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978-1-107-55661-4 – Guess What! American English Level 1 Teacher's Book with DVD
Susannah Reed
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**Unit aims** Students learn about school. This includes:

- identifying classroom objects and colors
- counting and talking about quantity
- following classroom instructions
- learning about different materials

**Background information** The photograph shows a display of finger paintings, by children in Florida, in the United States.

## Introduction to the unit

- Say *Open your books to pages 14 and 15, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening.
- Ask *What's Unit 1 about? (School.)* Then ask *What can you see in the photograph?* Elicit or teach the word *paintings (or pictures)*. You also could explain (or demonstrate with your finger) that they are finger paintings.
- Ask *What's your favorite painting?* Students point to the painting they like best. Then ask students about the paintings they have chosen: *What colors can you see?* Students list the colors they can see in their chosen painting.
- If you have access to paints, students can do their own paintings to be displayed in their class in a similar way to the photograph – using a clothesline or string and clothes pins. Students can do finger paintings or be encouraged to use paintbrushes. Alternatively, they can do drawings and display them in the same way.
- Alternatively, use your fingers to play *Drawing in the air* (see page xv). You can draw numbers for students to guess or vocabulary items from the previous lesson (*tree house, panda, lizard*). Students can also play this game in pairs, or do a similar activity, drawing on each other's backs.

**CD1:02**

(Theme song – see lyrics on page TB5)




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**Lesson aims** Students learn vocabulary for classroom furniture and objects.

**New language** *board, door, window, desk, chair, pencil, pencil case, book, eraser, pen, white, black, brown, gray*

**Recycled language** colors | *It's a/an (window).* | *A (gray) (eraser).*

**Materials** CD1 | Flashcards: 6–16 | Flashcards: 17–26 | Word cards: see page TB106 (optional)

## Warmer

- Use all the color flashcards to review colors, but also teach new colors *black*, *white*, *gray*, and *brown*. Then play a game of *Stand in order* (see page xvii).

## Presentation

- Hold up each classroom object flashcard (or point to real items) and say the new words: *a board, a door.* Students repeat in chorus and individually. Hold up the flashcards in a random order. Students name the word and point to or hold up the corresponding item in their own classroom.
- Hold up the book flashcard and ask *What color is it? (Blue.)* Repeat the question with the other flashcards. Practice the new colors *black*, *white*, *gray*, and *brown*, using different items in your classroom. (**Note**: If your students sit at tables instead of desks, you could also teach *table*.)

## Student's Book page 16

### *1 Listen. Who's speaking?*

- Say *Open your books to page 16, please.* Ask *Who can you see? (Tina, David, children, a teacher.)* Explain that Tina and David are in the same class at school. They are playing a game in class.
- Say *Listen. Who's speaking?* Play the recording. Students listen and point to the character they think is speaking each line (the teacher, Tina, David, or Leo). Then play again, pausing for students to point to the classroom objects in the picture as they hear them mentioned.

**CD1:22**

**Teacher:** OK, children. Let's play. Ready?
**Tina:** Yes!
**Teacher:** OK. What's white?
**Tina:** White ... the board!
**Teacher:** Yes! OK ... orange!
**David:** The door!
**Teacher:** Good! Now ... Red and ... green!
**Tina:** *Red* ... the window! Green ... your desk!
**Teacher:** Good! Your turn, Tina.
**Tina:** OK. Purple and ... blue!
**David:** Um. Purple ... Here – your pencil! And blue ... Oh, my book!
**Tina:** Yes! Your turn.
**David:** OK. Brown and ... black!
**Tina:** Hmm, brown ... my chair! Black ... your pen!
**Teacher:** Great! Now, gray and yellow.
**Tina:** A gray eraser.
**David:** And a yellow pencil case!
**Leo:** Crick!
**David:** And a green lizard!

### *2 Listen, point, and say.*

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered items as they hear them mentioned. Then play again. Students listen and say the words.

**CD1:23**

**1** board **2** door **3** window **4** desk **5** chair **6** pencil **7** pencil case **8** book 9 eraser **10** pen

### *3 Listen and find.*

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct items. They can also say the correct number. If time, students can do a similar activity in pairs. One says a sentence, e.g., *It's a window*, and the other says the number: *Number 3* (or points to the item in their own classroom).

**Key:** Students point to items in the following order: 3, 2, 6, 1, 10, 9, 5, 4, 8, 7

**CD1:24**

It's a window. It's a door. It's a pencil. It's a board.
It's a pen. It's an eraser. It's a chair. It's a desk.
It's a book. It's a pencil case.

### *Find Leo.*

- Say *Now find Leo.* Students search for Leo in the picture (he's in the yellow pencil case). Students can also find numbers and colors from the previous unit.

## Workbook page 12

### *1 Listen and check ✓.*

- Students look at the pictures and identify the classroom objects they can see. Play the recording. Students listen and check the box next to each item.

**Key:** **2** b **3** b **4** a

**CD1:25**

**1** It's a book. **2** It's a board. **3** It's a chair. **4** It's a pencil case.

### *2 Look and match.*

- Students match each picture with its close-up view. They can also say the words as they do so.

**Key:** **2** d (chair) **3** a (door) **4** c (pencil)

## Ending the lesson

- Play a game of *True or false?* (see page xvii) pointing to items in your classroom or on Student's Book page 16 and making sentences about them, with or without colors, e.g., *It's a door.* or *It's an orange door.*

**Extra activities:** see page TB115 (if time)



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**Lesson aims** Students practice vocabulary for classroom objects and furniture.

**New language** *picture* | *Here's a/an (book).*

**Recycled language** classroom objects, colors | *It's a board/whiteboard.*

**Materials** CD1 | Flashcards: 17–26 | Word cards: see page TB106 (optional) | Paper and drawing materials (optional)

## Warmer

- Use the flashcards to review classroom objects. Then present a flashcard to a student, saying *Here's a (pencil).* Sometimes use the name of the object on the flashcard, sometimes name a different object. The student says *yes* and takes the flashcard if it's correct. If the flashcard shows a different object, the student says *no* and doesn't take it. Repeat until different students are holding all the flashcards.
- Then, if you wish to introduce the written form of the classroom object vocabulary at this stage, use the word cards. Hold up each word card and read it aloud with the class. Then ask a student to point to (or come and give the word card to) the student who is holding the correct flashcard.

## Student's Book page 17

### *4 Say the chant.*

- Say *Open your books to page 17, please.* Talk about the photographs: *What can you see? (A pencil.) What color is it? (Red.)*
- Say *Listen and point.* Play the chant on the recording. Students point to the different items as they are mentioned in the chant. (**Note**: The chant is said a few times on the recording, and speeds up each time. Students point to the different items each time, but speeding up how fast they point.)
- Then say *Now listen and say the chant.* Play the chant again a few times. Students can just listen and clap along with the rhythm the first time, joining in with a few words. Repeat the activity until students are chanting confidently.

**CD1:26**

Here's a pencil
And here's a book.
Here's a desk
And here's a chair.
Here's an eraser
And here's a pen.
Now say it all again! (x4)

### *5 Look and find five differences.*

- Ask *What can you see in picture 1?* Students name the objects they can see: *A purple chair, a red book, a blue window,* etc. Make sure students are using the correct colors and objects.
- Then say *Now look at picture 2. What's different?* Read the example speech bubbles aloud, pointing to the purple pen in picture 1 and the purple pencil in picture 2 to emphasize this difference. Make sure students understand the word *picture*.
- Students can then work in pairs, finding the additional four differences in picture 2.
- Then elicit the answers from different pairs of students. Students point to the item in each picture and describe it, showing the difference, e.g., *Picture 1: A blue window. Picture 2: A blue door.*

**Key:** Picture 1: A purple pen, Picture 2: A purple pencil; Picture 1: A blue window, Picture 2: A blue door; Picture 1: A red book, Picture 2: A red pencil case; Picture 1: A yellow pencil, Picture 2: A yellow eraser; Picture 1: A green eraser, Picture 2: A green pencil.

## Workbook page 13

### *3 Listen and stick.*

- Students will need the Unit 1 stickers from the back of the Workbook. Play the recording. Students listen and stick the stickers into the correct position.

**CD1:27**

**1** It's a whiteboard.
**2** It's an orange pencil case.
**3** It's a yellow chair.
**4** It's a red door.
**5** It's a blue desk.

### *4 What's next? Draw a line.*

- Students look and guess the next picture in each sequence. They then draw a line to the correct picture. They can also name each item as they do so.

**Key:** **2** d (eraser) **3** a (desk) **4** b (book)

### *My picture dictionary → Go to page 85. Check the words you know and trace.*

- Students turn to page 85 and check the classroom items they know. They then trace over the word labels for each picture. (**Note**: If you didn't use the word cards in the Warmer at the beginning of the lesson, you could use them to introduce the classroom object words before students do this activity. Alternatively, read through the word labels with students first.)

## Ending the lesson

- Play a game of *Find something (red)* (see page xv). Students can also name the items they know as they find them, e.g., *a red pencil, a red book.*

**Extra activities:** see page TB115 (if time)



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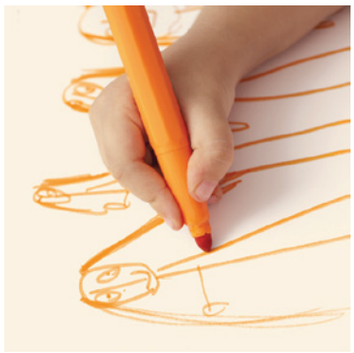
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## 4 CD1 26 Say the chant.





## 5 Think Look and find five differences.

Picture 1. A purple pen.

Picture 2. A purple pencil.






→ Workbook page 13



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## 6 CD1 28 Sing the song.

## 7 CD1 29 Listen and answer the questions.

How many chairs can you see?

Six!








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**Lesson aims** Students ask and answer questions using *how many*.

**New language** *How many books can you see? (Four books.)*

**Recycled language** numbers 1 through 10

**Materials** CD1 | Handmade number cards (optional)

## Warmer

- Review numbers by counting around the class from 1 through 10 and back down again to 1.
- Then use the handmade number cards (or write the numbers on the board in a random order). Hold up one at random and invite a student to say the number. The other students listen and hold up the correct number of fingers and thumbs.

## Presentation

- Pick up a book and elicit *(It's a) book*. Then ask *How many books?* Hold up one finger to elicit the number *one*. Confirm, saying *One book*. Then hold up two books and ask *How many books?* Elicit the number *two*. Confirm by saying *One, two – two books*. Make sure students hear the *s* at the end of *books*. Students repeat *two books* in chorus and individually.
- Ask about different objects in the classroom, e.g., *How many (windows) can you see?* Students count and answer: *(Two) windows*. Make sure they are using plurals correctly.

## Student's Book page 18

### *6 Sing the song.*

- Say *Open your books to page 18, please*. Students look at the picture of the circus performer juggling different objects. Point to the books on the top of her head and ask *How many books can you see?* Students count and say the number. Repeat with the erasers and pencils.
- Say *Listen and point*. Play the recording. Students listen and point to the objects as they hear them mentioned.
- At the end of the song, ask again *How many books can you see?* Students answer *(Four books.)*. They then repeat the question and answer in chorus and individually. Then point to the pencils and elicit the question *How many pencils can you see?* Nominate a student to answer, then repeat with the erasers.
- Then say *Now sing the song*. Play the recording a few times, until students are singing confidently. The first time, students can just listen or hum to the tune and join in with any words they can remember. Then students can sing along with the song.
- You can also divide the class into two groups, with one group singing the first two lines of each verse (asking the question) and the other group singing the last two lines of each verse (with the answer). Students can then swap roles. (**Note**: Students can sing along to the version of the song with the words or to the karaoke version.)

**CD1:28**

Books, books. Count with me. (x2)
How many books can you see?
One, two, three, four. Four! Four, four, four books.
Erasers, erasers. Count with me. (x2)
How many erasers can you see?
One, two, three, four, five. Five! Five, five, five erasers.
Pencils, pencils. Count with me. (x2)
How many pencils can you see?
One, two, three, four, five, six. Six! Six, six, six pencils.

### *7 Listen and answer the questions.*

- Students name the classroom objects they can see along the top of the activity. (*A chair, a book, a pen, a window, a pencil case*.)
- Then point to the large picture. Ask *How many chairs can you see?* Students find and count the chairs in the picture. Repeat for other items.
- Say *Now listen and answer the questions*. Play the recording, pausing after each question and nominating a student to answer it. The other students listen and check if the answer given is correct.
- Read the example speech bubbles: *How many chairs can you see? (Six.)* Students then ask and answer about the objects in pairs, using the speech bubbles as a model.

**Key:** **2** Nine. **3** Ten. **4** Two. **5** Eight.

**CD1:29**

**1** How many chairs can you see? **2** How many books can you see? **3** How many pens can you see? **4** How many windows can you see? **5** How many pencil cases can you see?

## Workbook page 14

### *5 Look and count. Write the number.*

- Students find and count each pictured item in the main picture. They then write the correct number in the box provided.

**Key:** board (3), desk (6), chair (7), book (8), pencil (8)

### *6 Ask and answer about your classroom.*

- Students ask and answer about their own classroom, using the example speech bubbles as a model.

## Ending the lesson

- Play the *How many* game from activity 7 in the Student's Book, but using objects in your own classroom. Students take turns asking a question for the rest of the class to answer. Another student then counts the items to make sure that the answer given by the rest of the class is right. (**Note**: Set an upper limit of ten for this activity. Once students reach this number, they can stop counting.)

**Extra activities:** see page TB115 (if time)



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**Lesson aims** Students learn to follow and give classroom instructions.

**New language** *Stand up, Sit down, Open/close (your books), Pick up/put away (your pencils), please.*

**Materials** CD1

## Warmer

- Students can sing the song from the previous lesson again. Alternatively, students can make up their own verse of the song to sing.

## Presentation

- Present the classroom instructions by giving students instructions, following them yourself as you do so, and inviting students to copy you. Stand up and invite students to stand up with you, saying *Stand up, please*. Repeat with the instructions *Sit down*, *Open your books*, *Close your books*, *Pick up a pencil*, and *Put away a pencil*.
- Then repeat the instructions in a different order, performing each one yourself and inviting students to copy you.

## Student's Book page 19

### *8 Listen, point, and say.*

- Point to each photograph and elicit the actions students can see in each one. Then say *Listen and point*. Play the recording. Students listen and point to the photographs.
- Then say *Now listen, point, and say.* Play the recording again, pausing for students to repeat the instruction each time. Remind students that *please* is a polite way of asking someone to do something.

**CD1:30**

**1** Stand up, please.
**2** Sit down, please.
**3** Open your books, please.
**4** Close your books, please.
**5** Pick up your pencils, please.
**6** Put away your pencils, please.

### *9 Listen and do the action.*

- Say *Now listen and do the action*. Play the recording, the first time pausing for students to complete each action. Then play the recording again without pausing. Students have to listen and do the actions a little more quickly.

**CD1:31**

Stand up, please.
Pick up a pen, please.
Pick up a pencil case, please.
Pick up a book, please.
Open your books, please.
Close your books, please.
Put away your pencils, please.
Put away your pencil cases, please.
Put away your books, please.
Sit down, please.

### *10 Play the game.*

- Nominate a student to say an instruction for the rest of the class to follow. Repeat a few times, then divide students into pairs or small groups. One gives an instruction for the others to follow, then they change roles.

## Workbook page 15

### *7 Listen and check ✓ or put an ✗.*

- Students look at the pictures and identify the actions they can see in each one.
- Play the recording. Students listen and put a check next to each picture if it matches the recording and an ✗ if it doesn't. If you have time, students can then say the correct sentence for the pictures they have marked with an ✗.

**Key:** **1** ✗ (Open your books, please.) **2** ✓ **3** ✓ **4** ✗ (Stand up, please.)

**CD1:32**

**1** Put away your books, please.
**2** Please sit down.
**3** Pick up your pencils, please.
**4** Close your books, please.

### *8 Circle the different one.*

- Students look at the four pictures in each row and circle the one that is different.

**Key:** **2** b

## Ending the lesson

- Give and demonstrate instructions, but sometimes doing a different action from the one in your instruction, e.g., sit down when you say *Stand up, please*. Students copy your action when it's correct, but correct your mistake when it isn't: *No! Sit down, please*. When they correct you, say *Sorry! Sit down, please*. Students can then copy the instruction. You can also incorporate color review into this activity, by saying, e.g., *Pick up a blue pencil* as you pick up a red one.

**Extra activities:** see page TB115 (if time)



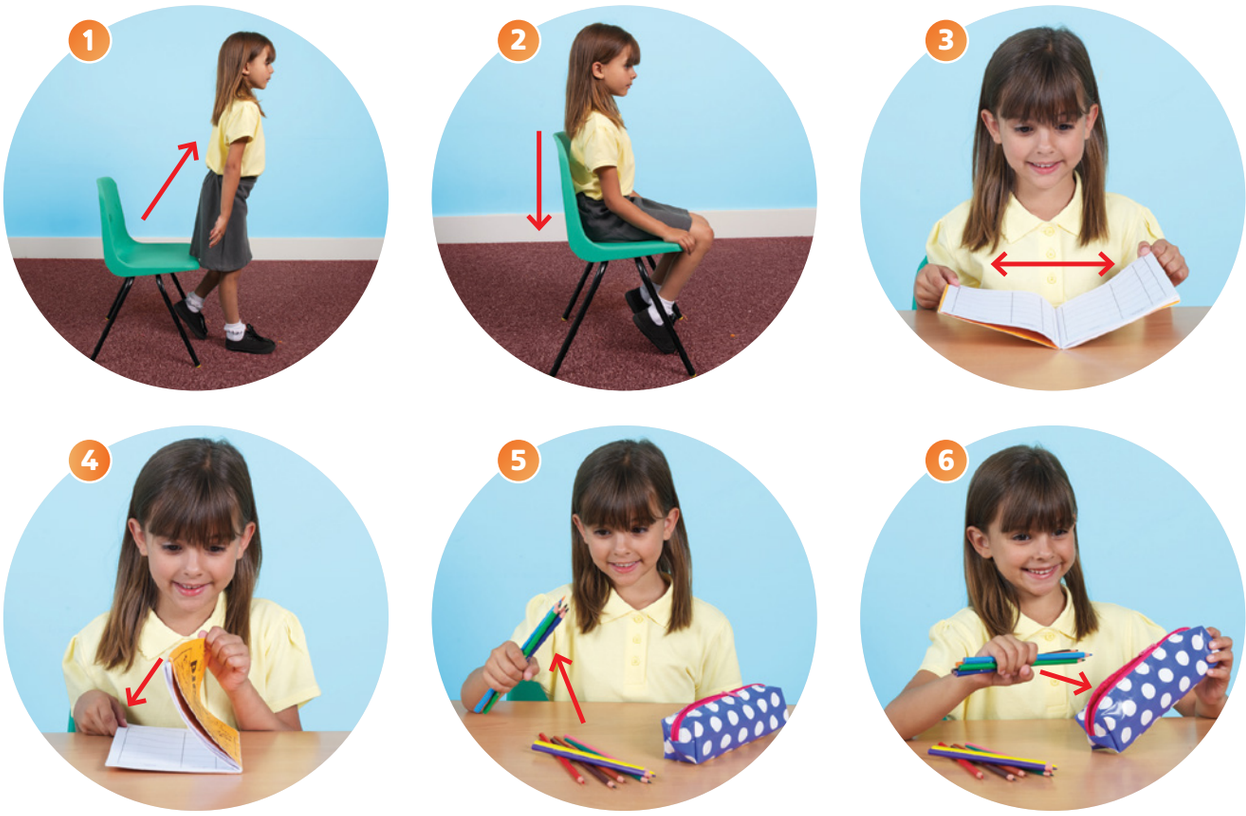
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## 8 CD1 30 Listen, point, and say.




## 9 CD1 31 Listen and do the action.

## 10 Play the game.




→ Workbook page 15



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