

Teaching notes for *Guess What!* video lesson plan B: Levels 3 and 4

Stage 1: Activate learners' prior knowledge of the subject topic

The aim of this stage is to find out what learners remember and can say about the topic and vocabulary presented on the CLIL pages of the Pupil's Book. After completing the first unit in each Pupil's Book and watching the first video, learners can recall vocabulary from a previous unit or level of *Guess What!*

Examples:

- Level 3 Unit 1 (*What types of habitats are there?*): Before learners watch the video, write habitats on the board. Say: *Tell me five words you know about habitats.* Learners know four habitats from the Pupil's Book: *desert, rainforest, grassland and tundra.*

Challenge learners: *What other habitat words do you know?* Ask learners to look at the four photographs on page 23 of the Pupil's Book again. Say: *Look at the four photographs. What can you see in the photographs? What words can you remember?* (e.g. *soil, plants, trees, forest, animals, sea.*)

- Level 4 Unit 2 (*What 3D shapes can you see?*): Before learners watch the video, write shapes on the board and ask: *Which shapes do you know? Draw and label three shapes you know.* Learners compare with a partner. They should know: *circle, triangle, square.*

Learners may know words such as pentagon and octagon in the LI. Ask one or two learners to draw the shapes on the board. Thank them, say the words in English, learners repeat after you, then label the shape drawings on the board.

Stage 2: Introduce the video

The aim of this stage is for learners to recall topic words and phrases from the CLIL pages in the Pupil's Book and to guess other possible answers to the video question. This helps learners to engage with the CLIL question and to develop their thinking skills by recalling vocabulary and making predictions before they watch the video.

Examples:

- Level 3, Unit 3 (*Which animals are nocturnal?*): Ask the video question. Learners guess possible answers. In addition to the words presented on the CLIL pages in the Pupil's Book, learners may recall topic nouns from previous units or levels, e.g. *tigers, mice.*
- Level 4, Unit 1 (*What type of body movements can we make?*): Ask the video question. Learners guess possible answers. Learners may recall previously learnt topic verbs, e.g. *jump, run, swim, wave, clap, stamp.*

Praise learners for their guesses: *Good answers!*

Stage 3: Watch for general understanding, enjoyment and to answer the topic question

The aim of this lesson plan stage is for learners to watch and enjoy the video. Learners listen for general understanding of the subject topic and for the answer to the topic question. The videos provide meaningful visual and audio support and new topic vocabulary is repeated several times.

Repeat the video question. Then say: *Let's find out! Listen for the answer.*

After watching the video, say: *Now look at me.* Repeat the video question and ask learners: *What's the answer?* Praise learners by saying: *Good answers!*

Stage 3: Watch for general understanding, enjoyment and to answer the topic question

The aim of this stage is for learners to watch and enjoy the video. Learners listen for general understanding of the subject topic and for the answers to the topic question. The videos provide meaningful visual and audio support and new topic vocabulary is repeated several times.

Say: Now watch the video. Listen for the answer to the question. After watching the video, ask: What do you think? What's the answer to the question? Learners answer. Praise learners by saying: Good listening!

To challenge learners further, you can ask follow-up questions related to the video topic. Examples:

- Level 3 Unit 3 (Which animals are nocturnal?): Ask: What is a nocturnal animal? (It sleeps in the morning and afternoon. It walks/flyes around at night and looks for food.) Are the nocturnal animals in the Pupil's Book the same as the nocturnal animals in the video? (No. In the video, we don't see scorpions.)
- Level 4 Unit 6 (What can we use plants for?): Ask: Which plants can we use for fuel? (wheat, corn and soybeans) What plant parts are good for stomachache? (mint leaves) Are the fabrics in the Pupil's Book hessian? (No) What fuel is in picture 2? (wood from trees).

Stage 4: Watch the video for specific/detailed understanding

This stage develops learners' intensive listening skills by identifying details. Learners describe and make comparisons between images of the topic words seen in the video, and recycle vocabulary. The three steps in this stage are:

- 1 asking learners questions to identify topic vocabulary,
 - 2 asking learners to describe and compare several images such as those on split screens,
 - 3 recycling new topic vocabulary in a memory game at the end of the video. Say: Now let's watch the video again. I'll stop the video and ask you questions.
- 1 *Pause the video and ask questions to identify details and recycle vocabulary. Ask What types of ... are in the video? (e.g. habitats, musical instruments, weather) Recycle any vocabulary that learners already know from other units, by asking Can you see/find a/any ... in the video? What other words do you know in the video?*
 - 2 *Pause at any split screen photos. Put learners into threes or fours so they can take part in a short interactive activity.*

Example:

- Level 4 Unit 4 (What animal group is it?): Put learners into groups of four. In each group, give each learner a letter – A, B, C or D. Play the video and stop when you see the split screen showing four types of mammals. Assign one animal to each learner in the group. Say: Watch the video and find out something about your animal. Play the video, then pause at the end of the mammals section. Learners tell their group what they learnt about their animal. Repeat for the reptiles and amphibians sections. Invite a learner to tell the class something they found out about one of the animals in one of the groups. The rest of the class listens and guesses the animal.
- 3 *Pause the video when the swirls appear at the end and say: Who knows/remembers what this is? Repeat the question for the three or four pictures of topic vocabulary behind the swirls. Note: Level 3, Unit 4 doesn't end with swirled images.*

Stage 5: Worksheet B

Learners do worksheet activities to communicate their understanding of new subject vocabulary presented in the video. You can decide if learners complete the worksheets individually, in pairs or in small groups. Encourage learners to swap worksheets and to give short feedback on the work their partner did.

The worksheet activities involve the following:

- 1 Learners draw something from the topic they learnt about in the video.
- 2 Learners complete a short, gap-fill text to describe their drawing.
- 3 Learners give feedback to a partner. Learner A asks the question in the speech bubble: What do you like in my picture? Learner B uses the language in the second speech bubble and the word pool to respond: I like your ... It's good/beautiful/colourful. More able learners can respond with their own ideas.
- 4 Learners write four new words they heard in the video. If this is difficult, brainstorm words from the video on the board. Ask learners which words they already knew and tick them. Ask learners which words are new and circle them.

Stage 6: Extension activity

The aim of the extension activity is to personalise subject learning by making links between the video content and the learners' lives, and to develop creative thinking skills.

Examples:

- Level 3 Unit 2 (What materials can we recycle?): Learners can do a class survey to find out what materials they recycle in school or at home.
- Level 4 Unit 3 (What type of work is it?): Learners can find out types of work people do in their own locality.

Guess What! video lesson plan B: Levels 3 and 4

Unit: _____	CLIL subject: _____	Unit: _____
Learning outcomes	<p>To recall topic words and phrases already learnt.</p> <p>To listen and understand the content of the CLIL video. To answer the video question orally.</p> <p>To identify and say familiar and new topic and general vocabulary in the video. To write topic words and phrases in simple sentences.</p>	

Stage	Timing	Teacher language (examples)	Learner language	Assessment: Most learners can...
1 Activate prior knowledge of topic	5 mins	<i>Tell me five words you know about ... What other ... do you know?</i> <i>Well done! Good thinking!</i>	topic vocabulary from the unit and learnt from previous units and levels of the Pupil's Book	<ul style="list-style-type: none"> recall topic words and phrases already learnt in previous levels and units
2 Introduce CLIL video	5 mins	Ask the video question: What/Which/Where ...? What's the answer? Good answers!	topic nouns and verbs noun phrases, e.g. recycling bin, factory work	<ul style="list-style-type: none"> make guesses about the content of the video using familiar words and phrases
3 Watch video for general understanding	5 mins	Before: Now watch the video. Listen for the answer to the question. After: What do you think? Good listening!	Answer to question, e.g. We can see/make ... There are ... We can ... It comes from ... They live in ...	<ul style="list-style-type: none"> listen and understand the video content answer the video question orally
4 Watch video for specific/ detailed understanding	10 mins	<i>Now let's watch the video again. I'll stop the video and ask you questions.</i> <i>1. What types of ... are in the video? Where is/are the ...? Which ... is ...?</i> <i>2. Watch the video and find out ...</i> <i>3. Who knows/remembers what this is?</i>	topic nouns, preposition phrases e.g. in the desert, in cities, at night, basic sentences, e.g. We can see it in the countryside. They're eating leaves. It's a string instrument. It's got ... The ... is (bigger) than the ...	<ul style="list-style-type: none"> identify and say familiar and new topic and general vocabulary presented in the video use present continuous to describe actions (Level 4) compare topic words (Level 4)
5 Complete worksheet	10 mins	<i>Look at your worksheet. Read the instructions. Now do the activities. Swap with a partner. Say what you like about ...</i>	<i>What do you like in my picture? I like your ...</i> <i>It's beautiful/ colourful/good/nice.</i>	<ul style="list-style-type: none"> write topic words and phrases in simple sentences and give simple peer feedback
6 Extension activity	10 mins	<i>What's your favourite ...? Would you like to ...? Now let's ...</i>	It's ... Yes, of course! No. I'd like to ...	<ul style="list-style-type: none"> complete the extension activity and think creatively

Lesson evaluation

Write some notes about your video lesson.

What went well?	What didn't go so well?	What will you do differently next time?

Name: _____

Class: _____



1 Draw something you saw in the video.

2 Write about your picture.

Look at the _____! It's _____ and _____.

There is a / are some _____. I like the _____.

3 Ask and answer. Use the words in the box and your own ideas.

beautiful colourful good nice

What do you like in my picture?

I like your ... It's ...

4 Write four new words from the video.

a

b

c

d

Video scripts

Welcome Unit

Unit topic: Welcome (months)

Topic: Art – Landscapes

Question: What can you see in a landscape painting?

Learning objective:

Children should:

- understand that artists paint different landscapes
- be able to identify features in landscape paintings

Video 00

Hello. Welcome to *Guess What!*

Today we're asking,

What can you see in a landscape painting?

Let's find out!

river

This river runs through a forest.

These rivers run through mountains.

Look at the river in each landscape painting.

sea

Look at the sea in the evening. It's very beautiful.

Now look at the sea in the day. It's beautiful at this time too.

Look at the sea in each landscape painting.

waterfall

Look at these waterfalls. They're small.

Now look at this waterfall. It's big.

Look at the waterfall in each landscape painting.

forest

This forest has got a lot of tall trees.

This forest is beautiful. The leaves on the trees are orange, yellow, green and brown.

This forest is by a lake.

Look at the forest in each landscape painting.

mountain

Look at these mountains. Can you see the rocks and trees?

Look at these mountains. They've got a lot of trees on them.

Look at the mountains in each landscape painting.

What do you know?

What can you see in a landscape painting?

I can see the sea.

I can see a forest.

I can see a river.

Well done!

See you next time on *Guess What!* Bye!

Unit 1

Unit topic: In the garden

Topic: Science – Habitats

Question: What types of habitats are there?

Learning objective:

Children should:

- understand that habitats are homes for plants and animals and there are different types of habitats around the world
- be able to identify habitats and some animals that live in them

Video 01

Hello again. Welcome back to *Guess What!*

Today we're asking,

What types of habitats are there?

Let's find out!

desert

Desert habitats are hot in the day,

and cold at night.

There is very little water in desert habitats,

but some animals can live here ... like these animals.

Camels, like this one, like desert habitats.

rainforest

There's a lot of water in rainforest habitats,

so all kinds of animals can live here ... like monkeys ...

and insects. Look at the beautiful butterflies!

We can see a lot of plants, trees and flowers in rainforest habitats too.

grassland

There's a lot of grass in grassland habitats. There are some trees too.

There isn't a lot of water in grassland habitats. Animals walk and walk to find water and food.

Some animals, like elephants, eat grass, and some animals, like giraffes, eat leaves on the trees.

tundra

It's very cold in tundra habitats. Tundra hasn't got trees.

Some animals can live here, like this mountain goat, and polar bears, and birds, like the snow owl, can live here too.

What do you know?

What types of habitats are there?

desert habitat

rainforest habitat

grassland habitat

Well done!

See you next time on *Guess What!* Bye!

Unit 2

Unit topic: At school (places)

Topic: Social Science – Recycling

Question: What materials can we recycle?

Learning objective:

Children should:

- understand that different materials can be recycled
- be able to classify materials into different recycling groups

Video 02

Hello again. Welcome back to *Guess What!*

Today we're asking,

What materials can we recycle?

Let's find out!

We can recycle glass, like glass bottles.

We can recycle metal, like metal cans.

We can recycle paper, like card and newspapers.

We can recycle plastic, like plastic bottles.

We make a lot of rubbish.

We need to take care of the Earth.

We can recycle.

We put paper, metal, glass or plastic into recycling bins.

The recycling bins show the material we can put in them.

We can recycle at home too. Look! This family has got recycling bins.

Lorries take materials from people's recycling bins to recycling centres.

At the recycling centres the material is sorted.

This is a recycling centre for paper and card.

They're sorting the card.

This is a recycling centre for glass. They're sorting the glass. Can you see the glass bottles?

This is a recycling centre for plastic. They're sorting the plastic. Can you see the plastic bottles?

This is a recycling centre for metal. They're sorting the metal. Can you see the metal cans?

We make new things from recycled material.

Look! New card from recycled card.

Look! New glass bottles from recycled glass.

What do you know?

What materials can we recycle?

We can recycle glass.

We can recycle metal.

We can recycle paper.

Well done!

See you next time on *Guess What!* Bye!

Unit 3

Unit topic: School days (days of the week)

Topic: Science – Nocturnal animals

Question: Which animals are nocturnal?

Learning objective:

Children should:

- understand that nocturnal animals are active at night
- be able to identify animals that are active at night

Video 03

Hello again. Welcome back to *Guess What!*

Today we're asking,

Which animals are nocturnal?

Let's find out!

koalas

Nocturnal animals sleep in the day.

Koalas are nocturnal. They sleep in the morning and afternoon.

At night, they climb down trees, walk around and eat leaves.

Koalas like leaves!

foxes

Foxes are nocturnal too. They sleep in the morning and afternoon.

At night, they walk around.

They look for food, and then eat it.

bats

Bats are nocturnal. They sleep in the morning and afternoon. Look! They sleep upside down!

At night, bats fly around and look for food, and then eat it.

scorpions

Scorpions are nocturnal. They sleep in the morning and afternoon.

At night, they walk around and look for food, and then eat it.

owls

Owls are nocturnal. They sleep in the morning and afternoon.

At night, they fly around and look for food, and then eat it.

What do you know?

Which animals are nocturnal?

Koalas are nocturnal.

Foxes are nocturnal.

Bats are nocturnal.

Well done!

See you next time on *Guess What!* Bye!

Unit 4

Unit topic: My day (routines/habits)

Topic: Maths – 24-hour clock

Question: What's the time around the world?

Learning objective:

Children should:

- understand that time can be shown on a 24-hour clock
- be able to read times on 24-hour clocks

Video 04

Hello again. Welcome back to *Guess What!*

Today we're asking,

What's the time around the world?

Let's find out!

In Buenos Aires, Argentina ...

... it's seven forty-five in the morning.

In Barcelona, Spain ...

... it's twelve forty-five in the afternoon.

In Mumbai, India ...

... it's four fifteen in the afternoon.

In Tokyo, Japan ...

... it's seven forty-five at night.

It's morning in Buenos Aires. It's afternoon in Barcelona and Mumbai. It's night in Tokyo.

What's the time around the world?

In Santiago, Chile ...

... it's four thirty in the morning.

In London, the UK ...

... it's eight thirty in the morning.

In Moscow, Russia ...

... it's eleven thirty in the morning.

In Beijing, China ...

... it's three thirty in the afternoon.

It's morning in Santiago, London and Moscow. It's afternoon in Beijing.

What do you know?

What's the time?

It's ten thirty in the morning.

It's twelve o'clock or midday.

It's four fifteen in the afternoon or sixteen fifteen.

It's eleven forty-five at night or twenty-three forty-five.

Well done!

See you next time on *Guess What!* Bye!

Unit 5

Unit topic: Home time

Topic: Geography – Places where people live

Question: Where do people live?

Learning objective:

Children should:

- understand that people live in different types of places
- be able to identify different types of places where people live

Video 05

Hello again. Welcome back to *Guess What!*

Today we're asking,

Where do people live?

Let's find out!

cities

People live in cities.

Cities are big. A lot of people live in cities.

In cities, there are a lot of houses

and there are a lot of flats.

There are a lot of tall buildings too.

Schools are very big in cities. A lot of children go to school.

towns

People live in towns.

Towns are not big like cities.

In towns, there are a lot of houses and some flats.

There aren't a lot of tall buildings in towns.

Schools in towns aren't very big.

villages

People live in villages.

Villages are small.

Not a lot of people live in villages. In villages, there aren't a lot of houses. There aren't a lot of flats or tall buildings.

In villages, most of the children go to the same school.

countryside

People live in the countryside.

In the countryside, there aren't a lot of houses.

There are a lot of farms. People grow food and keep animals.

In the countryside, children go to school in the village or in a town.

What do you know?

Where do people live?

People live in cities.

People live in the countryside.

People live in towns.

Well done!

See you next time on *Guess What!* Bye!

Unit 6

Unit topic: Hobbies

Topic: Music – Musical instruments

Question: What type of musical instrument is it?

Learning objective:

Children should:

- understand that musical instruments are divided into different groups
- be able to identify different groups of musical instruments

Video 06

Hello again. Welcome back to *Guess What!*

Today we're asking,

What type of musical instrument is it?

Let's find out!

brass

Brass instruments are made of a metal called brass.

A trumpet is a brass instrument,

and a trombone is a brass instrument too.

French horns are brass instruments.

percussion

These are all percussion instruments.

A drum is a percussion instrument. This drum is from Asia.

This percussion instrument is from Asia too.

And this percussion instrument is from Europe.

string

String instruments have got strings.

A mandolin is a string instrument. Can you see the strings?

A sitar is a string instrument too. It's from Asia.

A cello is a string instrument. People sit on a chair to play it.

woodwind

These are all woodwind instruments.

The bagpipes are a woodwind instrument.

Oboes are woodwind instruments too.

These are woodwind instruments from Australia.
They're called didgeridoos.

piano

A piano is in two groups of instruments.

It's a string instrument and a percussion instrument.

What do you know?

What type of musical instrument is it?

It's a woodwind instrument.

It's a string instrument.

It's a brass instrument.

Well done!

See you next time on *Guess What!* Bye!

Unit 7

Unit topic: At the market

Topic: Science – Plant parts

Question: What parts of plants can we eat?

Learning objective:

Children should:

- understand that we can eat different parts of plants
- be able to identify different plants and the parts we can eat

Video 07

Hello again. Welcome back to *Guess What!*

Today we're asking,

What parts of plants can we eat?

Let's find out!

seeds

These are peas

and this is corn.

When we eat peas

or corn, we're eating the seeds of the plants.

roots

These are sweet potatoes

and these are carrots.

When we eat sweet potatoes

or carrots, we're eating the roots of the plants.

leaves

This is cabbage

and this is lettuce.

When we eat cabbage

or lettuce, we're eating the leaves of the plants.

stems

This is asparagus

and this is a bamboo shoot.

When we eat asparagus

or bamboo shoots, we're eating the stems of the plants.

fruit

These are cucumbers

and these are mangoes.

When we eat cucumbers

or mangoes, we're eating the fruit of the plants.

What do you know?

Which parts of plants can we eat?

We can eat the seeds.

We can eat the fruit.

We can eat the stems.

Well done!

See you next time on *Guess What!* Bye!

Unit 8

Unit topic: At the beach

Topic: Maths – Symmetry

Question: Are sea animals symmetrical?

Learning objective:

Children should:

- understand symmetry can be seen in sea animals
- be able to identify symmetrical sea animals

Video 08

Hello again. Welcome back to *Guess What!*

Today we're asking,

Are sea animals symmetrical?

Let's find out!

Symmetrical means that the two parts look the same.

Part A is the same as Part B.

starfish

This is a starfish.

It looks symmetrical. The two parts are the same.

This is a starfish too. It does not look symmetrical.

The two parts are not the same.

crab

This is a crab.

It looks symmetrical. The two parts are the same.

This is a crab too. It does not look symmetrical.

The two parts are not the same.

jellyfish

This is a jellyfish.

It looks symmetrical. The two parts are the same.

This is a jellyfish too. It does not look symmetrical.

The two parts are not the same.

octopus

This is an octopus.

It looks symmetrical. The two parts are the same.

This is an octopus too. It does not look symmetrical.

The two parts are not the same.

seahorse

This is a seahorse.

It looks symmetrical. The two parts are the same.

This is a seahorse too. It does not look symmetrical.

The two parts are not the same.

What do you know?

Are sea animals symmetrical?

Does this starfish look symmetrical?

Yes, it does.

Does this octopus look symmetrical?

No, it doesn't.

Does this crab look symmetrical?

No, it doesn't.

Well done! Bye!