

CAMBRIDGE

Special Edition for Spain

LOMLOE
✓ Ready



GUESS WHAT!

LEARN THROUGH
DISCOVERY



UPDATED EDITION

Children are natural explorers, fascinated by the world around them and always willing to learn and talk about topics that interest them.

By nurturing their curiosity, we can teach them that learning is fun.

**GUESS
WHAT!**
UPDATED EDITION



What makes our bodies move?
Which animals are nocturnal?

***Guess What! Updated Edition* has the answers.**

Through beautiful photography and engaging topics, young learners can explore the world as they learn English. As they progress through highly visual, video-rich units, children improve their proficiency in English and other subjects.

An updated edition with full coverage and evaluation of the new competencies.
New documentary and grammar videos and collaborative projects with extra resources for pupils and teachers.

GUESS WHAT!

UPDATED EDITION

AT A GLANCE

Pupil's Books and Activity Books (Levels 1 & 2) now have Spanish handwriting font.



NEW DIGITAL PACK FOR YOUNG LEARNERS

The Digital Pack for learners includes **Practice Extra** with consolidation activities for vocabulary, grammar and skills.

eBook with all the audio and video material.

See Page 24



New documentary style videos to present the unit topic. Also, new animated adventure stories add spark to the values lessons.

Grammar fun videos to present and practise the new language points.

Whose apple is this?

It's his.

It's hers.

It's theirs.



EXTRA TEACHER'S RESOURCES

- New Basics worksheets to deal with inclusivity.
- Extended projects with extended teaching notes and evaluation templates and step-by-step Project preparation worksheets
- Formative assessment: new learner and teacher facing evaluation templates with descriptors to help assess the key competencies as required in the new law.

Let's collaborate!

Unit: _____

Our group: _____

How did we do?

In your group, think about your project. Tick (✓) the boxes.

Step 1 Plan	😊	😐	😞
Our group listens.			
Our group understands.			
Step 2 Create	😊	😐	😞
Our group joins in.			
Our group works well together.			
Step 3 Present	😊	😐	😞
Our group presents the project well.			
Our group is happy with our project.			

We think our project is:

PHOTOCOPIABLE ©Cambridge University Press 2022

Evaluation templates

8 Our Animals Presentation

Let's collaborate!



These animals are elephants. They're big and grey. They've got big ears and long trunks.

Elephants can walk and run. They can swim, too.

Elephants are from Africa or Asia. This elephant is from Africa.

PHOTOCOPIABLE ©Cambridge University Press 2022

Project preparation worksheets

1 Listen and say.

1  walk

2  fly

3  slither

2 Watch the video.

3 Look and say walk, fly or slither.

A spider can walk. Yes.

1  2  3  4 

Activity Book page 80 CLIL: Science

Let's collaborate!

OUR ANIMALS PRESENTATION

discuss research present food animals movement

99

Extended collaborative projects

KEY COMPETENCIES

GUESS WHAT! has been updated with full coverage and evaluation of the new competencies.

As such, it 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.

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 introduction to the Teacher's Book includes a full mapping to the Key Competencies and **GUESS WHAT!**

New LOMLOE programaciones have also been provided.

THE KEY COMPETENCIES



C1
Competence in linguistic communication



C5
Personal, social and learning to learn



C2
Multilingual competence



C6
Citizenship competence



C3
Mathematics, science and technology (STEM) competence



C7
Entrepreneurship competence



C4
Digital competence



C8
Competence in cultural awareness and expression



TOUR

Guess What! 3
Pupil's Book
Unit 4

← **TAKE A LOOK
INSIDE**

UNIT OPENER

Start off by captivating their imagination.

4

My day



Make the most of children's natural curiosity to create interest through amazing real-world images and new documentary-style videos. Waking up their imagination serves as an introduction to the **GUESS WHAT!** topics.





Comparing images of the world invites them to get to know other cultures.

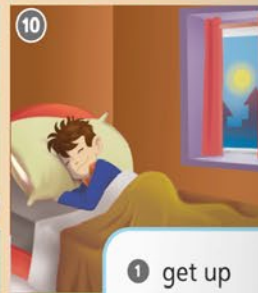


VOCABULARY

See to understand

1 CDI 50 Listen and point.

2 CDI 51 Listen, point and repeat.



- 1 get up
- 2 get dressed
- 3 have breakfast
- 4 clean my teeth
- 5 go to school
- 6 have lunch
- 7 go home
- 8 have dinner
- 9 have a shower
- 10 go to bed

3 CDI 52 Listen and say the numbers.

4 Think Say the actions and guess the numbers.

Go home.





Number 7!

New vocabulary is presented through fun and attractive images and context, which makes everything that much simpler.

Repeat to learn

Unit 4

5 Sing the song.

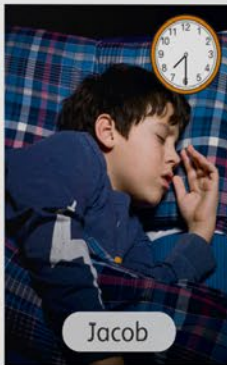
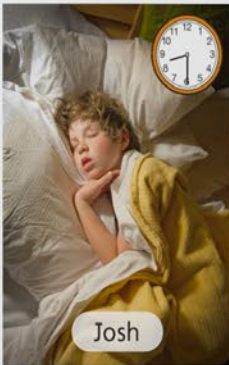
I get up at  eight o'clock.
 I have breakfast at  half past eight.
 I go to school at  nine o'clock,
 And I have lunch at  half past twelve.
 Hey, hey, every day.

I go home at  half past three,
 And I play with my friends.
 I have dinner at  half past seven.
 I go to bed at  nine o'clock at night.
 Hey, hey, every day.



The first grammar point is presented in the form of a song or short text to make learning highly natural and memorable.

6 Listen and say the names.



7 Make sentences about your day. Say true or false.

I have breakfast at half past twelve.

False!

Remember!

I have dinner **at half past seven.**
 I go to bed **at nine o'clock.**

New Grammar Fun videos to present and practise the language points.



The second grammar point is presented with short dialogues and real-life pictures of children – photos add interest and are something the children can identify with.

8 CD1 55 **Listen and repeat.**



9 CD1 56 **About Me Listen and answer.**



10 About Me **Ask and answer with two friends.**

What time do you go to school?

I go to school at nine o'clock.

So do I.

I don't. I go to school at half past eight.

Remember!

What time do you get up?
I get up **at seven o'clock.**
So do I. I don't.

11 CD1 57 **Go to page 102. Listen and repeat the chant.**

50



Grammar

→ Activity Book page 40

Topics to generate interest

Skills: Reading and speaking

Unit 4

Let's start! Do you have a healthy lifestyle?

12 Read and listen. Then answer the questionnaire.

	A	B
1 Do you get up early?	Yes, I do.	No, I don't.
2 Do you have breakfast every day?	Yes, I do.	No, I don't.
3 Do you clean your teeth in the morning, and in the evening?	Yes, I do.	No, I don't.
4 Do you walk or ride your bike to school?	Yes, I do.	No, I don't.
5 Do you play outside with your friends?	Yes, I do.	No, I don't.
6 Do you like eating fruit and vegetables?	Yes, I do.	No, I don't.
7 Do you like drinking water or milk?	Yes, I do.	No, I don't.
8 Do you go to bed early?	Yes, I do.	No, I don't.

Mostly As - Well done! You have a healthy lifestyle.
Mostly Bs - Hmm! What can you do to be more healthy?

13 Now ask and answer with a friend.

Do you get up early? Yes, do. I get up at half past seven.

Writing

Activity Book page 41: Write your own questionnaire.

Skills 51

The Skills pages in the Pupil's Book focus on Reading, Speaking and Listening with motivating topics chosen to appeal to children at this age.

The About me activities encourage participation and help to personalise learning.




New animated adventure stories add spark to the values lessons.

A comic strip helps children to consolidate and extend their learning. The stories, focused on social values, teach concepts such as working together, communication, responsibility and respect towards the world and others.



Learning through practice

Unit 4


15  **Talk Time** Listen and repeat. Then act.

five o'clock half past four half past nine eight o'clock



Children practise and personalise functional conversations to build their confidence when speaking English, while **phonics** sections will help them to recognise and practise the sounds and spellings in the language.

Say it!

16  Listen and repeat.

Blue whales don't **chew** their **food**.



blue whales

→ Activity Book page 43

Function: Asking the time Pronunciation: ue / ew / oo 53



What's the **time** around the **world**?



CLIL lessons offer numerous opportunities to develop pupils' cognitive skills and knowledge of other subjects.

54



The world in the classroom

Unit 4

1 CD1 62 Listen and repeat.

 <p>1</p> <p>12:00</p> <p>twelve o'clock</p>	 <p>2</p> <p>16:15</p> <p>sixteen fifteen</p>	 <p>3</p> <p>10:30</p> <p>ten thirty</p>	 <p>4</p> <p>23:45</p> <p>twenty-three forty-five</p>
---	---	--	--

2 CLIL Watch the video.

3 Match the pictures with the cities on page 54. What time is it?

 <p>1</p>	 <p>2</p>
 <p>3</p>	 <p>4</p>

Guess! What?

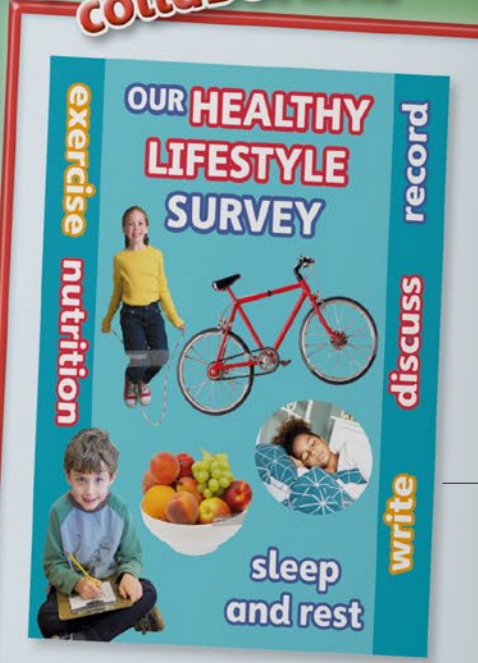
Brazil has three different time zones.

Let's collaborate!

OUR HEALTHY LIFESTYLE SURVEY

exercise nutrition record discuss write

sleep and rest



Bringing the classroom closer to the real world with appealing documentary videos helps students to understand concepts while improving their listening skills.

New Collaborative projects with extra resources for pupils and teachers.

Revision is fun

Review Units 3 and 4


- 1 Find the words in the puzzles and match to the photos.

g* t* b*d

h*v* br**kf*st

pl*y t**nn*s

g* t* *rt cl*b

- 2  Listen and say the numbers.

- 3 Read Clara's sentences and say *true* or *false*.

- 1 I have eggs for breakfast.
- 2 I play football with my friends.
- 3 I've got art club in the afternoon.
- 4 I go to bed at home.

- 4 Make your own word puzzles for your friend.

Choose days of the week or daily activities:

S*nd*y

T**sd*y



5 Play the game.



Each unit ends with a complete boardgame which makes the review fun and something to look forward to. The Activity Book also offers an Evaluation section for every unit to check the progress children are making.

Yellow
 What time do you (get up)?
 I (get up) at (half past seven).

Green
 What have you got on (Monday) in the (morning)?
 I've got (English) at (nine o'clock).





GUESS WHAT!

ACTIVITY BOOK WITH DIGITAL PACK AND HOME BOOKLET

A full-colour Activity Book to practise and consolidate content learned in the Pupil's Book.



The Activity Book, as well as the Pupil's Book now includes Spanish handwriting font.

the word. Then read and say.

2  _____

3  _____

4  _____

5  _____

What's your favourite part? Use your stickers.

story  song  video 

3  Write colour.

l o k a b _____

Then go to page 93 and colour the Unit 8

4 My day

go to school get up have a shower have breakfast get dressed
 have lunch go home have dinner clean your teeth go to bed



Unit 7

Unit 5

Unit 3

Unit 4

Evaluation

Pupils can follow their progress in the Evaluation sections.

The full-colour **Picture Dictionary** helps children to improve their vocabulary.

And to make it that little bit more fun and attractive there are stickers and cut-outs for levels 1 and 2.



GUESS WHAT!

HOME BOOKLET

An entertaining games magazine to accompany the Activity Book, which children can take home to review and share their learning and discoveries with their family.

AT THE BEACH

FUN AT THE BEACH
Read and write in the correct place. Answer the questions.

Whose sunglasses are these? They're _____
Whose towel is this? It's Mike's.
Whose swimsuit is this? It's _____
Whose shorts are these? They're _____

SUZY'S JOURNAL
Suzy is giving her mum some flowers. Find 4 feelings and complete the sentence.

W A W I I B E L
O S G U N L T Y
R D O S S P A C
R I O H E I R R
I L O V C A N O
E S E T U D P U
D H U Q R O T E
A T O W E G D S

Suzy is feeling _____ for her mum.
What about you? How can you show love?
I can show love with _____ and _____

FUN AT HOME Tell your family the personal things you take to the beach.

AT THE MARKET

COLOURFUL FOOD
Read. What colours can you see? Write.

RECIPE NAME

hair _____ eyes red hair _____
nose _____ mouth _____

Ingredients

Instructions

MAGIC SPELL
Find 4 fruits and circle an example.
lemons _____
cucumbers _____

BE A FUN KID?
Read and tick.
I know...
 how to classify fruit and vegetables
 how to spell the plurals of some words
 how to write a recipe

A specific section on emotions to help children with self-awareness

HOLIDAY TIME

Read. What are the pictures? Write.

My perfect holiday - WHY I LOVE THE BEACH

My perfect holiday is the _____.

I like going there with my family. We love the beach.

You can go swimming in the _____.

This is a very good exercise! You can find _____ on the beach or look for sea creatures, too. Some are symmetrical ones like the _____.

I can fly my _____ and play volleyball on the _____.

_____ I always get very tired! I also like walking on the sand. My mum says it is very good for our feet and legs!

I can wear my _____ and T-shirt every day.

I can eat _____ and chips and _____.

So a beach holiday is fun but is healthy, too! That's why I love it.

MAGIC SPELL: IRREGULAR PLURALS

Put the pieces in the correct place to make plurals. Circle one irregular plural in the article.

child	C	H	I	L
woman	W			
tooth	T			
mouse	M			
man	M			

Word pieces: CHIL, L, W, T, M, M, E, R, E, W, M, E, I, N, D, R, E, N, O, M, E, C

FUN HOME

- Read the magazine article with your family.
- Find more irregular plurals in a dictionary.

Fun Word games make working at home a pleasure

AT THE BEACH

YOUR TURN!

Write a magazine article about your perfect holiday.

My perfect holiday - WHY I LOVE THE ...

ARE YOU A FUN KID?

Now I know...

- how to classify objects.
- how to spell the plurals of some words.
- how to write a magazine article expressing an opinion.

Read and tick ✓.

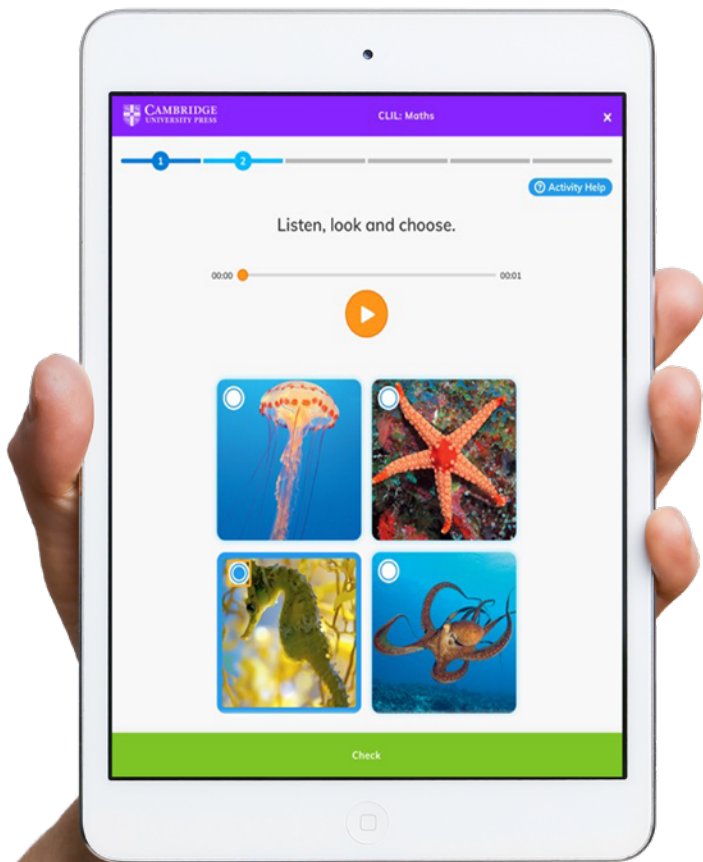
FUN HOME

- Tell your family about your perfect holiday.

Creativity sections give the children the chance to express themselves

GUESS WHAT!

UPDATED DIGITAL COMPETENCE



FOR PUPIL'S

EBook with all the audio and video material.

The Digital Pack for learners includes Practice Extra, packed with:

- Consolidation activities for vocabulary, grammar and skills for homework or the lab at school.
- Games, completion rewards and medals to celebrate success.
- Brain Breaks encourage learners to rest from a heavier cognitive load, in order to facilitate and consolidate the learning process.
- New activity types with voice recognition and video can now be accessed by students at the click of a button.
- New animated adventure stories add spark to the values lessons in the Pupils' Book.



GUESS WHAT!

UPDATED DIGITAL COMPONENTS FOR TEACHERS



Presentation Plus

ALL YOUR DIGITAL TOOLS IN ONE PLACE

- *Guess What! Updated Edition* offers flexible digital support on our new learning platform, **Cambridge One**.
- Present content with interactive Pupil's Book and Activity Book – perfect for heads-up learning in the classroom and remotely.
- Motivate your learners with a learning path, bite-sized practice, games and achievement badges.
- Assess progress with the Test Generator and holistic reports from Practice Extra.
- New Basic Worksheets to deal with inclusivity.



Teacher's Resource Bank



GUESS WHAT!

TEACHER'S BOOK WITH DIGITAL PACK

The full-colour Teacher's Book is interleaved with the Pupil's Book pages, including different options for adapting the course to the teaching hours in the centre.



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 inquisitiveness about the world and fuel their imaginations. It has been updated with full coverage and evaluation of the new competencies. As such, it 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 Competencies Framework which is closely related to the Key Competencies.



A creative journey

The realm of fantasy and imagination for young learners as discovering characters. Guess What! uses engaging characters and exciting stories to fuel pupils' imaginations. What! Level 1, pupils follow Olivia, Dora and their friends through a magic portal in a treehouse to exciting adventures with their friends.



The global classroom

With the use of stunning real-life content, the emphasis on real-life content is carried over into the English classroom. The world is a place to practise new skills. Examples of real children on holiday, on an exciting trip, and so on. By using photos from real life, pupils are encouraged to engage with the world and make cross-cultural connections.

The introduction to the Teacher's Book includes a full mapping to the Key Competencies.

Extra games and activities for each unit, as well as an additional Games bank.

Extra activities

Welcome Unit TB6

- **Reinforcement activity:** Pupils can play the Guess Who! game from Pupil's Book activity 4 as a memory game. The pupil guessing the character tries to do so without looking at the book.
- **Extension activity:** Pupils can create a fact file about themselves. They can include details of their interests, hobbies and talents.

refer to this chart throughout the year, asking Whose birthdays are this month? The class can then say or sing Happy birthday to that month's children with birthdays. Alternatively, pupils could make a chart for the year, with groups choosing different months to label and illustrate with activities and festivals that take place in that month in the country you are in.

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.

Action treasure hunt

and then repeat the activity with other groups of pupils. Pupils can also play this as a team game.

Can I have ... ?

Use a matching set of flashcards and word cards. This activity works best with vocabulary sets of nouns that pupils would want to borrow, buy or use (e.g. fruit and vegetables in Unit 7). Attach the flashcards to a pile and play them on a table. Put the word cards in a pile and play them at the front of the class. Ask two pupils to guess the word.

Unit 4 word cards

clean your teeth

get dressed

get up

go home

go to bed

go to school

have a shower

have breakfast

have dinner

have lunch

PHOTOCOPIABLE © Cambridge University Press 2016

TB106

Photocopiable word cards to go with flashcards.

Communication

Comprehension and Production - pupils need to be skilled in reading and listening, speaking and writing in order to use language effectively. The varied activities in Guess Who! provide plenty of opportunities for pupils to practise all four skills, and there is a specially formulated skills page in every unit.

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 practice a simple and useful functional dialogue, such as asking for time, or asking permission to do something. Then with the innovative Say It! feature, pupils enjoy learning about real animals at the same time as practising their pronunciation. The collaborative projects offer the perfect opportunity for mediation activities, transmitting information through written or spoken presentations.

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 Who! illustrates a social value for pupils to discuss and apply to their own behaviour. The social values covered in Guess Who! Level 3 include working together and the resolution of conflicts through dialogue and consensus. The values also cover keeping the environment clean and the sustainable use of resources.

Keen thinkers

Guess Who! 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 Kan. The inclusion of collaborative projects offer the opportunity to develop guided research of content and critical thinking. Content and Language Integrated Learning activities (CLIL) also encourages wider thinking and knowledge across the primary curriculum.

The wider curriculum

The Content and Language Integrated Learning (CLIL) material in Guess Who! 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 Who! offers CLIL learning with the combination of materials in the Pupil's Book and Activity Book, and using short dynamic videos. 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 (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. These can be done through online research for projects and language practice by using the online Practice Extra and Presentation Plus.

Evaluation

Guess Who! offers a variety of evaluation tools, including both summative and formative and competential assessment, self-assessment and peer-evaluation.

Guess Who! supports pupils aiming to take Cambridge English: Young Learners (YLE tests). By the end of Guess Who! Level 3, pupils will have covered the Starters syllabus.

Listen and act



Animal sounds

Listen and say

A turtle with two teddy bears.



PUPIL'S COMPONENTS





PUPIL'S BOOK WITH EBOOK

Motivate pupils with photos, interesting characters and topics that awaken their curiosity and a broad range of activities to bring lessons to life. The book includes documentary videos, story animations, grammar videos, songs, games, stories with social values, role-plays and a whole lot more.



ACTIVITY BOOK WITH DIGITAL PACK AND HOME BOOKLET

The full-colour Activity Book provides further consolidation of all the language and topics presented in the Pupil's Book. Learners can keep a record of their learning with **Evaluation** sections and improve vocabulary with a full-colour Picture Dictionary.



HOME BOOKLET

An entertaining games magazine to accompany the Activity Book, which children can take home to review and share their learning and discoveries with their family.



EBOOK

Digital version of the Pupil's Book with integrated video and audio.



DIGITAL PACK

Additional online activities with **Practice Extra** online activities which consolidate classroom learning, including animations and interactive games to engage students.



DIGITAL PUPIL'S BOOK DIGITAL ACTIVITY BOOK

Fully-interactive books with extra interactive activities are available both online and offline. These are both multiplatform and multidevice.

TEACHER'S COMPONENTS





TEACHER'S BOOK WITH DIGITAL PACK

The full-colour Teacher's Book is interleaved with the Pupil's Book and offers pathways to help adapt the material to individual timetables. It offers:

- Step-by-step guidance for each lesson, including a summary of lesson aims and materials needed
- Simple warmers and end of lesson activities
- Audio scripts and answer keys
- Photocopiable wordcards for each unit to match the flashcards
- Extra games and activities for every lesson, as well as a Games bank.
- A new introduction with a full mapping to the new Key Competencies



TEST GENERATOR

The Test Generator includes unit tests, at two levels of difficulty and 4 reviews, covering vocabulary, grammar and skills, as well as Competence tests.



TEACHER'S RESOURCES

A wealth of extra materials including grammar and vocabulary worksheets, project work resources, evaluation templates, Basic Worksheets, and much more.



PRESENTATION PLUS

All class content is ready to be projected onto an interactive whiteboard: Interactive Pupil's Book, Activity Book and Teacher's Book - perfect for heads-up learning in the classroom and remotely.



GRAMMAR PRACTICE BOOK

For teachers wishing to reach level A2, there is a downloadable Grammar Practice Book for level 6 which can be used for extra lessons. For further information, go to: www.cambridge.es/guesswhat



FLASHCARDS

Flashcards are available for levels 1 to 4 and 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.

**THE REAL WORLD
IS FULL OF SURPRISES.
DISCOVER IT WITH
GUESS WHAT! UPDATED EDITION**



www.cambridge.es/guesswhat

Levels 1, 2, 3 and 5 coming out in 2022.

Levels 4 and 6 coming out in 2023.