

Cambridge University Press

978-1-107-55687-4 – Guess What! American English Level 3 Teacher's Book with DVD

Susannah Reed

Frontmatter

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# Guess! What!

Teacher's Book **3**  
with DVD

**American English**  
Susannah Reed



**CAMBRIDGE**  
UNIVERSITY PRESS

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## CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

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[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781107556874](http://www.cambridge.org/9781107556874)

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First published 2016

*A catalog record for this publication is available from the British Library*

ISBN 978-1-107-55687-4 Teacher's Book with DVD Level 3

ISBN 978-1-107-55685-0 Student's Book Level 3

ISBN 978-1-107-55686-7 Workbook with Online Resources Level 3

ISBN 978-1-107-55690-4 Class Audio CDs Level 3

ISBN 978-1-107-55692-8 Flashcards Level 3

ISBN 978-1-107-55693-5 Presentation Plus DVD-ROM Level 3

ISBN 978-1-107-55694-2 Teacher's Resource and Tests CD-ROM Levels 3–4

Additional resources for this publication at [www.cambridge.org/guesswhatamericanenglish](http://www.cambridge.org/guesswhatamericanenglish)

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# Introduction

## About *Guess What!*

*Guess What!* is an innovative six-level course for primary age students learning English who want to learn about the world around them as they do so. *Guess What!* aims to motivate students and excite young minds, to feed their natural curiosity about the world and fuel their imaginations. It not only offers a well-paced syllabus with clearly marked goals for language learning, but also aims to develop students' 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 global classroom

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



## An imaginative 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 fun and exciting stories to fuel students' imaginations. In *Guess What!* Level 3, students follow the humorous adventures of Tom, Lily, Lucas, Anna, and Max, the soccer-playing dog, as they take part in a mystery treasure hunt.



## Social values

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 about 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 relate to and find interesting. The stories in *Guess What!* build on this tradition. Each story episode illustrates a social value for students to discuss and apply to their own behavior. The social values covered in *Guess What!* Level 3 include working together, exercising, and keeping your environment clean.

### Skilled learners

Students need to be skilled in reading, listening, speaking, and writing in order to use language effectively. The varied activities in *Guess What!* provide plenty of opportunities for students to practice all four skills, and there is a specially formulated skills page in every unit. In *Guess What!* Level 3, the motivating skills topics include visiting a bug house at the zoo, doing a health questionnaire, and making a fruit smoothie.



### Confident speakers

Speaking skills are further developed in functional language and pronunciation activities. In the “Talk time” feature, students learn and practice a simple and useful functional dialog, such as asking for the time, and asking permission to do something. Then with the innovative “Say it!” feature, students enjoy learning about real animals while practicing their pronunciation.



### Keen thinkers

*Guess What!* aims to encourage students to become good 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 Content and Language Integrated Learning activities also encourages 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. Teachers can therefore integrate learners’ understanding of age-related subject concepts while developing their English language skills. *Guess What!* offers CLIL learning with short dynamic videos and materials in the Student’s Book and Workbook. This innovative and motivating approach provides a language-rich experience and develops learners’ listening skills while they process subject content.



### Digital competence

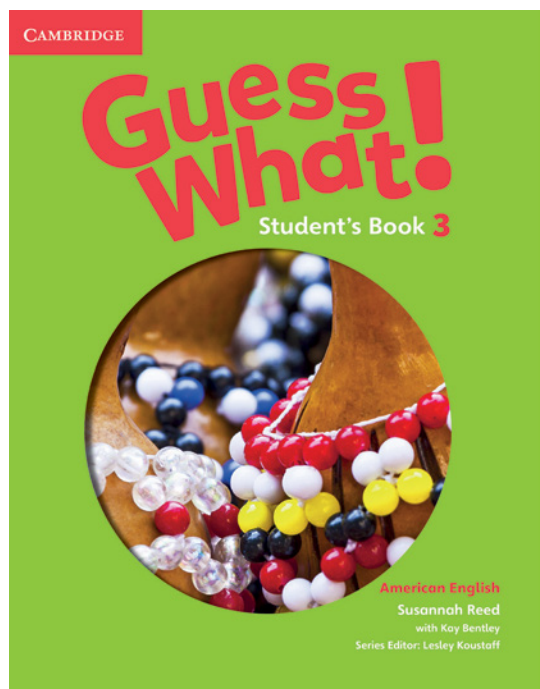
Successful young learners need to be competent in information technology and digital skills. These can be combined with language practice by using the “Online Resources” and “Presentation Plus.”

### Cambridge English: Young Learners (YLE) tests

The language syllabus in *Guess What!* is well-paced and achievable, with plenty of recycling built in throughout the course. *Guess What!* supports students aiming to take Cambridge English: Young Learners tests. By the end of *Guess What!* Level 3, students will have covered the Starters syllabus.

## Guess What! Level 3 components

### Student's Book



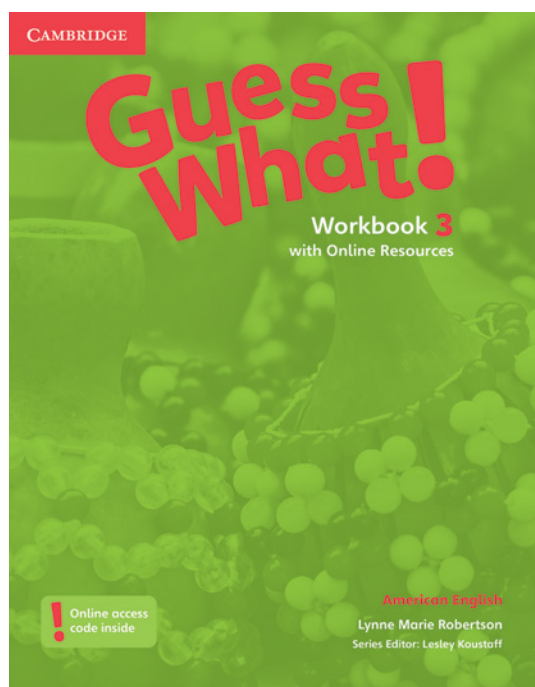
The 104-page full-color and highly photographic Student's Book contains:

- A Welcome Unit that introduces the *Guess What!* characters and reviews key language from previous years of learning English, as well as introducing some new language.
- Eight further teaching units, each presenting new language within a topic of interest to students 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, followed by eight easy-to-use, single-lesson pages, which contain:

- Engaging topics and presentation contexts.
- Clear progression from presentation to practice in each lesson.
- A wide variety of activities, including humorous contextual dialogs, songs, chants, games and communicative activities, functional dialogs and role-playing, pronunciation activities, listening activities, and reading texts.
- An exciting story adventure with value and practice activities.
- A Skills page that covers reading, writing, speaking, and listening.
- Two pages of CLIL activities.
- Regular activities to develop a range of thinking skills.
- About Me activities for students to personalize their language learning.

### Workbook with Online Resources



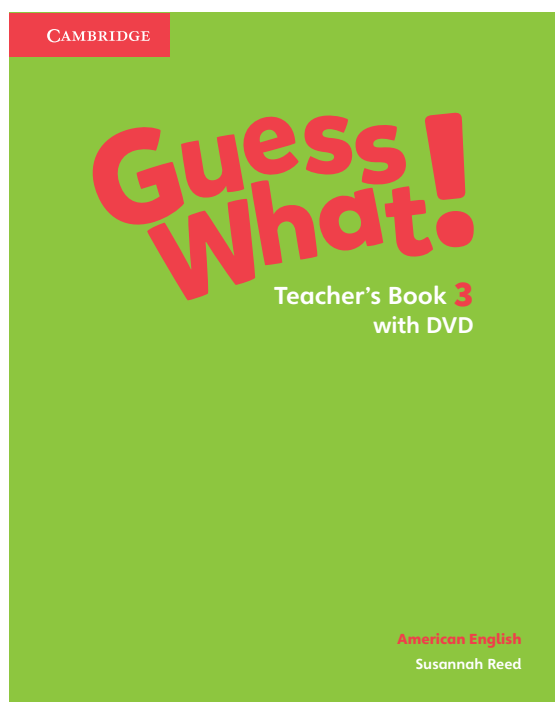
The 96-page full-color Workbook provides further reinforcement of all the language and topics presented in the Student's Book. It can be used at home or in class and contains:

- Nine units and four reviews, following the same easy-to-use single-lesson format as the Student's Book.
- Puzzles, matching and task-based activities, reading and writing practice at word- and sentence-level, and extended writing practice on the Skills page.
- An Evaluation providing a record of learning for each unit.
- A full-color Picture dictionary.
- A puzzle page feature.
- Think and About Me activities.
- An access code to the "Online Resources," which include games and extra grammar, vocabulary, and writing activities for every unit. Students' online work can be tracked and reviewed by the teacher. Teachers can register for free at [www.cambridgelms.org/primary](http://www.cambridgelms.org/primary).

### Audio CDs

The two Audio CDs contain all the recorded material for the Student's Book, including the songs (with karaoke versions), chants, and stories. The audio script is included in each lesson in the teaching notes, when it is not seen on the Student's Book page.

## Teacher’s Book with DVD



The 224-page Teacher’s Book is interleaved with the Student’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 Student’s Book and Workbook, audio scripts, answer keys, and suggested classroom instructions for you to use with your class.
- Photocopiable word cards for each unit to match the flashcards. Ideas for using the word cards are provided in the teaching notes.
- Extra games and activities for every lesson, as well as a Games bank that can be used as a dip-in resource.
- A DVD. This contains the videos for the CLIL lessons.
- A schedule with a suggested pathway through the course dependent on the number of lessons taught per week.

## Teacher’s Resource and Tests CD-ROM

The Teacher’s Resource and Tests CD-ROM contains 106 pages of optional photocopiable material for you to use alongside *Guess What!* Levels 3 and 4. You can dip in and choose the material at different times, depending on the specific needs of your class. For *Guess What!* Level 3, the CD-ROM provides 53 pages of additional material, as follows:

- Nine two-page Unit tests, which evaluate students’ progress in each unit. These cover the core vocabulary and grammar structures of each unit, with listening activities on the first page and reading and writing activities on the second page.
- Four two-page Review tests that evaluate students’ progress. These can be used after each review spread, and they also provide practice in listening, reading, and writing skills.
- 27 pages of Extra worksheets (three pages per unit). These provide extra reinforcement activities for the core vocabulary and grammar structures of each unit.

## Presentation Plus

Presentation Plus includes Interactive Whiteboard tools, a fully interactive Student’s Book and Workbook, digital versions of the Teacher’s Book, a multimedia library that includes video from the DVD, the Teacher’s Resource and Tests CD-ROM, Audio CDs, and access to online teacher training support. Presentation Plus enables you to plan your lessons “paper-free” from a tablet or computer.

## Flashcards

There are 75 flashcards to accompany *Guess What!* Level 3. 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.



64 play the piano

Guess What! Level 3 © Cambridge University Press 2016



53 play table tennis / play Ping-Pong. Guess What! Level 3 © Cambridge University Press 2016

## Tour of a unit

*Guess What!* Level 3 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 Workbook provides a picture dictionary and evaluations. There are additional resources on the Teacher’s Resource CD-ROM.

## Unit introduction

The topic of the unit is introduced with a double-page, highly engaging photograph, chosen to stimulate children’s imaginations and to encourage them to relate the topic to the wider world. The teaching notes for each unit suggest ways of exploiting the photograph. This introduction can be included as part of Lesson 1 or as a separate introductory lesson.

## Lesson 1 Presentation and practice of vocabulary

**1 Listen and point.**  
**2 Listen, point, and repeat.**

**3 Listen and answer the questions.**  
 1 Is he drinking juice? Yes, he is.  
**4 Describe and guess the numbers.**  
 She's making a cake. Number 9.

**5 Home time**  
 do homework watch TV do the dishes listen to music wash the car  
 play on the computer drink juice make a cake read a book eat a sandwich

**60 Vocabulary** — Workbook page 48

**My picture dictionary 69**

New vocabulary is presented in the context of a colorful illustration featuring the *Guess What!* characters. This is accompanied by a short and lively dialog on the Audio CD. Students will listen and repeat the vocabulary as well as read the vocabulary labels on the page. Students then use the new vocabulary in guessing games and activities, which also recycle language from previous units.

- The flashcards and word cards can also be used to present new words and review them in a variety of games.
- The Workbook provides farther practice in puzzles and reading activities. Students are also directed to the picture dictionary at the end of this lesson.
- There is an additional vocabulary worksheet available in the Teacher’s Resource CD-ROM.

**(Note:** Lesson 1 in the Welcome Unit introduces the new character names rather than a vocabulary set. New vocabulary (months of the year) is presented in Lesson 3, so students also complete the picture dictionary activity in the Workbook at that point.)

## Lesson 2 Presentation and practice of grammar 1

**4 Sing the song.**  
 We are all different,  
 In my family  
 We are all different,  
 My family and me.

**5 Read and match.**  
 1 I love reading books.  
 2 My mum likes listening to music.  
 3 My sister enjoys doing homework.  
 4 My brother doesn't enjoy playing this game on the computer.  
 5 My dad doesn't like doing the dishes.

**6 Look and complete the sentences.**  
 like love doesn't enjoy doesn't like drink read watch wash

**7 Write about your friend.**  
 Name: My friend's name: \_\_\_\_\_  
 1 \_\_\_\_\_ likes \_\_\_\_\_  
 2 \_\_\_\_\_ likes \_\_\_\_\_  
 3 \_\_\_\_\_ doesn't enjoy \_\_\_\_\_

**68 Grammar**

The first new grammar point of the unit is presented in a lively song, that also reuses the unit vocabulary. The activities on the page follow a clear and enjoyable path, from presentation through practice to production. Students are supported through their learning with example speech bubbles on the page, and the new grammar point is summarized at the bottom of the page in the Remember! box.

- The Workbook provides a variety of reading and writing activities and puzzles, designed to reinforce the target grammar.
- There is an additional grammar worksheet available in the Teacher’s Resource CD-ROM.

## Lesson 3 Presentation and practice of grammar 2

**3 Look at the photographs and choose. Then listen and repeat.**

**4 Listen and find. Then answer the question.**

**5 Ask and answer with a friend.**

**6 Go to page 103. Listen and repeat the chant.**

**7 Look and complete the questions. Then circle the answers.**

1 Does he like reading books? Yes, he does. / No, he doesn't.  
 2 Does she enjoy \_\_\_\_\_? Yes, she does. / No, she doesn't.  
 3 Does she like \_\_\_\_\_? Yes, she does. / No, she doesn't.  
 4 Does he like \_\_\_\_\_? Yes, he does. / No, he doesn't.  
 5 Does he enjoy \_\_\_\_\_? Yes, he does. / No, he doesn't.  
 6 Does she like \_\_\_\_\_? Yes, she does. / No, she doesn't.

**8 Look and complete the questions and answers. Then draw.**

1 Does she enjoy reading a book? Yes, she does. / No, she doesn't.  
 2 Does she like \_\_\_\_\_ a color? Yes, she does. / No, she doesn't.  
 3 Does she enjoy \_\_\_\_\_ a sport? Yes, she does. / No, she doesn't.  
 4 Does she like \_\_\_\_\_ a game? Yes, she does. / No, she doesn't.

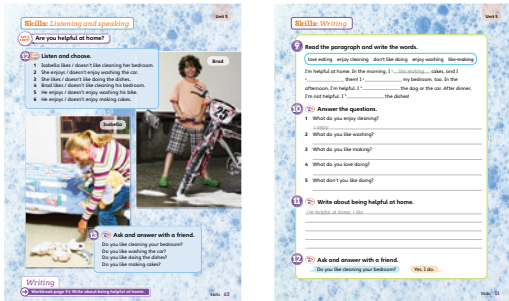
**62 Grammar** — Workbook page 53

**60 Grammar**

The second new grammar point is presented in a short dialog illustrated by photographs of children using English in real and engaging contexts. Students progress from this context to active production, and then they can reinforce the grammar using a motivating chant. Students are supported through their learning with example speech bubbles on the page, and the new grammar point is summarized at the bottom of the page in the Remember! box.

- The Workbook provides a variety of reading and writing activities and puzzles designed to reinforce the target grammar.
- There is an additional grammar worksheet available in the Teacher’s Resource CD-ROM.

**Lesson 4**  
**Skills**



Students reinforce and extend the language of the unit with a motivating skills topic chosen to appeal to children of this age. Alternate units offer a task-based reading or listening activity, followed by questions designed to stimulate discussion and speaking practice using language students are familiar with.

- The Workbook provides further reading and speaking practice before leading into an extended writing activity.

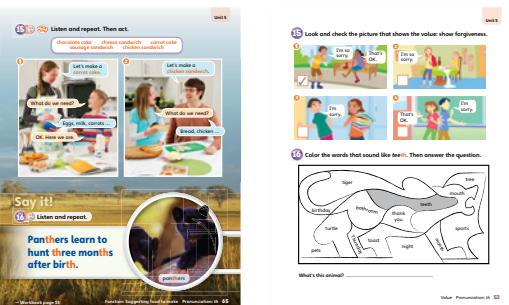
**Lesson 5**  
**Story and value**



Students reinforce and extend their learning farther with a dynamic cartoon strip story featuring the *Guess What!* characters. Each story introduces a social value in a light-hearted way, as well as a functional dialog that students practice more fully in Lesson 6.

- The Workbook provides story sequencing and comprehension activities as well as a values activity.

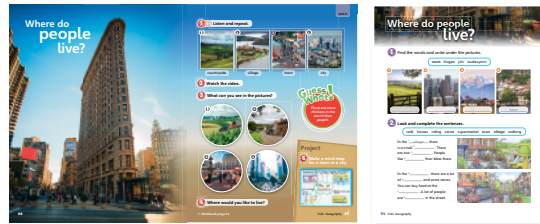
**Lesson 6**  
**Talk time and Say it!**



Students practice and customize a functional dialog, first introduced in the story and then applied in this lesson to real-world contexts. By choosing words to substitute in the

functional dialog, students learn how the function can be used in different contexts of their own lives. Students will also focus on and practice a specific English sound in the engaging context of a true sentence about an animal.

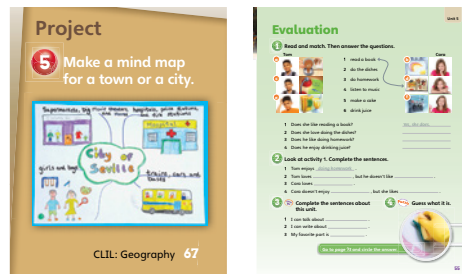
**Lesson 7**  
**CLIL (Content and Language Integrated Learning)**



Students explore a fascinating topic selected from primary school subjects across the curriculum. Students use the stimulating introductory photograph to engage with the topic and share any knowledge they already have. They then learn some new vocabulary and watch a short dynamic video, which is provided on the DVD with the Teacher’s Book. Instructions for using the video and the video script are provided on pages TB124–128.

- The Workbook provides further activities exploring the CLIL topic.

**Lesson 8**  
**CLIL project and evaluation**



Students work together to do a simple project activity linked to the CLIL topic. The project types vary from unit to unit and include fact files, mind maps, craft activities, a time chart, a menu, and a poster.

- Students then complete an evaluation in the Workbook.

**Review lessons (after every second unit)**

Language is reinforced through real-life topics, such as special school days, a summer camp, hobbies, and vacations.

Varied activities include word puzzles, task-based listening, reading and speaking tasks, and a full-page board game with clearly marked linguistic aims.



## CLIL (Content and Language Integrated Learning)

### Introduction

The two Content and Language Integrated Learning (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 3 and 4 are the popular CLIL subjects of art, geography, math, gym, science, history, and music. With the CLIL pages, teachers can develop students' 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. Students can therefore watch and listen to highly contextualized, supportive CLIL input chosen from the real world outside the classroom. This innovative approach provides a language-rich experience and develops students' listening skills while they process subject content. The video and book activities also develop students' thinking processes by helping them:

- understand, recognize and produce new subject-specific vocabulary (Activity 1).
- develop lower-order processing skills, such as remembering, identifying, and comparing new subject-specific vocabulary presented in the Student's Book and then seen in the video (Activity 2).
- recognize new concepts and interpret what is shown in the pictures (Activity 3).
- develop higher-order processing, such as critical and creative thinking (Activity 4).
- generate ideas through planning and producing subject-specific projects (Activity 5).

What is new and different about CLIL in *Guess What!* Levels 3 and 4 is that students build on their knowledge of subject concepts presented in the Student's Books and videos for Levels 1 and 2. Students also build on their subject knowledge as they work through Levels 3 and 4. Many of these subject concepts match what young learners study in their L1 curriculum. An example is the subject of geography:

- Level 1: Students identify continents from a basic, colorful world map.
- Level 2: Students locate places in a town using a simple grid.
- Level 3: Students find out about different habitats from around the world.
- Level 4: Students explore extreme weather conditions around the world.

The development of subject concepts across all levels of *Guess What!* ensures that students deepen their knowledge of both geography content and the English language. The CLIL topic is related to the theme of each unit in the main Student's Book.

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

### Activating students' 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 students already know about each CLIL topic. Ask students closed questions and then an open question to help develop thinking skills. For example, in Level 3 Unit 1 What types of animals are nocturnal? ask:

- 1 *Can you see these animals in the morning?* (revisiting *morning* from earlier in this unit)
- 2 *Can you see a bird or a fish?* (recognizing and identifying vocabulary presented in previous levels)
- 3 *What animals can we see at night?* (establishing if students know this concept)

Finding out what students already know about subject-specific vocabulary at the start of a CLIL lesson is a stage when many students want to use their first language (L1). If students 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 students 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 students 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 in the L1, e.g.

- Unit 8: *starfish* and *octopus*

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

### Sentence-level support

Encourage students to communicate new CLIL vocabulary in sentences, using grammar presented in the Student's Book. Provide sentence starters, fill-in-the-blank choices (e.g., *is/isn't*, *are/aren't*) or substitution tables, so students feel confident when speaking.

You will need to provide students with plenty of support for CLIL; they may need less support by the time they are using Level 4.

## Schedule fit

There are 80 lesson plans provided in the teaching notes of *Guess What!* Level 3. These consist of eight lessons in each of the nine teaching units and eight review lessons. Each teaching unit has one vocabulary lesson, two grammar lessons, one story lesson, one skills lesson, one functional language and pronunciation lesson, one CLIL lesson, and one additional optional lesson for the CLIL project and evaluation.

The course is aimed at teachers with classes of between two and four lessons per week (75–150 lessons per year). Extra materials provided on the Teacher’s Resource CD-ROM can therefore be used to adapt the material to these different needs, along with the many ideas for Extra activities in each unit (pages TB111–123) and in the Games bank (pages xiv–xvii).

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 (115 per year)	Four lessons per week (150 per year)
<b>Introduction</b>	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 xiv–xvii) for preparatory vocabulary work.		✓
<b>Evaluation</b>	Use the evaluation at the end of the unit in the Workbook. Use ideas from the Extra activities (pages TB111–123) or the Games bank or extra worksheets from the Teacher’s Resource CD-ROM.		✓
<b>Test and reinforcement</b>	Use the End of unit test in the Teacher’s Resource CD-ROM. Reward students with activities from the Games bank when they have completed the test. Extra vocabulary and grammar worksheets from the Teacher’s Resource CD-ROM can also be used.	✓	✓
<b>Portfolio</b>	A portfolio is a large folder or box in which students store work they produce throughout the year. Use ideas from the Extra activities or the Games bank to review work and then encourage students to add any worksheets, posters or other materials to their portfolio.	✓	✓
<b>Progress to fun</b>	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. Students can also repeat their favorite activities.	✓	✓
<b>Picture dictionary</b>	Use the picture dictionary in the Workbook, the flashcards and word cards, and ideas from the Extra activities or the Games bank. The extra vocabulary worksheet from the Teacher’s Resource CD-ROM can also be used.		✓
<b>Creativity</b>	Base this around one of the craft activities suggestions in the Extra activities.		✓
<b>IT</b>	These lessons should be conducted in an area where you have access to computers. Use the Online Resources or base this on a research project from those suggested in the Extra activities.	✓	✓
<b>End-of-term test (four lessons)</b>	Use the test from the Teacher’s Resource CD-ROM after each Review.	✓	✓
<b>Class celebration (one lesson)</b>	Prepare an end-of-course certificate for each student and have a ceremony where you hand these out. Students can customize their certificates by writing key things they’ve learned and their learning aims for next year.	✓	✓
<b>End-of-year show (six lessons)</b>	Rehearse and perform a class show. Students can present their work, perform songs or chants, or act out the story. They can also design invitations and programs.		✓