

Video scripts

Introduction

Before the video

- Use the opening question on the first CLIL page in the Student's Book, and activity 1 on the second page, to discuss what students already know about the topic and teach key new CLIL vocabulary.
- Ask students to guess what the video is going to be about.

During the video

- Play the whole video in the first instance. Students watch to see if they've guessed correctly what some or all of the video is going to be about.
- Congratulate any students who guessed the content of the video correctly.
- Then play the video again, this time encouraging students to interact with the video more fully, using one of the following techniques:
 - Pause the video to ask questions or elicit new vocabulary.
 - Show the video with the sound off, pausing for students to guess what the presenter is saying.
 - Use homemade flashcards of the CLIL vocabulary shown in the audio and ask students to put them in order.
 - Write questions on the board for students to answer while they are watching.

After the video

- Check students' answers to any questions you have asked.
- Then use activity 3 in the Student's Book for students to reinforce understanding of the CLIL question. Use activity 4 to explore and discuss the CLIL topic more fully. The Project provides an opportunity for students to produce their ideas about the CLIL topic in words and pictures. There is further practice provided in the Workbook.

Reorganize text to fill in the white space

Welcome

Unit topic: Welcome (months)

Topic: Art – Landscapes

Question: What can you see in a landscape painting?

Learning objective:

Children should:

- understand that artists paint different landscapes
- be able to identify features in landscape paintings

Video 00

Hi. Welcome to *Guess What!*

Today we're asking,

What can you see in a landscape painting?

Let's find out.

river

This river runs through a forest.

These rivers run through mountains.

Look at the river in each landscape painting.

ocean

Look at the ocean in the evening. It's very beautiful.

Now look at the ocean in the day. It's beautiful at this time, too.

Look at the ocean in each landscape painting.

waterfall

Look at these waterfalls. They're small.

Now look at this waterfall. It's big.

Look at the waterfall in each landscape painting.

forest

This forest has a lot of tall trees.

This forest is beautiful. The leaves on the trees are orange, yellow, green, and brown.

This forest is by a lake.

Look at the forest in each landscape painting.

mountain

Look at these mountains. Can you see the rocks and trees?

Look at these mountains. They have a lot of trees on them.

Look at the mountains in each landscape painting.

What do you know?

What can you see in a landscape painting?

I can see the ocean.

I can see a forest.

I can see a river.

Good job!

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

Unit 1

Unit topic: In the yard

Topic: Science – Habitats

Question: What types of habitats are there?

Learning objective:

Children should:

- understand that habitats are homes for plants and animals and there are different types of habitats around the world
- be able to identify habitats and some animals that live in them

Video 01

Hi again. Welcome back to *Guess What!*
Today we're asking,
What types of habitats are there?
Let's find out.

desert

Desert habitats are hot in the day,
and cold at night.
There is very little water in desert habitats,
but some animals can live here ... like these animals.
Camels, like this one, like desert habitats.

rain forest

There's a lot of water in rain forest habitats,
so all kinds of animals can live here ... like monkeys ...
and insects. Look at the beautiful butterflies!
We can see a lot of plants, trees, and flowers in rain
forest habitats, too.

grassland

There's a lot of grass in grassland habitats. There are
some trees, too.
There isn't a lot of water in grassland habitats. Animals
walk and walk to find water and food.
Some animals, like elephants, eat grass, and some
animals, like giraffes, eat leaves on the trees.

tundra

It's very cold in tundra habitats. Tundra doesn't have
trees.
Some animals can live here, like this mountain goat,
and polar bears and birds, like the snow owl.

What do you know?

What types of habitats are there?
desert habitat
rain forest habitat
grassland habitat

Good job!

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

Unit 2

Unit topic: At school (places)

Topic: Science – Recycling

Question: What materials can we recycle?

Learning objective:

Children should:

- understand that different materials can be recycled
- be able to classify materials into different recycling groups

Video 02

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

We can recycle glass, like glass bottles.
We can recycle metal, like metal cans.
We can recycle paper, like cardboard and newspapers.
We can recycle plastic, like plastic bottles.

We make a lot of trash.
We need to take care of the Earth.
We can recycle.

We put paper, glass, metal, or plastic into recycling bins.
The recycling bins show the material we can put in them.
We can recycle at home, too. Look! This family has
recycling bins.
Trucks take materials from people's recycling bins to
recycling centers.

At the recycling centers the material is sorted.
This is a recycling center for paper and cardboard.
They're sorting the cardboard.
This is a recycling center for glass. They're sorting the
glass. Can you see the glass bottles?
This is a recycling center for plastic. They're sorting the
plastic. Can you see the plastic bottles?
This is a recycling center for metal. They're sorting the
metal. Can you see the metal cans?

We make new things from recycled material.
Look! New cardboard from recycled cardboard.
Look! New glass bottles from recycled glass.

What do you know?

What materials can we recycle?
We can recycle glass.
We can recycle metal.
We can recycle paper.

Good job!

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

Unit 3

Unit topic: School days (days of the week)

Topic: Science – Nocturnal animals

Question: Which animals are nocturnal?

Learning objective:

Children should:

- understand that nocturnal animals are active at night
- be able to identify animals that are active at night

Video 03

Hi again. Welcome back to *Guess What!*
Today we're asking,
Which animals are nocturnal?
Let's find out.

koalas

Nocturnal animals sleep in the day.
Koalas are nocturnal. They sleep in the morning and afternoon.
At night, they climb down trees, walk around, and eat leaves.
Koalas like leaves!

foxes

Foxes are nocturnal, too. They sleep in the morning and afternoon.
At night, they walk around.
They look for food, and then eat it.

bats

Bats are nocturnal. They sleep in the morning and afternoon. Look! They sleep upside down!
At night, bats fly around and look for food, and then eat it.

scorpions

Scorpions are nocturnal. They sleep in the morning and afternoon.
At night, they walk around and look for food, and then eat it.

owls

Owls are nocturnal. They sleep in the morning and afternoon.
At night, they fly around and look for food, and then eat it.

What do you know?

Which animals are nocturnal?
Koalas are nocturnal.
Foxes are nocturnal.
Bats are nocturnal.
Good job!
See you next time on *Guess What!* Bye!

Unit 4

Unit topic: My day (routines/habits)

Topic: Math – 24-hour clock

Question: What time is it around the world?

Learning objective:

Children should:

- understand that time can be shown on a 24-hour clock
- be able to read times on 24-hour clocks

Video 04

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

In Buenos Aires, Argentina ...
... it's seven forty-five in the morning.
In Barcelona, Spain ...
... it's twelve forty-five in the afternoon.
In Mumbai, India ...
... it's four fifteen in the afternoon.
In Tokyo, Japan ...
... it's seven forty-five at night.
It's morning in Buenos Aires. It's afternoon in Barcelona and Mumbai. It's night in Tokyo.

What time is it around the world?

In Santiago, Chile ...
... it's four thirty in the morning.
In London, the U.K. ...
... it's eight thirty in the morning.
In Moscow, Russia ...
... it's eleven thirty in the morning.
In Beijing, China ...
... it's three thirty in the afternoon.
It's morning in Santiago, London, and Moscow. It's afternoon in Beijing.

What do you know?

What time is it?
It's ten thirty in the morning.
It's twelve o'clock or midday.
It's four fifteen in the afternoon or sixteen fifteen.
It's eleven forty-five at night or twenty-three forty-five.
Good job!
See you next time on *Guess What!* Bye!

Unit 5

Unit topic: Home time

Topic: Geography – Places where people live

Question: Where do people live?

Learning objective:

Children should:

- understand that people live in different types of places
- be able to identify different types of places where people live

Video 05

Hi again. Welcome back to *Guess What!*

Today we're asking,

Where do people live?

Let's find out.

cities

People live in cities.

Cities are big. A lot of people live in cities.

In cities, there are a lot of houses and there are a lot of apartments.

There are a lot of tall buildings, too.

Schools are very big in cities. A lot of children go to school.

towns

People live in towns.

Towns are not big, like cities.

In towns, there are a lot of houses and some apartments.

There aren't a lot of tall buildings in towns.

Schools in towns aren't very big.

villages

People live in villages.

Villages are small.

Not a lot of people live in villages. In villages, there aren't a lot of houses. There aren't a lot of apartments or tall buildings.

In villages, most of the children go to the same school.

countryside

People live in the countryside.

In the countryside, there aren't a lot of houses.

There are a lot of farms. People grow food and keep animals.

In the countryside, children go to school in the village or in a town.

What do you know?

Where do people live?

People live in cities.

People live in the countryside.

People live in towns.

Good job!

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

Unit 6

Unit topic: Hobbies

Topic: Music – Musical instruments

Question: What type of musical instrument is it?

Learning objective:

Children should:

- understand that musical instruments are divided into different groups
- be able to identify different groups of musical instruments

Video 06

Hi again. Welcome back to *Guess What!*

Today we're asking,

What type of musical instrument is it?

Let's find out.

brass

Brass instruments are made of a metal called brass.

A trumpet is a brass instrument,

and a trombone is a brass instrument, too.

French horns are brass instruments.

percussion

These are all percussion instruments.

A drum is a percussion instrument. This drum is from Asia.

This percussion instrument is from Asia, too.

And this percussion instrument is from Europe.

string

String instruments have strings.

A mandolin is a string instrument. Can you see the strings?

A sitar is a string instrument, too. It's from Asia.

A cello is a string instrument. People sit on a chair to play it.

woodwind

These are all woodwind instruments.

The bagpipes are a woodwind instrument.

Oboes are woodwind instruments, too.

These are woodwind instruments from Australia.

They're called didgeridoos.

piano

Some instruments are in two groups of instruments.

It's a string instrument and a percussion instrument.

What do you know?

What type of musical instrument is it?

It's a woodwind instrument.

It's a string instrument.

It's a brass instrument.

Good job!

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

Unit 7

Unit topic: At the market

Topic: Science – Plant parts

Question: What parts of plants can we eat?

Learning objective:

Children should:

- understand that we can eat different parts of plants
- be able to identify different plants and the parts we can eat

Video 07

Hi again. Welcome back to *Guess What!*

Today we're asking,

What parts of plants can we eat?

Let's find out.

seeds

These are peas,

and this is corn.

When we eat peas

or corn, we're eating the seeds of the plants.

roots

These are sweet potatoes,

and these are carrots.

When we eat sweet potatoes

or carrots, we're eating the roots of the plants.

leaves

This is cabbage,

and this is lettuce.

When we eat cabbage

or lettuce, we're eating the leaves of the plants.

stems

This is asparagus,

and this is a bamboo shoot.

When we eat asparagus

or bamboo shoots, we're eating the stems of the plants.

fruit

These are cucumbers,

and these are mangoes.

When we eat cucumbers

or mangoes, we're eating the fruit of the plants.

What do you know?

Which parts of plants can we eat?

We can eat the seeds.

We can eat the fruit.

We can eat the stems.

Good job!

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

Unit 8

Unit topic: At the beach

Topic: Math – Symmetry

Question: Are sea animals symmetrical?

Learning objective:

Children should:

- understand symmetry can be seen in sea animals
- be able to identify symmetrical sea animals

Video 08

Hi again. Welcome back to *Guess What!*

Today we're asking,

Are sea animals symmetrical?

Let's find out.

Symmetrical means that the two parts look the same.

Part A is the same as Part B.

starfish

This is a starfish.

It looks symmetrical. The two parts are the same.

This is a starfish, too. It does not look symmetrical.

The two parts are not the same.

crab

This is a crab.

It looks symmetrical. The two parts are the same.

This is a crab, too. It does not look symmetrical.

The two parts are not the same.

jellyfish

This is a jellyfish.

It looks symmetrical. The two parts are the same.

This is a jellyfish, too. It does not look symmetrical.

The two parts are not the same.

octopus

This is an octopus.

It looks symmetrical. The two parts are the same.

This is an octopus, too. It does not look symmetrical.

The two parts are not the same.

sea horse

This is a sea horse.

It looks symmetrical. The two parts are the same.

This is a sea horse, too. It does not look symmetrical.

The two parts are not the same.

What do you know?

Are sea animals symmetrical?

Does this starfish look symmetrical?

Yes, it does.

Does this octopus look symmetrical?

No, it doesn't.

Does this crab look symmetrical?

No, it doesn't.

Good job! Bye!