

Guess What! Level 1 Unit Worksheets – Answer Key

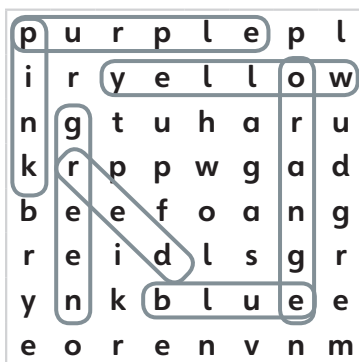
Hello! Unit Worksheets

Vocabulary

1 Read and color.

Students color the paint splotches: 1 yellow, 2 red, 3 green, 4 purple, 5 blue, 6 pink, 7 orange

2 Find and circle six colors.



Grammar 1

1 Draw lines. Then write the number.

Students draw a line connecting the pins in order from 1–10. The number revealed is 8.

2 Write the number.

Students write their age on the pin.

Grammar 2

1 Read and color.

Students color the paint splotches: 1 green, 2 orange, 3 blue, 4 pink, 5 yellow, 6 red, 7 purple

2 Read, circle, and trace. Then color.

Children color the paint splotch their favorite color. They then circle and trace the correct color word.

Unit 1

Vocabulary

1 Look and read. Check or put an X.

2 ✓ 3 X, 4 ✓, 5 ✓, 6 X, 7 ✓, 8 X, 9 ✓, 10 ✓

Grammar 1

1 How many can you see? Look, count, and circle.

2 3 chairs, 3 6 windows, 4 4 pencil cases, 5 10 rubbers, 6 2 desks

2 Look, read, and draw.

Students draw: 2 doors, 3 books, 4 boards

Grammar 2

1 Read and number.

a 5, b 6, c 4, e 3, f 2

2 Read and check.

2 c, 3 a, 4 b

Unit 2

Vocabulary

1 Look and circle. Then trace.

2 computer, 3 robot, 4 camera, 5 ball

2 Look and match.

2 d, 3 a, 4 e, 5 c

Grammar 1

1 Read and draw.

Students draw: 2 a doll, 3 a ball, 4 a camera, 5 a robot, 6 a computer game

2 Read and circle. Then trace.

2 teddy bear, 3 bike, 4 computer

Grammar 2

1 Look, read, and circle.

2 Yes, it is. 3 Yes, it is. 4 No, it isn't.

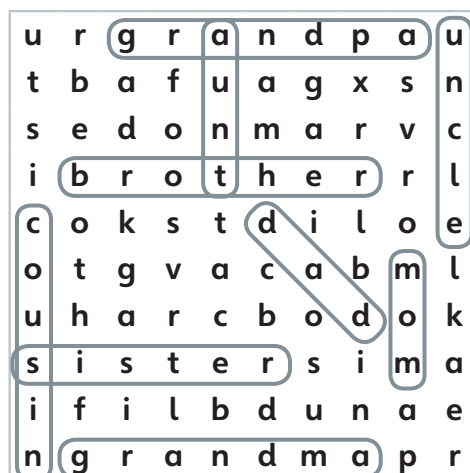
5 Yes, it is. 6 Yes, it is. 7 Yes, it is. 8 No, it isn't. 9 Yes, it is. 10 No, it isn't.

Unit 3

Vocabulary

1 Look, circle, and trace. Then find and circle.

2 aunt, 3 dad, 4 sister, 5 brother, 6 uncle, 7 grandma, 8 mom, 9 cousin



Guess What! Level 1 Unit Worksheets – Answer Key

2 Write and draw.

Students draw a picture of a family member and write the corresponding word on the line.

Grammar 1

1 Look, read, and circle

2 aunt, 3 dad, 4 cousin, 5 grandma, 6 mum

2 Complete the questions.

2 What's, 3 Who's, 4 What's

Grammar 2

1 Look and read. Circle and trace.

2 that, 3 Who's, 4 is, 5 that, my 6 that, is, 7 your, is

Unit 4

Vocabulary

1 Look and circle.

2 dining room, 3 kitchen, 4 house, 5 bathroom, 6 balcony, 7 living room, 8 flat, 9 bedroom, 10 garden

Grammar 1

1 Look and read. Draw lines.

2 d, 3 b, 4 a

2 Look and read. Then draw and write.

Students draw themselves in a room and complete the sentence accordingly.

Grammar 2

1 Read and circle.

2 under, 3 on, 4 on, 5 under, 6 under

2 Look and read. Circle and trace.

2 desk, 3 book, 4 under

Unit 5

Vocabulary

1 Read and number.

nose 9, eyes 5, arms 2, feet 4, hands 7, hair 3, head 10, mouth 1, legs 6

Grammar 1

1 Read and circle.

2 I haven't got, 3 I've got, 4 I've got, 5 I haven't got, 6 I haven't got

2 And you? Read, circle, and trace.

2 I've got, 3 I haven't got, 4 I haven't got

Grammar 2

1 Read, draw, and color.

Students draw and color the robot with one head, a red nose, two purple eyes, two yellow ears, four legs, and five pink arms.

Unit 6

Vocabulary

1 Look and write. Find and circle.

2 cheese, 3 egg, 4 juice, 5 water, 6 chicken, 7 banana, 8 milk, 9 bread, 10 apple



Grammar 1

1 Read and draw a happy ☺ or sad ☹ face.

2 ☺, 3 ☺, 4 ☹, 5 ☹, 6 ☺

2 And you? Look and check or put an X. Then write.

Students check or put an X by the foods. They then fill in the blanks according to the checks and Xs.

Grammar 2

1 Read and number.

b 6, c 5, d 4, e 1, f 7, g 2, h 3

2 Read and complete.

2 do, 3 don't

Guess What! Level 1 Unit Worksheets – Answer Key

Unit 7

Vocabulary

1 Complete and match.

2 play football (c), 3 sing (d), 4 paint (a),
5 ride a bike (f), 6 draw (b), 7 run (e),
8 swim (h), 9 climb (j), 10 jump (i)

Grammar 1

1 Read and circle.

1 can, 2 can, 3 can't, 4 can, 5 can, 6 can't

2 And you? Draw and write *can* or *can't*.

Students write *can* / *can't* and
illustrate accordingly.

Grammar 2

1 Look and read. Complete the sentences.

2 (Yes,) I can., 3 (No,) I can't., 4 (Can you)
draw?, 5 (Can you) play (football)?, 6 (Can)
you (ride) a bike?

2 And you? Draw and complete the sentences.

Students write activities they can and can't
do and illustrate accordingly.

Grammar 1

1 Look, read, and complete the sentences.

2 are, 3 Elephants, 4 are small, 5 Birds are

2 Read and complete the sentences.

2 are 3 big 4 Spiders 5 birds

Grammar 2

1 Read and circle *yes* or *no*.

2 yes, 3 no, 4 no

2 Look and read. Write *have* or *don't have*.

2 have, 3 don't have, 4 don't have, 5 don't
have, 6 don't have

Unit 8

Vocabulary

1 Follow the animal words and draw a line.

| | | |
|----------|---------|-----------|
| elephant | jump | swim |
| bird | balcony | bike |
| apple | giraffe | orange |
| doll | hippo | kitchen |
| house | hallway | monkey |
| paint | lion | ball |
| water | camera | snake |
| sing | juice | spider |
| yard | zebra | banana |
| kite | run | crocodile |

2 Look and write the animal words.

2 hippo, 3 zebra, 4 crocodile, 5 monkey,
6 giraffe, 7 spider, 8 bird, 9 snake,
10 elephant

Guess What! Level 1 Unit Worksheets

Teaching notes, scripts and answer keys

Unit 0 Vocabulary

- This Bingo activity practises the colours *red, blue, green, orange, purple, yellow* and *brown*. Pupils will need coloured pencils in these colours. It also revises numbers 1 to 7.
- Read the following sentences and give pupils time to colour in each circle as you say them. They can compare their work in pairs by pointing and saying, e.g. *Number 1 is blue*.

TEACHER'S SCRIPT

Number 1 is blue.
Number 2 is yellow.
Number 3 is green.
Number 4 is orange.
Number 5 is brown.
Number 6 is red.
Number 7 is purple.

- Pupils then colour each balloon on the bingo card in a different colour of their choice, in any order.
- Play *Bingo* (see page 4). Make sentences using numbers and colours, e.g. *Number 1 is red*. Pupils whose first balloon is red put a tick in the box next to it. Repeat using different numbers and colours until one pupil has ticked all their balloons. They call out *Bingo!*

Optional follow-up activity: Pupils cut out the pictures in the bingo card and use them to make a set of colour cards. They then use these to play a matching game in groups. Pupils take turns to choose one of their cards and say, e.g. *a purple balloon*. Other pupils hold up their cards with a purple balloon on them. (You can also play this as a whole class game, using the colour flashcards.) Pupils can also make sentences combining numbers and colours, e.g. *Number 3 is purple*. This time, only pupils who have coloured balloon number 3 in purple can hold it up.

Unit 1 Vocabulary

- This drawing activity practises the vocabulary for classroom objects *bag, book, rubber, desk, pen, pencil, ruler, pencil case, notebook*.
- Pupils complete the drawings by tracing round the outlines.
- They then work in pairs to practise the words. Pupil A says an item, e.g. *pen*. Pupil B says the corresponding number, e.g. *(number) 5*.

KEY: 1 bag, 2 book, 3 rubber, 4 desk, 5 pen, 6 pencil, 7 ruler, 8 notebook, 9 pencil case

Extension: Write the words for the nine items around the pictures in random order, then photocopy the worksheet. Fast finishers can read the words and match them with the pictures by drawing lines.

Optional follow-up activity: Pupils work in pairs and use the worksheet for a colour dictation. They take turns to choose a colour for each object, dictate it to their partner, e.g. *a red pencil case* or *pencil case – red*. Both pupils colour it in that colour, while hiding their worksheets from each other. At the end they compare their worksheets.

Unit 2 Vocabulary

- Learners look at the pictures on the jigsaw pieces and draw lines to match them. They colour the two halves of each toy the same colour and say, e.g. *It's a blue balloon*. They draw a line to match the picture to its word.

KEY: 2 5 car 3 2 ball 4 1 plane 5 4 bike

Unit 3 vocabulary

- This reading and listening activity practises family members *mum, dad, brother, sister, grandma, grandpa, uncle, aunt* and the language *Is that your ... ?*, *Yes, it is*, *No, it isn't*, *It's my ...*.
- Pupils look at the pictures and guess which word matches the picture. Then read out the following script. Pupils listen and circle the correct words.

TEACHER'S SCRIPT

- 1 Is that your dad? No, it isn't. It's my uncle.
- 2 Is that your brother? Yes, it is.
- 3 Is that your grandma? Yes, it is.
- 4 Is that your sister? No, it isn't. It's my aunt.
- 5 Is that your grandma? No, it isn't. It's my grandpa.
- 6 Is that your mum? Yes, it is.

- Pupils work in pairs. They roll a dice or spin a spinner (see page 5) and ask questions about the corresponding picture, e.g. *Four. Is that your sister?* Encourage pupils to ask questions using both correct and incorrect options to practise both *Yes, it is* and *No, it isn't*.

KEY: 2 brother, 3 grandma, 4 aunt, 5 grandpa, 6 mum

Guess What! Level I Unit Worksheets

Teaching notes, scripts and answer keys

Extension: Before photocopying the worksheet, erase the word options with correction fluid. Pupils listen and write the correct words instead of circling.

Optional follow-up activity: Remind pupils that we use *this* for objects close by and *that* for objects further away. Pupils work in pairs and ask and answer questions using *this* and *that* about objects in the classroom, e.g. *Is this/that your book?*

Unit 4 Vocabulary

- Learners point to the pictures as you talk about them, e.g. *She's in the bathroom. There's a mirror and there's a boat.* They point to each word and listen, read and repeat. They draw lines to the matching pictures.

KEY: 2 bedroom 3 garden 4 kitchen
5 living room

- Learners look at the pictures and say the words. They find the things in the rooms and speak about them. Do number 1 as an example: *It's in the bathroom.*

KEY: 2 in the bathroom 3 in the kitchen 4 in the garden 5 in the bedroom 6 in the living room

Unit 5 Vocabulary

- Learners point to the picture and say the body parts.
- Read the words one by one with the class. They draw a line to label the correct body part. Then they trace and say the word.
- Learners read and draw the items to complete the monster. They then colour them in and describe and compare their finished pictures, e.g. *My monster has got two yellow and two red eyes.*

Unit 6 Vocabulary

- This reading and writing activity practises food vocabulary *pizza, carrots, cake, apples, chicken, bananas, sausages, sandwich* and *peas*.
- Pupils trace the words in the shopping lists. Then they match the shopping lists with the baskets and write the letter next to each basket.
- Finally, from the list they have not used (b), they draw the items in the empty basket.

KEY: Activity 2: 2a, 3d, 4b; Activity 3: Pupils draw apples, chicken and cake in basket 4.

Reinforcement: Trace over some items on the lists before photocopying the worksheet, so that pupils have to write fewer words.

Extension: Pupils add another item to each list and draw the new food next to the baskets.

Optional follow-up activity: Pupils talk about which food in the baskets they like and don't like, e.g. *I like pizza. I don't like chicken.*

Unit 7 Vocabulary

- Learners point to the picture and say the verbs. Then they look at the word snake, circle the words and write them with the pictures.

KEY: 2 jump 3 walk 4 climb 5 run

- Learners work in groups with a dice. One learner throws the dice and calls out the verb. The rest of the group mimes doing the action.

Unit 8 Vocabulary

- This matching activity practises animal vocabulary *dog, elephant, cat, spider, lizard, duck*.
- Pupils match the animals and silhouettes. Then they trace the words.
- Pupils then work in small groups and practise talking about their favourite animals.

KEY: 1c, 23, 3a, 4b, 5f, 6d

Optional follow-up activity: Pupils work in pairs or small groups. One pupil mimes an animal from the worksheet or makes an animal sound for the others to guess.

Guess What! Level I Unit Worksheets

Teaching notes, scripts and answer keys

Unit 0 Grammar

- This counting and matching activity practises *How old are you? I'm ...* and revises numbers.
- Pupils match the children with the correct cake by looking at the numbers on their hats, counting the candles and drawing lines. Pupils can then check their work in pairs. For each child on the worksheet, Pupil A points and asks *How old are you?* Pupil B replies with the correct age, e.g. *I'm 3*. They then swap roles.
- Pupils draw candles for themselves on the cake at the bottom of the worksheet according to how old they are. Go round the class. Pupils hold up their worksheet and say, e.g. *I'm 6*.

KEY: Activity 1: 2b, 3e, 4d, 5a; Activity 2: Answers will vary.

Optional follow-up activity: Practise numbers by playing a number clapping game in class. Clap a number of times, e.g. three. Pupils listen and clap the same number of times, then say the number. Make this harder or easier by varying the speed and rhythm of your clapping. You can also call out numbers or hold up the 'number' flashcards for pupils to make their own clapping patterns to.

Unit I Grammar

- This card game practises the imperatives *Pass me a ...*, *Sit at your ...*, *Open your ...*, *Close your ...* and revises classroom object vocabulary *pen, pencil, pencil case, desk, ruler, rubber, bag, book*.
- Pupils work in pairs. They cut out the cards and place them in two piles, face down in front of them: one pile for imperatives and one for classroom objects.
- Pupils take turns to secretly turn over a card from each pile, look at the two pictures and say the resulting instruction, e.g. *Open your book*. If the instruction makes sense, their partner has to do or mime the action. If they mime correctly, they can keep the pair of cards. If the instruction is impossible, e.g. *Open your rubber*, pupils replace the cards somewhere into each pile. The winner of the game is the pupil who has the most cards when all possible pairs have been matched up.

Optional follow-up activity: Each pupil puts one or two real classroom objects on their desk. Give an instruction, e.g. *Open your book*. Pupils with a book respond by opening it. Repeat, varying the instructions and changing items frequently,

so everyone gets a chance to do the different actions. Pupils can then come to the front to give instructions.

Unit 2 Grammar

- This colouring activity practises classroom objects and *What's this? Is it a ...* and *Yes, it is. / No, it isn't*.
- Pupils colour the dotted areas in each picture puzzle to find out what the classroom object is. They then circle the matching picture from the pair on the right.
- Pupils work in pairs and practise talking about the pictures. Pupil A points to one of the puzzle pictures and asks *What's this? Is it a (ruler)?* Pupil B answers *Yes, it is* or *No, it isn't*.

KEY: 2a, 3a, 4b, 5a

Extension: Pupils make their own puzzle pictures for a partner to colour and solve.

Optional follow-up activity: Pupils work in pairs and play a memory game. Pupil A turns over his/her worksheet. Pupil B asks, e.g. *Number 1. Is it a pencil?* Pupil A tries to remember and answers *Yes, it is* or *No, it isn't*.

Unit 3 grammar

- This speaking activity practises *Who's that?, That's my ...*, *What's his/her name?, His/Her name's ...* and family members *mum, dad, brother, sister, grandma, grandpa*.
- Pupils work in pairs and take turns to point and ask the questions in the speech bubbles. Tell pupils to use names of people in their families or invent names.
- Pupil A then mimes an action from the picture and asks *Who's that?* Pupil B guesses *That's ...*.

Reinforcement: Review family member vocabulary as a class before the pairwork by giving instructions, e.g. *Point to Mum* for pupils to point to the picture or a flashcard on the board.

Extension: Pupils repeat the miming activity from memory.

Optional follow-up activity: Draw stick people on the board to represent your own family. Elicit the family members and tell the class their names. Mime an activity and ask *Who's that?* Pupils guess which person in your family does/likes the activity. Pupils do the activity about their own families in pairs or small groups.

Guess What! Level I Unit Worksheets

Teaching notes, scripts and answer keys

Unit 4 Grammar

- This listening, colouring and reading activity practises the prepositions *in*, *on*, *under* and revises classroom objects and toy vocabulary. Pupils will need coloured pencils in red, blue, green, purple, orange and brown.
- Read out the sentences below in any order. Pupils colour the spiders in the picture appropriately.

TEACHER'S SCRIPT

A blue spider is in the pencil case.
A brown spider is under the train.
A green spider is on the book.
An orange spider is under the desk.
A purple spider is in the bag.
A red spider is on the ball.

- Pupils look at the picture again and circle the correct preposition *in*, *on* or *under* for the position of each spider.

KEY: Activity 1: See script above; Activity 2: **b** in, **c** under, **d** in, **e** under, **f** on

Extension: In pairs, pupils play a game using the coloured-in picture. Pupil A says, e.g. *It's under the desk*. Pupil B looks at the picture and replies, e.g. *The orange spider*.

Optional follow-up activity: Do a class treasure hunt. Before the class, hide about ten small objects or flashcards around the classroom, on your desk, etc. Write the names of these objects on the board for pupils to copy into their notebooks. They then have to search for the objects. When they find one, they put a tick next to the name of the object. Check in whole class. Ask volunteers to get each object. Before they pick it up, they must say a sentence, e.g. *It's on the book*.

Unit 5 Grammar

- Learners point to the monsters. They speak about each monster, e.g. *She's got two eyes*. etc.
- Learners listen to two children playing *Who is it?* After each answer, there is a long pause. They mark crosses with a pencil to eliminate pictures, e.g. after the first answer, they cross all the girl monsters.

Track 12

Boy: Is your monster a boy or a girl?
Girl: A boy.
Boy: Has he got one eye?

Girl: No, he hasn't.
Boy: Has he got two eyes?
Girl: Yes, he has.
Boy: Has he got two ears?
Girl: No, he hasn't.
Boy: Has he got three legs?
Girl: Yes, he has.
Boy: Has he got two mouths?
Girl: Yes, he has.

KEY: 5

- 2** Learners rub out their crosses. They play *Who is it?* Ask a learner to choose one of the monsters. Help the rest of the class to work out who it is. Stronger learners can play in pairs or small groups.

Unit 6 Grammar

- Learners look at the picture and say what they can see. They point to and make sentences about the toys, e.g. *I like this doll*. *I don't like this doll*.
- Learners listen to the woman and the boy. They tick the toys the boy likes and cross the ones that he doesn't like.

Track 15

Mum: Look at that big ball. Do you like it?
Boy: No. I don't like the big ball. I like that small ball. It's cool!
Mum: Look at the train. Do you like it?
Boy: No. I don't like the train, I like the car. The car is great.
Mum: Do you like the camera? It's nice.
Boy: Yes. I like the camera.
Mum: Do you like the teddy?
Boy: No, I don't like the teddy. I don't like its eyes.
Mum: Do you like the doll with long hair?
Boy: No, I don't. I like the doll with short hair.

KEY: ✓: the small ball, the car, the camera, the doll with short hair

X: the big ball, the train, the teddy, the doll with long hair

- Learners draw their favourite toy and colour it. Then they ask a friend *What's your favourite toy?* The friend responds, e.g. *My favourite toy is a car. It's big and red*.

Guess What! Level I Unit Worksheets – Teaching notes, scripts and answer keys

Unit 7 Grammar

- Learners listen and tick or cross the actions for each pet.

Track 16

- 1 Girl: My pet's beautiful. She can climb and she can jump. She can't swim. She can run and she can walk.
- 2 Boy: My pet's big and he's got long hair. He can't climb but he can jump and he can run. He can swim and he can walk.
- 3 Girl: My pet's small. It can't climb, jump or run. It can't walk, but it can swim.
- 4 Girl: My pet's small. She can't climb, jump or run. She can walk but she can't swim.

KEY: 2 climb ✗ jump ✓ run ✓ swim ✓ walk ✓

3 climb ✗ jump ✗ run ✗ swim ✓ walk ✗

4 climb ✗ jump ✗ run ✗ swim ✗ walk ✓

- Learners make sentences and use their answers to work out what description from Activity 1 each picture corresponds to. They then write the number, e.g. for picture a, they say *It's number 2. He can swim, jump and run. He can't climb. He can walk. etc.*

KEY: dog 2 fish 3 bird 4

Unit 8 Grammar

- This reading and writing activity reviews likes, doesn't like and animal vocabulary.
- Pupils read the fact cards about the different animals and look at the pictures. They read the description of the animal below and find the fact card that corresponds to the information. They write the animal's name.
- Pupils read the sentences and complete with the words from the box. Tell them to look at the picture and the fact card to help them.

KEY: Activity 1: Sandra; 3d, Activity 2: 2 twelve, 3 long, 4 fish, 5 trees

Extension: Erase the options from the box in Activity 2 with correction fluid before photocopying the worksheet. Pupils complete the sentences without the prompts. Alternatively pupils write a description of one of the other animals.