

Guess What! video lesson plan C: Levels 5 and 6

Unit: _____	CLIL Subject: _____	Video question: _____
Learning outcomes	<p>To recall topic vocabulary and ideas already learnt.</p> <p>To listen to and understand the content of the CLIL video.</p> <p>To talk to a partner and agree on the answer to the video question.</p> <p>To identify and communicate new topic and general vocabulary presented in the video.</p> <p>To write topic words and phrases in short texts.</p>	

Stage	Timing	Teacher language (examples)	Learner language	Assessment: Most learners can...
1 Activate prior knowledge of topic	5 mins	<i>Who can tell me words about ...? Let's find out some new words about ... in the video.</i>	topic nouns, verbs, adjectives noun phrases, e.g. <i>worker ant, primary consumer, board game, solar system</i> expressions, e.g. <i>change colour, make tighter</i>	<ul style="list-style-type: none"> recall topic vocabulary and ideas from previous levels and units
2 Introduce CLIL video	5 mins	Ask video question. <i>What do you think the answer is? Well done! You've got very good ideas.</i>	Answers to video question, e.g. <i>I think the answer is ... They're made of ... It's in the ... It's got ... and ... They were ...</i>	<ul style="list-style-type: none"> predict possible answers to the video question
3 Watch video for general understanding	5 mins	Before: <i>Now watch the video. Listen and check your ideas. Are your ideas correct?</i> After: <i>Work with a partner. Tell your partner something you saw in the video.</i>	<i>I saw that ... are made of ... We use a ... and a ... We need ... and ... They were ... They're made of has got ... but ... has got ...</i>	<ul style="list-style-type: none"> listen and understand video content talk to a partner and agree on an answer to the video question
4 Watch video for specific/detailed understanding	10 mins	1. <i>Let's watch the video again. I'll stop the video and ask you some questions.</i> 2. <i>Describe the photos. What's happening here? Do you think it's/ they're ... or ...? Which ... is (bigger)? Which is the (fastest)?</i> 3. <i>What do you think he/she says next?</i>	1 and 2: topic nouns, noun phrases, present and past simple verbs, present continuous comparative and superlative forms of adjectives, e.g. <i>big, small, fast, heavy, weak, strong, dangerous (because – from Level 5 Unit 7)</i> 3. <i>We/I think he/she says ...</i>	<ul style="list-style-type: none"> identify and communicate new topic and general vocabulary presented in the video
5 Complete worksheet	10 mins	<i>Read question 1/2/3/4. What do your pictures show? What did you see? Which sentence is false?</i>	<i>My pictures show a ... and a ... They're both ... I think sentence C is false. You're right/wrong! Try again.</i>	<ul style="list-style-type: none"> write topic words and phrases in short texts
6 Extension activity	10 mins	Personalising: <i>Are there any ... near our school/town/city? When do you ...?</i>	<i>There are ... near ... I ... after school / in the morning.</i>	<ul style="list-style-type: none"> complete the extension activity and give peer feedback

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?