

Introduction to *Let's Go* 6 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: Pairs of students pantomime actions described on cards. The teacher asks classmates to identify one of the students based on their actions. This activity reinforces relative clauses with *who*.

Steps:

1. Copy the worksheet and cut along the dotted lines to make one set of cards.
2. Provide one set of cards per group.
3. Model the activity with two students.
 - a. Volunteers each take one card and look at the action described, but don't show the card to others. Cue the students to pantomime the action on their cards.
 - b. Ask students *Which girl is Jessica?* Prompt students to answer *She's the girl who is watering the plants.*
4. When students understand the activity, have them play in groups. As students play, circulate and help.

Unit 1 Worksheet B

Use with the Let's Learn More lesson.

Activity summary: Students work as a class to interview classmates about what they were doing at specific times. This activity reinforced using when clauses in talking about activities taking place at specific times.

Steps:

1. Copy the worksheet and cut along the dotted lines to make cards. Give one card to each student. Explain that students will quickly interview several classmates.
2. Review the verb phrases from Worksheet 1. You can also ask students to look at the time clauses on their cards and brainstorm possible activities. Write the activities on the board.
3. Model the activity with a student as the class watches.
 - a. Look at your card. Ask Student 1 a question using the phrase on the card. For example, *What were you doing when it started to rain?*
 - b. Elicit an answer. Students should answer using full sentences.
 - c. Then prompt students to ask you a question using the phrase on the card. Answer the question and exchange cards. Find a new partner and continue.
4. When students understand the activity, have them stand and interview each other.

Customize your worksheet!

Replace the original illustrations with extra **events** provided on the Teacher's Resource Center, and change the accompanying questions accordingly. Make sure to pre-teach new vocabulary for these images.

Unit 2 Worksheet A

Use with the Let's Learn lesson.

Activity summary: Students work in pairs to complete sentences with the appropriate adjective. Then they fill in a crossword puzzle with those adjectives. This activity reinforces adjectives to describe people and things.

Steps:

1. Copy the worksheet and cut it so that there are three pieces – the puzzle, the “across” clues, and the “down” clues.
2. Model the activity with a student. Share the crossword puzzle grid with Student 1. Keep the “across” clues and give the student the “down clues.”
 - a. Point to #2 across and ask *What's number 2 across?* Prompt the student to look at the clues and answer *I don't know*. The student then asks you *What's #2 across?* Answer *The ride was exciting. I was excited. Number 1 is “exciting.”*
 - b. The student writes exciting in 2-across.
 - c. Ask the student *What's number 1 down?* Continue modeling both “across” and “down” clues. Each partner has part of the clues and that they will have to work together to complete the puzzle.
3. Give each pair of students a puzzle and the clues (“across” for one student and “down” for the other). Have them complete the crossword puzzle together.

Unit 2 Worksheet B

Use with Let's Learn More lesson.

Activity summary: Students work in groups to ask questions about what another student said. This activity reinforces reported speech.

Steps:

1. Divide the class into groups of three students. You should have at least one boy and one girl in each group. Copy the worksheet and give each group a copy.
2. Model the activity with one boy and one girl.
 - a. Ask the boy to read the sentence in the first speech bubble *I'm amazed*.
 - b. Ask the girl *What did he say?* and write the question in the second column.
 - c. The girl should answer *He said he was amazed* and write the answer in the third column.
 - d. Then have a girl read the sentence in the second speech bubble and repeat the activity.
3. When students understand the activity, have groups of three ask and answer the questions and write them in the correct columns.

Unit 3 Worksheet A

Use with Let's Learn lesson.

Activity summary: Students write sentences identifying things Ryan's family members like to do. Then they work in pairs to suggest gifts based on these preferences. This

activity reinforces indirect objects and making suggestions using *should*.

Steps:

1. Copy the worksheet and give one copy to each student.
2. Model the activity with students.
 - a. Ask students *What does Ryan's mother like to do?* Elicit the answer *She likes to play the piano.*
 - b. Ask students *What should Ryan get his mother?* Elicit ideas from students, and write the ideas on the board. For example, *He should get her a music book. He should get her a CD.*
3. When students understand the activity, have them complete part A individually, and then work in pairs to make gift suggestions for part B.

Customize your worksheet!

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

Unit 3 Worksheet B

Use with Let's Learn More lesson.

Activity summary: Students play Tic-Tac-Toe using action phrases. This activity reinforces the use of indirect object pronouns with a variety of verbs.

Steps:

1. Copy the worksheet and cut along the dotted lines to make one set of cards. Place the cards in a bag.
2. Draw a nine-square grid on the board. Each square should be numbered. Divide the class into two teams.
3. Model the game with a student volunteer from Team A.
 - a. Have the student pick a card from the bag. Ask *What did (she) do?* The student answers *She bought him a drink.*
 - b. If the student answers correctly, his or her team can place an "X" or an "O" on the grid in the location of their choice, which they can indicate by stating the number.
4. When students understand the activity, begin by asking a student from Team A the question. Alternate asking questions to both teams. The first team to get three X's or O's in a row on the grid wins.

Customize your worksheet!

Replace the original illustrations with extra **actions** provided on the Teacher's Resource Center (make _____ a cake, write _____ a card, send _____ an email). Make sure to pre-teach new vocabulary for these images.

Unit 4 Worksheet A

Use with Let's Learn lesson.

Activity summary: Students work in pairs to complete the map. This game reinforces place names and prepositions of place.

Steps:

1. Divide students into pairs.
2. Model the game with a student volunteer. Copy the worksheet and cut it in half. Give map A to the student and keep map B for yourself.
 - a. Sit back-to-back with the student so you cannot see each other's papers.
 - b. Explain that you will try to reproduce map A by asking questions about the location of buildings, for example, *Where's the bookstore?*
 - c. The student answers *It's next to the ice cream shop. You should write ice cream shop on that building.*
3. When students understand the activity, have partners sit back-to-back. Give Student 1 map A and Student 2 map B. Student 2 tries to reproduce Student 1's map by asking questions. Student 1 answers the questions. Student 2 marks the labels on his or her map.
4. When they have finished, partners should compare their maps for accuracy.

Unit 4 Worksheet B

Use with Let's Learn More lesson.

Activity summary: Students take turns asking for and giving directions to locations on the map. This activity reinforces language for giving directions and describing locations.

Steps:

1. Copy the map and give one copy to each student. Prepare for the activity by labeling the buildings on your map.
2. Review the building and prepositions vocabulary by asking students to describe the locations for the six labeled buildings.
3. Model the activity with one student as the class watches.
 - a. Ask Student 1 *How do I get to the bookstore?* It isn't labeled on Student 1's map, so the student should answer *I don't know.*
 - b. Have Student 1 ask you the same question in order to demonstrate that your maps are different. Give the student directions, for example, *Go to the corner. Turn left. It's across from the park.* Have Student 1 point to the location for the bookstore on the map.
4. When students understand the activity, have them personalize their maps by writing the names of the buildings in locations they choose. Then, put students in pairs and give each another blank map. Student 2 gives directions using his or her personalized map, and Student 1 writes those building names in the appropriate locations. After they finish, have partners compare maps. Then students reverse roles using Student 1's personalized map and Student 2's blank map.

Unit 5 Worksheet A

Use with Let's Learn More lesson.

Activity summary: Students play a card game to collect

food and language cards for various countries. This activity reinforces *Wh-* questions with the passive voice.

Steps:

1. Copy the worksheet and cut it into cards. Make one set of cards for each group of 3-4 students.
2. Model the activity with one group while the class watches.
 - a. Deal three cards to each player and place the remaining cards in a pile, facedown. If students were dealt country pairs (food and language) have them replace those cards with new ones from the pile (and add their discarded cards to the pile) so that no students begin the game with pairs.
 - b. Show the class the cards in your hand and explain that you can only look for the matching card for cards you have. For example, if you have the card for Vietnam/Vietnamese, you can ask another student *Where are rice noodles eaten?* If the student has the food card, he or she will answer *Rice noodles are eaten in Vietnam* and give you the card. If the student does not have the card, he or she will say *I don't know. Go fish.* You then take one card from the center pile.
 - c. Continue until one player has no more cards remaining. The first player to get rid of all of his or her cards is the winner.
3. When students understand the activity, have them play the game in groups.

Customize your worksheet!

Replace the national flags with flags for other countries. Change the language/iconic food accordingly.

Unit 5 Worksheet B

Use with Let's Learn More lesson.

Activity summary: Students ask their classmates about what international foods they like and where the foods are eaten. This activity reinforces food vocabulary and the structures *Which food do you like more, spaghetti or burritos? I like burritos. Where are burritos eaten? Burritos are eaten in Mexico.*

Steps:

1. Copy the worksheet and give each student a survey sheet.
2. Model the activity with one student as the class watches.
 - a. Point to the first column and ask *Which food do you like better, spaghetti or burritos?*
 - b. Write Student 1's answer in the *Which* column.
 - c. Then ask *Where are (burritos) eaten?* Student 1 answers *(Burritos) are eaten in (Mexico).* Write Student 1's answer in the *Where* column.
 - d. Then have Student 1 write his or her name next to the answers.
3. When students understand the activity, have them walk around the class and complete the survey.

Customize your worksheet!

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

Unit 6 Worksheet A

Use with Let's Learn lesson.

Activity summary: Students work in pairs and interview each other. This activity reinforces use of the present perfect for talking about events which began in the past and continue in the present.

Steps:

1. Copy the worksheet and give each student an interview sheet.
2. Model the activity with one student as the class watches.
 - a. Ask the student *Do you have a pet?* If the student answers yes, check the box under yes and ask a follow-up question: *How long have you had a pet?* The student answers. Write the answer in the appropriate space.
 - b. If the student answers no, continue asking questions until you get a yes answer.
3. When students understand the activity, have them work in pairs. Have them take turns asking and answering questions, and writing the answers on their sheets. If necessary, write the verbs the students will need for the follow-up questions on the board or review before beginning the activity: had, been, played, studied, lived.

Unit 6 Worksheet B

Use with Let's Learn More lesson.

Activity summary: Students take turns turning over a verb card and a *for* or *since* card and making sentences. This activity reinforces the use of *for* and *since* with present progressive verbs.

Steps:

1. Copy the worksheet and cut it into cards. Separate the cards into two piles—one for verbs and one for *for* and *since* cards. Provide one set of cards for each group of 3-4 students.
2. Model the activity with one group. Place the cards facedown on the table in two piles.
 - a. Turn over one card from each pile and make an appropriate sentence, for example, *He has been talking on the phone for 20 minutes.*
 - b. Student 2 turns over the next two cards and makes a sentence.
3. When students understand the activity, have them do the activity in groups. Used cards can be taken out of play (for a shorter game) or put back into the card piles (for a longer game).

Unit 7 Worksheet A

Use with Let's Talk lesson.

Activity summary: Students work in pairs to ask about and tell what other people are like. This activity reinforces vocabulary about what people are like and the question/answer patterns *What is he/she like? He/She is*

(generous). What are they like? They are (friendly).

Steps:

1. Copy the worksheet and cut it into cards. Give each student two sets of cards.
2. Model the activity with one pair of students as other students watch.
 - a. Have the students place their stacks of cards facedown in front of them.
 - b. Prompt Student 1 to turn over the top card and ask, *What (is he) like?* Student 2 answers (*He is (generous).* Next, have Student 2 turn over a card from his or her stack. If the card is the same, Student 2 says (*He is (generous).* If the card is different, Student 2 asks *What (is she) like?* and Student 1 answers (*She is (outgoing).*
 - c. The pair then starts the procedure over, with Student 2 turning over a card and asking *What (are they) like?*
3. When students understand the activity, have them work in pairs, and use the cards to ask and answer questions.

Customize your worksheet!

Replace the original illustrations with extra artwork about **personalities**. Make sure to pre-teach new vocabulary for these images.

Unit 7 Worksheet B

Use with Let's Learn lesson.

Activity summary: Students work in pairs (with three different partners) to exchange information about when they learned to do various activities. This activity reinforces the use of relative clauses with *when*.

Steps:

1. Give one worksheet to each student and have students get a partner. Prepare your own copy by filling in your ages under *You* for all of the activities. Also, write an original ability in the last box.
2. Model the activity with one student while the class watches.
 - a. Ask the first question: *When did you learn how to ride a bike?*
 - b. Elicit an age and write it in the box under Partner 1. If the student answers *I don't know how to ride a bike*, mark an "X" in that box.
3. When students understand the activity, have them write their names in the *You* column and fill in the ages when they learned how to do each activity. Have students think of one original ability for the last box. Then, have students interview three partners. As students work, circulate and provide help as needed.

Unit 8 Worksheet A

Use with Let's Talk lesson.

Activity summary: Students work in pairs to complete a chart with information about places people would like to go and why they'd like to go there. This activity reinforces unreal conditional patterns.

Steps:

1. Divide the class into pairs. Give Student 1 in each pair the A portion of the pair work, and give Student 2 the B portion. Review the pronunciation of names and vocabulary on the worksheet.
2. Model the activity with one pair of students while the class watches.
 - a. Point to chart B and ask Student 2 *If Sam could go anywhere, where would he go?* Prompt Student 2 to answer *I don't know*.
 - b. Ask Student 1 the same question. Student 1 answers *He would go to Antarctica*. Demonstrate that Student 2 should write this information on the B chart. Ask Student 1 the follow-up question *Why?* Student 1 answers *He'd like to see the penguins*. Student 2 should add this information to the chart. Explain that students will need to work together to complete the charts.
3. When students understand the activity, have them work in pairs, asking and answering questions, and writing information. You can have students sit back-to-back so that they have to listen to each other's answers.

Unit 8 Worksheet B

Use with Let's Learn lesson.

Activity summary: Students pick verb cards and write complete sentences about what they would do, where they would go, who they would meet, etc. This activity reinforces patterns to talk about desires.

Steps:

1. Copy the worksheet and cut out the verb cards. Prepare one set of cards for each group of 4-5 students.
2. Model the activity with a group of students while the class watches.
 - a. Write the sentence pattern on the board: *If I could do anything, I would _____*. Place one set of verb cards facedown in a pile.
 - b. Pick a verb card (*go*) from the pile and make a sentence, for example, *If I could do anything, I would go skydiving*.
 - c. Have another student in the group write a sentence about what you would do, *If Ms. Remi could do anything, she would go skydiving*.
 - d. Students take turns picking verb cards and writing the sentences.
3. When students understand the activity, have them continue in groups. As students work, circulate and provide help as needed.