

# Introduction to *Let's Go* 5 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 More lesson.

Activity summary: Students play a card game in groups of three. They turn over cards and identify pictures using *a few*, *a lot of*, *a little*, *a bottle of*, *a piece of*, and *a can of*. This activity reinforces *a lot of* and *a few* used with countable items, *a lot of* and *a little* used with non-countable items, and *a bottle of*, *a can of*, and *a piece of* as counters.

### Preparation:

1. Copy the worksheet.
2. Cut along the dotted lines to make one set of cards.
3. Provide one set of cards per 3 students.

### Steps:

1. Have students make groups of three. Give a set of cards to each group.
2. Model the activity with two students.
  - a. Mix and place the cards facedown in a pile.
  - b. Say *Go!* Each player takes a turn turning over a card.
  - c. The group works together to identify the picture (e.g., *a few grapes*). After a picture is identified, the next card is turned over. Teams try to identify as many cards as they can in one minute.
3. When students understand the activity, have them play in groups. As students play, circulate and help.
4. Have students play again and see if they can improve.

### Variation 1:

Play Concentration. Have students match the a lot of card to the corresponding a few or a little card. Then have them match a (*bottle*, *can*, *piece*) of with the larger amounts of various foods.

### Variation 2:

Play Go Fish! Match two sets of cards. Play in groups of four. Mix and deal four to each player. Take turns trying to make pairs by asking *Do you have a lot of/a few/a little/a bottle of \_\_\_\_\_?* Or use the following questions: *Is there/Are there a little/a few/a lot of \_\_\_\_\_?* and *Is there a bottle of \_\_\_\_\_?* and *Is there a bottle/Are there three bottles of water?*

### Customize your worksheet!

Replace the original illustrations with extra **food items** (or other items) provided on the Teacher's Resource Center. Duplicate some of the items to make them plural. Make sure to pre-teach new vocabulary for these images.

## Unit 1 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: In this activity, students work in pairs to exchange information about quantities of countable and non-countable items. This activity reinforces *a lot of* and *a few* used with countable items, including counters like *a bottle* and *a piece of*, and *a lot of* and *a little* used with non-

countable items.

### Steps:

1. Copy the worksheet for each student.
2. Pair students. Give each student a worksheet.
3. In the space provided, have students draw different quantities of the countable items listed in part A. Encourage students to draw a lot of some items and a few of others. Then have students check a lot of or a few next to each item in the *I have . . .* chart, depending on the quantity in their drawing.
4. Model part A of the activity with a student.
  - a. Ask the student how many grapes he/she has.  
*T: How many grapes do you have?*  
*S: I have a few grapes./I have a lot of grapes.*
  - b. Depending on the student's answer, check a few or a lot of next to grapes on the *My partner has . . .* chart.
  - c. Continue with the rest of the items in the chart. Then switch roles.
  - d. Have students do part A in pairs. Circulate and help.
5. Part B of this activity uses the same procedure as part A. Have students follow the part A model.  
*S1: How much popcorn do you have?*  
*S2: I have a little/a lot of popcorn.*  
As pairs work, circulate and help.

### Variation 1:

To make this activity shorter, cut the worksheet in half and give part A to S1 and part B to S2. S1 will ask S2 about the items in part A, and S2 will ask S1 about items in part B.

### Variation 2:

Have students ask Yes or No questions when interviewing their partner.

*S1: Do you have a lot of grapes?*

*S2: Yes, I do.*

Or:

*S1: Do you have a little popcorn?*

*S2: No, I don't. I have a lot of popcorn.*

### Variation 3 (using *Is there/Are there . . . ?*):

*S1: Are there a lot of bottles of water?*

*S2: Yes, there are.*

Or:

*S1: Is there a little salad?*

*S2: No, there's a lot of salad.*

## Unit 2 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 two pictures. The activity reinforces the comparative forms of adjectives.

### Steps:

1. Give one copy of the worksheet to each group.
2. Cut along the dotted lines to make a set of cards, and

give a set to each group of 3 students.

3. Review/preview the vocabulary by having students sort the cards into two piles: adjectives and nouns. Ask a few questions to warm up the students. For example, *Is a rhinoceros faster than a squirrel?*
4. Model the activity with two students.
  - a. Mix the noun cards and give eight of them to S1 and eight to S2. Keep the four adjective cards.
  - b. The two students put their cards in piles, facedown. Then have them turn over a card simultaneously as you turn over an adjective. The first player to make a comparative sentence describing the two nouns with the adjective gets the cards. For example, if the cards are wolf/zebra/fast, a sentence could be *A zebra is faster than a wolf.* or *A wolf is not as fast as a zebra.*

The student with the most cards wins.

5. When students understand the activity, have them play in groups. As students play, circulate and help.

### Variation:

Students work in pairs or small groups, trying to use all 16 noun cards to make eight true statements. To make this activity easier, allow students to use additional comparative adjectives.

### Customize your worksheet!

Replace the original illustrations with extra **animals** provided on the Teacher's Resource Center, and change the words in the table accordingly. Confirm the speed of the new animals and put it under their names. 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 look at the pictures of the children, color their T-shirts, and complete the story. The activity reinforces the comparative and superlative forms of adjectives.

### Steps:

1. Copy the worksheet for each student.
2. Students look at the pictures of the children and talk about what they see.
3. Explain what students will be doing with the activity. Then read the following example story so students have a good understanding of how they should approach the activity.  
*Beth, Matt, Olivia, and Rob painted T-shirts at the summer fair. Matt painted his T-shirt blue and white. Matt's T-shirt was colorful. Olivia's T-shirt was painted pink and white. It was colorful, too. Rob's T-shirt was painted green, orange, and yellow. It was even more colorful. Beth used all the paints on the table, and she made an interesting design. Her T-shirt was the most colorful of all.*
4. Students use colored pencils or crayons to color the T-shirts in the picture.
5. Students fill in the information in the story, using the cues from the pictures of the children.

6. Students then practice reading their stories to each other in pairs.

### Variation:

Have students bring in their own pictures of family and friends. They work in pairs and use the pictures to create a story similar to the model. Students then share their stories with the class.

## Unit 3 Worksheet A

Use with the Let's Talk lesson.

Activity summary: Students ask 5 classmates about their weekend activities. The activity reinforces *What did you do last weekend?* and follow-up question words.

### Steps:

1. Distribute one worksheet to each student.
2. Model the activity with two students.
  - a. Ask S1 *What did you do last weekend?* S1 answers *I went shopping. I went skating, too.*
  - b. Have S1 write his or her name on your paper and fill in the activities "went shopping" and "went skating."
  - c. Repeat steps a and b with S2.
  - d. Write sentences using He and She at the bottom of your paper—e.g., *He went shopping, and he went skating.* Show your paper to the class.
3. When students understand the activity, have them interview five classmates. Then they write down the answers in sentences at the bottom of the worksheet. As students work, circulate and help.

### Variation:

Have pairs of students get into larger groups and compare answers. If several students did the same activities, have the students write new sentences using the names of the students and the activities.

## Unit 3 Worksheet B

Use with the Let's Learn lesson.

Activity summary: Students work as a class to interview one another about what they were doing at specific times. This activity reinforces using the past continuous in talking about activities taking place at specific times.

### Steps:

1. Copy the worksheet and cut along the dotted lines.
2. Give one card to each student. Explain that students will quickly interview several classmates.
3. Model the activity with two students.
  - a. Look at your card and ask S1 a question using the phrase on the card—for example, *What were you doing yesterday?*
  - a. Elicit an answer. Students should answer in complete sentences—for instance, *I was playing volleyball yesterday.*
  - b. Prompt S1 to ask you a question using the phrase on his or her card. Answer the question and exchange cards. Find a new partner and continue.

- When students understand the activity, have them stand and interview one another.

### Variation:

Have students do the activity in pairs, and when they have used a card, they can take the card or turn it over so that each can be used only once.

### Customize your worksheet!

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

## Unit 4 Worksheet A

Use with the Let's Talk lesson.

Activity summary: Students play a board game in groups of two to three. This activity reinforces the use of two-word verbs by making affirmative and negative statements.

### Steps:

- Copy the game so that each group has a board. Prepare markers and a die for each group.
- Divide the class into small groups.
- Model the activity with two students.
  - Roll the die and have a student move his or her marker according to the number shown. The student looks at the picture under his or her marker and creates two sentences using the phrase on the board—for example, *I took out my books. I didn't take out my books.* If the student's sentences are correct, he or she leaves the marker there. If incorrect, the student must move the marker back.
  - S2 repeats a.
- When students understand the activity, have them work in pairs or small groups, making two statements.

### Variation:

Have students ask and answer questions as they play the game. S1 rolls the die, moves his or her marker, and asks *Did you take off your shoes?* S2 answers *Yes, I did. I took them off.* If S1 asks the question correctly, his or her marker stays there. If incorrect, S1 moves the marker back.

### Customize your worksheet!

Replace the original illustrations with extra **actions** provided on the Teacher's Resource Center, and change the words under the illustrations accordingly. 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 interview classmates to ask about how they usually do things, using adverbs, and ask them to sign their names. The activity reinforces *Do you usually . . . ?* questions to ask whether they usually do something quickly, slowly, well, badly, gracefully, beautifully, quietly, or loudly.

### Steps:

- Copy and give one interview sheet to each student and review the vocabulary.

- Model the activity.

- Ask S1 a question from the grid—for example, *Do you usually eat slowly?* Circle Yes or No on your sheet depending on the student's answer.
- Ask S1 to write his or her name on your sheet. Show students how to do this by using the following dialogue:  
T: *Please write your name.*  
S1: (writes name, hands paper back) *Here you are.*  
T: *Thank you.*  
S1: *You're welcome.*

- When students understand the activity, have them stand and interview their classmates. If possible, have them fill in each box with a different name. As students work, circulate and help.

### Variation:

Prepare small tickets, each with the name of a student. 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 Simon.* S1: *Simon doesn't usually speak quietly. He usually runs quickly.*

### Customize your worksheet!

Replace the original illustrations with extra **actions** done in different manners (actions with adverbs) 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 5 Worksheet A

Use with the Let's Talk lesson.

Activity summary: Students talk about what they think they'll be when they grow up by using occupation vocabulary.

### Steps:

- Give a copy of the worksheet to each student. Have each student cut the worksheet into squares, choose 9 of the 12 squares, and form a 3x3 Bingo board, putting the other 3 squares to the side.
- Make one copy of the sheet for the caller. Choose one square and say *I think you'll be (a surgeon).* Have students look at their board. If they have that occupation, they say *You're probably right.* If they don't, they say *I don't think so.*
- When a student gets Bingo, have him or her say *Bingo* or *I think I have Bingo.* Then have the student read each occupation by saying *I think I'll be (a tennis player), I think I'll be (a flight attendant), and I think I'll be (a lawyer).*

### Variation:

Have a student be the caller. He or she selects a card and says *I think you'll be (an engineer).* Students who have that occupation then get up and act out the occupation as they say *I think I'll be (an engineer).* The winner can also act out each of his or her squares.



## Unit 5 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students look at pictures and anticipate what people will do next. This activity reinforces the use of the future tense.

### Steps:

1. Prepare a copy of the sheet for each student.
2. Have students look at picture #1 in section A and talk about what is going on in the picture. Together they make up a sentence to describe the action in the picture.
3. Have students brainstorm what will happen next. Put their ideas on the board. Then help them choose the one that most accurately describes the picture.
4. Now ask the students what the girl will do next.
5. Have students write a sentence under the picture about what they think the girl will do next.
6. In section B, students use the phrase under each picture to ask a yes/no question (e.g., *Will he go to sleep?*).
7. When students understand both activities, have them work in pairs asking and answering about all the events that will happen next.

### Variation:

Have students not only predict what the people will do next, but also have them create a mini-story about all the people.

## Unit 6 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students work in pairs to exchange information about their favorite season, activities they like doing, what they did last summer, and what they will do next summer. Then they report on their partners to a classmate. This activity reinforces personal information questions.

### Steps:

1. Copy the worksheet and give one worksheet to each student.
2. Model the first part of the activity with one student.
  - a. Write on the board:  
*What's your favorite season?*  
*What do you like doing?*  
*What did you do last summer?*  
*What will you do next summer?*
  - b. Ask S1 the questions above and record the answers in the chart on your sheet. Point out that students can ask *How do you spell?* if they have trouble spelling each other's answers.
  - c. When students understand the activity, have them interview their partners.
3. When students have finished interviewing each other, model the second part of the activity with S2.
  - a. Have S2 ask you questions about S1, one question for each category:  
*What's Sarah's favorite season?*  
*What does she like doing?*  
*What did she do last summer?*

*What will she do next summer?*

Use your sheet to answer the questions.

- b. When students understand the activity, have them find new partners and ask about each other's previous partners.

### Variation:

To simplify the activity, have students work in groups of four (two S1s and two S2s) to help one another.

## Unit 6 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students play a card game to practice making sentences about past, present, and future events. The activity reinforces present, past, and future sentence patterns and verb forms.

### Steps:

1. Copy the worksheet and cut along the dotted lines to make cards. Give one set of cards to each group of 3–4 students.
2. Model the activity with two students.
  - a. Mix the cards and deal them equally to each member of the group. Choose one of your cards, and read the words (e.g., *last month*). Place the card in the middle of the desk.
  - b. Help the remaining two members of the group complete the sentence with an appropriate ending (e.g., *I went skiing*). The first student to complete the sentence keeps both cards. The player who collects the most cards is the winner. Remind students that there are two ways to form sentences: *Last month, I went skiing.* and *I went skiing last month.*
3. When students understand the activity, have them play the card game in groups of 3 or 4.

### Variation:

Use the cards to play Find Your Partner or Concentration.

## Unit 7 Worksheet A

Use with the Let's Learn More lesson.

Activity summary: Students look at a picture and describe various items using sensory verbs and adjectives. The game reinforces talking about the senses and making descriptive sentences.

### Steps:

1. Give each student a copy of the worksheet.
2. Preview or review the language boxes with the students.
3. Have students find the rainbow. Read the example sentences and have the students repeat.
4. Have students work in small groups to describe the other items in the picture.
5. When students finish, check for comprehension by eliciting sentences from them.

### Variations:

1. Have students describe things in the picture from

memory.

2. Have students write about the picture.
3. Have pairs ask each other questions about the items in the picture. The students asking questions will have to choose which verb to use. For example, S1: *How do the flowers smell?* S2: *They smell good.*

## Unit 7 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students play a domino game in groups of 3 or 4. As they connect the dominoes, they use the adjectives to compare the nouns on the dominoes. The activity reinforces language for making comparisons.

### Steps:

1. Have students form groups of 3 or 4, and give a set of dominoes to each group.
2. Have students place all the dominoes facedown, and have each student take three dominoes.
3. Model the activity with one group.
  - a. Turn over one domino in the middle (e.g., *a pillow/soft, a bird/wonderful, dark chocolate/bitter*).
  - b. Next, build one of your dominoes off a pillow or a bird, and make two sentences. To play the *piano/wonderful* domino, for example, you could put the piano side next to the pillow and say *A piano is harder than a pillow*. Some sentences will make more sense than others, and many sentences will be quite silly – which makes the game fun. Have S1 take a turn and assist with making sentences.
4. When students understand the activity, have students play the game in their groups. At the end of the activity, elicit some of the silliest sentences from the students.

### Variation:

Each adjective is used on different dominoes, with a different noun each time. Have students find all the nouns used with the same adjectives (e.g., *beautiful: a picture, a sunset, a rose, a butterfly*). Have each student in the group make comparative sentences using that noun and the adjectives.

## Unit 8 Worksheet A

Use with the Let's Learn More lesson.

Activity summary: Students interview classmates about past experiences and ask them to sign their name.

### Steps:

1. Give each student a copy of the worksheet.
2. Review the vocabulary on the interview sheet.
3. Model the activity with a student.
  - a. Ask S1 a question from the sheet. For example, *Have you ever been to Egypt?* If the answer is yes, ask S1 to write his or her name on your sheet.
  - b. Show students how to do this using the following dialogue:

T: *Please write your name.*

S1: (writes name and hands sheet back to you)  
*Here you are.*

T: *Thank you.*

S1: *You're welcome.*

Then ask the follow-up question and write the answer in the space provided.

4. When students understand the activity, have them stand and interview their classmates. If possible, have them fill each box with a different name. As students work, circulate and help.

### 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 student whose name is on the ticket. For example:

T: *Tell me about Miku.*

S1: *Miku has been to Egypt. She has seen the Great Pyramid, too.*

### Customize your worksheet!

Replace the original illustrations with extra **past experiences** provided the *Let's Achieve* package, and change the words under the pictures accordingly. Make sure to pre-teach new vocabulary for these images.

## Unit 8 Worksheet B

Use after completing Let's Go 5.

Activity summary: Students play a question-and-answer card game in pairs. They pick a card and ask their partner the question on it. This activity reviews various personal information questions and answers from Let's Go 5.

### Steps:

1. Copy one worksheet for each pair of students.
2. Pair students and have them cut along the dotted lines to make a set of cards.
3. Model the activity with a student.
  - a. Place cards facedown in a pile.
  - b. Each player takes a turn picking a card and asking the partner the question on the card.
4. When students understand the activity, have them play in pairs. As students play, circulate and help.

### Variation:

When they finish each question, have students put the card in one of two piles: (A) questions they could answer easily and (B) questions that they could not answer easily. When they finish all the questions, have them review questions from pile B. This activity can also be conducted as a Card Swap. See Unit 3.

### Customize your worksheet!

Replace the original illustrations with relevant extra images provided on the Teacher's Resource Center (such as **food items, animals, school activities**), and change the accompanying questions accordingly. Make sure to pre-teach new vocabulary for these images.