

Introduction to *Let's Go* 3 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: Partners ask and answer questions about what they have in their picture.

Steps:

1. Cut the worksheet in half and distribute Part A to one student and Part B to the other student.
2. Have students sit back-to-back. Ask Student A to draw three different school supply items on his or her "desk."
3. Have Student B ask Student A *Do you have any (chalk)?* using all the items in the pictures. If the answer is *Yes, I do*, have Student B put a check above the item. If the answer is *No, I don't*, have Student B put an X above the item.
4. Have students compare their papers to check answers.
5. Make new copies of the worksheet and have students switch roles and repeat the activity.

Extension:

Have students hold up the worksheet their partner drew for them and tell the class about it.

Customize your worksheet!

Replace the original illustrations in Part B with extra **classroom items** provided on the Teacher's Resource Center or classroom items learned in previous units/levels. Make sure to pre-teach new vocabulary for these images.

Unit 1 Worksheet B

Use with the Let's Learn More lesson.

Activity Summary: Partners ask and answer questions about the picture. They match words with pictures.

Steps:

1. Have students sit with partners. Give each student a copy of the worksheet.
2. Have Student A choose a word at the bottom of the worksheet and ask Student B *Do they have any (magnets)?*
3. If Student B answers *Yes, they do*, Student A draws a line from the word magnets to the picture. If Student B answers *No, they don't*, Student A crosses out the word.
4. Have partners repeat this for all of the words.
5. Then give pairs of students a clean worksheet. Ask them to switch roles and ask and answer questions about the girl: *Does she have any (magnets)? No, she doesn't*. Student B asks the questions and marks the answers on the worksheet according to Student A's answers.

Variation:

Before you photocopy the worksheet, cover the pictures at the bottom so students have to read the words without the picture clues. The game can then be played the same way as above.

Unit 2 Worksheet A

Use with the Let's Talk lesson.

Activity Summary: Students play Bingo using adjectives. The activity reinforces adjectives and the question *Which (hat) do you like?*

Steps:

1. Cut out the cards to make cue cards. Put the hats in one pile and the shirts in another pile.
2. Give each student a worksheet and have them cut out the pictures. Review the vocabulary.
3. Have students make Bingo grids by arranging their cards as they like in a 3 X 3 grid.
4. Choose a student volunteer. Ask the student *Which (hat) do you like?* Have the student draw a cue card from the (hat) pile and answer *I like the (striped) one*. Students playing should turn over their own (striped) (hat) card. The first student to get Bingo says *Bingo!* and is the next helper.
5. Check out the winning student's squares by asking the student to make sentences about the shirts and/or hats on the overturned squares.

Variation:

Play Color Bingo. Play the game again, but color the shirts and hats different colors.

Customize your worksheet!

Replace the original illustrations on the cards with pictures or photos of **clothing items** from magazines, newspaper or the Internet.

Unit 2 Worksheet B

Use with the Let's Learn More lesson.

Activity Summary: Students color and decorate clothing for paper people and then describe the clothing. The activity reinforces clothing vocabulary, colors, and patterns.

Steps:

1. Give each student a worksheet.
2. Have students color and cut out the clothing. Make sure they use striped, checked, plaid and polka-dot patterns, as well as solid colors.
3. Put students in pairs and have them take turns asking and answering questions about each doll's clothing. For example, *Is (his) (shirt) (striped)? Yes, it is.*

Variation:

Ask a student volunteer to go to the front of the class and display his or her paper people. Students ask questions about what the paper people are wearing *Is (her) (shirt) (red)?* Have the student volunteer answer the questions.

Unit 3 Worksheet A

Use with the Let's Talk lesson.

Activity Summary: Students play a guessing game to review prepositions of place and school room vocabulary.

Steps:

1. Give each student a worksheet. Ask students to cut out

the rooms. Then put students in pairs and have them sit back-to-back.

2. Have Student 1 place the rooms in the school floor plan.
3. Have Student 1 describe the floor plan to Student 2 by using prepositions. Student 2 puts his or her cards in his or her floor plan to match what Student 1 says.
4. Have students compare the floor plans to check their answers.
5. Have them switch roles.

Extension:

Have students practice the conversation from Let's Talk using their floor plans, substituting different rooms and prepositions into the conversation.

Customize your worksheet!

Replace the original illustrations on the cards with extra **places at school** 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 3 Worksheet B

Use with the Let's Learn lesson.

Activity Summary: Students ask and answer questions to practice *Where's (she) going?*

Steps:

1. Give each student a worksheet. Put students in pairs and have them sit back-to-back.
2. Have Student 1 label each place with the name of one of the children shown on the top of the worksheet.
3. Have Student 2 ask *Where's (Tim) going?* Student 1 answers based on how he or she labeled the picture. Student 2 writes the name on his or her picture.
4. Students compare pictures to check their work.
5. Make new copies of the worksheet and have students switch roles and repeat the activity.

Variation:

Have students put the children in pairs (Tim and Mia, Bob and Ana, Dan and Pam). Have them write two letters in each box to show where the two children are going. Then they can play the game the same way as above, asking *Are (Tim and Mia) going to the factory?*

Unit 4 Worksheet A

Use with the Let's Learn More lesson.

Activity Summary: Students work in groups and turn over cards to find a match. The activity reinforces occupations, occupations verbs, and *What does a (mechanic) do?*

Steps:

1. Divide the class into groups of three or four students. Give each group a set of cards.
2. Model the Concentration game with one group while the rest of the students watch.
 - a. Have the students place the cards facedown in random order.

- b. Student 1 turns over two cards, looking for an occupation/occupation action match. Have Student 2 ask *What does a (mechanic) do?* If the occupation and action do not match, Student 1 answers *I'm not sure* and places the cards back down on the desk. If they do match, Student 1 answers *A (mechanic) (fixes cars)* and keeps the cards. The student with the most matches wins.

3. When students understand the activity, have them work in groups to play the game.

Variations:

Bingo. Copy an extra set to use as Bingo cue cards. Give each student a set of cards and have them put the cards face up in a 3X3 formation. Then they can play Bingo.

Customize your worksheet!

Replace the original illustrations on the cards with extra **occupations** (singular) 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: Students work in groups to fill out a chart about jobs.

Steps:

1. Divide the class into groups of three or four students. Give each group a worksheet.
2. As a class, brainstorm all the occupations students know. Write them on the board.
3. Have students work in their groups to choose four occupations and then fill in as many sections of the chart as they can. Demonstrate with an example from the lesson: *A (factory worker) (makes things). A (factory worker) works in a (factory). Encourage them to try to do their best to fill in the "Wears" column: A (factory worker) wears (jeans).*

Variation:

Make an enlarged copy and tape it to the board. Do the activity as a class.

Unit 5 Worksheet A

Use with the Let's Learn lesson.

Activity Summary: Partners ask and answer questions about activities. The activity reinforces school activities vocabulary, and *What does (she) do on (Monday)?*

Steps:

1. Give each student a worksheet. Put students in pairs and have them sit back-to-back.
2. Ask students to cut out the pictures of school activities.
3. Student 1 places the pictures in the columns under the boy and girl to show what they do each day of the week.
4. Student 2 asks *What does (she) do on (Monday)?* Student 1 answers and Student 2 places the corresponding picture on his or her grid.
5. Partners continue in this way until all the pictures have

been placed. Have pairs compare their worksheets to check their answers.

6. Have partners switch roles and repeat the activity.

Variation:

Students play the same game, but they write the words in the boxes instead of placing the pictures.

Customize your worksheet!

Replace the original illustrations on the cards with extra **school activities** provided on the Teacher's Resource Center or use activities/routines students learned in previous units/levels if appropriate. Make sure to pre-teach new vocabulary for these images.

Unit 5 Worksheet B

Use with the Let's Learn More lesson.

Activity Summary: Partners practice asking and answering questions about activities a boy and girl do. The activity reinforces activities vocabulary and *Does (he) (play outside) on the weekend?*

Steps:

1. Put students in pairs and give each pair a worksheet, a pencil, and a paper clip.
2. Have students cut out the cards at the bottom of the worksheet and place the cards facedown in a pile.
3. Student 1 picks the top card and asks about the picture: *Does (he) (play outside) on the weekend?*
4. Student 2 places the paper clip in the center of the game board with the pencil tip in the middle and spins the paper clip. If the paper clip points to the same picture as the card, Student 2 answers *Yes, (he) does* and keeps the card. If not, Student 2 answers *No, (he) doesn't* and puts the card back in the pile.
5. Partners take turns until there are no more cards. The student with the most cards wins.

Variation:

Have students write the names of the activities on the backs of the cards. They play the game the same way, but students have to read the words instead of looking at the pictures. (Place the cards in the pile with the writing face up so students can't use the pictures on the back as clues.)

Customize your worksheet!

Replace the original illustrations on the cards with extra **school activities** provided on the Teacher's Resource Center, or use activities/routines students learned in previous units/levels if appropriate. Make sure to pre-teach new vocabulary for these images.

Unit 6 Worksheet A

Use with the Let's Talk lesson.

Activity Summary: Students play a matching game to practice telling time.

Steps:

1. Divide the class into pairs. Give each pair a worksheet.
2. Ask students to cut out the words at the bottom of the worksheet. Have students shuffle the words and put

them facedown in two equal piles. Give each partner a pile.

3. Student 1 asks *What time is it?* Student 2 turns over the first card in his or her pile and reads the card. If the card matches a clock on the worksheet, he or she places the card on top of the clock. If the card does not match, the student keeps it.
4. Partners take turns until all the clocks have been covered. The student with the fewest cards left over wins.

Variation:

Play the game with the whole class. Give each student a worksheet and have them cut out the cards. Instruct everyone to choose three clocks and mark an X over them. If there is an X mark over a clock, that clock is not used in the game. Read aloud a time: (*three o' clock*). Students place their (three o'clock) card on the (3:00) clock. If a student marked an X on the (3:00) clock, he or she does not place the card. The first student to cover all his or her clocks wins.

Unit 6 Worksheet B

Use with the Let's Learn More lesson.

Activity Summary: Students ask and answer questions about their activities and the frequency of them. The activity reinforces frequency words, activities vocabulary, and *Do you (play tennis) after school?*

Steps:

1. Give each student a worksheet. Review the activities and the question-answer pattern *Do you (ride your bike) after school?*
2. Model the activity as students watch.
 - a. Walk up to Student 1 and ask *Do you play tennis after school?* Student 1 answers *Yes, I (always) play tennis* or *No, I never play tennis*.
 - b. Ask Student 1 to write his or her name in the first box. Then check the appropriate box to show whether he or she always, never, usually, or sometimes plays tennis.
 - c. Repeat with other students until the class understands the activity.
3. Then have students walk around the room and interview one another.

Extensions:

1. When students finish, have them write sentences about their classmates' activities and the frequency they do them.
2. Make a class chart showing how many students do each activity. The complexity of the chart can vary depending on the ability and motivation of your students.

Customize your worksheet!

Replace the original illustrations with extra **school activities** provided on the Teacher's Resource Center, or use activities/sports students learned in previous units/levels. Make sure to pre-teach new vocabulary for these images.

Unit 7 Worksheet A

Use with the Let's Learn lesson.

Activity Summary: Partners play a guessing game. This activity practices weather, past tense verbs, and the days of the week.

Steps:

1. Divide the class into pairs. Give each pair a worksheet.
2. Ask pairs to cut the worksheet in half so each student has a chart. Have them cut out the pictures in the last column.
3. Have partners sit back-to-back.
4. Student 1 places the pictures in his or her chart to show the weather for each day of the week. Student 2 tries to match Student 1's weather calendar by asking *How was the weather on (Monday)? How is the weather today?*
5. Have partners compare their charts to check their answers.
6. Then have partners switch roles and repeat the activity.

Variation:

Instead of using the cutout pictures, have students play the game by writing the weather words in the chart.

Unit 7 Worksheet B

Use with the Let's Learn More lesson.

Activity Summary: Students draw and write about places in their town. The activity reinforces places and *I was at the (mall)*.

Steps:

1. Give each student a worksheet.
2. As a class, brainstorm the different places in your town. List them on the board, or display Teacher Cards as needed.
3. Ask students where they were yesterday. Explain that they will draw a picture in each box to show a place. At the bottom, they will write the sentence *I was at the (circus)*.
4. Have students draw a picture in each box to show a place they went.
5. Then ask students to complete the sentence starters about each place.

Extension:

Have students cut out their drawings. Create a class bar graph showing where students went yesterday.

Unit 8 Worksheet A

Use with the Let's Learn lesson.

Activity Summary: Students find differences between two similar pictures. The activity reinforces rooms in a house, sports equipment, *Where's the (scooter)?* and *Where was it yesterday?*

Steps:

1. Divide the class into pairs. Give each pair a worksheet.

2. Ask pairs to cut the worksheet in half so each student has a picture.
3. Have partners sit back-to-back and take turns finding differences by asking questions. Student 2 asks *Where's the (scooter)?* Student 1 responds *It's in the bathroom.* Then Student 1 asks Student 2 *Where was it yesterday?*
4. Once students have found all the differences, have them write sentences. *The scooter is in the bathroom. It was in the kitchen.*
5. Review the answers as a class.

Variation:

Have students work together to point to the differences and make sentences.

Unit 8 Worksheet B

Use with the Let's Learn More lesson.

Activity Summary: Groups of students play a board game and ask and answer questions. The game reviews various vocabulary and grammar structures presented in Units 1–8.

Steps:

1. Select two student volunteers to help you model the game. Display an enlarged game board at the front of the room.
2. Model the game.
 - a. Have Student 1 flip a coin. Tails moves one spot and heads moves two. Student 1 moves his or her game piece. Ask Student 1 the question on the space.
 - b. If the student answers correctly, he or she stays on the space. If he or she answers incorrectly, the game piece is returned to where it was.
 - c. Have Student 2 flip a coin and move his or her game piece. Student 1 asks the question. Continue in this way.
3. When students understand the game, divide the class into groups of three. Give each group a worksheet, a coin, and three game pieces and have them play the game.

Variation:

The game can be played as an entire class in three teams, using one large game board at the front of the room.

Customize your worksheet!

Replace the original illustrations on the cards with extra **places in town, school activities, food items, classroom objects, occupations**, etc. provided on the Teacher's Resource Center. Make sure to pre-teach new vocabulary for these images.