

# Introduction to *Let's Go* 1 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 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 color pictures, trace words, draw a picture of themselves, and complete a sentence to introduce themselves.

### Steps:

1. Distribute a copy to each student.
2. Have students color Scott and Kate. Then, have them trace the words in each speech bubble.
3. Have students 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.

### 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 turn over cards and ask and answer questions in pairs. The activity reinforces classroom vocabulary and the question-and answer patterns *What's this? It's a (pencil)* and *Is this a (pencil)? Yes, it is. No, it isn't.*

### Steps:

1. Give one set of cards to each student or team.
2. Model the activity with one pair of students (or two teams) as other students watch.
  - a. Have S1 and S2 place their stacks of cards on the table, face down in front of them.
  - b. Prompt S1 to turn over the top card and ask, *What's this?* S2 answers *It's a (pencil)*. Next, have S2 turn over a card and ask S1 a question.
3. When students understand the activity, have them work in pairs and ask questions and give answers using the cards.

### Customize your worksheet!

Challenge activity: replace the original illustrations with new images for **classroom objects** (or other items as desired) 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 More lesson.

Activity summary: In this activity, you read a sentence and students draw a picture accordingly. The activity reinforces color and shape vocabulary and the grammar structure *It's a (blue) (star)*.

### Steps:

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

- a. Have students point to the color words and read them with you. Color the balloon shapes on an enlarged copy as students color their own worksheets. Ask volunteers to identify the shapes of the balloons.
- b. Point to the number 1 at the bottom of the worksheet and read the following sentence: *It's a pink circle*. Draw a pink circle in the square and have students do the same. Check that all students have drawn a pink circle in square number 1.

3. Read the sentences below. Have students draw the corresponding pictures.

1. *It's a pink circle.*
2. *It's a blue rectangle.*
3. *It's a brown and black square.*
4. *It's a red and white heart.*
5. *It's a yellow and orange star.*
6. *It's an orange and purple oval.*

### Variation:

Give each student two copies of the worksheet. On one copy, students draw the colored objects. Then, they take turns telling their partners to draw the same objects. Afterward, have them compare their original to their partner's copy.

## Unit 2 Worksheet B

Use with the Let's Read lesson.

Activity summary: In this activity, you read a numbered sentence, students find the matching story frame, and number it. The activity reinforces initial /c/ and /g/ phonics.

### Steps:

1. Model the activity. Read the first line of the story, and show students how to write the number 1 in the box of the story frame.
2. Read the first number and sentence below. Allow enough time for students to find the correct frame and write a number on it. Continue with the other sentences.
  1. *This is a black cat.*
  2. *This is a green gate.*
  3. *This is a brown cow.*
  4. *This is a blue coat.*
3. When all the sentences have been numbered, have students read the sentences and circle the c's and g's on the frames.

### Variation:

Have students have students cut out the pictures and put the frames in order.

## Unit 3 Worksheet A

Use with the Let's Learn More lesson.

Activity summary: Students play Bingo using singular and plural objects. The activity reinforces singular and plural vocabulary and the grammar structure. *What's this? It's a (CD). What are these? They're (crayons).*

### Steps:

1. Make a set of cue cards by making an enlarged copy of the worksheet and cutting the bottom of the worksheet into individual squares (you should have eighteen cue cards, nine singular and nine plural) and put them into a bag.
2. Give each student a worksheet and markers (pieces of paper, coins, etc.).
3. Review the vocabulary on the Bingo grid.
4. Have students make their grids unique by adding an s to some of the objects in the squares, so that some items are singular and some are plural.
5. Draw a card from the bag and ask *What's this? It's a (marker) or What are these? They're (computers).*
6. Continue with other cards. Check that students are marking the correct squares for singular or plural.
7. When a student has covered three squares in a row, he or she says *Bingo!* Check the student's squares by asking the question and having the student answer.

### Variation:

Have students play until the whole board is covered.

### Customize your worksheet!

Replace the original illustrations with new images of **classroom objects** (or other items as desired) provided on the Teacher's Resource Center. Duplicate some of the items to make them plural as necessary, and change the names of the items. Make sure to pre-teach new vocabulary for these images.

## Unit 3 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: In this activity, groups of three or four play a board game and ask and answer questions. The game reinforces color, number, and classroom object vocabulary, and the grammar structures *What color is this?* and *How many (pencils)?*

### Steps

1. Display an already colored game board and ask and answer questions. Choose two students to help model the activity. Point out that the question *What color is this?* can only be asked when a game space contains a single object.
2. Model the activity:
  - a. Have S1 roll a die and move the corresponding number of spaces. Ask S1 a question about the object(s) on the space he or she lands on. *How many (crayons)?* If the space has a single object, you can ask *What color is this?*
  - b. If S1 answers correctly, he or she remains on that space or moves to the space indicated by the arrow. If S1 answers incorrectly, he or she returns to the space from which the turn started.
  - c. S2 rolls the die next, and S1 asks the question.
3. Divide the class into groups of three or four. Distribute one game board, marker, a die, and crayons to each group. Have students color the board. Then begin play.

### Variation:

The game can be played by the entire class, using one large game board at the front of the class.

### Customize your worksheet!

Replace the original illustrations with new images of **classroom objects** (or other items as desired) provided on the Teacher's Resource Center. Duplicate some of the items to make them plural as necessary, and change the names of the items. Make sure to pre-teach new vocabulary for these images.

## Unit 4 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students work in groups to play a board game and make sentences combining adjectives and family vocabulary. The activity reinforces family vocabulary and adjectives, and the patterns *This is my (mother).* *She's (tall).*

### Steps:

1. Display a copy of the game board at the front of the class. Place adjective Student Cards (88–93) face down in the center of the board.
2. Model the first turn. Roll a die and move the corresponding number of spaces. Draw an adjective card and make sentences about the person on the space: *This is my (sister).* *She's (pretty).*
3. Have students continue the game in groups of three or four. If a student's sentences are correct, they remain in the space. If incorrect, they must go back to the space from which they started the turn.

### Variations:

1. Play the game as an entire class, using one large game board and Teacher Cards.
2. Use the family cards at the bottom of the worksheet to play Slap (Teacher's Guide, p. 18) or Concentration (p. 17).
3. Play the game again, with students asking and answering questions: *Who's (she)? She's my (sister).* *Is she young? Yes, she is.*

## Unit 4 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students work in groups, turn over cards to find matches, and talk. The activity reviews command and action verb vocabulary.

### Steps:

1. Divide the class into groups of three or four and give each group a set of cards.
2. Model the concentration game. Place all cards face down on a table. Turn over one card and say the action aloud: *Pick up your pencil.* Leave that card face up, and turn over another card. If it matches, say the action again and take both cards out of play. If the second card does not match, say the action and then turn both cards face down again.
3. Have students play the game in groups.

### Variation:

Play Bingo! (Teacher's Guide, p. 17). Have students make grids with the cards, and take turns calling out the actions.

### Customize your worksheet!

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

## Unit 5 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students connect the dots to reveal toys or objects, and then write the name of the item below the drawing. Students then ask and answer questions about the items pictured. This activity reinforces toy vocabulary and the question and answer pattern *What is it? It's (a kite).*

### Steps:

1. Model the drawing activity on an enlarged copy.
2. Point to the first item and ask *What is it?* Have students guess or answer *I don't know.*
3. Have students connect the dots. Then ask the question again. Students answer *It's a kite.*
4. Write the name under the picture.
5. Pair students and have them do the activity together, taking turns asking and answering after they connect the dots.

### Variation:

1. Have student pairs cut out the squares to make six cards each. Place all the cards face down in front of the pair. S1 turns over the first card and asks a question. If S2 answers correctly, he or she keeps the card. If S2 is incorrect, S1 keeps the card. Play continues until all cards are gone. The player with the most cards wins.
2. Use multiple sets of Student Cards and play Slap (Teacher's Guide, p. 18).

## Unit 5 Worksheet B

Use with the Let's Read lesson.

Activity summary: Students look at the pictures and try to find the corresponding words in the rows of the puzzle. The activity reinforces /a/ and /e/ phonics lessons.

### Steps:

1. Make an enlarged copy of the puzzle and display it at the front of the class. Point to picture number 1 (apple) and say *apple*.
2. Point to the first row. Point to the letters that spell apple. Circle the letters.
3. Say the word.
4. Distribute one worksheet for every two students. Have pairs complete the puzzles. Each student takes turns finding, circling, and say a word.

### Puzzle solution:

|    |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|
| 1. | a | p | p | l | e | t | l | v |
| 2. | m | s | b | b | a | g | x | p |
| 3. | q | p | e | t | r | x | v | l |
| 4. | p | e | g | m | n | p | p | r |
| 5. | r | t | c | a | t | d | w | f |
| 6. | z | y | q | r | e | g | g | n |
| 7. | b | e | d | r | s | x | n | t |
| 8. | q | m | l | k | v | c | a | p |

### Variations:

1. Have one student in each pair find only the /e/ words. Have the other student find only the /a/ words.
2. Have students write the words before finding them in the puzzle rows.

## Unit 6 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students work in pairs and count the number of the hidden objects. The activity reinforces number and nature vocabulary, and the question and answer pattern *How many (kites) are there? There are (two kites.)*

### Steps:

1. Give one worksheet to each pair of students.
2. Model the activity with an enlarged copy. Ask *How many kites are there?* Count along with the class. If desired, number the kites as you count them.
3. Have students work in pairs, asking and answering questions and counting the hidden objects.

### Variation:

Have students write a sentence about each object in the key at the bottom of the worksheet (e.g., *There are two trees.*)

## Unit 6 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students ask and answer questions in pairs. The activity reinforces prepositions, toys, and nature vocabulary, and the question and answer pattern *Where's the (bat)? It's (on) the (table).*

### Steps:

1. Give one worksheet to each student.
2. In advance, cut out the bottom objects for one sheet and paste them on the main park scene. Do not show students this worksheet.
3. Display an enlarged copy of the top worksheet. Ask a student to model the activity with you, and give him or her the cutouts from the bottom of the enlarged worksheet.
4. Prompt the student to ask a question about one of the objects. S1: *Where's the (bat)?* Answer *It's (on) the (table).* S1 then tapes the bat on the table in the picture. Continue with the other objects.
5. Show the sheet you prepared in advance, and let students check if S1's placement matches yours.
6. Have students work in pairs. Students sit back-to-back and take turns asking, answering, and taping the objects to the picture.



### Variation:

After pasting the objects on the picture, have students write a sentence about each one. (e.g., *The bat is on the table.*)

### Customize your worksheet!

Replace the original cards with new images of **toys**, **classroom objects** or **personal 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 want, I don't want, thirsty/hungry*, count nouns, and food vocabulary.

### Steps:

1. Divide the class into groups of three to four students. Give each student a set of cards.
2. Play Concentration. Model if necessary.
3. Students place cards face down in random order. S1 turns over two cards, looking for a picture/word match. Have S1 make two sentences, combining *hungry/thirsty* with *I want/I don't want*. S1: *I'm (thirsty). I (want) a (soda)*. If S1 matches and makes correct sentences, he or she takes the cards and play continues with the next student. If S1 makes incorrect sentences, the cards remain in play.

### Variations:

1. Play Slap (Teacher's Guide, p. 18) in small groups.
2. When less time is available, have students play Concentration without making sentences.

### Customize your worksheet!

Replace the picture cards with additional **food items** provided on the Teacher's Resource Center, and change the words on the word cards accordingly. Make sure to pre-teach new vocabulary.

## Unit 7 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students play Bingo using count and noncount food vocabulary and the grammar structure *I want (chicken). I (don't) want (fish)*.

### Steps:

1. Make a set of cue cards by making an enlarged copy of the worksheet and cutting the bottom of the worksheet into individual squares (you should have 12 cue cards) and put them into a bag.
2. Give each student a worksheet and markers (pieces of paper, coins, etc.).
3. Review the vocabulary from the bottom of the worksheet.
4. Have students cut out the squares on the bottom of their worksheets and place nine of them on their grids.
5. Draw two cards from the bag and make a sentence: *I want (ice cream). I don't want (fish)*. Students must pay close attention and place a marker only on the food you

say you want.

6. Continue with other cards. Have volunteer students draw two cards and make the sentences. Check that students are marking the correct squares.
7. When a student has covered three squares in a row, he or she says *Bingo!* Check the student's squares by having the students say *I want (ice cream)* for each marked space.

### Variation:

Have students play until the whole board is covered.

### Customize your worksheet!

Replace the original illustrations on the cue cards with additional **food items** provided on the Teacher's Resource Center. Make sure to pre-teach new vocabulary.

## Unit 8 Worksheet A

Use with Let's Learn More lesson.

Activity summary: Students ask and answer questions about likes and dislikes. The activity reinforces animal vocabulary and the question *Do you like (rabbits)?*

### Steps:

1. Distribute one worksheet to each student. Review the animal vocabulary and question-and-answer pattern.
2. Model the activity.
  - a. Walk up to S1 and ask *Do you like birds?* S1 answers *Yes, I do* or *No, I don't*. Circle yes or no on the chart and hand the worksheet to S1. Say, *Please write your name*. S1 write his or her name on the paper and gives it back to you.
  - b. Move to another student and repeat the procedure.
3. Once students understand, have them move around the class to complete the survey.

### Variations:

1. When students finish, have them write out sentences using each of the twelve animals.
2. Make a class survey with all students. Draw a chart on the board. Ask *Do you like (birds)?* Students who like birds raise their hands as they answer. Have the class count the number of students with hands raised. Record the results on the chart.

### Customize your worksheet!

Replace the picture cards with additional **animals** or other items like **foods** provided on the Teacher's Resource Center, and change the words in the table accordingly. Make sure to pre-teach new vocabulary.

## Unit 8 Worksheet B

Use with the Let's Read lesson.

Activity summary: In this activity, groups of students play a board game, and ask and answer questions. The game reviews vocabulary and grammar structures presented in Student Book 1.

### Steps:

1. Select two students to volunteer to help you model the game. Display an enlarged game board at the front of

the room.

2. Model the activity.
  - a. Have S1 roll a die and move the number of spaces indicated. Ask S1 the question in the space. If S1 lands on an action space, he or she should read the sentence and do or pantomime the action.
  - b. If S1 answers correctly, he or she remains on that space. If S1 answers incorrectly, he or she returns to the space from which the turn started.
  - c. Have S2 roll the die and have S1 ask a question. The student rolling the die becomes the question asker for the next student.
3. Put students in groups of three or four to play the game. Give each group a board game, markers, and a die.

*Variation:*

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