

Introduction to *Let's Go* 4 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 play Bingo using review verb phrases. The activity reinforces describing people's future activities.

Steps:

1. Make an enlarged copy of the worksheet, and cut the bottom of the worksheet into individual squares to make a set of 18 cue cards with 9 activities and another 9 of the same activities with an X over them for negative sentences. Put them all in a bag.
2. Give each student a worksheet, and something to cover the spaces on the grid (e.g., small pieces of paper, coins).
3. Review the vocabulary on the Bingo grid.
4. Have students make their Bingo grids unique by marking an X over 3–4 squares (so some will be affirmative and some will be negative).
5. Draw a cue card from the bag, and say what the person shown is or isn't going to do. Check that students are covering the appropriate squares.
6. When students understand the activity, have volunteers take turns drawing cards from the bag and saying what the person is or isn't going to do.
7. Once a student has covered three squares in a row (across, down, or diagonally), he or she says *Bingo!*
8. Check the student's row of squares by asking the student to make sentences about the activities on the covered squares (e.g., *She's going to play tennis. He's not going to go fishing.*).

Customize your worksheet!

Replace the original illustrations on the cards with extra **sports** or **school activities** provided on the Teacher's Resource Center. Change the words in the word box 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 card game and talk about items needed for various destinations. The activity reinforces *He/She needs (a towel)*.

Steps:

1. Distribute one worksheet to each group of four students.
2. Model the activity with 3 students.
 - a. Give one "person" card to each player. Mix the remaining item cards, and place the cards facedown.
 - b. Turn over the first item card, and make a statement that is true for the person you were assigned: *He needs/doesn't need a flashlight*. Students are allowed to keep cards that their person needs but must place unneeded cards in a discard pile. When students understand the activity, end the model.

3. Students play in groups of four. The first student to collect all four items is the winner.

Customize your worksheet!

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

Unit 2 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students select cards that represent jobs they want to have. Other students ask questions in order to guess the job. The activity reinforces occupations vocabulary and the question *Do you want to be (an astronaut)?*

Steps:

1. Give one set of cards to each group of 3–6 students.
2. Model the activity with a student volunteer.
 - a. Turn all the cards facedown. Ask S1 to select a card (to represent what he or she wants to do).
 - b. Ask the student questions like *Do you want to (help people)?* or *Do you want to be (an astronaut)?* S1 answers *Yes, I do* or *No, I don't*.
 - c. Continue asking or eliciting questions from other students until S1 answers *Yes, I do*. S1 should then state the occupation: *I want to be (an engineer)*.
3. When students understand the activity, have them play the guessing games in groups.

Customize your worksheet!

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

Unit 2 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students ask three classmates two Yes/No questions about their future plans (or hopes). The activity reinforces *Do you want to...?* questions.

Steps:

1. Distribute one worksheet to each student. Then write the following phrases on the board:
Do you want to...? Yes, I do. / No, I don't.
2. Have students read the questions and circle Yes or No under "You" to indicate their own answers.
3. Model the activity with a student.
 - a. Ask S1 the first question. Circle Yes or No on your sheet depending on S1's answer.
 - b. Ask S1 a second question, and mark his or her answer on your sheet.
4. When students understand the activity, have them interview three classmates.

Customize your worksheet!

Replace the original illustrations in the “Do you want to...” column with extra **future plans** provided on the Teacher's Resource Center, and change the question in the column accordingly. Make sure to pre-teach new vocabulary for these images.

Unit 3 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students take turns moving a game piece along a game board. For each space, they should read aloud the activity done in each month. The space is then covered. For each succeeding turn, students recite the activities from the previous months and add the activity from the space of the next month. This activity reinforces various irregular past-tense verbs.

Steps:

1. Display an enlarged copy of the game board at the front of the room.
2. Model the activity with a group as the others watch. Write on the board *In January, Emily . . .*
 - a. Start on January. Begin by saying *In January, Emily went fishing.*
 - b. Cover the January space. Then have S1 say the activities for January and February and cover the February space. S2 repeats January and February and then reads the March space. Tell students to continue building up until all 12 months can be recited in sequence.
 - c. If a student forgets one of the activities in the sequence, he/she should move back one space.
3. When students understand the activity, end the model. Have students work in groups of 3–4 students and begin again with January. Give each group a game board and 12 squares of paper to cover game spaces. Give each student a game piece.

Unit 3 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Groups of students play a card game like Old Maid and talk about various past events. The activity reinforces the simple past tense.

Steps:

1. Copy the worksheet times, and cut along the dotted lines to make a deck of cards. Use only one of the *I broke a window* cards, which will be the “Old Maid” card.
2. Model the activity with three students.
 - a. Mix the deck and deal all the cards. Have students take out any pairs. As a pair is laid on the table, have the student say the sentence (e.g., *I got a present!*).
 - b. Then each player takes a turn taking one card from the player to his/her left. As pairs are made, students place them on the table and say the sentence. When students understand the activity, end the model.

3. Students play in groups of four. Provide one deck of cards for each group. Tell students that the *I broke a window* card is the “Old Maid” card. The student left with this card at the end of the game is the “Old Maid,” or loser of the game.

Unit 4 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students play a card game in groups of three. They turn over cards and make sentences comparing the three pictures. The activity reinforces the comparative and superlative forms of adjectives.

Steps:

1. Have students make groups of three. Give a set of cards to each group.
2. Review/Preview the vocabulary by having students sort the cards into two piles: adjectives and objects. Ask a few questions as a warm up. For example: *Which one is the longest?*
3. Model the activity with two students as the others watch.
 - a. Mix the object cards and give five of them to S1 and five to S2. Keep five for yourself. Place the object cards facedown. Place the five adjective cards face up in the center (for reference).
 - b. The students turn over their cards simultaneously. The first player to make a comparative or superlative sentence using one of the visible adjectives gets the cards. For example, if the cards are bottle/pen/bag, a sentence could be *A bottle is heavier than a pen* or *The bottle is the heaviest.* The player with the most cards wins.
4. Have students play in groups.

Customize your worksheet!

Replace the original illustrations on the cards with extra **personal items** or **classroom objects** provided on the Teacher's Resource Center. Make sure to pre-teach new vocabulary for these images.

Unit 4 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students work in pairs to complete a chart comparing various skills. The activity reinforces the superlative forms best and worst.

Steps:

1. Divide the class into pairs. Give S1 in each pair the A portion of the sheet, and give S2 the B portion. Review the pronunciation of names and vocabulary on the worksheet.
2. Model the activity with one pair of students.
 - a. Point to the B chart, and ask S2 *Who is the best skier?* Prompt S2 to answer *I don't know.*
 - b. Ask S1 the same question. S1 answers *Jill is the best skier.* Demonstrate that S2 should write this information on the B chart. Explain that students will need to work together and share their information in order to complete the charts.

- Have students work in pairs. You can have students sit back to back or with a screen of some kind between them so that they have to listen to each other's answers in order to get the needed information.

Unit 5 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students describe the paths taken by a rabbit (or a turtle) to a partner. The activity reinforces prepositions associated with movement (e.g., *through, around, up, down, under, into, out of, and over*).

Steps:

- Have students form pairs and give sections A1 and B2 to S1 and sections A2 and B1 to S2. Review the adjectives and preview the additional vocabulary from the park, such as *gate, swings, slide, fountain, and wall*.
- Model the activity with one pair of students as the other students watch.
 - Ask S1 to describe to S2 the path taken by the rabbit in number A1. Elicit the answer *The rabbit went through the gate*. Have S2 draw a line on A2 to indicate the path.
 - Ask S2 to describe to S1 the path taken by the turtle in B1. Elicit the answer *The turtle went into the fountain*. Have S1 draw a line on B2 to the path.
- Have students work in pairs. Begin with S1 describing the rabbit's path:
 - 1-[starting point] *through the gate*
 - 2-*around the swing*
 - 3-*up the tree* [jumps to a tree and goes]
 - 4-*down the slide*
 - 5-*into the pond*
 - 6-*out of the pond*
 - 7-*over the hill* [ending point]
- When pairs are finished with the rabbit's path, have S2 describe the turtle's path to S1:
 - 1-[starting point] *into the fountain*
 - 2-*out of the fountain*
 - 3-*under the fence*
 - 4-*over the bridge*
 - 5-*around the swing*
 - 6-*through the gate* [ending point]

Unit 5 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: In this activity, students work in pairs. They write and draw one activity into each box – using the past-tense form – and then play Bingo practicing *What did you do last weekend? I visited my grandparents*. The game reinforces talking about past activities.

Steps:

- Give each student a copy of the worksheet. Enlarge and cut the activities into strips to use to cue the game (or write the activities on individual cards).
- Play the game.
 - Put students into pairs. Have them write and draw one activity in each box. Pairs should decide on their activities and prepare their sheets.

- Make sure they write the past forms of the verbs.
 - Have students join another pair to play the game. Prompt students to take turns asking *What did you do last weekend?* Select a ticket and a volunteer, and answer *We (watched a baseball game)*.
 - Students cover (or cross out) the activity on their grids if they have it.
- When a pair gets Bingo (three in a row across, down, or diagonally), have them read the activities aloud (e.g., *We downloaded pictures*).

Unit 6 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students describe people in terms of hairstyle. The activity reinforces possessives, description vocabulary, and the sentence pattern *Matt's dad has short hair and a moustache*.

Steps:

- Have students form pairs and give part A (Matt's family) to S1 and part B (Carol's family) to S2. Each section contains pictures of one family and unlabeled pictures of the other family. Review the hair descriptions and family vocabulary.
- Model the activity with one pair of students.
 - Ask S1 to describe Matt's father to S2. Elicit the answer *Matt's dad has short hair and a moustache*. Have S2 label the appropriate picture on part B.
 - Ask S2 to describe Carol's sister to S1. Elicit the answer *Carol's sister has a long ponytail and bangs*. Have S1 label the appropriate picture on part A.
- Have students work in pairs. Begin with S1 describing Matt's family.
 - 1- *Matt's dad has short hair and a moustache.*
 - 2- *Matt's mom has long curly hair and bangs.*
 - 3- *Matt's brother has short curly hair.*
 - 4- *Matt's sister has long hair and bangs.*
- When pairs are finished with Matt's family, have S2 describe Carol's family to S1.
 - 1- *Carol's dad has curly hair and a beard.*
 - 2- *Carol's mom has short straight hair and bangs.*
 - 3- *Carol's brother has short straight hair and bangs.*
 - 4- *Carol's sister has a long ponytail and bangs.*

Customize your worksheet!

Replace the original illustrations of the family members with **people** with different facial features on the Teacher's Resource Center.

Unit 6 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students describe people in terms of clothing. The activity reinforces clothing vocabulary and the pattern *He's/She's the one in a t-shirt and shorts*.

Steps:

- Give one set of cards to each group of students.

2. Model the activity with one group. Place the cards face up on the table.
 - a. Begin each turn with the following dialogue:
T: I'm thinking of a girl.
Ss: Which girl?
T: She's the one in a vest and a plaid skirt.
 - b. Students race to touch the appropriate card and ask *Is she the one?* Answer *Yes, she is* or *No, she isn't*. The first student to touch the correct card and ask the question becomes the caller for the next turn.

3. Have students work in groups to give descriptions.

Customize your worksheet!

Replace the original illustrations on the cards with extra **personal items** or **classroom objects** provided on the Teacher's Resource Center. Make sure to pre-teach new vocabulary for these images.

Unit 7 Worksheet A

Use with the Let's Learn lesson.

Activity summary: In part A, students look at the calendar worksheet and complete the sentences. In part B, they circle the correct word or phrase in the sentence and choose whether the sentence is in the past tense or the future. The activity reinforces past and future verb forms.

Steps:

1. Give one worksheet to each student. Have students form pairs.
2. For part A, have students look at the calendar worksheet for February. Then have them complete the sentences with the correct word, using the calendar worksheet to find the answers.
3. For part B, write the sentence for number 1 on the board: *Last summer, I (went/am going to go) to the beach.* Elicit the answer and circle it; have students circle the correct answer on their sheets. Read the completed sentence aloud. Then have students tell you whether the sentence is in the past or future. Instruct students to check the past or future box after sentence number 1 on their own sheets.

Unit 7 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: In this activity, students work in pairs, write and draw one location into each box, and then play Bingo practicing *Where are you going to go? We're going to go to the (supermarket).* The game reinforces talking about future activities.

Steps:

1. Give each student a copy of the worksheet. Enlarge and cut the locations into strips to use to cue the game (or write the locations on individual cards).
2. Play the game.
 - a. Put students into pairs. Have them write and draw one location in each box. Pairs should decide on their locations and prepare their sheets.
 - b. Have students join another pair to play the game. Prompt students to take turns asking *Where are*

you going to go? Select a ticket and a volunteer, and answer *We're going to go to the (drugstore).*

- c. Students cover (or cross out) the location on their grids if they have it.
3. When a pair gets Bingo (three in a row across, down, or diagonally), have them read the locations aloud (e.g., *We're going to go to the supermarket.*)

Unit 8 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students interview classmates to ask whether they like to do various activities and ask them to sign their names. The activity reinforces *Do you like to . . . ?*

Steps:

1. Give one worksheet to each student. Review the vocabulary and question-and-answer pattern.
2. Model the activity as students watch.
 - a. Walk up to S1 and ask *Do you like to (send messages)?* S1 answers *Yes, I do* or *No, I don't*. Circle Yes or No on your sheet depending on S1's answer.
 - b. Ask S1 to sign his/her name on your sheet. Show students how to ask by using the following dialogue:
T: Please write your name.
 S1: [writes name and hands worksheet back]
Here you are.
T: Thank you.
 S1: *You're welcome.*
3. Have students stand and interview their classmates.

Customize your worksheet!

Replace the original illustrations with extra **sports** or **school activities** provided on the Teacher's Resource Center, and change the words in the table accordingly. Make sure to pre-teach new vocabulary for these images.

Unit 8 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students invite their partners to do certain activities. The activity reinforces asking and talking about activities and responsibilities and making suggestions.

Steps:

1. Give a set of cards to each pair of students.
2. Model the activity with a student volunteer as the other students watch.
 - a. Write on the board *Let's _____!* with its two responses: *OK.* and *Sorry, I can't. I have to _____.*
 - b. Divide one set of cards into two piles: recreational activities, and chore and "OK" cards.
 - c. Draw a card from the recreational pile, and use the verb phrase on it to make a sentence (e.g., *Let's go shopping.*).
 - d. Have S1 draw a card from the chores pile and respond to your statement positively *OK* or negatively, *Sorry, I can't. I have to _____.* depending on the card.

Customize your worksheet!

Replace the original illustrations with extra **sports** or **school activities** provided on the Teacher's Resource Center and change the words in the table accordingly. Make sure to pre-teach new vocabulary for these images.