

Introduction to *Let's Begin 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 Talk lesson.

Activity summary: Students draw a picture and complete a sentence to introduce themselves.

Steps:

Distribute a copy to each student.

Have students trace *I'm* in the speech bubble. Then have them write their own name, and draw a picture of themselves. As students work, circulate and help them with the spelling of their names, if necessary.

Have students walk around the class holding their completed worksheets up and introducing themselves to each other: *What's your name? I'm (Sally).*

Variation:

Students can choose to draw a picture of their favorite fictional character (cartoon, movie, book), and write that character's name instead of their own.

Unit 1 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students work in pairs to match the outline with the actual object. They also practice the question and answer: *What is it? It's a (ball).*

Steps:

1. Distribute a copy to each pair.
2. Model the activity with one pair of students as other students watch. Have S1 point to the first outline object and ask S2 *What is it?* Prompt S2 to draw a line to the matching detailed object and answer *It's a (ball).*
3. When students understand the activity, have them take turns asking, matching, and answering.

Variation:

Give each student a copy of the worksheet and have them complete it individually.

Customize your worksheet!

To make the activity more challenging, replace the illustrations with images of **toys** that students are familiar with.

Unit 2 Worksheet A

Use with the Let's Talk lesson.

Activity summary: In this activity, you read aloud the dialogue and students choose the correct picture that matches it.

Steps:

1. Model the activity on one enlarged copy.
2. Point to the characters and identify who they are.
3. Read and point to the speech bubbles one item at a time. Have students repeat after you.
4. Have students circle which picture fits the dialogue. Go through each item as a class.

5. When students understand the activity and have circled the correct answers, have them work in pairs and practice the dialogue based on the circled pictures.

Unit 2 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: In this activity, say a sentence *It's a (ball). It's a (ball). It's a (ball). It's a (ball).* Students find it in the picture. Then say another sentence *It's (blue)* and students color.

Steps:

1. Distribute one copy to each student.
Model the activity as students watch.
 - a. Say a sentence: *It's a (ball).*
 - b. Have students find the ball in the picture, point to it, and say *It's a (ball).*
 - c. Say another sentence: *It's (blue).*
 - d. Have students color the object the correct color. Then they say *It's a (ball). It's (blue).*
2. Continue the activity, saying sentences and have students find the items and color them.

Variation:

Give students another copy of the worksheet. Have different students be the "teacher" and say the sentences.

Unit 3 Worksheet A

Use with the Let's Talk lesson.

Activity summary: In this activity, students use the verb cards to play Concentration and review the verbs from Units 1–3.

Steps:

1. Distribute one copy to each student.
2. Have students cut out the cards and color them.
3. Divide the class into pairs.
4. Have students put all their cards together and spread them out on the desk in front of them face down.
5. Have students take turns choosing two cards and turning them over. If they match, students say what's on the card, do the action, and take the cards. If they don't match, they put them back and the other student chooses two new cards.
6. Students continue playing until all the cards are gone.

Variation:

Have students use the cards to play Charades.

Unit 3 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students compete by matching cut out shapes to colors as fast as they can.

Steps:

1. Give each student an enlarged copy of the worksheet. Have students color the crayons their appropriate color based on their labels. They should leave the shapes as

they are.

2. Have students cut out each image into individual squares, spread them out on their desks, and mix the order. (Each student should have 16 squares.)
3. Prompt the class to ask you the same question every time they are ready for another round (Class: *What is it?*)
4. Call out a color/shape combination: *It's a green diamond.*
5. Students race to find the green crayon and diamond shape and place them together on their desk. Whoever matches the color and shape together and raises their hand first receives a point. The student who has the most points wins.

Variation:

Separate students into teams and choose one person out of each team to be the representative to compete with the other representatives.

Unit 4 Worksheet A

Use with the Let's Talk lesson.

Activity summary: In this activity, students count the objects and write the number of the objects in each square. The squares can be used to practice asking and answering questions in pairs.

Steps:

1. Review the numbers 1–10.
2. Model the activity on an enlarged copy.
 - a. Point to an object in the first square on the grid and ask *What is it?* Students can guess or answer *I don't know* or *It's a (doll).*
 - b. Point to the same object and ask *How many?* Students will count the number of objects in the square and answer (*Four*). Then instruct them to write the number on the blank provided in each square.

Variation:

Divide the class into pairs. Have students cut out the squares. Combine both sets of cards and have students put them face down between them. Have S1 turn over a card and ask *What is it?* And *How many?* S2 answers. Students continue taking turns with the rest of the cards.

Customize your worksheet!

For additional challenge, use new images of **toys, food items, classroom objects** or **personal items** provided on the Teacher's Resource Center to represent numbers.

Unit 4 Worksheet B

Use with the Let's Learn to Read lesson.

Activity summary: In this activity, students make their own alphabet cards and review letters.

Steps:

1. Review the form and sounds of the letters A through J.
2. Give one worksheet and some crayons to each student.
3. Point to the first object and ask *What is it?* Students

answer. Continue with the rest of the objects.

4. Have students color the pictures, cut them out, and write the letter that the object begins with in each square.

Variation:

Use duplicate sets of cards for students to play Concentration by matching the letters.

Customize your worksheet!

Challenge activity: use new images of items that begin with letters A-J (toys, food items, etc.) to represent each letter. Make sure to pre-teach new vocabulary for these images.

Unit 5 Worksheet A

Use with the Let's Learn lesson.

Activity summary: In this activity, students match numbers with the correct number of animals and practice the question *How many?* (*Five*).

Steps:

1. Review the numbers 1–5.
2. Model the activity on an enlarged copy.
 - a. Point to the first number and ask *What is it?* Students answer.
 - b. Point to the matching number group of animals and say *Let's count*. Have students count with you as you point to each animal. Show students how to draw a line between the number and the group of animals.
3. Give one worksheet to each student.
4. Have students complete the activity.
5. Divide the class into pairs. Have them ask and answer questions about each group of animals. S1: *How many?* S2: (*Five*).

Variation:

1. Have students do the matching activity together.
2. After students complete the activity, have them cover the numbers with a piece of paper. Have S1 point to one of the groups of animals and ask S2 *How many?* S2 answers and writes the number on a separate piece of paper.

Customize your worksheet!

Replace animals with other objects from units 1–4. Make sure the number of items in each illustration matches the desired number.

Unit 5 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: In this activity, you ask a question *How many (ducks)?* and say a command *Color the (ducks) (yellow)*. Students count the animals, color them and review numbers, colors, and the question and answer.

Steps:

1. Distribute one copy to each student
2. Model the activity as students watch.

- a. Ask *How many (ducks)?*
 - b. Have students find the ducks in the picture, point to them, and count. Then they answer (*Six (ducks)*).
 - c. Say *Color the (ducks) (yellow)*.
 - d. Have students follow your command.
3. Continue the activity, asking how many of each animal and have students find them and color them the correct color.
 4. Divide the class into pairs. Have them practice asking and answering *How many (ducks)?* using their pictures.

Variation:

Give students another copy of the worksheet. Have them color the animals different colors.

Unit 6 Worksheet A

Use with the Let's Learn lesson.

Activity summary: In this activity, students ask and answer questions in pairs.

Steps:

1. Distribute one copy to each student.
2. Model the activity as students watch.
 - a. Display an enlarged copy of the worksheet on the board. Ask S1 *Do you like (pizza)?* If S1 answers *Yes, I do*, then draw a slice of pizza on the plate and put a check next to the picture of the piece of pizza that is already drawn on the outside of the blanket.
 - b. If S1 answers *No, I don't*, then put an X next to the picture of pizza already drawn on the outside of the blanket.
 - c. Ask about all of the foods on the worksheet and draw the foods for each *Yes, I do* answer on the plates provided.
3. When students understand the activity, have them work in pairs and take turns asking and answering questions, making appropriate marks next to the pictures and drawing the food items that their partner likes. Either have students sit back-to-back, or sit with a screen between them so that they can't see their partner's worksheets.

Variation:

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

Customize your worksheet!

For additional challenge, replace the original images with new **food items** provided on the Teacher's Resource Center. Make sure to pre-teach new vocabulary for these images.

Unit 6 Worksheet B

Use with the Let's Learn to Read lesson.

Activity summary: In this activity, students work in pairs, interviewing each other about foods they like.

Steps:

1. Distribute one copy to each student.
2. Model the activity with an enlarged copy.
 - a. Point to each food item at the top of the worksheet and have students say what it is.
 - b. Ask S1 *Do you like pizza?* S1 answers *Yes, I do* or *No, I don't*. If necessary, show students how they can use the pictures of food to help them "read" the food names in the chart. Then, place a check mark in the Yes or No column next to the picture.
3. In pairs, students take turns asking and answering questions about what food they like. Remind students to mark their partner's answers, not their own.

Variation:

Have students make a similar interview grid using toys and/or animals from previous units.

Customize your worksheet!

For additional challenge, replace the original illustrations with new **food items** or other kinds of items (such as **toys, personal items, classroom items**) 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 More lesson.

Activity summary: Students work in groups and turn over cards to find a match. The activity reinforces *I can* and *I can't*.

Steps:

1. Divide the class into groups of two or three students and give them one worksheet to cut out.
2. Model the Concentration game with one group as the other students watch.
 - a. Have students spread out the cards face down in random order.
 - b. S1 turns over two cards, looking for a can/can't match. Have S1 make a sentence after turning over each card. If S1 finds a match, he or she takes the cards and the next student in the group takes a turn. If the cards don't match, S1 randomly places the cards back on the table face down. The student with the most matches wins.
3. When students understand the activity, have them work in groups and play the game.

Variation:

Have students get in rows of four or five. Give each S1 a set of cards. Have them look at the first card and say the correct sentence and pass the card to S2, who says the sentence and passes it to S3 and so on to the last student.

Students continue with the rest of the cards, trying to go as fast as they can. The first team with the last student to have all the cards wins.

Customize your worksheet!

Challenge activity: replace the original illustrations with images of new **actions** provided on the Teacher's Resource

Center. Make sure to pre-teach new vocabulary for these images.

Unit 7 Worksheet B

Use with the Let's Learn to Read lesson.

Activity summary: Students work in groups to try to make a face and practice the unit vocabulary.

Steps:

1. Divide the class into groups of three or four students. Give each group a worksheet. Have them cut out the parts of the face.
2. Model the activity with one group as the other students watch.
 - a. Have one student pick up a part of the face and then demonstrate to the class and say *I can touch my (nose)*. Then have the student close their eyes and try to place the cut-out nose on the correct place on the outline of the face. Put a little tape or glue on the back of the face parts, if necessary.
 - b. Have another student in the group choose another face part, demonstrate and say the sentence, and put the part in the correct place.
3. When students understand the activity, have them work in groups and complete the activity.
4. Give each group more copies of the worksheet so that they can repeat the activity and work individually. Let them color the worksheet and add hair.

Variation:

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

Customize your worksheet!

Add decorations/variations like bows, glasses, eyebrows, eyelashes, different mouths and noses.

Unit 8 Worksheet A

Use with the Let's Learn More lesson.

Activity summary: In this activity, groups of students put puzzle pieces together and ask and answer questions. The puzzle reviews various vocabulary and grammar structures presented in Units 1 through 8.

Steps:

1. Do the activity together.
 - a. Display an enlarged copy at the front of the classroom with all the puzzle pieces pre-cut, rearranged, and taped to the board.
 - b. Randomly select students to help you put the puzzle together.
 - c. Once the puzzle is together, guide students and ask questions based on the pictures on each puzzle piece. Point to an image and ask *Can you (fly a kite)?* Other possible questions are *How many rabbits? Can you jump? How's the weather? Let's count.*
2. Give each student a copy and have them color, cut, scramble, and rebuild the puzzle.

Variation:

Students can work in pairs and take turns asking and answering questions about the picture.

Unit 8 Worksheet B

Use with the Let's Learn to Read lesson.

Activity summary: Students find letters hidden in a picture, circle them, and trace the letters at the bottom of the worksheet to review letter recognition and the order of the alphabet.

Steps:

1. Give each student a worksheet.
2. Model the activity.
 - a. Hold up an enlarged copy. Say *a* and have students look for the letter "a" in the picture. Point to it and circle it.
 - b. Trace the letter "a" on the write on line.
3. When students understand the activity, have them work individually and complete the activity. Make sure they understand they can find the letters in any order, but they must keep track of the letters they find by tracing each letter on the write on line below the picture.
4. Have students match the letters to objects in the picture.

Variation:

1. Have students do the activity in pairs and say *I can touch "a"* as they find each letter.
2. Have students ask each other questions about the objects in the picture: *What is it? It's (an igloo).*