

## Teaching notes for Guess What! video lesson plan A: Levels 1 and 2

**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 also recall vocabulary from a previous unit or video.

Examples:

- Level 1, Unit 2 (*Is it electric?*): Before learners watch the video, show a toy or write *Toys* on the board and say: *Tell me three toys you know.* Learners can say the following from the Pupil's Book: *art set, ball, bike, camera, computer game, doll, kite, robot, teddy bear.* Ask: *Can you say five toys?* Learners answer. Ask: *Six toys?* Learners answer. Say: *Good! You know toys in English.* Some learners might say a toy in the LI. If so, thank them, translate the word and move on.
- Level 2, Unit 3 (*What are clothes made of?*): Point to the clothes you are wearing and say: *Tell me clothes words you know.* Draw a human shape on the board and write the words learners tell you beside where they are worn e.g. write *shoes* beside the feet. Learners can say the following from the Pupil's Book: *jacket, trousers, socks, skirt, dress, shirt, T-shirt, jeans.* If they can't remember a word, write the first letter next to the drawing, e.g. write *j* (for *jacket*) next to the body. Alternatively, learners can look at their Pupil's Book to find the word. Draw a hat on the head and pre-teach *hat*.

### Stage 2: Introduce the video

The aim of this stage is for learners to focus on words and phrases from the CLIL pages in the Pupil's Book and 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 relevant vocabulary and making predictions before they watch the video.

Examples:

- Level 1 Unit 8 (*How do animals move?*): 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 verbs learnt in a previous unit or level, e.g. *jump, run, swim.*
- Level 2 Unit 4 (*How many are there?*): Ask the video question. Learners may recall previously learnt topic adjectives, e.g. *ten green ... six purple ...*
- Level 2 Unit 5 (*What type of food is it?*): Ask the video question. Learners may recall previously learnt topic nouns, e.g. *apple, bread, cheese.*

Praise learners for their guesses: *Thank you. Good guesses!*

### 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 4: Watch the video for specific/detailed understanding

This stage develops learners' intensive listening skills by identifying details. Learners describe 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 images of the topic words in Level 1, or describe and compare images in Level 2,
- 3 recycling new topic vocabulary in a memory game at the end of the video.

Say: *Watch the video again.*

- 1 Pause the video and ask questions to identify details. Ask: *Can you see a ...? Is this ... or ...? Is the ... short/long/big/small? What can you see? Is it from a plant/animal? Can it fly/walk/slither?* (Level 1) *How many ... are there? What types of ... are in the video? Is there a ... next to / between / behind / in front of the ...? What's the ... doing?* (Level 2)
- 2 Pause the video to recycle topic vocabulary and to compare multiple images.

Examples:

- Level 2 Unit 4 (*How many are there?*): To encourage learners to compare, ask: *Are there more bus stops or letter boxes?*
  - Level 2 Unit 8 (*What do farmers do?*): Ask: *What's the farmer doing? Is he planting his seeds or watering his seeds?*
- 3 At the end of the video, where we see the image swirls, pause the video after each image appears and ask: *What's this?* Note: Level 2, Units 4 and 7 don't end with swirling images.

#### Stage 5: Worksheet A

Learners do worksheet activities to communicate their understanding of the new subject vocabulary presented in the video. The worksheet activities include the following:

- 1 Learners draw and colour two things they learnt about in the video. For example, in Level 1 Unit 8 (*How do animals move?*), learners might draw a bird and a worm. Learners don't need to know the name of the objects, but after they have drawn them, encourage learners to ask you, for example: *What's this animal?* (a worm). In Level 2, encourage learners to label their pictures. Encourage more able learners to use adjectives from the video in their labels such as a *tall/modern lamp post*; a *red/big letter box*. Also encourage short sentences such as: *This is a bus stop in Asia*.

Hold up some of the drawings and say: *Guess what! What's this?* Learners respond. Put learners in pairs, tell them to swap worksheets and say: *Guess what this is!* Their partner guesses. Then each learner gives simple feedback, for example: *Your ... is good. I like your ...*

Be ready to praise learners' work. For example, say: *Good work! Well done! I like your ...*

- 2 Tell learners they can write any four words from the video. Give some examples. If a word is in the video but not in the Pupil's Book, tell learners to ask: *How do you spell ...?* Write the word on the board and spell it aloud as you write. Learners work in pairs. They look at the four words they wrote. Are any words the same? Take feedback and write some of the topic words they like on the board.
- 3 Learners write a topic word from the video but jumble the letters. They swap worksheets with a partner and guess their partner's word. For example, a learner writes the letters *lemsl*. Their partner correctly guesses the word *smell*.

#### 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. This develops learners' creative thinking skills.

Examples:

- Level 1 Unit 4 (*What shape is it?*): Learners look around the classroom, finding examples of 2D shapes. They draw three or four objects they see and write the shape names below.
- Level 2 Unit 1 (*Where is the transport?*): Learners draw the type of transport they use to go on holiday and label where it goes (*in the air, on land, on water*). In pairs, they look at their drawings and see if they are the same. If possible, display work on the wall with the topic question and the three headings.

## Guess What! video lesson plan A: Levels 1 and 2

Unit: _____	CLIL subject: _____	Unit: _____
<b>Learning outcomes</b>	To remember and say topic words. To listen and understand the content of the CLIL video. To answer the video question orally. To identify and say some familiar and new vocabulary in the video. To read and write topic words and phrases.	

Stage	Timing	Teacher language (examples)	Learner language	Assessment: Most learners can...
1 Activate prior knowledge of topic	5 mins	<i>Tell me three ... you know.</i> <i>Can you say ...?</i> <i>Good! You know ... in English.</i>	topic vocabulary from the unit and from previous units of the Pupil's Book.	<ul style="list-style-type: none"> <li>say topic words</li> </ul>
2 Introduce CLIL video	5 mins	Ask video question: <i>What / Where / What's / How many ...?</i> <i>Thank you. Good guesses!</i>	topic nouns or verbs adjectives e.g. colour, size + topic noun short phrases e.g. <i>in water, in Asia</i>	<ul style="list-style-type: none"> <li>guess the content of the video using familiar words or phrases</li> </ul>
3 Watch video for general understanding	5 mins	Before: Repeat the video question. <i>Let's find out! Listen for the answer.</i> After: <i>What's the answer?</i> <i>Good answers!</i>	Answer to video question e.g. <i>It's ... It's from ...</i> <i>They need ...</i> <i>We can see ...</i> <i>There are ...</i>	<ul style="list-style-type: none"> <li>listen and understand most of the video content</li> <li>answer the video question orally</li> </ul>
4 Watch video for specific/ detailed understanding	10 mins	<i>Watch the video again.</i> 1. <i>Can you see a ...?</i> <i>Is it ... or ...?</i> <i>What ... can you see?</i> <i>Is it behind a ...?</i> 2. <i>What's the ... doing?</i> <i>Is he ... or ...?</i> 3. <i>What's this?</i>	topic nouns adjective + nouns simple sentences <i>I can see ...</i> <i>There's a ...</i> <i>He's/She's ...</i> <i>It's a/an ...</i>	<ul style="list-style-type: none"> <li>identify and say some familiar and new topic vocabulary in the video</li> </ul>
5 Complete worksheet	10 mins	<i>Look at the worksheet.</i> <i>Draw and colour. Write four words from the video.</i> <i>Work with a partner.</i> <i>Good work!</i>	<i>Guess what this is!</i> <i>What's this?</i> <i>Your ... is good.</i> <i>I like your ...</i> <i>Thank you.</i> <i>I like your ...</i>	<ul style="list-style-type: none"> <li>complete the worksheet with support</li> </ul>
6 Extension activity	10 mins	<i>Draw and label ...</i> <i>Look at your partner's drawing.</i>	topic nouns from video and book <i>This is a / an ...</i> <i>My ... is a / has got ...</i>	<ul style="list-style-type: none"> <li>understand and say something they like or know about the topic</li> </ul>

**Lesson evaluation**

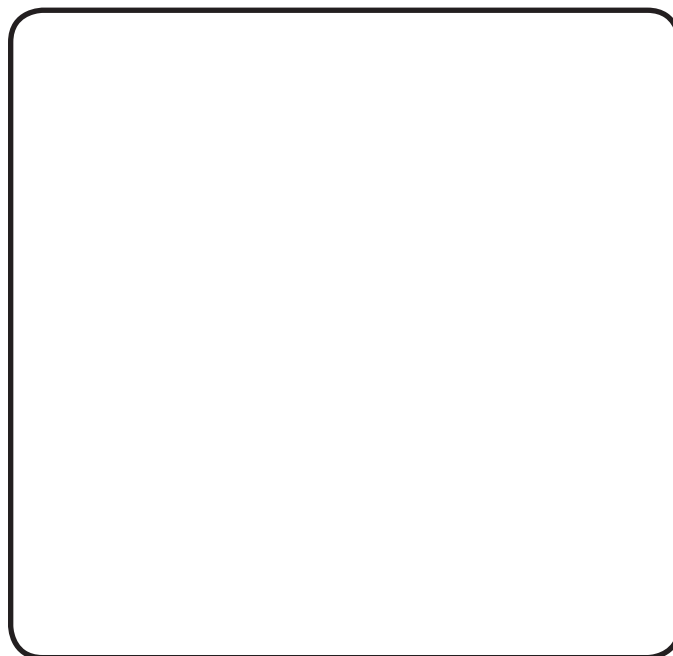
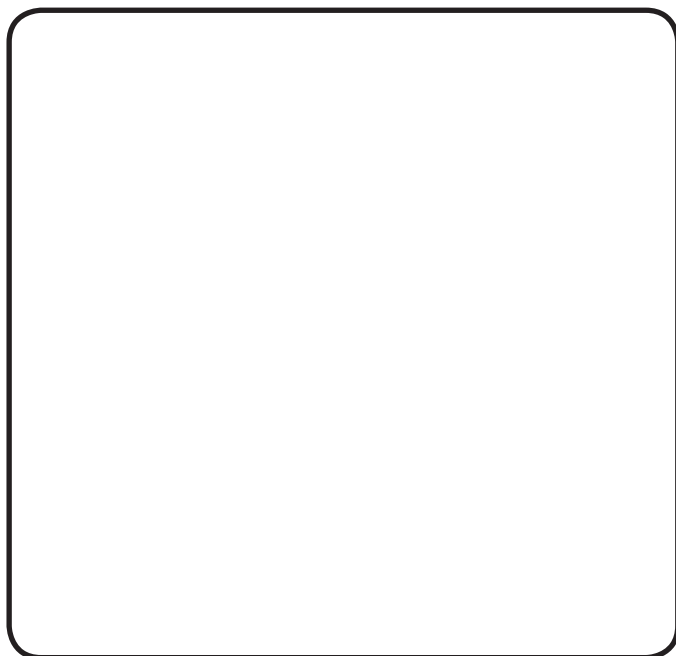
**Write some notes about your video lesson.**

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

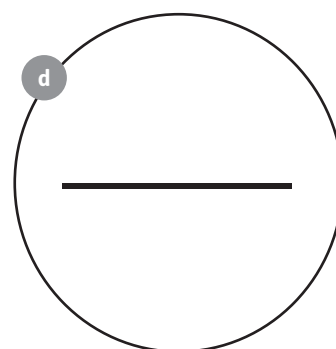
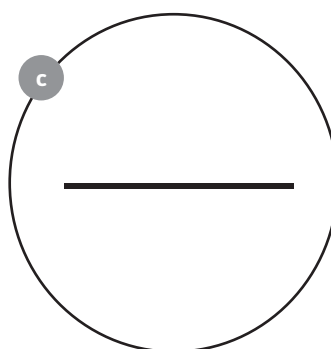
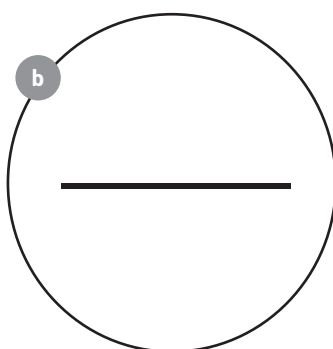
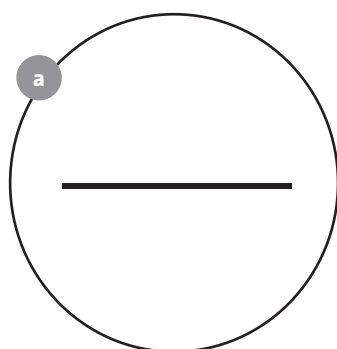


Name: \_\_\_\_\_ Class: \_\_\_\_\_

**1** Draw and colour.



**2** Write four words from the video.



**3** Write the letters. Your friend guesses the words.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Video scripts

### Hello!

**Unit topic:** Hello (colours)

**Topic:** Art – Colours and colour mixing to make secondary colours

**Question:** What colour is it?

**Learning objective:**

Children should:

- be able to identify six colours
- understand that we can mix primary colours to make secondary colours

### Video 00

Hello. Welcome to *Guess What!*

Today we're asking,

What colour is it?

Let's find out.

#### red

It's red.

It's red, too!

#### yellow

It's yellow.

It's yellow, too!

Look! Red and yellow make orange.

#### orange

It's orange.

It's orange, too!

#### blue

It's blue.

It's blue, too!

Look! Blue and red make purple.

#### purple

It's purple.

It's purple, too!

Look! Blue and yellow make green.

#### green

It's green.

It's green, too!

#### What do you know?

What colour is it?

It's purple.

It's green.

It's orange.

Well done!

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

## Unit 1

**Unit topic:** School

**Topic:** Science – Things are made of a variety of materials

**Question:** What material is it?

**Learning objective:**

Children should:

- be able to identify four materials
- understand that things are made of these different materials

### Video 01

Hello again. Welcome back to *Guess What!*

Today we're asking,

What material is it?

Let's find out.

#### metal

Look! The material is metal.

It's a car. The material is metal.

#### plastic

Look! The material is plastic.

Look! Bags. The material is plastic.

#### glass

Look! The material is glass.

It's a horse. The material is glass.

#### wood

Look! The material is wood.

It's a boat. The material is wood.

#### What do you know?

What material is it?

It's wood.

It's plastic.

It's glass.

Well done!

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

## Unit 2

**Unit topic:** Toys

**Topic:** Science – Some things are electric and others aren't

**Question:** Is it electric?

**Learning objective:**

Children should:

- be able to identify two toys, electric and non-electric
- understand that things can be electric or not, and that electric things need energy to move/operate, and non-electric things need to be moved; they can't move on their own

### Video 02

Hello again. Welcome back to *Guess What!*

Today we're asking,

Is it electric?

Let's find out.

It's electric.

Look! Cars...

...electric cars.

Look! A train...

...an electric train.

It isn't electric.

Look! A car. It isn't electric.

Look! A train. It isn't electric.

**What do you know?**

Is it electric?

Yes, it is.

Is it electric?

No, it isn't.

Well done!

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

## Unit 3

**Unit topic:** Family

**Topic:** Geography – The world is made up of continents

**Question:** What continent is it?

**Learning objective:**

Children should:

- be able to identify seven continents
- understand that people come from different continents

### Video 03

Hello again. Welcome back to *Guess What!*

Today we're asking,

What continent is it?

Let's find out.

It's Europe.

All kinds of people live in Europe.

It's South America.

All kinds of people live in South America, too.

Look! A family! A mum, a dad, a brother and a sister.

It's Australasia.

All kinds of people live in Australasia.

It's Asia.

All kinds of people live in Asia.

Look at this family. A mum, a dad, a grandpa, a grandma, a brother and a sister.

It's North America.

All kinds of people live in North America, too.

It's Africa.

And all kinds of people live in Africa.

It's Antarctica.

All kinds of people visit and work in Antarctica. People don't live here.

Penguins do!

A lot of people live in our world. Mums, dads, brothers, sisters, grandmas, grandpas, aunts, uncles. We are one big family.

**What do you know?**

What continent is it?

What do you know?

It's Europe.

It's South America.

It's Australasia.

Well done!

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

## Unit 4

**Unit topic:** At home

**Topic:** Art – Shapes

**Question:** What shape is it?

**Learning objective:**

Children should:

- be able to identify three shapes
- understand that we can see different shapes everywhere

### Video 04

Hello again. Welcome back to *Guess What!*

Today we're asking,

What shape is it?

Let's find out.

**square**

Look at this shape. It's a square.

We see squares everywhere.

**circle**

Look at this shape. It's a circle.

We see circles everywhere.

**triangle**

Look at this shape. It's a triangle.

We see triangles everywhere, too.

It's a house.

Look at all the shapes.

A circle.

Squares.

Triangles.

**What do you know?**

What shape is it?

It's a triangle.

It's a square.

It's a circle.

Well done!

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

## Unit 5

**Unit topic:** My body

**Topic:** Science – The five senses

**Question:** What sense is it?

**Learning objective:**

Children should:

- be able to identify the five senses
- understand that we use the senses for different things, and we use a different body part for each sense

### Video 05

Hello again. Welcome back to *Guess What!*

Today we're asking,

What sense is it?

Let's find out.

**sight**

Look at the eyes.

We see with our eyes. The sense is sight.

**smell**

Look at the nose.

We smell with our noses. The sense is smell.

**taste**

Look at the tongue.

We taste with our tongues. The sense is taste.

**hearing**

Look at the ears.

We hear with our ears. The sense is hearing.

**touch**

Look at the fingers.

We touch with our fingers. The sense is touch.

And sometimes we use sight, hearing, taste and touch at the same time!

**What do you know?**

What sense is it?

smell

sight

taste

Well done!

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



## Unit 6

**Unit topic:** Food

**Topic:** Science – Where food comes from

**Question:** Where is food from?

**Learning objective:**

Children should:

- be able to identify what a plant is and what an animal is
- understand that food comes from different sources. The two in focus here are plants and animals

### Video 06

Hello again. Welcome back to *Guess What!*

Today we're asking,

Where is food from?

Let's find out.

#### Plants

Food is from plants. All kinds of plants.

**Look!**

cucumbers...

lettuce...

red peppers...

and tomatoes.

Look! A salad. A salad is healthy!

#### Animals

Food is from animals. All kinds of animals.

People eat eggs. Eggs are from chickens.

Look! Scrambled eggs!

People eat meat. Meat is from animals.

And people eat fish, too.

Sometimes people eat food from plants and animals at the same time!

#### What do you know?

Where is food from?

It's from plants.

It's from animals.

Well done!

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

## Unit 7

**Unit topic:** Actions

**Topic:** Maths – Addition and subtraction

**Question:** What's the number?

**Learning objective:**

Children should:

- be able to identify +, – and = signs and know what they mean
- be able to do simple addition and subtraction calculations

### Video 07

Hello again. Welcome back to *Guess What!*

Today we're asking,

What's the number?

Let's find out.

#### plus

She can bake a cake.

Look! Five cherries. 1, 2, 3, 4, 5.

$5 + 1 = 6$  (five plus one equals six)

$6 + 1 = 7$

$7 + 1 = 8$

$8 + 1 = 9$

Now there are nine cherries.

five plus four equals nine

#### minus

He can make pizza.

Look! Six slices of pizza. 1, 2, 3, 4, 5, 6.

$6 - 1 = 5$  (six minus one equals five)

$5 - 1 = 4$

$4 - 1 = 3$

$3 - 1 = 2$

Now there are two slices of pizza.

Six minus four equals two.

#### What do you know?

What's the number?

Five plus four equals ?

Yes! Five plus four equals nine.

What's the number?

six minus four equals ?

Yes! Six minus four equals two.

Well done!

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

## Unit 8

**Unit topic:** Animals

**Topic:** Science – How different animals move

**Question:** How do animals move?

**Learning objective:**

Children should:

- be able to identify three ways that animals move
- understand that animals move in different ways, with a focus on animals that fly, walk and slither

### Video 08

Hello again. Welcome back to *Guess What!*

Today we're asking,

How do animals move?

Let's find out.

#### fly

Birds fly. Birds have got wings. Some birds have got long wings.

Some birds have got short wings.

#### walk

Some animals walk. They have got legs. Some animals have got short legs.

Some animals have got long legs.

#### slither

Some animals slither. They haven't got legs or wings.

They can't walk or fly.

#### What do you know?

How do animals move?

Animals walk.

Animals fly.

Animals slither.

Well done!

Bye!