

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're 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.

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!