

## 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. Can you say ...? 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	<i>Ask video question: What / Where / What's / How many ...? 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	<i>Before: Repeat the video question. Let's find out! Listen for the answer. After: What's the answer? Good answers!</i>	Answer to video question e.g. <i>It's ... It's from ... They need ... We can see ... 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. 1. Can you see a ...? Is it ... or ...? What ... can you see? Is it behind a ...? 2. What's the ... doing? Is he ... or ...? 3. What's this?</i>	topic nouns adjective + nouns simple sentences <i>I can see ... There's a ... He's/She's ... 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. Draw and colour. Write four words from the video. Work with a partner. Good work!</i>	<i>Guess what this is! What's this? Your ... is good. I like your ... Thank you. 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 ... Look at your partner's drawing.</i>	topic nouns from video and book <i>This is a / an ... 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.**

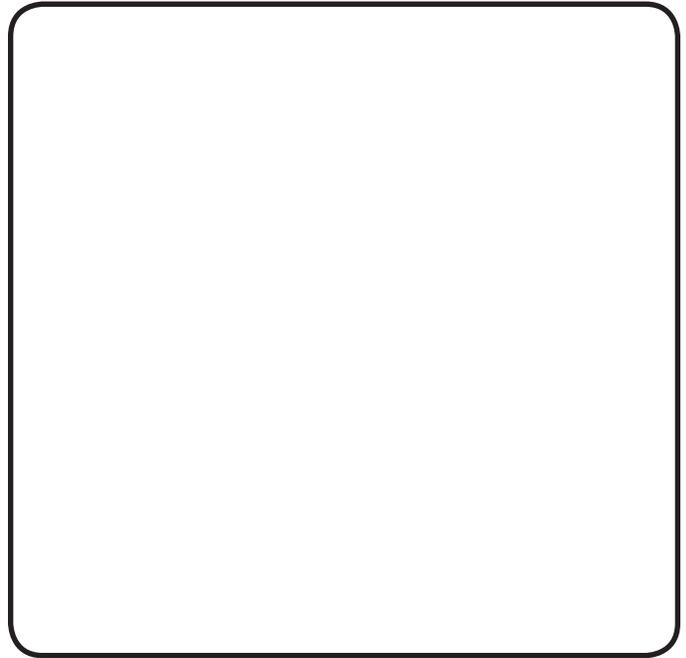
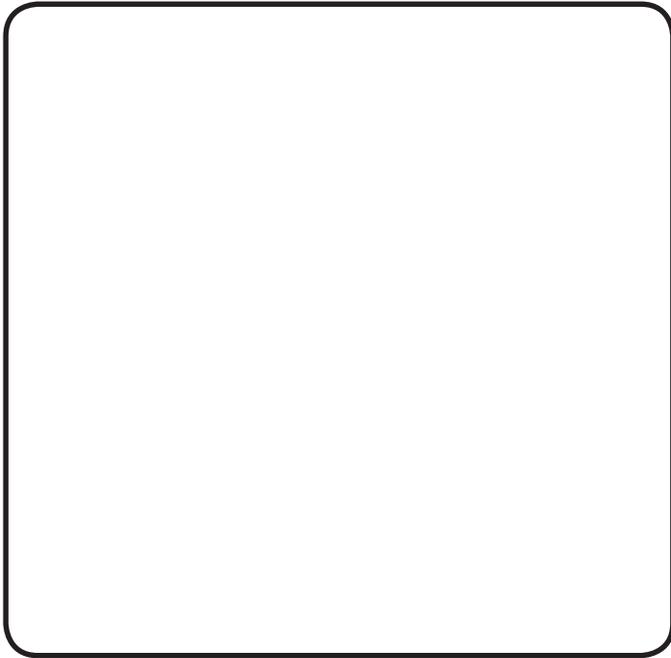
What went well?	What didn't go so well?	What will you do differently next time?



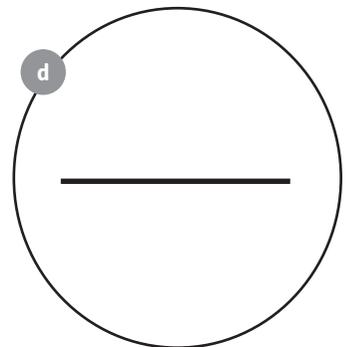
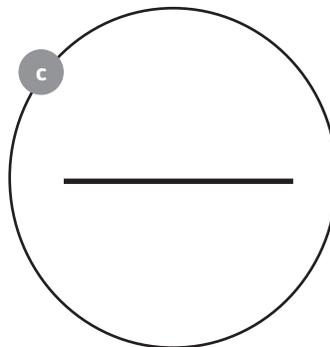
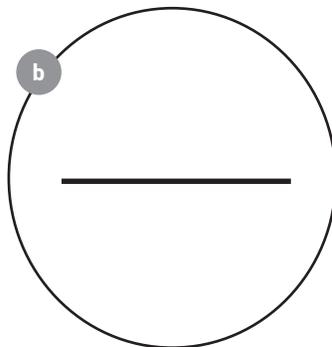
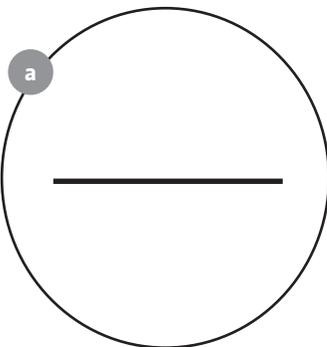
Name: \_\_\_\_\_

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

**1** Draw and colour.



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



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

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

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

## Video scripts

### Hello again!

**Unit topic:** Hello again

**Topic:** Art – types of art

**Question:** What type of art is it?

**Learning objective:** Children should:

- be able to identify four different types of art
- understand that we can use different techniques in art work

#### Video 00

Hello. Welcome to *Guess What!*  
Today we're asking,  
What type of art is it?  
Let's find out.

#### drawing

This type of art is called drawing.  
People draw with pencils.  
People draw with coloured pencils,  
and people draw with pens, too.

#### painting

Look at this type of art. It's called painting.  
Painting is fun! Artists paint with different types of paints.  
Painters paint on wood,  
and painters paint on windows, too.  
Look! Face painting!

#### photography

Photography is a type of art, too.  
People take photographs with a camera.  
Some photographs are black and white.  
Look at this photographer.  
Look at her photograph.  
Now, look at this photographer.  
Look at his photograph.  
Some photographs are in colour.  
Look at this photographer.  
Look at his photograph.  
Now, look at this photographer.  
Look at his photograph.

#### sculpture

This type of art is called sculpture. Look at these two animal sculptures!  
We can make sculptures from a lot of different materials.  
Look at this sculpture. The material is wood.  
And the material of this sculpture is metal.  
Look at this sculpture. It's a sand sculpture,  
and this is an ice sculpture.

#### What do you know?

What type of art is it?  
It's painting.  
It's drawing.  
It's sculpture.

Well done!

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

### Unit 1

**Unit topic:** Transport

**Topic:** Geography / Social Science – types of transport

**Question:** Where is the transport?

**Learning objective:** Children should:

- be able to identify three places transport goes
- understand that transport moves on land, on water and in the air

#### Video 01

Hello again. Welcome back to *Guess What!*  
Today we're asking,  
Where's the transport?  
Let's find out.

#### on land

These types of transport are on land.  
Look at the bus,  
the long train,  
the bicycles,  
and the lorries and cars.  
Look at all the different kinds of transport on land.  
Can you see the motorbikes and cars?

#### on water

These types of transport are on water.  
Look at the big ship on the sea,  
the small boats on the canal  
and the boats on the river.  
And look! This boat is like a bus on water! It's called a ferry.

#### in the air

These types of transport are in the air.  
Look at this helicopter. It's in the air.  
This helicopter is in the air, too. It's above the trees.  
Look at this plane. It's big.  
And look at this plane. It's small. It's on water!  
Now it's in the air.

#### What do you know?

Where's the transport?  
It's on water.  
It's on land.  
It's in the air.

Well done!

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

## Unit 2

**Unit topic:** Pets

**Topic:** Science – needs of animals

**Question:** What do animals need?

**Learning objective:** Children should:

- be able to identify three basic needs of living things – animals
- understand that animals need water, food and shelter as basic needs

### Video 02

Hello. Welcome to *Guess What!*  
Today we're asking,  
What do animals need?  
Let's find out.

#### water

All animals need water.  
Look at these zebras. They've all got water.  
The cow's got water, too.  
Look at these small birds. They need water.  
The cats need water, too.

#### food

All animals need food.  
Look at the elephant. It's got food.  
Look at the monkey. It's got food, too.  
Look at the sheep. It needs food.  
Look at the small birds. They need food, too.

#### shelter

All animals need shelter.  
Big animals need shelter. Look at the lion. It's got shelter.  
And the sheep have got shelter, too.  
Small animals need shelter. Look! The frog's got shelter.  
The rabbits need shelter, too.

#### What do you know?

What do animals need?  
They need water.  
They need food.  
They need shelter.

Well done!

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

## Unit 3

**Unit topic:** Clothes

**Topic:** Science – types of materials for clothes

**Question:** What are clothes made of?

**Learning objective:** Children should:

- be able to identify four different types of materials for clothes
- understand that we can use different materials for making clothes

### Video 03

Hello. Welcome to *Guess What!*  
Today we're asking,  
What are clothes made of?  
Let's find out.

#### cotton

Some clothes are made of cotton.  
Cotton is a plant.  
Look at the men! They're making cotton fabric for clothes.  
Look. This baby is wearing a cotton dress.  
And the boy and the girl are wearing cotton trousers and T-shirts.

#### silk

Some clothes are made of silk.  
Silkworms make silk.  
The woman is making silk fabric for clothes.  
Silk is beautiful. Look. The men are wearing silk trousers and shirts.  
And this man is wearing a silk jacket.

#### wool

Some clothes are made of wool.  
Wool is from animals, like sheep.  
Look at this woman. She's making a wool sweater.  
We wear clothes made of wool in cold places.  
This woman is wearing a sweater. It's made of wool.  
And this woman is wearing socks. They're made of wool, too.

#### leather

Some clothes are made of leather.  
Leather is from animals, like cows.  
Look! The machine is painting the leather.  
And this woman is cutting the leather for a jacket.  
Look! This boy is wearing a leather jacket,  
and this woman is wearing leather shoes.

#### What do you know?

What are clothes made of?  
wool.  
leather.  
cotton.

Well done!

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

## Unit 4

**Unit topic:** Rooms

**Topic:** Maths – counting and interpreting data on a bar chart

**Question:** How many are there?

**Learning objective:** Children should:

- be able to use the maths symbols + and – then add and subtract numbers between 0 and 20
- understand that + means add and – means minus

### Video 04

Hello. Welcome to *Guess What!*

Today we're asking,

How many are there?

Let's find out.

This is a bar chart.

#### lamp posts

There are many types of lamp posts.

Some lamp posts are modern

and some lamp posts are not modern.

Lots of lamp posts. How many are there?

There are fourteen.

Look how we show the number of lamp posts in a bar chart! Fourteen lamp posts.

#### bus stops

There are many types of bus stops. Look at these bus stops!

These bus stops are in Asia,

and these bus stops are in Europe.

Lots of bus stops. How many are there? Eleven.

Look how we show the number of bus stops in a bar chart!

Eleven bus stops.

#### letter boxes

Look at these letter boxes! They're all different.

This letter box is white

and these letter boxes are grey.

These letter boxes are big, and they're red and yellow.

Lots of letter boxes. How many are there? Seven.

Look how we show the number of letter boxes in a bar chart! Seven letter boxes.

#### traffic lights

There are many types of traffic lights.

These traffic lights have got three colours: green, orange and red.

This traffic light has got four lights.

Look! This traffic light is for bikes.

Lots of traffic lights. How many are there? Sixteen.

Look how we show the number of traffic lights in a bar chart! Sixteen traffic lights.

#### What do you know?

How many are there?

Fourteen lamp posts.

Eleven bus stops.

Seven letter boxes.

Sixteen traffic lights.

Well done!

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

## Unit 5

**Unit topic:** Food

**Topic:** Science – food groups

**Question:** What type of food is it?

**Learning objective:** Children should:

- be able to identify four different food groups and classify examples of food into those groups
- understand that food is classified into different groups

### Video 05

Hello again. Welcome back to *Guess What!*

Today we're asking,

What type of food is it?

Let's find out.

#### fruit

Fruit is a type of food.

Apples, oranges and bananas are fruit. They're healthy food.

We can eat fruit for breakfast, lunch and dinner!

#### Vegetables

Vegetables are a type of food.

Beans are vegetables,

and carrots and peas are vegetables, too.

Look at this family! They like vegetables for dinner.

#### meat

Meat is a type of food.

Chicken is a type of meat.

Beef is a type of meat, too.

We can eat meat for breakfast, lunch or dinner.

#### Grains

Grains are a type of food.

Bread is made from grains. Look at all the different types of bread.

Look at the girls! Their cereal is made from grains.

We can eat cereal and toast for breakfast. Toast is made from grains.

#### dairy

Dairy is a type of food.

Dairy food is made from milk.

Look! Cheese is made from milk.

We all need some dairy food. It's healthy.

Fruit, vegetables, grains, dairy, and meat are all types of food we eat.

#### What do you know?

What type of food is it?

fruit

dairy

grains

Well done!

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

## Unit 6

**Unit topic:** Activities

**Topic:** PE – sports equipment

**Question:** What equipment do we need?

**Learning objective:** Children should:

- be able to identify four types of equipment used when playing different sports
- understand that there are different types of sports equipment we need

### Video 06

Hello. Welcome to *Guess What!*  
Today we're asking,  
What equipment do we need?  
Let's find out.

#### **a ball**

We need a ball for playing some sports. We need a ball for playing basketball.

We need a ball for playing football, too.

#### **a racket and a ball**

We need a racket and a ball for playing tennis.

#### **a stick and a ball**

We need a stick and a ball for playing hockey and for playing golf.

We need a stick and a ball for playing this sport on horses. It's called polo.

#### **a bat and a ball**

We need a bat and a ball for playing baseball, and for playing softball.

We need a bat and a ball for playing cricket, too.

We don't need equipment for some sports.

We don't need equipment for swimming, and we don't need equipment for running!

#### **What do you know?**

What equipment do we need?

We need a bat.

We need a ball.

We need a racket.

Well done!

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

## Unit 7

**Unit topic:** In town

**Topic:** Geography – reading basic map references

**Question:** Where are the places?

**Learning objective:** Children should:

- be able to read a basic grid reference and identify places/buildings on it
- understand that a grid reference is used to read where places/buildings are on a map

### Video 07

Hello again. Welcome back to *Guess What!*  
Today we're asking,  
Where are the places?  
Let's find out.

#### **fire station**

These are fire stations.

This fire station is in North America. Look at the fire engine.

This fire station is in Europe. Look! The two fire engines are next to each other.

This fire station is in South America. The fire engines are in front of the fire station.

And look at the long ladder!

Look how we find the fire station on the map! It's in square B4.

#### **hospital**

These are hospitals.

This hospital is in Europe. It's between two buildings.

Can you see the word 'hospital' on the wall?

This hospital is in Europe, too. It's very beautiful.

This hospital is in Australasia. It's very big. Look! There's an ambulance!

Look how we find the hospital on the map! It's in square C1.

#### **sports centre**

These are sports centres.

This sports centre is round.

This sports centre is round, too.

Look at this sports centre. It's red and yellow!

Look how we find the sports centre on the map!

It's in square D5.

#### **police station**

These are police stations.

This police station is very big. It's in North America.

And look! There's a police car.

This police station is in North America, too. It's small.

This police station is very big. It's in Asia. Can you see the word 'police'?

Look how we find the police station on the map! It's in square E3.

#### **What do you know?**

Where are the places?

The fire station is in B4.

The hospital is in C1.

The sports centre is in D5.

The police station is in E3.

Well done!

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

## Unit 8

**Unit topic:** On the farm

**Topic:** Science – farming process for growing crops

**Question:** What do farmers do?

**Learning objective:** Children should:

- be able to explain the steps in the process of growing food on a farm
- understand a farmer's role in the process of growing food

### Video 08

Hello again. Welcome back to *Guess What!*

Today we're asking,  
What do farmers do?  
Let's find out.

#### turn soil

These farmers are turning the soil in their fields.  
This farmer has got an animal to help him.  
This farmer has got a machine to help him.  
This farmer hasn't got an animal or a machine to help him.  
He's turning the soil by hand.

#### plant seeds

These farmers are planting seeds.  
Some farmers plant seeds by hand. Look! This farmer is a man,  
and this farmer is a woman.  
Some farmers have got machines to plant their seeds.

#### water plants

The seeds are now small plants. Farmers need to water the plants.  
Some farmers water the plants by hand.  
Some farmers have got machines to water their plants. This is a small machine,  
and this is a big machine.

#### harvest plants

These farmers are harvesting their plants.  
This farmer is harvesting her rice plants by hand.  
This farmer is harvesting the fruit from his coffee plant by hand.  
This farmer has got a very big machine to harvest his grain.

#### What do you know?

What do farmers do?  
They plant seeds.  
They water plants.  
They harvest plants.

Well done!  
Bye!