

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: _____



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

Welcome back!

Unit topic: Welcome back (physical appearance)

Topic: Art – patterns

Question: What patterns can you see?

Learning objective: Children should:

- be able to identify four different patterns in art and in nature.
- understand that different patterns are seen in nature and in art.

Video 00 Starter

Hi. Welcome to *Guess What!*
Today we're asking,
What patterns can you see?
Let's find out.

stripes

This pattern is stripes.
We can see stripes in nature.
Look at the stripes on these bees.
These fish have stripes on them, too.
And look at the stripes in these fields.

spots

This pattern is spots.
We can see spots on animals and flowers.
Look! This shark has a lot of spots on it.
And this peacock has spots, too.
Look at the spots on these beautiful flowers!

wavy lines

This pattern is wavy lines.
We can see wavy lines everywhere!
Look at the wavy lines in the fields on this farm.
This river of ice makes a wavy line through the mountains.
And this road makes a wavy line along the side of a mountain.

zigzags

This pattern is zigzags.
We can see zigzags everywhere, too.
Look at this zigzag pattern the man is walking on.
Look at the roofs of these houses. Can you see zigzags?
And look at the zigzags in the soil!

Sometimes we see different patterns at the same time.
Look! Can you see spots, zigzags, and stripes on the butterfly?

Look at this zebra fish. Can you see spots and stripes on it?

What do you know?

What patterns can you see?

I can see stripes.

I can see zigzags.

I can see spots.

Good job!

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

Unit 1

Unit topic: Fun sports

Topic: Physical education – Body movements

Question: What kind of body movements can we make?

Learning objective: Children should:

- be able to identify five different body movements.
- understand that different physical activities use a range of body movements.

Video 01

Hi again. Welcome back to *Guess What!*
Today we're asking,
What body movements can we make?
Let's find out.

turn

We can turn our bodies in different ways.
Look! This girl is turning with her balloons!
And these men are turning very quickly.
Look how this break-dancer is turning his body using his arms.

shake

We can shake different parts of our bodies.
This man is shaking his arms to play his percussion instruments.
Look! This little boy is shaking his head.
And look at this beekeeper. He's shaking the bees from the frame with his arms.

bend

We can bend different parts of our bodies.
Look how this woman is bending her body backward.
Look at these African dancers! They're bending their bodies, legs, and arms.
And look how these dancers are bending their necks, legs, and arms.

stretch

We can stretch different parts of our bodies.
This woman is stretching her arms before she runs!
This boy is stretching his body before he does karate.
And this girl is stretching her feet before she does ballet.

kick

We kick with our legs.
Look! This man can kick a ball over his head!
We don't always kick balls. This man is kicking his leg in karate practice!
And look! They're kicking as they swim underwater.

What do you know?

What kind of body movements can we make?

We can bend.

We can kick.

We can stretch.

Good job!

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

Unit 2

Unit topic: Around town

Topic: Math – 3-D shapes

Question: What 3-D shapes can you see?

Learning objective: Children should:

- be able to identify 3-D shapes.
- understand that we can see a range of 3-D shapes in buildings.

Video 02

Hi again. Welcome back to *Guess What!*

Today we're asking,

What 3-D shapes can you see?

Let's find out.

These are 3-D shapes. We can see many 3-D shapes in towns.

sphere

This ball is a 3-D shape. It's a sphere.

These children are playing in a sphere.

Look at this sculpture. It's a very big sphere.

This big sculpture is also a sphere.

cylinder

This piece of wood is a 3-D shape. It's a cylinder.

These two buildings are cylinders.

Look at this factory. Can you see the four cylinders?

This is bamboo. Each piece of bamboo is a cylinder.

This building has two 3-D shapes. Can you see spheres and cylinders?

cone

This roof is a 3-D shape. It's a cone.

Can you see the cones on these houses?

Look at this tepee. It's a cone.

And look at this girl. She's skating between some cones.

cube

This sculpture is a 3-D shape. It's a cube.

Look! There's a white cube on this building.

The head of this sculpture is a cube.

This sculpture is a very big cube.

pyramid

This stone sculpture is a 3-D shape. It's a pyramid.

Look at this building. It's a glass pyramid.

And this tall building is also a pyramid.

This famous old pyramid is in North America.

What do you know?

What 3-D shapes can you see?

I can see a sphere.

I can see a cylinder.

I can see a cone.

Good job!

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

Unit 3

Unit topic: At work

Topic: Science – Kinds of work

Question: What kind of work is it?

Learning objective: Children should:

- be able to identify four different kinds of work.
- understand that some jobs are linked from the source of a product through to its manufacture, transportation, and sale.

Video 03

Hi again. Welcome back to *Guess What!*

Today we're asking,

What kind of work is it?

Let's find out.

outdoors work

Some people do outdoors work in forests.

Look! This worker is cutting a tree by hand.

This worker is cutting a tree with a saw.

A machine helps this man to cut the trees into pieces called logs.

Machines help these men to put logs onto trucks.

transportation work

Some people work in transportation.

These workers are taking logs to a factory in a truck.

Look at this man. He works on a boat that is taking logs to a factory.

This big ship is also taking logs to a factory.

And the driver of this train is taking logs to a factory, too.

factory work

Some people do factory work.

Look! These factory workers are cutting wood into pieces.

And this man is making tables made of wood.

These workers work in a newspaper factory. Newspapers are made of paper. Paper is made from wood.

And these men work in a factory that recycles paper.

store work

Some people work in stores.

This woman is selling things made of wood.

This worker is also selling things made of wood.

This man works in a music store. Look! All of the musical instruments are made of wood.

And this man works in a bookstore.

What do you know?

What kind of work is it?

It's transportation work.

It's factory work.

It's outdoors work.

Good job!

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

Unit 4

Unit topic: Wild animals

Topic: Science – Kinds of animals

Question: What animal group is it?

Learning objective: Children should:

- be able to identify different animal groups of vertebrates.
- understand that animals are classified into different groups.

Video 04

Hi again. Welcome back to *Guess What!*
Today we're asking,
What animal group is it?
Let's find out.

mammals

These animals are all mammals. Some mammals live on land. Some live in water.

Look at this leopard in grassland! It's a mammal.
And look at this gorilla family. They're all mammals!
Horses, cows, and dogs are mammals, too. They live on farms.

Look at these bats!

They can fly, but they aren't birds. They're mammals.
And this big whale isn't a fish. It's a mammal.

reptiles

These animals are all reptiles. Some reptiles can swim.
Look at this reptile. It's a turtle! It's a slow swimmer.
This reptile is a crocodile. It's going into the water to swim.
This reptile is an alligator. It looks like a crocodile, but it has a longer nose.
This lizard is a reptile, too.
And this snake slithering across the ground is also a reptile.

amphibians

These animals are all amphibians. Most amphibians live in wet habitats.
Look at these amphibians. They're frogs. They live in rain forests.
These amphibians are frogs, too!
This amphibian is a toad. It looks like a frog, but it's bigger.
This amphibian is a salamander.
And these amphibians are newts. They look like salamanders.

What do you know?

What animal group is it?

Reptiles.

Mammals.

Amphibians.

Good job!

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

Unit 5

Unit topic: Food and drink

Topic: Science – Water

Question: Where does water come from?

Learning objective: Children should:

- be able to identify four sources of water.
- understand that water comes from different sources, both above and below ground.

Video 05

Hi again. Welcome back to *Guess What!*
Today we're asking,
Where does water come from?
Let's find out.

rain

Water comes from rain. Rain falls from clouds.
It rains a lot in rain forests.
It only rains sometimes in deserts.
When it rains, water goes into rivers.

glacier

Some water comes from glaciers. Glaciers are made of ice.
Look! Some ice from this glacier is falling into the ocean.
The ice now changes into water.
Some glaciers are in the mountains.
Look! This water is from a mountain glacier.

well

We get some water from wells. Water from wells is deep in the ground.
This woman is using a bucket to get water from a well.
This man is also getting water from a well. Can you see his bucket?
We can drink water from wells.

spring

Water from springs comes up from the ground. We don't need a well to get it.
This water comes from a spring in a cave.
This hot water comes from a big spring in Iceland. We can't drink this water.
Some springs have warm water. These monkeys like the warm water!

What do you know?

Where does water come from?

A well.

A spring.

A glacier.

Good job!

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

Unit 6

Unit topic: Health matters

Topic: Science – Use of plants

Question: What can we use plants for?

Learning objective: Children should:

- be able to identify three different uses of plants.
- understand that plants can be used in a variety of ways in today's world.

Video 06

Hi again. Welcome back to *Guess What!*
Today we're asking,
What can we use plants for?
Let's find out.

fabric

Cotton is a plant.
We make cotton fabric from this plant.
This fabric is called burlap.
Burlap is made from these plants.
Look at these burlap threads drying in the sun.
This woman is making burlap fabric. Burlap fabric is very strong.

fuel

We put fuel in vehicles, like cars and trucks, to make them move.
We can use some plants to make fuel. Wheat, corn, and soybeans are made into fuel for vehicles, like tractors.
We use wood for fuel to make fires.
The fire cooks our food.

medicine

We can use some parts of plants, like roots and leaves, to make medicine. This is ginger. It's the root of this ginger plant.
Ginger tea with lemon is good for a cold and a sore throat. To make ginger tea, cut some ginger and put it in a glass. Then put a lemon slice into the glass and fill the glass with hot water.
This plant is mint.
Mint leaves in hot water are good to drink for a stomachache.

What do you know?

What can we use plants for?
We can use plants for fuel.
We can use plants for medicine.
We can use plants for fabric.

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

Unit 7

Unit topic: Buildings

Topic: History – Old buildings

Question: What materials were buildings made of?

Learning objective: Children should:

- be able to identify three natural building materials used in old buildings.
- understand that old buildings were made of natural materials.

Video 07

Hi again. Welcome back to *Guess What!*
Today we're asking,
What materials were buildings made of?
Let's find out.

clay

This material is clay. In the past, some buildings were made of clay and other materials.
Look at this very old clay building in South America.
This very old clay house is in Asia.
Today, some buildings are also made of clay, like this house.

stone

This material is stone. In the past, a lot of buildings were made of stone.
These very old stone pyramids are in Africa.
This very old stone building is in Europe.
Look at all the stone buildings in this very old city in South America.
Today, some buildings are also made of stone, like this house.

animal skins

In the past, some homes were made of skins from animals like cattle and bison.
These North American tents are called teepees. These are new teepees. Teepees in the past were made of animal skins.
This is a yurt. It's made of animal skins and fabric. Today, some people in Asia live in yurts.
Look, this is the inside of a yurt.

What do you know?

What materials were buildings made of?
They were made of animal skins.
They were made of clay.
They were made of stone.

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

Unit 8

Unit topic: Weather

Topic: Geography – Extreme weather

Question: What's the weather like around the world?

Learning objective: Children should:

- be able to identify five kinds of extreme weather.
- understand that weather conditions can sometimes be extreme in different parts of the world.

Video 08

Hi again. Welcome back to *Guess What!*
Today we're asking,
What's the weather like around the world?
Let's find out.

hurricane

Some places around the world have hurricanes.
Hurricanes start over the ocean, then move to the land.
Look at the strong wind and heavy rain in this hurricane in North America, and this hurricane in Asia.

tornado

Some places around the world have tornadoes. Some tornadoes, like this one, start over land.
And some tornadoes start over water.
Tornado winds are very strong and make the clouds go around and around.
Tornadoes, like this one in North America, move very quickly.

rainstorm

Some places around the world have rainstorms. It rains a lot during rainstorms.
Hot, wet places, like rain forests in South America, have a lot of rainstorms.
Sometimes dry places have rainstorms, too.

blizzard

Some places around the world have blizzards. A blizzard is a snowstorm with strong winds and a lot of snow.
These climbers are on a mountain in Asia in a blizzard.
Antarctica has a lot of blizzards.

thunder and lightning

Thunder and lightning happen in a thunderstorm. Some places around the world have thunderstorms. We hear thunder after we see lightning.
This thunder and lightning is over the ocean in Australia.
And this thunder and lightning is over a city in Asia.

What do you know?

What's the weather like around the world?
There's a blizzard.
There's thunder and lightning.
There's a tornado.

Good job! Bye!