with braids and no
bangs
humorous
lazy
man with short black hair
and glasses
woman with shoulder-
length wavy hair and
bangs

Places in town (at school)

assembly hall
convenience store
library
parking lot
pet shop
playground
post office
science room
subway station

Sports

go bowling
go in-line skating
play basketball
play table tennis
play volleyball
throw a disc

Toys/Personal items

bamboo-copter
earphones
nail clippers
game console
handkerchief
hat
kendama
kite
lantern
lip balm
radio-controlled car
sand bags
slippers
thermos
top
toy blocks
T-shirt
watch

Depending on the level of your students, you will need to pre-teach some of the new words. Be careful not to introduce too many new words at once, especially for the lower of levels of *Let's Go*.

Combining language patterns from the Student Book with words that students have encountered outside of class is important for their learning and can make their studies more relevant and meaningful.

Suggestions on how to customize the worksheets are included in the instructions below.

Instructions

Unit 1 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students turn over cards and ask and answer questions in pairs. The activity reinforces classroom vocabulary and the question-and-answer patterns *What's this/that? It's (a door) and Is this/that (a door)?*

Steps:

1. Give one set of cards to each student.
2. Model the activity with one pair of students as others watch.
 - a. Have Student 1 and Student 2 place their stacks of cards on the table, face down in front of them.
 - b. Prompt Student 1 to turn over the top card, show it, and ask *What's this?* Student 2 answers *It's (a pen)*. Next, have Student 2 turn over a card and ask Student 1 *What's this?* Student 1 answers. In the next round, students should turn over a card, place it on the other side of the desk, and point to it when they ask *What's that?*
3. When students understand the activity, have them work in pairs and ask questions and give answers using the cards.

Variations:

1. Have students make a grid with nine numbered squares. Students place one of their cards in each square. Call out a number at random. T: *Number 1. Is this (a calendar)?* All students with a *Yes* answer should answer aloud and turn over the card. After you've asked about all nine squares, the student with the most turned-over cards wins.
2. Use two sets of cards to play Concentration.

Customize your worksheet!

Replace the original illustrations with new images of **classroom objects** provided on the Teacher's Resource Center, and change the words on the cards accordingly. Make sure to pre-teach new vocabulary for these images.

Unit 1 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Groups of students play a board game and make sentences with classroom objects. The game reinforces these/those, this/that, classroom vocabulary, and singular and plural objects.

Steps:

1. Display an enlarged copy of the game board at the front of the room.
2. Model the activity.
 - a. Roll a die. Move a marker that number of spaces on the game board and make a sentence about the object(s) in the space. *It's (a clock). They're (books).*
 - b. If the sentence is correct, the player's marker remains in that space. If a player lands on an arrow space, the player moves the indicated number of

spaces forward or back and then makes a sentence.

- c. If the sentence is incorrect, the marker returns to the space at which the student started the turn. Have the other players help make a correct sentence.
3. Put students in groups of three or four and give each group a game board, markers, and a die.

Variations:

1. Play as an entire class in three teams, using one large game board at the front of the room.
2. Play the game again, having students ask and answer questions about objects, such as *What's this/that? What are these/those? Is this/that (a window)?*

Customize your worksheet!

Replace the original illustrations with new images of **classroom objects** provided on the Teacher's Resource Center, and change the words on the cards accordingly. Duplicate some of the objects to make them plural as appropriate. Make sure to pre-teach new vocabulary for these images.

Unit 2 Worksheet A

Use with the Let's Learn lesson.

Activity A summary: Students circulate, interviewing one another about personal possessions. The activity reinforces *have* and the question *Do you have...?*

Steps:

1. Distribute one worksheet to each student.
2. Model the activity with an enlarged copy.
 - a. Point to the tissue in part A. Elicit the word. Along with students, trace the dotted line between the picture and the word. Have students draw lines between the remaining pictures and words. For nonreaders, read each word aloud and have students find the corresponding picture and draw a line between the two.
 - b. Ask Student 1 *Do you have a tissue?* Student 1 answers *Yes, I do./No, I don't*. Point to a tissue in part B at the bottom of the worksheet and ask students what it says. If necessary, show students how they can use the matching exercise to help them "read" the words in the chart. Then, place a check mark in the yes or no column next to a tissue. Write the name of Student 1 in the last column.
3. Students circulate, asking and answering questions about possessions. Make sure they ask a different student about each object in the chart. Remind students to mark their partners' names and answers, not their own.

Variations:

1. When students finish, have them write sentences about other students' possessions using each of the seven words.
2. Have students make a similar interview grid using their own choice of possessions from Units 1–2.

Customize your worksheet!

Replace the original illustrations with new images of

classroom objects or **personal items** provided on the Teacher's Resource Center, and change the words on the worksheet accordingly. Make sure to pre-teach new vocabulary for these images.

Unit 2 Worksheet B

Use with Let's Learn More lesson.

Activity summary: Students work in groups to play a variation of Card Game/Go Fish to find a match. The activity reinforces *Do you have (a wallet)?* and personal possessions vocabulary.

Steps:

1. Divide the class into groups of 3–4 students. Give each group two sets of cards.
2. Play Go Fish. Model the game with one group as other students watch.
 - a. Have each student in the group choose five or six cards at random. Students should not show their cards to one another. Have students place the remaining cards in a pile face down in the center of the group.
 - b. Students look at their own cards and put aside any matches. Then Student 1 asks Student 2 *What do you have?* Student 2 chooses one of his or her cards and says *I have (a tissue)*. If Student 1 has a (tissue), he or she takes Student 2's card and puts the match aside. If Student 1 does not have a (tissue) card, he or she must pick a new card from the remaining pile. Then Student 2 repeats the procedure with Student 3. The first student to match all their cards wins.
3. When students understand the activity, have the groups play the game.

Variations:

1. Have small groups of students use one set of cards to play Slap. Students place the cards face up in the center. As you call out one of the objects, students race to touch the picture card and make a sentence *I have (a candy bar)*.
2. Have students use two sets of cards to play Concentration while saying the vocabulary aloud.

Customize your worksheet!

Replace the original illustrations with new images of **classroom objects** or **personal items** provided on the Teacher's Resource Center, and change the words on the worksheet accordingly. Make sure to pre-teach new vocabulary for these images.

Unit 3 Worksheet A

Use with Let's Learn lesson.

Activity summary: Students interview classmates to ask about abilities and ask them to sign their names. The activity reinforces he/she, various verbs, and the structure *Can you...?*

Steps:

1. Copy the worksheet and give one copy to each student.
2. Review the vocabulary on the interview sheet.

3. Model the activity with a student as other students watch.
 - a. Ask Student 1 a question from the grid *Can you (play the piano)?* Circle yes or no on your sheet, depending on Student 1's answer.
 - b. Then ask Student 1 to write his or her name on your sheet in the corresponding box. Show students how to do this by using the following dialogue:
T: Please write your name.
S: (student writes his or her name on your sheet)
T: Thank you.
S: You're welcome.

4. When students understand the activity, have them move around the room and interview their classmates. Provide help as needed.

Variation:

Prepare small tickets, each with the name of a student on it. When students finish, draw a name at random and ask other students to report about the person whose name is on the ticket. For example, T: *Tell me about Don.* Student 1: *Don can use chopsticks.* Student 2: *He can't jump rope.*

Customize your worksheet!

Replace the original illustrations with extra **actions** provided on the Teacher's Resource Center, and change the words on the worksheet accordingly. Make sure to pre-teach new vocabulary for these images.

Unit 3 Worksheet B

Use with Let's Learn More lesson.

Activity summary: You dictate six verbs. Students make sentences using either *I can* or *I can't*, depending on their own ability. The activity reinforces the structures *I can*, *I can't* and various verbs.

Steps:

1. Copy the worksheet and give one copy to each student.
2. Review the vocabulary at the top of the worksheet.
3. Model the activity for students.
 - a. Write *I can ... I can't...* on the board.
 - b. Prompt students to read the first word swim. Write either *I can swim* or *I can't swim*, depending on your own ability.
4. When students understand the activity, have them write a sentence about themselves based on the cue swim. As students write, circulate and provide help as needed.
5. Continue by reading the rest of the verbs to the students in random order, allowing them time to write their sentences.

Unit 4 Worksheet A

Use with Let's Learn lesson.

Activity summary: Divide the class into groups of 3–4 to play the board game. The game reinforces occupations vocabulary, pronouns, and the pattern *He's/She's (a doctor)* and *Who's he/she? He's/She's a (taxi driver)*.

Steps:

1. Display an already-colored copy of the game board at the front of the room. Choose two students to help you model the activity.
 - a. Have Student 1 roll a die. Move a marker that number of spaces on the game board and ask Student 1 a question about the person in the space *Who's (he)?*
 - b. If Student 1 answers correctly, his or her marker remains on the space. If the student lands on an arrow, the student moves the marker the indicated number of spaces forward or back, and then answers your question. If Student 1 answers incorrectly, the marker returns to the space at which Student 1 started the turn.
 - c. Next, have Student 2 roll the die and Student 1 ask the question, and so on.
2. When students understand the activity, give each group a game board, crayons, markers, and a die. Set a time limit for coloring the game spaces and then begin play.

Variation:

Have groups of three students use the game board to play Slap. Student 1 makes a statement about one of the people on the board (*He's a (police officer)*). The other students race to touch the correct space. The first to touch it makes the next statement.

Customize your worksheet!

Replace the original illustrations with extra **occupations** provided on the Teacher's Resource Center. Make sure to pre-teach new vocabulary for these images.

Unit 4 Worksheet B

Use with Let's Learn More lesson.

Activity summary: Student pairs turn over cards and ask and answer questions. The activity reinforces plural occupations vocabulary and the question-and-answer patterns *Who are they? They're (dentist)s* and *Are they (dentists)? Yes, they are./No, they aren't.*

Steps:

1. Give two sets of cards to each student.
2. Model the activity with one pair of students as other students watch.
 - a. Have each student stack their cards face down in front of them.
 - b. Prompt Student 1 to turn over the top card and ask *Who are they?* Student 2 answers *They're (dentists)*. Next, have Student 2 turn over a card from his or her stack. If the card is the same, Student 2 asks *Are they (dentists)?* and Student 1 answers *Yes, they are*. If the card is different, Student 2 still asks *Are they (dentists)?* but Student 1 answers *No, they aren't. They're (engineers)*.
 - c. The pair then repeats the procedure with Student 2 turning over a card and asking *Who are they?*
3. When students understand the activity, have them work in pairs to ask and answer questions using the cards.

Variations:

Use duplicate sets of cards to play Concentration.

Customize your worksheet!

Replace the original illustrations with images of other **occupations** (plural form) from magazines, newspaper or the Internet. Make sure to pre-teach new vocabulary.

Unit 5 Worksheet A

Use with Let's Learn More lesson.

Activity summary: Students play Bingo using foods. The activity reinforces food vocabulary and the questions *What do you like?* and *What do you want?*

Steps:

1. Make a set of cue cards by cutting out the cards and putting them in a bag.
2. Give each student a copy of the worksheet and have them cut out the squares. Review the vocabulary.
3. Have students make Bingo grids by arranging their cards as they like in a 4x4 grid.
4. Ask a student to volunteer as your helper. Ask the student *What do you want/like?* Have the student take a card from the bag and answer *I want/like (a peach)*. Students playing should turn over their own (peach) cards. The first to turn over all their cards says *Bingo!* and is the next helper. Check the winning student's squares by asking him or her to make sentences about the foods on the overturned squares (e.g., *I like steak. I want a peach*).

Variation:

Play Letter-shape Bingo, where students cover squares so that the covered squares form specific alphabet letters. (For example, three squares across at the top and two down the middle make a T.) The first student to have their squares covered in the shape of the letter wins. Capital letters that work especially well for this variation include C, I, H, O, T, and X.

Customize your worksheet!

Replace the original illustrations with extra **food items** provided on the Teacher's Resource Center, or food items students have learned in previous units/levels, and change the words on the worksheet accordingly. Make sure to pre-teach new vocabulary for these images.

Unit 5 Worksheet B

Use with Let's Learn More lesson.

Activity summary: Students role-play going to a restaurant and ordering food. The activity reinforces food vocabulary and the question-and-answer patterns *Do you want (pasta)? Yes, please./No, thank you!* *Do you like (steak)?* and *What do you want? I want (stew)*.

Steps:

1. Make copies of the menu worksheet.
2. Divide students into pairs and give each pair a menu.
3. Review the vocabulary on the menu. Then collect the menus.
4. Model the role-play with a student as others watch.

You are the waiter, and the student is a customer in the restaurant. Have the student sit at a table and give him or her a menu. Ask *What do you want?*

5. Have the student look at the items on the menu and answer *I want (an omelet) and (milk).*
6. Pretend to write the order. Ask questions about other foods and drinks, for example, *Do you want (grapes)?* Encourage the student to answer *Yes, please* or *No, thank you!* Then take the menu and walk away.
7. When students understand the activity, designate waiters and customers and give the waiters menus. Have pairs of students role-play a visit to a restaurant. As they work, circulate around the classroom and provide help as needed.

Variation:

You may want to arrange students in groups of three or four to perform the role-play. One student is the waiter and the others are customers. Students can ask one another questions, such as *Do you like (cereal)? Do you want (milk)?* Then they give their orders to the waiter.

Customize your worksheet!

Replace the original illustrations on the menu with extra **food items** provided on the Teacher's Resource Center, or food items students have learned in previous units/levels, and change the words on the worksheet accordingly. Make sure to pre-teach new vocabulary for these images.

Unit 6 Worksheet A

Use with Let's Talk lesson.

Activity summary: Students fill out a class member card and then interview one another. The activity reinforces collecting and writing personal information.

Steps:

1. Distribute one worksheet to each student.
2. Have students fill out the card with information about themselves. As students work, circulate around the classroom and assist them with spelling.
3. Students can paste a photo or draw a self-portrait in the rectangle.
4. When students finish, have them interview one another using the questions on the left side of the worksheet.

Variations:

1. Collect students' member cards and use them to play a Guessing Game. Divide the class into two teams. Choose a card at random. Say *I live in (Watertown). My address is (2 Rose Street). My cell phone number is (798-236-5126). Who am I?* Students raise their hands and respond *You are (Abby Carson).* The team that answers correctly wins a point.
2. Play the Guessing Game again, but this time, choose student volunteers to call out the information for teams to guess.

Unit 6 Worksheet B

Use with Let's Learn More lesson.

Activity summary: The teacher reads a sentence and students circle True or False after looking at the illustration.

The activity reinforces house vocabulary and prepositions.

Steps:

1. Distribute one worksheet to each student.
2. Review the prepositions. Look at A. Point to each picture and say the preposition it illustrates: *next to, in front of, behind.* Have students repeat the words.
3. Read the sentences below. Have students look at the picture in B, decide whether the sentence is True or False, and circle accordingly.
 1. *There is a lamp next to the sofa. (True)*
 2. *There are books under the sofa. (True)*
 3. *There's a table behind the bed. (False)*
 4. *There's a stove next to the sink. (True)*
 5. *There's a TV in front of the sofa. (False)*
 6. *There are grapes in the refrigerator. (True)*

Variation:

Students write one true sentence and one false sentence about the picture in B. Then have them read their sentences aloud and have the class decide whether they are true or false.

Unit 7 Worksheet A

Use with Let's Talk lesson.

Activity summary: Students work in pairs to ask about and tell the time on the clocks. The activity reinforces telling time and numbers 1–12.

Steps:

1. Have students work in pairs.
2. Give one student Part A and the other student Part B. Students sit back-to-back so they can't see each other's papers. The student with Part A has the answers to Part B. The student with Part B has the answers to Part A.
3. Model the activity with a student volunteer as other students watch. The student uses Part A; you use Part B.
 - a. Ask the student about the clock in number 1: Number 1. What time is it?
 - b. The student answers *It's six o'clock.*
 - c. Draw hands showing six o'clock on the clock in number 1. Then have the student ask about the clock in number 2. You answer *It's five o'clock* and the student draws hands showing five o'clock on the clock.
4. When students understand the activity, have them ask their partners the time and draw the hands on the clocks.

Variation:

When students have finished, have them use the grids to play Vocabulary Race with Student 1 beginning at number 1 and working forward, and Student 2 beginning at number 12 and working backward.

Unit 7 Worksheet B

Use with Let's Learn More lesson.

Activity summary: Students place pictures to show what they do at different times of the day. Then they ask a partner what he or she does. The activity reinforces routines vocabulary, times of day, questions *What do you do in the*

(morning)? and *What do you do (at night)?* and answers with *I, he, and she.*

Steps:

1. Distribute the top half of the worksheet to each student.
2. Give each student one set of cards.
3. Model the activity with a student volunteer as others watch.
 - a. Ask Student 1 *What do you do (in the morning)?* Have Student 1 select a card and place it on the first square beneath morning. Student 1 answers *I (get up) in the morning.* Repeat for afternoon, evening, and night.
 - b. Then Student 1 writes your name in the blank space in the second row. Student 1 asks you *What do you do (in the morning)?* and places the appropriate card in the second row. If both you and Student 1 have the same answer, Student 1 should place the card in the center of the two squares.
4. When students understand the activity, have them work in pairs to ask and answer questions about their routines.

Variations:

1. Have two pairs of students work together to talk about their routines. One student in each pair begins by telling what his or her partner does in the morning, afternoon, evening, and at night. Then the other students tell what their partners do.
2. Students can use two sets of cards to play Go Fish. Shuffle the cards and deal them out to a small group of students. Students take turns asking for cards they have in their hands by saying *Do you (wash your face) (in the morning)?* If the student is not holding the card, they answer *No, I don't.* If they are holding the card, they respond *Yes, I do* and gives it to the student who asked for it.

Customize your worksheet!

Replace the original illustrations on the cards with extra images of **daily routines** provided on the Teacher's Resource Center, and change the words on the worksheet accordingly. Make sure to pre-teach new vocabulary for these images.

Unit 8 Worksheet A

Use with Let's Learn lesson.

Activity summary: Students play a board game in pairs to ask and answer questions with verbs. The activity reinforces *he/she*, verbs in the progressive form, and the question-and-answer patterns *What is he/she doing? He's/She's (drawing). Is he/she (swimming)? Yes, he/she is. No, he/she isn't.*

Steps:

1. Display an enlarged copy of the game board at the front of the room. Choose a student volunteer to help you model the activity.
2. Model the activity.
 - a. Have the student roll a die and move a marker that number of squares. If the player lands on an arrow square, he or she moves forward or back according to the instruction. Ask that student a question

What's (he) doing? or Is (he) (walking)? If the student answers correctly, his or her marker remains on the square. If the student answers incorrectly, they return their marker to the space at which they started the turn.

- b. Then you roll a die and move that number of squares. The student asks you a question about the picture in the square.
3. When students understand the game, have them play in pairs, asking and answering questions.

Variations:

1. Students can roll the die, move their markers, and make a sentence about the picture: *He's (running).*
2. Divide the class into two teams and play the game using one large game board.

Unit 8 Worksheet B

Use with Let's Learn More lesson.

Activity summary: Students listen to sentences and place characters in the correct location. The activity reinforces locations vocabulary and the question-and-answer patterns *Where is he/she? He's/She's at (school).*

Steps:

1. Give students copies of the town map worksheet. Have them cut out the characters.
2. Model the activity with one student.
 - a. Hold up one of the characters and say *He's at (the park).* Have the student put the character in the correct location on the map.
 - b. Repeat this with the other characters and locations. Then point to one of the characters and ask *Where is he?* The student should answer *He's at (the park).* Continue with the other characters.
3. When students understand the activity, arrange the characters on your map, and say the six sentences to the class. Have students place their own characters in the correct locations. Check maps together.
4. Have students work in pairs asking and answering questions about where the characters are.

Variation:

Do a Back-to-Back activity. Have students sit back-to-back. Pairs should agree on names for their characters (both partners must use the same names). Student 1 places the characters on his or her map and then describes their locations to Student 2 by saying *(Tara)'s at (the zoo).* Student 2 places the characters on his or her map to match. Have students check maps together. Then they switch roles and play again.