Special Edition for Spain

GUESS WHAT!

Teacher's Book **1**

UPDATED EDITION

Susannah Reed

Series Editor: Lesley Koustaff

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Language summary

Introduction

About *Guess What!*

Guess What! is an innovative six-level course for primary age pupils learning English who want to learn about the world around them as they do so. *Guess What!* aims to motivate pupils and excite young minds, to feed their natural curiosity about the world and fuel their imaginations. The course has been updated with full coverage and evaluation of the new competencies. As such, *Guess What!* develops pupils' learning and life skills in a broader sense, with opportunities for learning across the wider curriculum, as well as exploring social skills and values.

Guess What! has been written with the busy teacher in mind, and offers clear lesson planning with flexibility for teachers with between two and four lessons per week.

The new *Key Competencies* are a combination of knowledge, skills and attitudes designed to help pupils develop tools which they can use both academically and in a wider social context. They are an aid to lifelong learning and are an essential part of the new compulsory learning curriculum.

The Key Competencies

	C1 Competence in linguistic communication
	C2 Multilingual competence
	C3 Mathematics, science and technology
	C4 Digital competence
	C5 Personal, social and learning to learn competence
	C6 Citizenship competence
	C7 Entrepreneurship competence
	C8 Competence in cultural awareness and expression

Competence-based learning

All of our courses are based on the *Cambridge Life Competencies Framework* which is closely related to these Key Competencies.
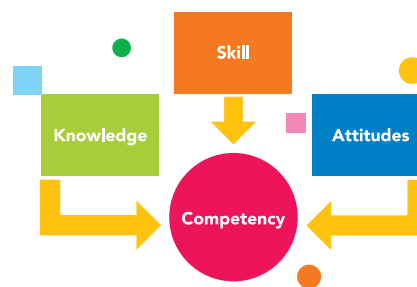
A creative journey

The realm of fantasy and imagination is as important to young learners as discovering the world around them. *Guess What!* uses engaging characters and exciting stories to fuel pupils' imaginations. In *Guess What!* Level 1, pupils follow Olivia, David, and Tina through a magic portal in a treehouse, where they have exciting adventures with their funny robot friend, iPal.

The global classroom

With the use of stunning international photos, and an emphasis on real-life contexts, *Guess What!* brings the world into the English classroom. Pupils learn and are motivated to practise new language by following the examples of real children shown at home, at school, on holiday, on exciting trips or in different leisure activities. By using photos from around the world, pupils are encouraged to engage with each topic and make cross-cultural comparisons.

Communication – comprehension and production

Pupils need to be confident in reading, listening, speaking and writing in order to use language effectively. As pupils will be learning to read and write, *Guess What!* Level 1 focuses more on listening and speaking but provides a gradual introduction to the written word and an opportunity to practise all four skills.

Production – interaction and mediation

Speaking and writing skills are further developed in functional language and pronunciation activities. In the *Talk time* feature, pupils learn and practise a simple and useful functional dialogue, such as saying thank you, or asking for things politely. Then, pupils will enjoy practising their pronunciation with the amusing *Animal sounds* feature. The *Let's collaborate!* projects offer the perfect opportunity for mediation activities, transmitting information through a variety of presentation types.

Social values and sustainability

An understanding of social values gives young learners the skills they need to be successful in life. They need to learn about how to behave with other people, as well as taking responsibility for themselves and the world around them. Stories, fairy tales and fables have traditionally been used to promote social values in a way that children can relate to. Each story in *Guess What!* illustrates a social value for pupils to discuss and apply to their own behaviour. The social values covered in *Guess What!* Level 1 include being curious about the world around us, making friends and being polite.

Keen thinkers

Guess What! aims to encourage pupils to become keen thinkers as well as good language learners. Activity types develop a range of thinking skills including observation, concentration, prediction and guessing, using memory, sequencing and classifying. Regular thinking skills activities are clearly signposted in the material, using the *Think* icon. The inclusion of *Let's collaborate!* projects offers the opportunity to develop content research skills in a guided way, alongside critical thinking. *Content and Language Integrated Learning* (CLIL) activities also encourage wider thinking and knowledge across the primary curriculum.

The wider curriculum

The *Content and Language Integrated Learning* (CLIL) material in *Guess What!* has been selected from popular primary school subjects across the curriculum, including STEM. Teachers can therefore integrate learners' understanding of age-related subject concepts while developing their English language skills. *Guess What!* offers CLIL learning with the combination of materials in the Pupil's Book and Activity Book, including the use of short dynamic videos. This motivating approach provides a language-rich experience and develops learners' listening skills while they process subject content.

Digital competence

Successful young learners need to be competent in *Information Technology* (IT) and digital skills. They need to be shown how to study and live within a safe digital environment with a critical and responsible use of technology. This can be done through online research for the projects and during language practice using *Practice Extra* online and *Presentation Plus*.

Evaluation

Guess What! offers a variety of evaluation tools, including both summative and formative assessment, competencial assessment, plus self-assessment and peer-evaluation particularly in the projects.

Guess What! supports pupils aiming to take **Cambridge English: Young Learners (YLE tests)**. *Guess What!* Level 1 covers part of the Starters syllabus.

12 2.15 Talk Time **Listen and act.**

Animal sounds

13 2.16 **Listen and say.**

A turtle with two teddy bears.

→ Activity Book page 25   Functional language: *Happy birthday!*   Pronunciation: *t*   3
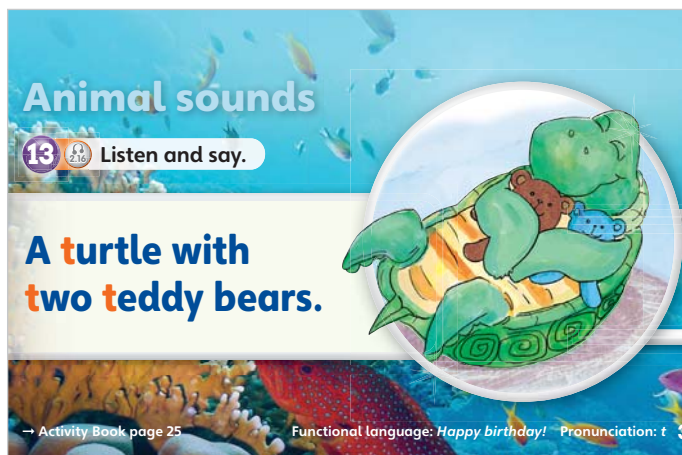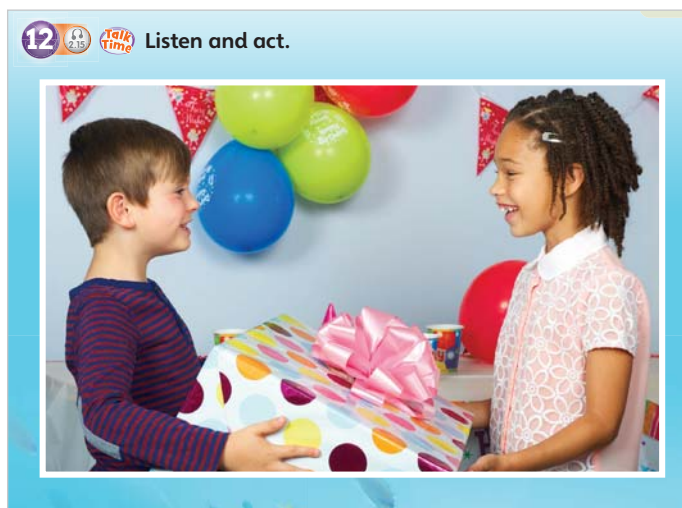
Guess What! Level 1 components

Pupil's Book with eBook

The 104-page full-colour and highly photographic Pupil's Book contains:
- A Hello! unit which introduces the *Guess What!* characters and teaches numbers and colours.
- Eight further teaching units, each presenting new language within a topic of interest to pupils of this age.
- Four review spreads, designed to be used after every two main teaching units.

Each unit opens with an eye-catching photographic spread and engaging introductory *Look!* video, followed by eight easy-to-use, single-lesson pages, which contain:
- Engaging topics and presentation contexts.
- Progression from presentation to practice in each lesson.
- A wide variety of activities, including dialogues, chants, songs, games and communicative activities, role play and pronunciation activities.
- Two *Grammar fun!* animated games.
- An exciting story adventure with animated video.
- Two pages of CLIL activities with captivating video.
- Regular activities to develop a range of thinking skills.
- *About Me* activities for pupils to personalise learning.
- *Let's collaborate!* projects to round up each unit.

Enhanced eBook

Each Pupil's Book includes an activation code for the digital version of the book in Cambridge One, including all the embedded audio and video from the course.

Activity Book with Digital Pack

The 96-page full-colour Activity Book provides further consolidation of all the language and topics presented in the Pupil's Book. It can be used at home or in class and contains:
- Nine units and four reviews, following the same easy-to-use single-lesson format as the Pupil's Book.
- Puzzles, matching and task-based activities providing reading and writing practice at word level, with completion of sentences by the end of Level 1.
- An *Evaluation* providing a record of learning for each unit.
- A full-colour Picture dictionary.
- A puzzle page feature.
- Regular *Think* and *About Me* activities.

Digital Pack

Each Activity Book includes an activation code for the learner's Digital Pack in Cambridge One including Practice Extra for online consolidation and extension activities and additional Learner Resources.

Class Audio

The Class Audio contains all the recorded material for the Pupil's Book and Activity Book, including the songs (plus karaoke versions), chants and stories. The audio script is included in each lesson in the teaching notes, when it is not seen on the Pupil's Book page.

Teacher's Book with Digital Pack

The Teacher's Book is fully interleaved with the Pupil's Book. It has been written with the busy teacher in mind and provides:

- Step by step guidance for each lesson in the teaching notes. This includes a summary of lesson aims and materials needed, a simple warmer and end of lesson activity, clear instructions for using the Pupil's Book and Activity Book, audio scripts, answer keys and suggested classroom instructions for you to use with your class.
- Ideas and teaching notes for using the words cards provided in the Teacher's Resources. These word cards match the flashcards for each unit.
- Extra games and activities for every lesson, as well as a Games bank which can be used as a dip-in resource.
- The Teacher's Book includes access to the Digital Pack in Cambridge One providing Presentation Plus, Practice Extra, the Test Generator and Teacher's Resources. The pack also provides access to the video content and all the class audio tracks.

Presentation Plus

Presentation Plus is a classroom presentation tool which displays an interactive version of the Pupil's Book and Activity Book in class or remotely. Presentation Plus includes embedded audio, video and animations for every unit plus digital versions of the flashcards. A fun classroom game is also included at the end of every unit and access to the Teacher's Book.

Practice Extra

Teachers can set homework and track each student's progress in Practice Extra including how many online activities have been completed and how many attempts have been made. Practice Extra provides grammar, vocabulary and skills practice in a way that rewards and motivates young learners.

Test Generator

- Each unit has a standard and extension test, which evaluate pupil's progress in each unit. These tests cover the core vocabulary and grammar structures of each unit, with listening and speaking activities on the first page, and reading and writing activities on the second page.
- Four two-page Review tests which evaluate pupil's progress. These can be used after each review spread, and also provide practice in listening, speaking, reading and writing skills.
- In addition there are Skills tests and an End of level test for each level.

Teacher's Resources

The Teacher's Resources contains around 200 pages of optional photocopiable material for you to use alongside *Guess What!* Levels 1 and 2. You can dip in and choose the material at different times, depending on the specific needs of your class. For *Guess What!* Level 1, the Teacher's Resources include:

- Printable Grammar and Vocabulary worksheets
- Additional Support worksheets
- *Let's collaborate!* project pages
- *Let's collaborate!* guide for teachers and evaluation sheets
- Printable word cards

Flashcards
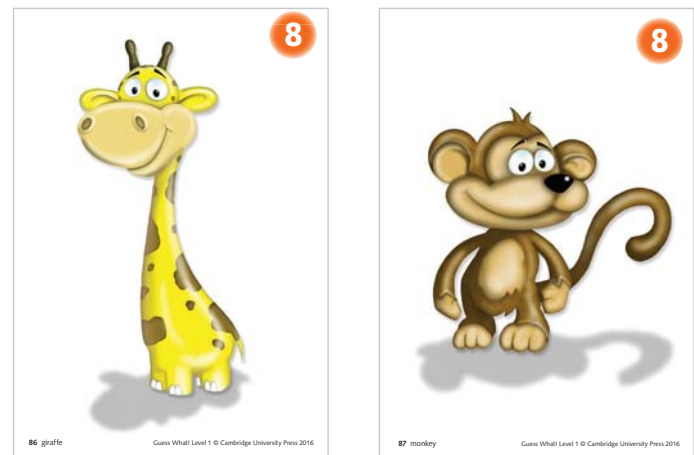
There are 95 flashcards to accompany *Guess What!* Level 1. They illustrate the key vocabulary from the main teaching units. Ideas for using the flashcards in class are included in the main teaching notes and in the Games bank.

Tour of a unit

Guess What! Level 1 has nine teaching units, each divided into eight lessons along with an introduction to the topic. In addition, there are four review spreads of two lessons each. As well as offering further practice, the Activity Book provides a Picture dictionary and Evaluations. There are additional resources in the Teacher's Digital Pack including Presentation Plus, the Test Generator and Teacher's Resources.

Unit introduction

The topic of the unit is introduced with a *Look!* video highlighting the key vocabulary and a double-page photograph in the book. These contain images that stimulate children's imaginations and encourage them to relate the topic to the wider world. The teaching notes for each unit suggest ways of exploiting both resources. This introduction can be included as part of Lesson **1**, or as a separate introductory lesson.

Lesson **1**
Presentation of vocabulary

New vocabulary is presented in a colourful illustration featuring the *Guess What!* characters. This is accompanied by a short and lively dialogue on the Class Audio. Pupils listen and repeat the vocabulary, and from Unit 3 also read the vocabulary labels on the page. Pupils then listen and identify the new vocabulary in contextual sentences.

- The flashcards and word cards can also be used to present and revise new words in a variety of games.
- The Activity Book provides further recognition activities, including matching, tracing and writing.

Lesson 2
Practice of vocabulary

Pupils practice the new vocabulary further with an engaging chant, followed by an activity which encourages them to use a particular thinking skill, such as spotting differences, working out sequences and finding mistakes.

- Both activities practise vocabulary while also recycling language from previous units.
- The Activity Book provides further practice including a sticker feature. Pupils are also directed to the Picture dictionary at the end of this lesson.

- There are two additional vocabulary worksheets available in the Teacher's Resources.

Note: In the Hello! Unit, Lesson 1 introduces the new character names rather than a vocabulary set. New vocabulary (Colours) is presented in Lesson 4, so pupils also complete the Picture dictionary activity in the Activity Book at that point.

Lesson 3
Presentation and practice of grammar **1**
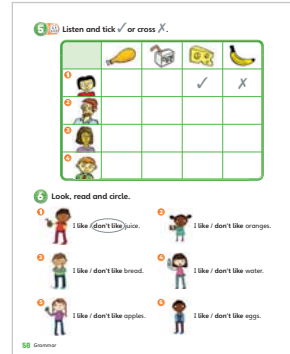
The two grammar points of the unit are presented either with a lively song which also reuses the unit vocabulary, or in a short dialogue usually illustrated by photos of children using English in real and engaging contexts.

The activities on the page follow a clear and enjoyable path from presentation, through practice to production. Pupils are supported through their learning with example speech bubbles on the page and a *Grammar fun!* animation with practice activities. The new grammar point is summarized at the bottom of the page for the teacher.

- The Activity Book provides a variety of activities and puzzles, designed to consolidate the target grammar, while providing support with early reading and writing.
- There is an additional grammar worksheet available in the Teacher's Resources.

Lesson 4
Presentation and practice of grammar 2
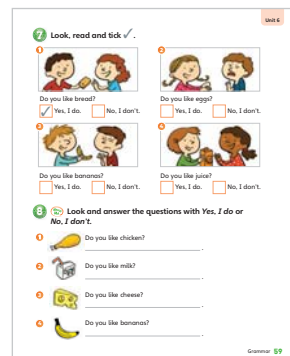
The second new grammar point is presented either with a song or a short contextual dialogue (depending on the format used in Lesson 3).

There is clear progression from this context to active production. Pupils are supported by example speech bubbles on the page a *Grammar fun!* animation with practice activities. The new grammar point is summarised at the bottom of the page for the teacher.

- The Activity Book provides a variety of consolidation activities and puzzles, which support early reading and writing. There is also an *About Me* activity which encourages pupils to use the new grammar to talk about the unit topic.
- There is an additional grammar worksheet available in the Teacher's Resources.

Lesson 5
Story and value

Pupils consolidate and extend their learning further with a story featuring the *Guess What!* characters. They read and listen to the story first and then watch the video. Each story introduces a social value in a light-hearted way, as well as a functional dialogue which pupils practise more fully in Lesson 6.

- The Activity Book provides follow-up activities.

Lesson 6
Talk Time and Animal Sounds

Pupils practise a functional dialogue, first introduced in the story and then applied in this lesson to real world contexts. Pupils therefore learn how the function can be used in different contexts of their own lives. Pupils will also focus on and practise a specific English sound in the engaging context of a humorous sentence about an animal.

- The Activity Book provides a values activity and additional pronunciation practice.

Lesson 7
CLIL (Content and Language Integrated Learning)

Pupils explore a fascinating topic selected from primary school subjects across the curriculum. Pupils use the stimulating introductory photo to engage with the topic and share any knowledge they already have. They then learn some new vocabulary and watch a short dynamic video in Presentation Plus in the Digital Pack. Instructions for using the video and the video script are provided on pages TB115 – 119..

- The Activity Book provides further activities exploring the CLIL topic.

Lesson 8
Let's Collaborate! project and unit evaluation

Pupils work together to do a project activity linked to the unit topic. The project types vary from unit to unit and includes a poster, board game, booklet, exercise video, survey, flyer and presentation for this level.

Pupils then complete a whole unit evaluation in the Activity Book.

Review lessons (after every second unit)

Language is consolidated through vocabulary puzzles and a task-based listening based on real children.

There is also a full-page board game with clearly marked linguistic aims.

Grammar fun! videos

There are two *Grammar fun!* videos in each unit, one for each of the grammar presentation lessons. The videos can be used to consolidate the new grammar after completing the presentation and practice activities in the Pupil's Book.

Each video begins with a language presentation section, in which the grammar focus of the unit is highlighted and reviewed in some example sentences and illustrated with a photo or picture. As pupils watch this section of the video, you can pause after each example sentence to check their understanding and drill pronunciation.

For the practice stage of the videos, pupils will need coloured crayons (see game descriptions for colours needed). If pupils do not have crayons, they can use any other objects as long as they are in the suggested colours. In each game, pupils listen to and read a series of animated questions or sentences, and choose from two options to answer them or complete the missing information. The question or sentence is repeated and all pupils participate by each holding up a coloured crayon to vote on the correct option. After three seconds, the answer is revealed on the video.

Monitor how well pupils perform in the practice stage of the video. If some of them are having difficulty, you can repeat the video at a later stage after further review of the language, such as after completing the exercises in the Activity Book. You can also revise the language by playing the game again as a warmer in a later lesson or as part of the end-of-unit review.

The two *Grammar fun!* games in level 1 are:

The 'Yes or no' game

Pupils will need a green crayon and a red crayon. They will see a picture and hear and read a question or statement about it. If the answer to the question is *yes*, or the statement is true, they hold up their green crayon. If the answer to the question is *no*, or the statement is false, they hold up their red crayon.

The 'Balloon' game

Students will need a red crayon and a blue crayon. They will hear and read a question or a sentence with a word missing. There is a red balloon and a blue balloon, each with an answer option written on it. Students hold up their red or blue crayons to vote on the answer they think is correct. When the time runs out, the balloon with the incorrect answer will pop, and the balloon with the correct answer will float up, carrying the word into the correct position in the sentence.

You may want to turn the video activities into team games. Divide the class into groups to agree on answers and then nominate one person to hold up the corresponding crayon. Award points for the correct answers and keep a tally for both grammar points in the unit.

Let's collaborate! projects

The collaborative projects are meaningful and contextualised tasks linked to the end of each unit in which pupils can put into practice their knowledge, skills and approaches to learning. All the worksheets and evaluation sheets for the projects can be found in the *Teacher's Resources*. The focus of each project is on *collaboration* by encouraging pupils to work together, brainstorm, negotiate, give opinions, mediate, and be inclusive. Each project is related to the unit topic and pupils are given a project sheet that follows the same stages each time: plan, create, present and check.
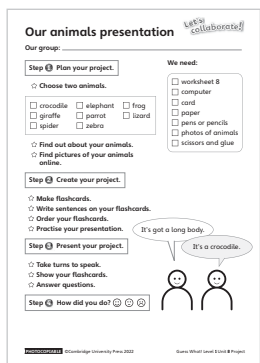
Plan: At this stage, the pupils should work together and think about *how* they are going to do the project and *what* they need to do it. There are steps for how collaborative planning should take place and a materials list box on the project sheet.

Create: This is the stage in which the pupils actually *do* the project and pupils follow guidelines about how to go about this in a collaborative way. Pupils are provided with a template or graphic organiser to make notes and are given a model to follow if necessary. Instead of printing a model sheet per student, it is possible to display the model on the interactive whiteboard. Please note that this part of the project will usually be in the students' first language, although the final output will be in English.
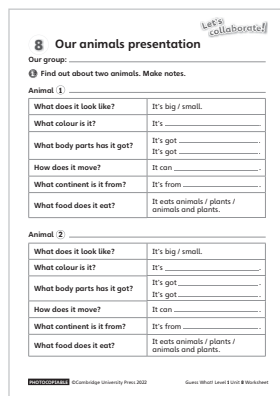
Present: Each project gives guidelines about digital or physical variations of the presentation.

Check: This stage (*How did we do?*) involves completing a separate *Peer evaluation* sheet. There is also a *Teacher evaluation* sheet if you wish to award project groups an overall grade. See pages T121 and T122 or download from the *Teacher's Resources*.
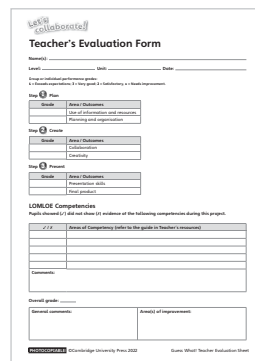
As well as being related to the unit topic, different stages of each project are also aligned to one or more of the LOMLOE competencies. These are linguistic communication, mathematics, science and technology, digital competence, learning to learn, social and civic competence, initiative and entrepreneurship, and cultural awareness and expression. Pupils will touch on topics such as children's roles, gender equality, the environment and helping others while developing their critical thinking skills, learning how to respect others' opinions and work together productively. There are some art and craft-style projects, particularly at lower levels, and digital outputs are suggested wherever possible. You can decide whether to use digital or not, and projects will still be successful without digital means.

Duration

Project will have different durations depending on what pupils are doing. As such, you can pick and choose which projects to do and tailor them to the amount of time you have in class. You may choose to do every project with your pupils, or you can do one or two per term or per year. It might be possible for students to work on their projects in cross-curricular lessons such as Art or Science.

Groups and roles

Projects can be completed in pairs or groups, although pair work is suggested for most projects in level I. It is helpful to give pupils specific roles so that they feel they are making a meaningful contribution. At lower levels, we suggest giving pupils the responsibility of monitoring different stages of the project. This could mean one pupil monitoring the whole project, or different pupils monitoring different stages or tasks. Pupils can monitor the materials list, the order of presenters, the peer assessment, and so on. If there is one monitor per pair or group for a whole project, ensure this is not the same person in the next project.

More information on how to exploit the *Let's collaborate!* projects can be found in the guide in the *Teacher's Resources*.

CLIL (Content and Language Integrated Learning)

Introduction

The two CLIL pages at the end of each unit in *Guess What!* are selected from primary school subjects across the curriculum. The subjects chosen for Levels 1 and 2 are the popular CLIL subjects of Art, Geography, Maths, Physical Education and Science. With the CLIL pages, teachers can develop pupils' understanding of age-related subject concepts while also developing their English language skills.

In order to integrate content and language meaningfully, each CLIL subject is supported with a short, dynamic video. Pupils can therefore watch and listen to highly contextualised, supportive CLIL input chosen from the real world outside the classroom. This approach provides a language-rich experience and develops pupils' listening skills while they process subject content. The video and book activities also develop pupils' thinking processes by helping them to:

- understand, recognise and produce new subject-specific vocabulary (Activity 1)
- develop lower-order processing such as remembering, identifying and comparing new subject-specific vocabulary presented in the Pupil's Book and then seen in the video (Activity 2)
- recognise new concepts and interpret what is shown in the pictures (Activity 3)
- develop higher-order processing such as critical and creative thinking (Activity 4)

What is new and different about CLIL in *Guess What!* is that pupils build on their knowledge of subject concepts presented in the videos as they work through each level of the course. An example is the science topic of plants. In Level 1, pupils find out which foods come from plants then in Level 2, they discover that materials for clothes are made from plants. In subsequent levels, pupils find out about parts of plants we can eat, explore how we can use plants for shelter, food, fabric and medicine and also how plants play a role in underwater food chains. The development of subject concepts across all levels of *Guess What!* ensures pupils deepen their knowledge of both content and English language. The CLIL topic is related to the theme of each unit in the main Pupil's Book which is further developed in the *Let's Collaborate!* projects.

Teachers can help learners to enjoy the CLIL sections in *Guess What!* by doing the following:

Activating pupils' prior knowledge of the subject

Use the stimulating one-page photograph in the first CLIL page and the learner-friendly video to find out what pupils already know about each CLIL topic. Ask pupils closed questions and then an open question to help develop

thinking skills. For example, in Level 1, Unit 6, Where does food come from? ask:

1 *Can you see potatoes or carrots?* (recognising and identifying words presented earlier in the book)
2 *Where do they come from?* (establishing if pupils know this concept)

Finding out what pupils already know about subject-specific vocabulary at the start of a CLIL lesson is a stage when many pupils want to use their first language (L1). If pupils use L1 to say some words related to the CLIL topic, translate into English.

Word-level support

New vocabulary presented in the CLIL sections needs to be revisited because it is important pupils can produce new language clearly and with confidence. You can achieve this by playing the videos more than once and by doing the following:

- Turning off the sound, pausing the video and asking pupils to repeat new vocabulary slowly/quickly/quietly/loudly
- Pausing the video and eliciting new words through mime or questioning
- Making flashcards to show the new CLIL vocabulary in a different order from that presented in the book or video.

You could compare some new CLIL vocabulary with words from other units, e.g.

- Level 1 Hello! Unit: *purple*, Unit 1: *plastic*, Unit 2: *electric*
- Level 2 Hello again! Unit: *sculpture*, Unit 1: *water*, Unit 2: *shelter*

Ask pupils: *Do they sound the same?* Do they look the same? If there are pupils from other countries, find out the words in their languages, in order to focus on culture as well as language.

Sentence-level support

Encourage pupils to communicate new CLIL vocabulary in sentences, using grammar presented in the Pupil's Book. Provide sentence starters, sentence gap fills (using *is/isn't, are/aren't*) or substitution tables, so pupils feel confident when speaking, e.g.

An apple is a _____.	A pea _____ a vegetable.
Bananas are _____.	Rice _____ a grain.
A carrot is a _____.	Olives _____ fruit.
Beans are _____.	Sausages _____ meat.

apples carrots oranges potatoes	are	fruit vegetables

You will need to provide pupils with plenty of support for CLIL. And remember, some learners need more support than others.

Timetable fit

There are 80 lesson plans provided in the teaching notes of *Guess What!* Level 1. These consist of eight lessons in each of the nine teaching units, and eight review lessons. Each teaching unit has two vocabulary lessons, two grammar lessons, one story lesson, one functional language and pronunciation lesson, one CLIL lesson and one additional optional lesson for the *Let's Collaborate!* project and Evaluation.

The course is aimed at teachers with classes of between two and four lessons per week (75 to 150 lessons per year). Extra materials provided in the Teacher's Digital Pack (Teacher's Resources, Test Generator, and Presentation Plus) can therefore be used to adapt the material to cater for these different needs, along with the many ideas for Extra activities in each unit (pages TB105-114) and in the Games bank (pages xvi to xix).

Use these ideas to help you tailor the course to your own teaching situation. Each additional lesson type provides nine lessons (one per unit) unless otherwise stated.

Additional lesson type	Description	Three lessons per week (127 per year)	Four lessons per week (163 per year)
Introduction	Use the opening photographic spread for each unit, along with the flashcards, to pre-teach the new vocabulary. Use ideas from the Games bank (pages xvi–xix) for preparatory vocabulary work.		✓
Evaluation	Use the Evaluation at the end of the unit in the Activity Book. Use ideas from the Extra activities (pages TB105–114) or the Games bank or extra worksheets from the Teacher's Resources and Test Generator in the Digital Pack.		✓
Test and consolidation	Use the End of unit test in the Teacher's Resources and Test Generator in the Digital Pack. Reward pupils with activities from the Games bank when they have completed the test. Extra vocabulary and grammar worksheets from the Teacher's Resources and Test Generator in the Digital Pack can also be used.	✓	✓
Portfolio	A portfolio is a large folder or box in which pupils store work they produce throughout the year. Use ideas from the Extra activities or the Games bank to review work and then encourage pupils to add any worksheets, posters or other materials to their portfolio.	✓	✓
Progress to fun	Use ideas from the Extra activities and the Games bank, including the more time-consuming ideas, such as craft activities, research projects or class trips. Pupils can also repeat their favourite activities.	✓	✓
Picture dictionary	Use the Picture dictionary in the Activity Book, the flashcards and word cards, and ideas from the Extra activities or the Games bank. The extra vocabulary worksheet from the Teacher's Resources and Test Generator in the Digital Pack can also be used.		✓
Creativity	Base this around one of the craft activities suggestions in the Extra activities.		✓
IT	These lessons should be conducted in an area where you have access to computers. Use the Teacher's Resources in the Digital Pack, or base this on a research project from those suggested in the Extra activities.	✓	✓
End of term test (four lessons)	Use the test from the Teacher's Resources and Test Generator in the Digital Pack after each Review.	✓	✓
Let's Collaborate! project (two or three lessons)	Use the Project worksheets for pupils to complete pair or group projects on the unit topic. Allow time for research and give groups the opportunity to present their projects to the class. Hold a feedback session and encourage pupils to complete Peer evaluation forms.	✓	✓

Games bank

The games bank provides the instructions for games and communication activities that are referred to in the Lesson notes. It can also be used as a dip-in resource whenever you need a simple and fun activity to use in class.

Act and guess
Use any set of flashcards or word cards. Pupils take turns to choose a card without showing the rest of the class and mime the item on it for the rest of the class to guess.

Action treasure hunt
Write actions on slips of paper: *Ride a bike. Draw a picture.*, etc. Hide these around the classroom. Pupils take turns to find one and do or mime the action on it. Alternatively, pupils can find an action, and use it to make a question, e.g. *Can you (ride a bike)*? *(Yes, I can. / No, I can't.)* or to make a suggestion which they then both mime, e.g. *Let's (ride a bike).*

Act it out
Pupils think of an activity or a word they know in English, e.g. *run*, *jump* or *draw a picture*. They write this down on a slip of paper and put the slips of paper into a box or bag. Pupils or pairs of pupils take turns to draw out a slip of paper, read the activity or the word and act it out for the class to guess, e.g. *Can you (jump)*? *(Yes, I can.)*

Bingo
Use flashcards for this game to revise any vocabulary set. Pupils choose four of these words and write them down. Say sentences with the words, e.g. *It's a red and yellow kite.* Pupils who have written the word *kite* cross it out. The first pupil to cross out all four of their words calls out *Bingo!*

Blindfold game
A pupil is blindfolded with a piece of material around his/her eyes and stands in the middle of the classroom. He/she reaches out and touches one of the pupils walking around. This pupil stands still and asks *What's my name?* The blindfolded pupil guesses: *Your name's (Ana).* (Ana) then has a turn at being blindfolded.

Can I have … ?
Pupils play this game in teams. Make a request, e.g. *Can I have (ten books/a red pen)*, *please?* The team who finds the requested item the most quickly wins a point. When pupils are reading and writing more, you can also play this game with the requests written down on slips of paper for them to read.

Class survey
Class surveys can be used to compare a range of pupils' experiences, e.g. finding out how many pupils like or don't like different foods. Attach a flashcard to the board, e.g. *chicken* and use it to make a sentence or ask a question, e.g. *I like chicken. / Do you like chicken?* Count the number of hands up and write this number next to the flashcard of the chicken. Repeat with other food and drink flashcards. At the end of the activity, you can compare the numbers for each food and drink item to find out the most and least popular foods *(How many children like chicken?)* You may need to teach pupils numbers past 10 to conduct class survey activities.

Copycat
Give a pupil, or pair of pupils, a series of instructions to perform, e.g. *Touch your head. Open the door. Point to your nose. Pick up a pencil. Sit down.* (Keep a note of the sequence of instructions you give.) To another pupil/pair of pupils, say *Copycat.* The pupils perform the same actions in the same order as the first pair. The rest of the class can correct them if they make mistakes. Repeat the activity with a new sequence and different 'copycats'.

Correct my mistakes
This game can be played with photos, pictures or texts with pupils and items in your class. Make false sentences for pupils to correct, e.g. if a door is red, say *It's a blue door.* Nominate individual pupils to correct the sentences.

Count and collect
Pupils play this game in teams. Say a number, e.g. *Eight.* One pupil from each team has to find and name eight of the same classroom objects, e.g. eight books, eight pencils, eight rubbers. The first pupil to do so scores a point for their team.

Describe and draw
This is a picture dictation game. Pupils choose and draw three or four items, e.g. food items. They don't show their drawing. They then take turns to describe to a partner what they've drawn, e.g. *I've got chicken. I haven't got water. I've got milk.* Their partner listens and draws the same items onto another piece of paper. They then compare their drawings and check they match. If there are any mistakes, they can say, e.g. *No, I haven't got water. I've got milk!*

Does it match?
Use flashcards and matching word cards. Stick four flashcards on the board face down so pupils can't see the

pictures. Give four pupils a word card each. Pupils stick these face up below the flashcards so they can be read. Point to the first word card and pupils read out the word. Turn over the flashcard above it. Ask the rest of the class *Does it match? (Yes/No.)* When all word cards are turned over, pupils move them around so that they match the flashcards correctly. Repeat with other groups of pupils. See which group can guess the most flashcards.

Drawing game
Choose a vocabulary item pupils know. Draw a picture on the board, line by line, pausing to ask each time *What am I drawing? Can you guess?* Pupils try to guess what the picture is before you have finished it. They can also play this in teams or in pairs.

Drawing in the air
Trace the outline of a number or an item in the air. Pupils have to watch and guess what you are 'drawing'.

Find a partner
Pupils draw or write down something that is their favourite, they like or they can do, e.g. their favourite toy. Then they have to find someone, or as many other pupils as possible, who have the same favourite toy, by asking *What's your favourite toy*?

Find something (red/plastic)
Give pupils simple instructions to find objects of a colour or a material: *Find something (red/plastic)*. Pupils have to look around the class finding all the items they can that are of that colour or material. This can also be played in teams. If they know the words, pupils list the objects they have found: *A red pencil*, *a plastic ruler*, etc.

Follow my instructions
Give a pupil an instruction, e.g. *Put a pencil on my desk.* Ask the rest of the class *Where's the pencil*? *(It's on your desk.)* If the pupil has followed your instruction correctly, say *Thank you. The pencil is on my desk.* If the pupil has made a mistake, say *Sorry (Clara)*. Repeat the instruction until he/she gets it right. Repeat giving instructions to other pupils. This can also be played in teams with the team getting a point when a pupil carries out the instruction correctly.

Guess where!
Ask pupils to close their eyes while you hide a flashcard or small item somewhere in the classroom. Pupils then open their eyes. Ask *Where's the (book)?* Pupils look around and if they can see the book, answer *It's (under the chair)*.

Guess who!
Describe a pupil, for the rest of the class to guess: *I've got brown eyes. I've got brown hair. I haven't got a robot.*

I can see
Play this observation game with photos or illustrations in the Pupil's Book. Ask pupils to look at the pictures and make sentences about them, e.g. *I can see a yellow present.* Pupils find and point to the correct items. Pupils

can also take turns making more sentences for the class or do the same activity in pairs.

Is that your (mum)?
Use this game with pupils' drawings of people or possessions. Put them in a pile at the front of the class. Ask a pupil to come and select a drawing (or possession). The class asks *Who's that?* (a person) or *What's that?* (an object). The pupil choosing the picture tries to guess who drew it and who or what it is. They take the drawing to their chosen pupil and ask *Is this/that your (mum)?* The pupil says *Yes*, *it is* and takes the drawing back or *No*, *it isn't* and the questioner has to guess again. This can also be played in teams with a point awarded for each correct guess.

Last one standing
Start the game with all pupils standing. Make a sentence, practising a target structure, e.g. with *I've got: I've got blue eyes.* Pupils who agree with you stay standing. Those who don't agree sit down. Ask a standing pupil *Have you got blue eyes? (Yes, I have.)* Then ask a sitting pupil, to elicit *No, I haven't.* Repeat with different sentences using *I've got* and *I haven't got*. The last pupil left standing wins.

Listen for the sound
Say a mixture of words that do or don't have target sounds in them, e.g. for /a/: *ant*, *apple*, *flat*, *book*, *house*. Pupils listen and put up their hands or stand up when they hear an /a/ word.

Match the pictures and words
Use any set of flashcards and matching word cards. Hold up the word cards and read them with the class. Then attach them to the board, or put them on your desk. Distribute the matching flashcards to pairs of pupils in the class. One pupil shows the flashcard and names the item or place on it. The other pupil finds the matching word card and brings it back. Check that each word card matches the flashcard.

Meet and greet
Ask pupils to stand up. If you have some music, play it while pupils move around the classroom. Then stop the music. Pupils turn and greet the pupil on their left, e.g. *Hello, What's your name? (I'm/My name's Sofia.)*. Repeat several times. (If you don't have music, pupils can move around until you say *Stop*, or get pupils to do the same activity from their seats, turning to ask the pupils next to, behind and in front of them in turn.)

Memory 1 to 10
Play this game with any set of ten flashcards. Show the cards to the pupils one by one and elicit the word or a sentence about the card. Then attach the flashcard to the board face down and write a number underneath it from 1 to 10. Pupils have to try and remember where each flashcard is. Divide the pupils into two teams. Pupils name a card and ask a question about it, e.g. *Number 3. Is it a (kite)?* Turn the chosen flashcard over. If it is a kite,

answer *Yes, it is* and the guessing team keeps the card. If it isn't a kite, say *No, it isn't* and turn it face down on the board again in the same position. Continue the game until all the cards have been guessed correctly. The team with the most flashcards wins.

Mime and match

Use flashcards and the matching word cards for a target vocabulary set. Distribute the flashcards to half the class, and matching word cards to the other half. Ask a pupil with a word card to mime the word written on his/her card. The pupil with the matching word card stands up, shows the word and reads it aloud. Check the answer is correct, and then repeat with other pupils.

Mirror game

Pupils sit facing each other in pairs and take turns to touch a part of the body or face. Their partner has to do the same action at exactly the same time, as if they are looking in their mirror. They can both then say the action, e.g. *Touch your nose!* Pupils also trick their partner with their movements, i.e. seem to be about to touch their nose and touch an ear instead.

Noughts and crosses

Use any nine flashcards or word cards. Draw a noughts and crosses grid on the board (a 3 X 3 grid). Attach one card face down into each of the nine squares. Divide the class into two teams – the Noughts and the Crosses. Each team takes turns to select a card and turn it over. They have to say/read the word, or make a sentence, or ask a question using it. If they do this correctly, they score a nought or cross in the square. If they make a mistake, the other team scores the nought or cross. The first team to get three noughts or crosses in a row wins.

Odd sound out

Choose and write four words – three that have the same sound, and one with a different sound, e.g. for the /t/ sound, *turtle, teddy, panda, ten*. Pupils listen and identify which is the odd sound out. Pupils then replace the odd sound with one that matches the other three, e.g. *two*.

Pass the actions

Use any word cards for actions or action phrases. Distribute these to eight pupils in the class. Play some music while pupils pass the cards round the class. Then stop the music or say *Stop!* Pupils with word cards take turns to read their action silently and act it out for the others to guess.

Pass the ball

Pupils pass a soft ball or another object carefully around the class. Say *Stop!* The pupil holding the ball has to answer a question posed by you or by another pupil.

Pass the flashcards/objects

Use any set of flashcards or objects. Distribute these to pupils in the class. Play some music and ask pupils to pass the flashcards round the class. Then stop the music. Pupils with flashcards or objects take turns to name, make a sentence about, or answer a question about the item on their flashcard.

Pass the present

Wrap a classroom object or small toy in layers of paper. Play some music and ask pupils to *Pass the present* carefully round the class. Stop the music and ask the pupil holding the present a question, e.g. *What's your favourite colour?* The pupil answers and can then unwrap one layer. Continue until one pupil opens and names the present.

Point to (red)

Give pupils simple colour instructions: *Point to (red)*. Pupils have to look around the class and be the first one to find and point to something of that colour. Repeat with other colours. This game can also be played with any nouns: *Point to (a rubber)*.

Questions noughts and crosses

Draw a noughts and crosses grid on the board (a 3x3 grid). Attach a flashcard into each of the nine squares. Divide the class into two teams – the Noughts and the Crosses. Each team takes it in turn for a pair of pupils to ask and answer a question using the picture in the square. If the question and answer is grammatically correct, they score a nought or cross in the square. The first team to get three noughts or crosses in a row wins.

Reading race

Use any set of flashcards. Write sentences on pieces of paper, each describing one of the flashcards you have chosen, e.g. *I can't swim* for the flashcard *swim*. Attach the flashcards to the board. Divide the class into two teams and give each team half the sentences (face down in a pile). Say *Play!* One pupil from each team stands up, picks up a sentence, reads it and sticks it below the correct flashcard on the board. They then walk quickly back to their team and sit down, naming the next pupil to read a sentence. The first team to stick up all its sentences wins.

Sentence chain game

This is a chain activity. Start with an initial sentence, e.g. thanking people for your birthday presents: *Thank you for my teddy bear*. Ask a pupil to continue, repeating your sentence and adding a present of their own: *Thank you for my teddy bear and my computer game*. The game continues until someone forgets a present or can't think of one to add.

Sequences

Play this game with any words that are easy to draw, e.g. a simple sequence using food items: an apple, a banana, a banana, an apple, a banana,?. Point to each food item and elicit the food words. Ask pupils to guess the missing word from the pattern of the sequence. Pupils can put up their hands and say the word, or you can distribute flashcards or word cards to them first. Pupils with the correct card put their hands up, then come to the board to attach the card and complete the sequence.

Simon says

This is an instructions game. Pupils follow instructions, but only if you say *Simon says*, e.g. if you say *Pick up a book*, pupils should do nothing, but if you say *Simon says 'Pick up a book'*, pupils must find a book and pick it up (or mime doing so).

Sound bingo

Pupils think of four words with the target sound in them and write them on a piece of paper, e.g. with the /ɪ/ sound: *iguana, ink, six, kitchen*. Call out a mixture of words that have /ɪ/ or other sounds to contrast, e.g. /æ/ and /ɪ/: *apple, ant, ink, iguana*. Pupils listen carefully. When you say a word with the target sound, they say *Yes*, and cross it off their list if they have written it down. When you say a word without this target sound in it, pupils say *No*. The first pupil to cross out all of their words calls out *Bingo!*

Sound pairs

Draw or write pairs of sound words on the board in a jumbled order, e.g. for words with /b/, /d/, /p/ and /t/, *ball* and *bike*, *doll* and *dolphin*, *panda* and *pen*, *turtle* and *ten*. Make sure the words you choose only contain one of the target sounds in the, e.g. avoid *teddy* as it contains both /t/ and /d/. Pupils then work in pairs to see who can match up the correct sound pairs the most quickly.

Stand in order

Use any set of flashcards. Distribute these to pupils in the class and ask them to come to the front. Name the items on the flashcards in a random order. Pupils with the flashcards have to arrange themselves in the correct order.

Stand up and sit down

This is an agreement game. Make sentences about something relating to pupils, e.g. *My home is a house*. Pupils for whom this is true stand up, the others remain seated. Repeat with different sentences.

Test the teacher

Pupils test your knowledge by asking you questions in turns, or you can arrange this as a team game. If you don't know the answer, their team gets a point. The team with the most points at the end of the game wins.

True or false?

Make true and false sentences about a picture, photo, text, story, pupils in the class or factual statements. Pupils listen and say *true* or *false*. Pupils can then take turns to make the sentences and correct the false ones to make them true.

What's in the bag?

Put an object or objects in a bag for a pupil to feel, e.g. classroom objects or small toys. Ask *What's this?* Pupils must feel and guess what the object is without looking.

What's missing?

Attach flashcards or word cards to the board. Allow pupils a few minutes to look at them. Then ask pupils to close their eyes while you remove one or two of the cards. Pupils open their eyes and answer the question *What's missing?*

Where's the (mum)?

Use the home and family flashcards. Show pupils six of the home flashcards, elicit the room or place name, then attach them face down to the board in a row. Show six of the family flashcards, elicit the family member, and attach one above each of the home flashcards. Turn over the first family flashcard and ask *Where's (the dad)?* Tap the room below. Pupils have to guess, e.g. *He's in the living room*. Turn the home flashcard over. If it's the living room, give both flashcards to the pupil who guessed correctly. If not, turn both cards over again and ask about another family member, returning to the dad again later. At the end of the game, pupils who have the most pairs of cards win.

Which sound is it?

This is a sound differentiation activity. Choose two sounds, e.g. /p/ and /b/. Write these letters on the board or draw a simple picture to represent each sound, e.g. a pen for /p/ and a book for /b/. Say a list of words which contain one of these two sounds, e.g. *pen, book, panda, bear, blue, purple, board, ball*. Pupils listen and say /p/ or /b/ (or *pen* and *book* if you prefer).

Whisper

Whisper an action for a pupil to mime for the others to guess. When the class guesses the action, confirm if it's correct or not, by saying aloud: *Yes, pick up a book*, or *No, put away a book*. If the mime was wrong, the class then performs the correct one. Alternatively, mouth an instruction for pupils to mime. They guess what it is by reading your lips.

Who am I?

Play this game with any pictures, photos or flashcards of people. Nominate a pupil to ask *Who am I?* and then mime being a person in one of the pictures, copying the actions, facial expressions or standing stance of their chosen person. The rest of the class watches the mime and guesses, by referring back to the pictures being copied. They then guess the person, e.g. *You're the mum!*

Who's speaking?

Play this game after pupils have listened to one of the stories. Pupils look at the story frames. Say *Listen. Who's speaking?* Read a line from the recording script for the story. Pupils listen and try to guess who is speaking. They answer with the character's name, e.g. *David*. To make this activity more challenging pupils can also try to remember the correct frame, e.g. *David – number 3!*

Yes/No game

Think of an item. Pupils have to guess what you are thinking of by asking *yes* or *no* questions only. They try to guess using as few questions as possible, or you can set a maximum number of questions. They can also play this is pairs or teams.