



Level 2 Activity Worksheets

Songs and chants by Carolyn Graham

Activity worksheets by Jane M. Chai

These worksheets are for Tracks 34-65 of CD 1 and correspond to the syllabus of *Let's Go* Fourth Edition Level 2.

Teacher's Notes

This is a collection of 96 chants and songs by Carolyn Graham, each based on a frequently used language function or grammatical structure. You will find this collection useful for previewing, reinforcement, review, or simply as a way to add some fun to your classes. Though it can be used independently, *Let's Chant, Let's Sing Greatest Hits* corresponds to the syllabus of *Let's Go Fourth Edition*.

On the recording, the songs and chants are each recorded twice to provide children with clear models. Each chant is heard first by an adult solo voice, to model the rhythm and intonation. Then it is repeated in call-and-response style by a group of children. Each song is heard first by the group of children. This is followed by a karaoke version (music only). After students have mastered the songs, this version provides a challenging opportunity to sing along without the recorded lyrics. It can also be used to do original variations.

Presenting the Chants

Step 1

Review the main structure found in the chant (or introduce it, if you haven't already done so). Use pictures or actual objects whenever possible.

Step 2

Play the first version on the recording once to allow students to become familiar with the chant.

Step 3

Prepare copies of the "Let's Chant!" worksheets. Before the students look at their worksheets, begin teaching the chant line by line. Say one line, then have the students repeat after you. Include the claps, which are indicated by asterisks (*). You can use the recording to model each line, if you prefer.

Step 4

Have the students look at their worksheets. Play the recording again from the beginning. At first, have the class read along silently with the text to get acquainted with the speed and rhythm of the chant. Then the students can join in. Repeat the chant several times.

Step 5

Once the students are comfortable with the chant, divide them into two groups. Most of the chants are designed to be interactive. Have the first group chant the questions, and the second group chant the answers. In other words,

group 1 chants the lines on the left, and group 2 chants the lines that are indented. After a few chants, the students will become familiar with this pattern.

Step 6

Follow the instructions for extension activities on the "Let's do an activity!" page.

Presenting the Songs

Step 1

Review or introduce the main structure found in the song (follow Step 1 as outlined in "Presenting the Chants").

Step 2

Play the first version on the recording once to allow students to become familiar with the song.

Step 3

Prepare copies of the "Let's Sing!" worksheets. Before the students look at their worksheets, present the song line by line. Sing each line, then have the students repeat after you. Use the recording to model each line, if you prefer.

Step 4

Have the students open their books. Play the recording again from the beginning. At first, have the students read along with the lyrics to become acquainted with the speed and rhythm of the song. Play the first recording of the song several times and invite students to join in.

Step 5

Once students have mastered the song, they will be able to try singing along with the karaoke version. At first they can do this as a group. As they become more confident, they may wish to try it in pairs or individually. The karaoke version can also be used for variations or additional verses written by the students.

Step 6

Like the chants, the songs can also be done interactively. Divide the class into appropriate groups for each song.

Follow the instructions for extension activities on the "Let's do an activity!" page.

Note: Bring in percussion instruments whenever possible, such as tambourines, maracas, and bells. Let students help you create interesting arrangements to accompany both the songs and the chants.

Let's chant!

Unit

1

What's This? What's That?

CD 1 Track 34 (solo)
Track 35 (group)

What's this? * *

What's that? * *

This is a spider.

That's a cat.

What's this? * *

What's that? * *

This is a baseball.

That's a bat.

This is a spider.

That's a cat.

This is a baseball.

That's a bat.





Let's do an activity!

Near or Far (for *What's This? What's That?*)

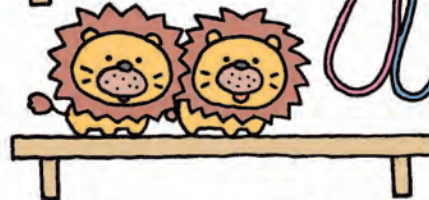
1. Prepare picture cards or stuffed toys for a spider, a cat, a baseball, and a bat.
2. Write the question and answer, *What's this/that? It's a _____*, on the board.
3. Have four students hold the cards or toys. Two of them should stand near you and two of them should stand far away. Point to each student as you ask the question. Have the four students answer using their cards/toys. Invite other students to come up and practice.
4. Divide the class into two groups. Group 1 chants the questions, and Group 2 chants the answers. Switch parts and chant again.
5. Make new verses using other animals and objects. Chant again.

This, That, These, Those

CD 1 Track 36 (solo)
Track 37 (group)

This, * that, *
These, * those, *
What are these? *
What are those? *
These are spiders.
Those are frogs.
These are rabbits.
Those are dogs.

This, * that, *
Those, * these, *
What are those? *
What are these? *
Those are jump ropes.
These are bats.
Those are lions.
These are cats.





Let's do an activity!

What Are These/Those? (for *This, That, These, Those*)

1. Prepare several sets of student cards for plural items. They can be items from the song or other items.
2. Have students work in pairs. Give each pair a set of student cards.
3. Spread the cards on a desk with half of the cards close to the students, and the other half away from them. In pairs, students ask each other, *What are these?* for cards close to them and, *What are those?* for cards away from them. When all the cards have been used, reverse the position of the cards and play again.

Chant Variation: Make new verses using other animals and objects. Divide the class into two groups and chant the new verses. Group 1 chants the questions, and Group 2 chants the answers. Switch parts and chant again.

Let's sing!

Unit

2

Whose Watch Is That?

CD 1 Track 38 (group)
Track 39 (karaoke)

Whose watch is that? It's Jen-ny's watch. Whose
It's An - dy's watch. It's Jen-ny's watch. It's

hat is that? It's Jen-ny's hat. Whose books are those? They're
An-dy's hat. It's Jen-ny's hat. They're An - dy's books. They're

Jen - ny's books. Whose cat is that? It's Jen-ny's cat.
Jen - ny's books. It's An - dy's cat. It's Jen-ny's cat.





Let's do an activity!

Whose _____ Is That? (for *Whose Watch Is That?*)

1. Ask two volunteers (S1 and S2) to each provide some items (pen, pencil case, hat, water bottle, etc.) Write the names of the two students on the board, and put their items under their names. Introduce the names of the items as necessary.
2. Point to one of the items under S1's name and ask, *Who's _____ is that?* Have students answer, *It's (S1)'s _____*. Ask questions for the other items and elicit answers.
3. Have students make a new verse with S1 and S2's names and their items. The whole class sings the new verse together, pointing at the items and S1/S2 as they sing.
4. Change the names and the items. Sing again.

Let's sing!

Unit

2

Do You Have a Pencil Case?

CD 1 Track 40 (group)
Track 41 (karaoke)

1 Do you have a pen-cil case? Yes, I do. I do, too.

Does she have a pen - cil case? No, she does-n't.

2 Do you have a brush and comb?
Yes, I do.
I do, too.
Does he have a brush and comb?
No, he doesn't.

3 Do you have a comic book?
Yes, I do.
I do, too.
Does she have a comic book?
No, she doesn't.





Let's do an activity!

Yes/No (for *Do You Have a Pencil Case?*)

1. Prepare picture cards or the actual items from the song: a pencil case, a brush and a comb, and a comic book. You can also use other classroom items.
2. Have a boy and a girl come to the front of the class. Give each of them two or three cards or items. Have them show each card/item to the class and then hide them.
3. Ask a question about one of the students (S1): *Does (he) have (a pencil case)?* Students answer, *Yes, (he) does.* or *No, (he) doesn't.* When they answer *Yes* correctly, S1 puts the card/item on the board. Practice until all items have been used.
4. Continue with other students and other cards or realia.

Let's sing!

Unit

3

What's Wrong?

CD 1 Track 42 (group)
Track 43 (karaoke)

What's wrong, An - dy? I can't find my book.

What's wrong, An - dy? I can't find my book.

I can't hear the teach - er. I can't reach the book - shelf.

I can't find my pen - cil. I can't see the board. Oh, An-dy!

He can't hear the teach - er. He can't reach the book - shelf.

He can't find his pen - cil. He can't see the board.

Act It Out (for *What's Wrong?*)

1. Introduce the vocabulary and act out the five situations. Write the five situations on five word cards: "I can't find my book," "I can't hear the teacher," and so on.
2. Ask a student volunteer to come up. Show him or her a word card so that he or she can act it out. Ask the class to describe the situation, for example, *June can't find her pencil*. Ask more volunteers to act out the other five situations.
3. Ask a student volunteer to sing the part of "Andy". Sing the song in an interactive manner (Class / Andy). Ask another student to be "Andy" and sing again.



Look at Me!

CD 1 Track 44 (solo)
Track 45 (group)



Look at me. * *

I can climb a tree.

Look at me. * *

Look at me. * *

Look at him. * He can swim. * *

Look at him. * He can swim. * *

Look at me. * *

I can climb a tree.

Look at me. * *

Look at me. * *

Look at her. * She can run. * *

Look at her. * She can run. * *

Look at me. * *

I can climb a tree.

Look at me. * *

Look at me. * *





Let's do an activity!

Pick Up (for *Look at Me!*)

1. Prepare cards with actions written on them. They can be the actions from the songs or other actions. You can also brainstorm new actions with the class.
2. Place the action cards face down on the desk or floor.
3. Have two students come up and play **Rock, Paper, Scissors** with the winner picking up a card and making a sentence: *Look at me! I can _____.* The class then says, *Look at (him)! (He) can_____.*
4. Have the winner sit down and have another student come up to play. Continue until everyone has had a turn.

Chant Variation: Invite three volunteers to be “me,” “him,” and “her” in the song. Have them act out the chant while the rest of the class recites.

Let's sing!

Unit

4

What's the Matter?

CD 1 Track 46 (group)
Track 47 (karaoke)



What's the mat - ter? What's the mat - ter?

What's the mat - ter? I am sick. What's the mat - ter?

Are you O K? I am sick to - day. Oh, no!

What's the mat - ter? I am ver - y, ver - y sick to -

day. Oh, no! I am ver - y, ver - y, ver - y,

ver - y, sick to - day. That's too bad!





Let's do an activity!

Show Your Concern (for *What's the Matter?*)

1. Introduce the conversation on the board and act it out with a student volunteer.
2. After students understand the conversation, have them practice in pairs.
S1: *What's the matter?* S2: *I'm sick.* S1: *Oh, no! That's too bad!*
3. Then, have students stand or sit in a circle. Have them practice the conversation in a chain. Say, *What's the matter?* to S1. S1 should answer, *I'm sick*, and then ask S2. S2 should answer and then ask S3, and so on.
4. Sing the song in two groups (boys / girls or Team 1 / Team 2), then switch parts and sing again.
5. Play the karaoke version and make new verses using *sad*, *tired*, *hot*, and *cold*.



Is He a Teacher?

CD 1 Track 48 (solo)
Track 49 (group)

Is he a teacher?

Yes, he is.

Is she a student?

Yes, she is.

Are they nurses?

No, they aren't.

They're doctors. * * *

Is he a farmer?

No, he isn't.

Is she a cook?

No, she isn't.

Are they teachers?

No, they aren't.

They're students. * * *





Let's do an activity!

Occupation Game (for *Is He a Teacher?*)

1. Prepare occupation pictures cards, including a teacher, a student, nurses, doctors, a farmer, a cook, teachers, and students.
2. Write the questions and answers on the board: *Is he/she a ____? Yes, he/she is. / No, he/she isn't. Are they ____? Yes, they are. / No, they aren't.*
3. Ask questions while showing each picture card. Elicit answers from students.
4. Practice the chant in two groups. Change parts and practice again.
5. Continue with other occupations using more picture cards. Try to follow the same pattern that is set in the chant (i.e., two "yes" answers and one "no" answer, followed by three "no" answers).

Let's sing!

Unit

5

The Spaghetti Song

CD 1 Track 50 (group)
Track 51 (karaoke)



G

Do you like spa-ghet - ti? Yes, I do.
Do you want spa-ghet - ti? Yes, I do.

D G

I do, too. I do, too.
I do, too. I do, too.

Do you like spa-ghet - ti? Yes, I do.
Do you want spa-ghet - ti? Yes, I do.

D7 G

I like spa-ghet - ti, too.
I want spa-ghet - ti, too.





Let's do an activity!

New Verses (for *The Spaghetti Song*)

1. Prepare picture cards of spaghetti and other foods.
2. Write the question and answer, *Do you like _____? Yes, I do.* on the board. Ask students questions, for example, *Do you like pizza?* If the student answers, *Yes, I do.*, say *I do, too.*
3. Divide the class into two groups. Group 1 sings, *Do you like spaghetti?* while Group 2 responds by singing, *Yes, I do.* Group 1 then sings, *I do, too. I do, too. Do you like spaghetti?* Group 2 answers, *Yes, I do.* again. Then Group 1 sings, *I like spaghetti, too.* Switch parts and sing again.
4. Make new verses using other foods and sing with the karaoke version.

Hungry Boy Chant

CD 1 Track 52 (solo)
Track 53 (group)



What does he want?

What does he want?

Listen carefully.

He wants

One egg,

Two bananas,

Three hot dogs,

Four hamburgers,

Five cookies,

Six sandwiches.

* He's a hungry boy. * *

He's a very hungry boy. * *

He's a hungry boy. * *

He's a very hungry boy. * *





Let's do an activity!

Relay Race (for *Hungry Boy Chant*)

1. Divide the class into several teams. Give the first player of each team a food card and a *He* or *She* card.
2. When you say *Go!*, each player shows his/her cards and asks, *What does (he) want?* to the next player, who answers the question according to the food card. Then that player takes the cards and asks the next student.
3. The last student must run to the first student and ask the question. When the first student finishes answering, the team sits down. The first team to sit down is the winner.
4. Divide the class into two groups to practice the chant. Group 1 asks and Group 2 answers. Switch parts and chant again.
5. Make new verses using other foods.

Are There Books in the Bathtub?

CD 1 Track 54 (solo)
Track 55 (group)

Are there books in the bathtub? * *

No, there aren't. * *

Are there books in the sink? * *

No, there aren't. * *

Are there books in the refrigerator? * *

No, there aren't. * *

No, there aren't. No, there aren't. * * * *

Is there a bird on the bed? * *

Yes, there is. * *

Is there a spider on the sofa? * *

Yes, there is. * *

Is there a baby in the bathtub? * *

Yes, there is. * *

Yes, there is. Yes, there is. * * * *





Let's do an activity!

Ask and Answer (for *Are There Books in the Bathtub?*)

1. Write the question and answer on the board, *Is/Are there _____? Yes, there is/are. / No, there isn't/aren't.*
2. Point to the picture on the worksheet and ask questions, for example, *Are there books in the bathtub?* Elicit answers from students.
3. Divide the class into two groups. Group 1 chants the questions, and Group 2 chants the answers. Switch parts and chant again.
4. Ask students to write a question with "Are there...?" and another question with "Is there...?" Then, have them draw a picture to illustrate the answers to their questions. Next, have the students work in pairs to answer each other's questions.

Let's sing!

Unit

6

The Telephone Number Song

CD 1 Track 56 (group)
Track 57 (karaoke)

What's your tel - e - phone num - ber?

1 What's your tel - e - phone num - ber?

What's your tel - e - phone num - ber? 1 2 3 4

4 5 6 That's my tel - e - phone num - ber.

- 2 What's his telephone number?
What's his telephone number?
What's his telephone number?
655-4321
That's his telephone number.

- 3 What's her telephone number?
What's her telephone number?
What's her telephone number?
242-4668
That's her telephone number.





Let's do an activity!

Back-to-Back (for *The Telephone Number Song*)

1. Have pairs of students sit back-to-back. Have S1 write down a telephone number. S2 asks, *What's your telephone number?* S1 then dictates it to S2. S2 writes it down and then checks with S1 to see if it is correct. Then switch roles and play again.
2. To make the activity more challenging, have students dictate the numbers as fast as possible. The pair that finishes first and gets the correct answer wins.
3. Practice the song in two groups. Change parts and sing again.
4. Use students' real telephone numbers and sing again using the karaoke version.

Let's sing!

Unit

7

What Time Is It?

CD 1 Track 58 (group)
Track 59 (karaoke)

1 What time is it? It's eight o'clock. It's
time for school. Let's go! Come on, let's go! It's
time for school. It's eight o'clock. Let's go!

2 What time is it?
It's twelve o'clock
It's time for lunch.
Let's go!
Come on, let's go!
It's time for lunch.
It's twelve o'clock.
Let's go!

3 What time is it?
It's nine o'clock
It's time for bed.
Let's go!
Come on, let's go!
It's time for bed.
It's nine o'clock.
Let's go!





Let's do an activity!

It's Time For... (for *What Time Is It?*)

1. Draw three clocks on the board. One clock shows eight o'clock. Another shows twelve o'clock. The other one shows nine o'clock.
2. Point to the first clock and ask, *What time is it?* Have the students answer, *It's eight o'clock.* Then say, *It's time for school. Let's go!* Point to the second and third clock and ask the same questions. Respond differently saying, *It's time for lunch.* and *It's time for bed.* respectively.
3. Divide the class into two groups. Sing the song interactively. Switch parts and sing again.
4. Draw more clocks and make new verses. Sing again.

What Do You Do in the Morning?

CD 1 Track 60 (solo)
Track 61 (group)

What do you do in the morning?
What do you do in the morning?
What do you do?
What do you do?
What do you do in the morning?

I get up and brush my teeth,
Wash my face, and comb my hair.
I get up and brush my teeth,
Wash my face, and comb my hair.

What do you do?
I brush my teeth.
What do you do?
I wash my face.
What do you do?
I comb my hair.
I comb my hair in the morning.





Let's do an activity!

Walk and Talk (for *What Do You Do in the Morning?*)

1. Give each student an activity card for morning routines. Have them walk around and stop to ask each other, *What do you do in the morning?* Once they finish asking and answering, they switch their cards.
2. Continue until students have asked at least four other students.
3. Divide the class into two groups. Group 1 chants the questions, and Group 2 chants the answers. Switch parts and chant again.
4. Repeat the chant using third person singular subjects (*i.e. What does she do in the morning? She gets up and brushes her teeth*).

Let's sing!

Unit

8

What Are You Doing?

CD 1 Track 62 (group)
Track 63 (karaoke)

C

What are you do - ing? I'm play - ing a game.

G7 C

Watch what I do, and then do the same. What are you

F

do - ing? I'm play - ing a game. Watch what I

C G7 C

do. And then do the same.

1 Nod your head.
Bend your knees.
Stamp your feet.
Now say "please"

Clap your hands.
Count to three.
Wiggle your toes.
Smile at me.

Snap your fingers.
Climb a tree.
Raise your arms.
Wave at me.
(Repeat Chorus)

2 Cover your ears.
Count to four.
Cross your legs.
Touch the floor.

Touch your nose.
Blink your eyes.
Open your mouth.
Shout "surprise!"

Stretch your neck.
Brush your hair.
Straighten your
shoulders.
Sit on your chair.
(Repeat Chorus)



Let's do an activity!

Play a game (for *What Are You Doing?*)

1. Introduce the vocabulary from the song, such as “Nod your head” , “Bend your knees”, etc. Write all the actions on word cards.
2. Play a game. Ask a student volunteer to come to the front of the classroom. Show him or her a word card. The student then pantomimes the card. Let the class ask, *What are you doing?* The student should answer, for example, *I am stamping my feet.*
3. Play another game. Ask student volunteers to pantomime the word cards for the class to guess, for example, *Are you waving at me?*
4. Sing the song together while doing all the actions in the song.



What Is He Doing?

CD 1 Track 64 (solo)
Track 65 (group)



What is he doing?

He's playing a game.

What is she doing?

She's writing her name,

Writing her name,

Writing her name.

What is she doing?

She's writing her name.

What is he doing?

He's playing a game,

Playing a game,

Playing a game.

What is he doing?

He's playing a game.

What is she doing?

She's writing her name.





Let's do an activity!

A Cube Game (for *What Is He Doing?*)

1. Make cubes with I/you/she/we/they/*. The * indicates that the student can use any pronoun or name.
2. Divide the class into two teams. Put eight cards for actions face down on the floor or the desk.
3. One student from each team throws the cube, picks up a card, and makes a sentence with the pronoun on the cube and the card: (*She*) (*is*) (*dancing*). If the sentence is correct, he or she keeps the card. The team with the most cards wins.
4. Divide the class into two groups. Group 1 chants the question, and Group 2 chants the answers. Ask two volunteers to pantomime the actions while the class chants.