

## Teaching notes for *Guess What!* video lesson plan C: Levels 5 and 6

### 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 vocabulary and concepts 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 words or phrases from a previous unit or level of *Guess What!*

Examples:

- Level 5 Unit 2 (*Where are the places on the map?*): Before learners watch the video, write *map* on the board and ask: *What places can we see on a map of our city/town/village?* Brainstorm the names of places on the board. Learners should know: *police station, fire station, hospital, sports centre* (Level 2 Unit 7) *building, school, farm* (Level 3 Unit 5) *library* (Level 5 Unit 2).

Challenge learners by asking: *Who can tell me some countries we can see on a map in English?* Learners know: *Bangladesh, Brazil, China, Colombia, France, Italy, Mexico, Russia, Spain, the United Kingdom, the United States* (Level 5 Unit 0).

Correct pronunciation if learners say the country using L1 pronunciation.

Some learners might know the names of other countries in their L1. Thank them, say the name in English and ask learners to repeat it softly then loudly; slowly then quickly.

- Level 6 Unit 2 (*What abilities do we need for physical activities?*): Before learners watch the video, write *physical abilities* on the board and brainstorm verbs learners know. For example, *turn, shake, bend, stretch, kick* (Level 4 Unit 1) *kick a ball, hit a ball, ski, windsurf, rock climb* (Level 5 Unit 8).

Tell learners you'll mime the words they've said, and they call out the physical ability together. Then say: *We need other physical abilities. Let's find out some new words about physical abilities in the video.*

### Stage 2: Introduce the video

The aim of this stage is for learners to recall topic words and phrases from the CLIL pages of 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 relevant vocabulary and making predictions before they watch the video.

Examples:

- Level 5 Unit 6 (*What were castle homes like?*): Ask the video question. Learners guess possible answers, using vocabulary from the unit and previously learnt vocabulary. Encourage learners to use 'I think' at the start of their predictions, e.g. *I think there were big rooms / dark stairs / old roofs / lovely gardens. I think castles were very cold.*
- Level 6 Unit 6 (*What happens to our old glass bottles?*): Ask the video question. Learners guess possible answers, e.g. *I think we recycle them / put them in a recycling bin. I think we can use old glass bottles for art projects.*

Praise learners for their predictions: *Well done! You've got very good ideas!*

### 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. It enables learners to check their predictions about the answer to the video question and to listen for general understanding of the subject topic. The videos provide meaningful visual and audio support and new topic vocabulary is repeated several times. The videos also contain the texts from the Pupil's Books read aloud.

Say: *Now watch the video. Listen and check your ideas. Are your ideas correct?*

After watching, put learners in pairs. Say: *Tell your partner something you saw in the video.* To challenge learners further, you can ask follow-up questions related to the video topic.

Examples:

- Level 5 Unit 3 (*What is an underwater food chain?*): Ask: *So, what is the food chain for a sea lion?* (First the sun makes plants grow. Then small fish eat the plants and big fish eat the small fish.) *And what is the forest food chain?* (The sun makes leaves grow. Then small animals eat the leaves. Then big animals eat the small animals.)
- Level 6 Unit 3 (*Why is it important to drink water?*): Ask: *So, why is it important that soil has water in it?* (When the soil has no water in it then plants can't grow.) *And why do animals need water?* (Animals need water when they are hot and thirsty. They need water to live.)

### 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 asking learners to recall what the presenter said.

Say: *Let's watch the video again. I'll stop the video and ask you some questions.*

- 1 Pause the video and ask questions to identify details and recycle vocabulary.

Examples:

- Ask: *Which ... did you see in the video?* (e.g. materials, food chains, physical activities, planets)  
*What types of ... did you see in the video?* (e.g. ants, places, musical instruments, fireworks)
- 2 Pause the video to ask learners to describe details. For example, say: *Describe this/these photos. What's happening here? What do you think? Do you think the ... is ... or ...? Which ... has got ...? What can you see in front of / behind / next to / between the ...? Which ... do you think is bigger / stronger / faster / heavier / more dangerous / more beautiful?*

Examples:

- Level 5 Unit 3 (*What is an underwater food chain?*) Ask: *What do the plants do? Where do the small fish go? What was in the forest food chain?*
- Level 5 Unit 5 (*What happens when a volcano erupts?*): Ask: *Why do you think the lava is dangerous? Why do you think the plants stop growing?*
- Level 6 Unit 7 (*How are the planets different?*): Ask: *Which ... is the biggest / smallest / nearest / brightest / most beautiful / most wonderful planet?*

- 3 Pause the video three or four times and ask learners to recall what the presenter said. See video transcripts at the end of the Teacher's Books to help you. Ask: *What do you think he/she says next?*

Example:

- Level 5 Unit 7 (*How do animals communicate?*): Pause the video when the presenter says 'Polar bears...' Ask: *What do you think she says next?* Learners talk to a partner and suggest ideas. Listen to three or four ideas before playing the video sentence '...move their heads from side to side...' Play the video until the presenter says 'wild cats purr, and excited elephants...' then stop the video and ask: *What do you think she says next?* Repeat partner activity, listen to learners' ideas then play the end of the sentence: '...flap their ears.'

Note: Learners can also check the video script with the text in the Pupil's Book Level 5.

### Stage 5: Worksheet C

Learners do worksheet activities to communicate their understanding of new subject vocabulary and concepts presented in the video. The activities involve writing sentences to compare topic concepts and to communicate facts from the video.

You can decide if learners complete the worksheets individually, in pairs or in small groups. Encourage learners to swap worksheets and give short feedback on the work their partner did.

The worksheet activities involve the following:

- 1 In the two outside parts of the Venn diagram, learners draw two key things they saw in the video. For example, in Level 6 Unit 7 (*How are the planets different?*), learners might draw Mars and Jupiter. In the middle part of the Venn diagram, learners write three words which are related to both pictures, e.g. *solar system, space* and *orbit*.
- 2 Learners complete two gap fill sentences with words about their topic drawings. For example: *My pictures show Mars and Jupiter. They're both planets in our solar system.*
- 3 Learners write three sentences about the video content – two true and one false.
- 4 In pairs, learners read their partner's sentences and identify which sentence is false.

### 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 5 Unit 6 (*What were castle homes like?*): Ask learners: *Are there any castles near our school/village/town/city? What are they like? Who knows an old castle? What's it like?* Learners recycle vocabulary such as: *very old, dark, high walls, tall towers, big hall, small windows, beautiful gardens, water around it, on a hill, with a drawbridge*, etc.
- Level 6 Unit 1 (*How do we estimate measurements?*) Ask learners: *When do you measure how heavy something is?* (e.g. When we buy fruit and vegetables at the market. When we have bags at an airport. When we want to send a parcel at a post office.)