

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!*

Example:

- 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 L1. 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 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/flies 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.