



Clever CUBES

TEACHER'S BOOKLET

Didactic game Clever Cubes consists of 9 dice with 54 original illustrations that depict things, characters, emotions, events, activities, and places. The game can take place in small or bigger groups, and each picture can be the beginning of an interesting story. Design a character and lead it through an adventure - the who, the what, the where, and the why are important! There are countless possibilities that this game offers, and it is up to you to choose the one that best suits you in teaching.

- + develops all four language skills: Speaking, Writing, Listening and Reading
- + enables the development of communication skills
- + easily adaptable for different age groups and target language structures
- + useful for drills and revision
- + develops tolerance and creates favourable conditions for social contact
- + stimulates imagination, creative expression and teamwork

Roll the dice, let your imagination run and the story begin.



This is an open-ended project in which we invite you to send us your suggestions for using Clever Cubes in your classes. We are looking forward to your ideas and to expanding this booklet. Send us your ideas at engleski.jezik@profil-klett.hr.

Acknowledgements

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List of activities

Activity	Bring back the memories
Year	1, 2
Additional material	none Optional: Use a template or a piece of paper for drawing or writing down all the memorised vocabulary items.
Duration	2-5 minutes
Aims	Revising vocabulary in one minute.
Procedure	<ul style="list-style-type: none">• Ps roll the dice.• Ps memorise the images for 30 seconds, after which the dice are removed.• Ps volunteer to repeat the images they have memorised in one minute. Alternative: Ps are given 1 minute to draw or write down all the memorised vocabulary.

Activity	Watch your language!
Year	3, 4
Additional material	none Optional: slips of paper
Duration	5-10 minutes
Aims	Telling a story not using the word on the cube.
Procedure	<ul style="list-style-type: none">• Ps roll the dice.• Each P chooses one vocabulary item on the cube. Those Ps who need help memorising their vocabulary item may write it down on a slip of paper.• Ps pair up and need to elicit their chosen word from their partner by supplying synonyms/antonyms, descriptions or explanations. Alternatively, they may also mime the word.• When the word has been guessed, Ps change roles.

Activity	A class story
Year	5, 6
Additional material	a piece or several pieces of paper / a notebook / a notepad, writing utensils
Duration	depends on Ps' abilities and interest
Aims	Writing class story in instalments.
Procedure	<ul style="list-style-type: none"> • Explain to the Ps that the aim of the activity is for each P to supply one or more sentences to a class story. Once all the Ps have had the chance to contribute, the class story is read out loud. • The T starts the story by writing in the class notebook the beginning of the story, e.g. <i>Once upon a time...</i> / <i>Once there was...</i> / <i>Every day...</i> • The first P to write the story rolls the dice at the end of the lesson and chooses three images (one noun, one verb and one adjective). The P writes the first sentence or part of the story and needs to utilize the required vocabulary. The P may use additional vocabulary of their choice. After they have finished writing their part of the story, they return the class storybook to the T. • At the end of each lesson, the P whose their turn it is to write the story rolls the dice and continues writing the story.

Activity	Stretch your sentence
Year	5, 6
Additional material	none
Duration	5-10 minutes
Aims	Expanding sentences by using various vocabulary items.
Procedure	<ul style="list-style-type: none"> • The T starts the story by supplying the beginning of the sentence, e.g. <i>Yesterday...</i> / <i>Today...</i> / <i>I...</i> • The first P rolls the dice and chooses one vocabulary item to continue to story. • Each subsequent P to roll the dice first needs to repeat the original sentence and then expand it by adding one more vocabulary item chosen from the rolled dice. • The sentence is stretched until a mistake is made, at which point a new sentence beginning is given and the procedure starts anew.

Activity	The happiest story in the world
Year	7, 8
Additional material	Optional: a piece or several pieces of paper / a notebook / a notepad, writing utensils
Duration	5-10 minutes
Aims	Writing the happiest/saddest/scariest story in the world in six words.
Procedure	<ul style="list-style-type: none"> • The T starts the story by explaining that Ernest Hemingway once won a competition to write the saddest story in only six words with his entry: <i>For sale: Baby shoes. Never worn.</i> • Ps may work alone, in pairs or in groups. The dice are rolled and up to six images are chosen. • Ps need to write a happy story using the chosen images. Alternatively: The sentiment of the story can be varied from happiness to grief, depending on the Ps' interests.

Activity	Dictagloss
Year	7, 8
Additional material	Optional: a piece or several pieces of paper / a notebook / a notepad, writing utensils
Duration	10-15 minutes
Aims	Listening, writing, reading, speaking and retelling a story.
Procedure	<ul style="list-style-type: none"> • The T starts by choosing a story to read in class. The story should be brief and written in simple, familiar vocabulary. Alternatively, if you have previously done „The happiest story in the world” task, you may choose to use those stories. • The T asks several volunteers to leave the classroom and wait in front of the classroom door. • The T reads the story while the Ps are only allowed to listen. • After listening to the story, the Ps are allowed one minute to reconstruct the story from memory and write down key vocabulary or short notes on the story. • The first volunteer is called back into the classroom. They listen as the other Ps retell the story from their notes. They are not allowed to take any notes. • The next P is called back in and they are asked to listen as the first volunteer retells the story from memory. They are not allowed to take any notes. • Then, the second volunteer retells the story from memory to the third volunteer. This procedure is done with all of the volunteers. • After all the volunteers have finished retelling the story, the Ps are asked to write down the final version of the story as told by the final volunteer. • The three versions of the story are read and compared. They should differ in style, content and details.