

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 LI pronunciation.
Some learners might know the names of other countries in their LI. 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?*

Examples:

- 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.)*

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

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

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 expressions, e.g. 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	<i>Ask video question. What do you think the answer is? Well done! You've got very good ideas</i>	<i>Answers to video question, e.g. 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	<i>Before: Now watch the video. Listen and check your ideas. Are your ideas correct? After: 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	<i>Personalising: 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?

Name: _____

Class: _____



- 1** Draw two things you saw in the video. Write three words about the pictures.

- 2** Write about your pictures.

My pictures show _____ and _____.

They're both _____.

- 3** What did you see in the video? Write two true sentences and one false sentence.

A _____

B _____

C _____

- 4** Show your sentences to a partner. Your partner guesses which sentence is false.

I think sentence C is false.

You're right!

Video scripts

Around the world

Unit topic: Countries

Topic: art – Mosaics

Question: What are mosaics made of?

Learning objective:

Children should:

- be able to identify materials required to make mosaics
- understand that mosaics can be made in various colors and shapes and from a range of different tiles and other objects

Video 00

Hi. Welcome to *Guess What!*

Today we're asking,

What are mosaics made of?

First, let's look at some mosaics from around the world.

This mosaic is in Brazil.

This mosaic is in Italy.

This mosaic is in Russia ...

and this one is in the United States.

This fish mosaic is in the United Kingdom.

Now listen to what mosaics are made of.

There are lots of different mosaics in countries around the world.

Mosaics are made of many small tiles. These tiles are different shapes and colors, and are made of ceramic, glass, paper, or stones, like marble.

Artists put glue on mosaic tiles and then make pictures or patterns with them.

Sometimes artists glue the tiles onto cardboard first, then stick the cardboard with the mosaics onto walls, floors, and roofs.

In the past, mosaics in Roman gardens and baths were made of round stones or shells.

Today, artists make mosaics for places like train stations and shopping malls to make them look beautiful.

Let's learn about a famous mosaic artist.

Antoni Gaudí was a Spanish mosaic artist. This is his portrait.

Gaudí designed this park in Spain, and he made a lot of mosaics in it. Let's look at some of them.

This is a very long mosaic. The mosaic tiles are ceramic. When you're near this mosaic, you can see tiles in different shapes and colors.

This big dragon mosaic is made of ceramic tiles.

Look at this mosaic. It's the head of a dragon. Gaudí made it using small ceramic tiles.

Gaudí didn't make broken glass mosaics in the park. But he did make them on the chimneys of a building near the park.

Not all of Gaudí's mosaics were bright. This mosaic is made of ceramic tiles in one color.

What do you know?

What are mosaics made of?

They are made of many kinds of ... tiles.

Some mosaics are made of ... marble tiles.

Some mosaics are made of ... ceramic tiles.

Good job!

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

Unit 1

Unit topic: Family and pets

Topic: Science – Ants

Question: How do ant families work together?

Learning objective:

Children should:

- be able to say how members of an ant colony work together
- understand that ants have different roles in the colony and that these roles support the working of the colony

Video 01

Hi again. Welcome back to *Guess What!*

Today we're asking,

How do ant families work together?

First, let's look at the ways ants work together.

These ants are building a nest, or a home, together.

This group of ants are carrying leaves for food to their nest.

Look! These ants are carrying a piece of food together.

These ants are all moving the queen ant's eggs to a different part of the nest.

And this group of ants are moving food and eggs from an old nest to a new nest.

Now listen to how ants work together.

Ants live in families called colonies. In each colony, ants work together in groups and help one another.

Most colonies of ants live in nests, and every colony has one queen ant. The queen's job is to make lots and lots of eggs for the colony.

There are also drone ants and worker ants in colonies.

The drones help the queen to make eggs ...

and the worker ants do all of the other jobs.

There are always lots of worker ants. Some of them make the nest and keep it neat and clean. Other worker ants find food, like leaves, and bring it back to the nest.

Let's learn about how bee families work together.

Bee families are like ant families. They live and work together in a family, or colony.

Bees' nests are called hives. Look how smart they are to make this hive.

Bee families have worker bees. This worker bee is getting food from a flower.

Bee families also have hardworking drones. Some of them take care of the hive.

Look at this brown queen bee laying eggs. Look at the drones. Like ants, they help the queen make eggs.

When all the bees in a colony work together, they can make honey!

What do you know?

How do ant families work together?

One ant family lives in this ... nest.

Drones help this ant to lay eggs.

Queen ant.

These ants carry food to the nest.

Worker ants.

Good job!

See you next time on Guess What! Bye!

Unit 2

Unit topic: On the playground

Topic: Geography – Maps

Question: Where are the places on the map?

Learning objective:

Children should:

- be able to say where places are on a map using the directions: north, south, east, west
- understand that a compass rose can help find places on a map

Video 02

Hi again. Welcome back to *Guess What!*

Today we're asking,

Where are the places on the map?

First, let's look at maps and directions.

A map with a compass rose can help us to find places.

This compass rose has N, north, on it. We know that Golden Gate Bridge is north of Presidio.

This pirate map has a compass rose, too. Look! In the top left. You can see north and south on it. S means south.

This old map has a compass rose with north, south, east, and west on it. E means east, and W means west. Look! This man is using a map and a compass to find his way through a forest.

When we have a smartphone, we don't need to carry a map or a compass to find places!

Now listen to where the places are on this map of Central Park.

A compass helps us to find places on a map.

This map of New York Central Park shows what is in and close to the park.

To the southwest of the park, we can see a big shopping mall,

and we can see a zoo in the southeast.

To the west of the park is the Hudson River. It runs from the north to the south of New York State.

In the east of the park, we can see a famous museum with art from around the world.

To the northeast of the park, there's a school.

This map has a compass. It shows N, E, S, and W.

It's easy to find places you want to visit.

Let's learn where places are in the center of London.

Look at this map of central London.

The British Museum is in the north.

The British Museum is very big.

The Tower of London is in the east.

This is the Tower of London at night.

Hyde Park is in the west.

People like walking in this park.

The zoo is in the northwest.

Look at this tiger in the zoo.

And look! The River Thames goes from the south of the map to the east of the map.

It's a very long river.

What do you know?

Where are the places on the map?

The Hudson River is to the ... west.

Central Park Zoo is to the ... southeast.

The school is to the ... northeast.

Good job!

See you next time on Guess What! Bye!

Unit 3

Unit topic: Under the ocean

Topic: Science – Food chain

Question: What's an underwater food chain?

Learning objective:

Children should:

- be able to identify parts of a marine food chain
- understand that the different parts of a food chain are interdependent

Video 03

Hi again. Welcome back to *Guess What!*

Today we're asking,

What's an underwater food chain?

First, let's look at the different parts of an underwater food chain.

A food chain shows how different things eat each other.
The food chain for a sea lion looks like this:

seaweed – fish – sea lion.

All food chains start with sunlight.

Sunlight helps plants to make food.

The next part of a food chain is when small animals, like this fish, eat the plants.

And the last part of a food chain is when bigger animals, like this sea lion, eat the small animals.

Now listen to what an underwater food chain is.

Many plants and animals live underwater. How does an underwater food chain work? It needs sunlight, producers, primary consumers, and secondary consumers. Sunlight shines on the ocean, and some sunlight goes under the water.

Plants use the sunlight to make, or produce, food inside their leaves. We call these plants producers.

Fish and other sea animals can't make their own food.

They need to eat, or consume, plants and other fish.

Some small sea animals or fish eat underwater plants.

We call these fish primary consumers.

Then bigger sea animals or fish, like stingray, eat smaller fish and other sea animals. They are called secondary consumers.

Big secondary consumers like sharks eat animals like seals!

Let's learn about a forest food chain.

A forest food chain starts like an underwater food chain. Sunlight shines on trees and plants, and they produce food.

Animals, like this caterpillar, eat the leaves on forest plants. They're primary consumers.

Animals, like this forest mouse, eat nuts that fall from trees. They're primary consumers, too.

Look at this owl! It wants to eat the mouse! Owls are secondary consumers.

This fox is looking for a forest mouse to eat. Foxes are also secondary consumers.

What do you know?

What's an underwater food chain?

Underwater food chains start with this.

Sunlight.

These make their own food.

Producers.

These eat producers.

Primary consumers.

Good job!

See you next time on Guess What! Bye!

Unit 4

Unit topic: Gadgets

Topic: Math – Line charts

Question: How do we read a line chart?

Learning objective:

Children should:

- be able to describe data shown on a line chart
- understand that line charts show changes over time

Video 04

Hi again. Welcome back to *Guess What!*

Today we're asking,

How do we read a line chart?

First, let's look at some line charts.

Look at the line on this line chart. It goes up and down a lot.

This man is drawing a line chart. The line goes up, then down, then up again.

This line chart has two lines that go up and down.

Look! This line chart has four lines that go up and down. The line on this line chart only goes up.

Now listen to how we read a line chart.

This line chart has an axis below it with the days of the week.

On the left, there's an axis with the number of children who used the Internet to do their homework.

Above the days, there's a line between the numbers.

The line shows a rise in the number of children using the Internet between Monday and Tuesday, and between Friday and Saturday.

The line shows a fall in the number of children using the Internet between Tuesday and Friday, and between Saturday and Sunday.

The line also shows a peak on Tuesday. This is the day when most children used the Internet to do their homework.

Let's learn about data on some different line charts.

This line chart shows how the number of people in the world has gotten bigger over time.

This line chart shows data about the number of things a company sold. Look how the line shows three big rises.

This line chart shows different times of the day. Look! The blue line has the highest peak.

This line chart shows months of the year and data about money. This man is looking at the peaks in June and the fall in August.

What do you know?

How do we read a line chart?

The red line starts with a ...

rise.

And the blue line starts with a ...

fall.

The blue line shows Wednesday has a ... peak.

Good job!

See you next time on Guess What! Bye!

Unit 5

Unit topic: The natural world

Topic: Geography – Volcanoes

Question: What happens when a volcano erupts?

Learning objective:

Children should:

- be able to identify parts of a volcano and what it produces after an eruption
- understand that volcanic eruptions happen all around the world

Video 05

Hi again. Welcome back to *Guess What!*

Today we're asking,

What happens when a volcano erupts?

First, let's look at some volcanoes from around the world!

This volcano is in Iceland. Can you see the crater in it?

This volcano is in Japan. It has a lot of snow on the top of it.

Look at this volcano in Ecuador! It's erupting.

And this volcano in Italy is also erupting. Can you see the hot, red lava?

Hot lava is flowing down the side of this volcano in Russia.

Look at the plants growing in the lava rock on Easter Island.

Now listen to what happens when a volcano erupts. Volcanoes look like mountains, but volcanoes have a vent inside and a crater at the top.

Sometimes they erupt and very hot, red material comes up the volcano's vent and runs into the crater. This hot material is called lava and it is very dangerous.

Next, ash and rocks fly high into the air and the lava runs down the sides of the volcano.

After the eruption, the lava gets colder and it turns to rock. Lava sometimes runs over plants and then they stop growing.

A volcano that erupts is called an active volcano. There are about 15,000 active volcanoes in the world.

Let's learn what happens after a volcano erupts.

For many years after a volcano erupts, the landscape around it is very dry. There is very little plant life ...

... but lava has materials in it that help plants to grow. So later, some landscapes around volcanoes have a lot of plant life.

Look at this tomato plant that is near an active volcano. Can you see the volcanic ash on it?

The lava from a volcano that erupted long ago made these amazing rock shapes.

Look at this black sand beach. When hot lava goes into the cold ocean, waves break it into very small black pieces of sand.

What do you know?

What happens when a volcano erupts?

These things come out of a volcano.

Lava,

ash,

rocks.

Good job!

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

Unit 6

Unit topic: Helping at home

Topic: History – Castles

Question: What were castle homes like?

Learning objective:

Children should:

- be able to identify parts of a castle and some of the objects found inside
- understand how people lived life in castles

Video 06

Hi again. Welcome back to *Guess What!*

Today we're asking,

What were castle homes like?

First, let's look at some old castles around the world.

This castle is in Germany. It's big and has tall towers.

This castle is in Britain. It's on a small island in the ocean.

Look at this castle in Turkey. It's very, very old.

And look at this old room under another castle in Turkey. It's dark.

This castle is in Japan. It's very different from European castles.

Now listen to what castle homes were like in the past.

In the past, some people lived in castles. Most castles had water and big walls around them.

The castle walls had tall towers in them. People climbed the towers to see things far away.

Inside the castle there was one very big hall. In this room, families had meals around a long, wooden table and talked and listened to music.

Castles had very big kitchens, and people cooked food on open fires. People ate a lot of meat and also bread, fruit, and vegetables.

Castles had big gardens and people grew their own fruits and vegetables.

It was very dark at night, and there were no lights.

People used candles to see in the dark.

Let's learn about the outside of castles in the past. In the past, people needed to stop their enemies from coming into their castles. Many castles had walls all around them, so it was difficult for enemies to get into the castle. Some castles were on hills or mountains, so it was difficult for enemies to get to them.

Old castles had small holes in the walls. People inside could throw things at their enemies through these holes. Some old castles had water all around them. This made it difficult for enemies to get to them easily.

Some old castles had drawbridges. People inside the castle pulled the drawbridge up at night so nobody could come inside.

What do you know?

What were castle homes like?

They had round and square ... towers.

They had big ... walls.

In the kitchen, people cooked on an open ... fire.

Good job!

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

Unit 7

Unit topic: Feelings

Topic: Science – Animal communication

Question: How do animals communicate?

Learning objective:

Children should:

- be able to identify ways animals communicate with each other
- understand that animals use their bodies and a range of sounds to communicate signals

Video 07

Hi again. Welcome back to *Guess What!*

Today we're asking,

How do animals communicate?

First, let's look at some land animals communicating with each other.

Listen to these colorful birds! How are they communicating?

Now listen to how this cheetah communicates.

Listen to this monkey communicating. Look how it makes sounds with its mouth open and closed. It's angry.

These two cats like each other. Look how they communicate this.

And these two pandas like each other, too. Can you see how they communicate this?

Look at these giraffes. They're angry. Look how they use their necks to communicate this.

Now listen to how animals communicate.

Different animals communicate in different ways. Many animals use sounds to communicate with each other.

Birds sing, lions and tigers growl, and turtles can hiss.

Chimpanzees touch hands to say "Hello"!

Some animals, like frogs and spiders, change color to send messages to each other.

Animals communicate how they feel with their bodies, heads, mouths, and ears. Animals show they are happy in different ways.

Polar bears move their heads from side to side, some wild cats purr, and excited elephants flap their ears.

Animals show they are angry in different ways, too.

Elephants move very fast, bears growl, and snakes and crocodiles hiss.

Now, let's learn how some other animals communicate.

Listen to this dolphin making clicking sounds to communicate under the ocean.

Listen to this penguin communicating. When penguins are on land, they communicate by making loud sounds.

Now listen to all these penguins communicating at the same time. Can you hear the different sounds?

These seals are communicating. Can you hear their barking sounds?

Now listen to how these frogs communicate with a croaking sound.

Whales sing to each other. Listen to this whale's song.

What do you know?

How do animals communicate?

Some animals ...

change color.

Some animals ...

growl.

And some animals ...

hiss.

Good job!

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

Unit 8

Unit topic: Outdoor sports

Topic: Physical education – Body parts

Question: What makes our bodies move?

Learning objective:

Children should:

- be able to identify parts of our bodies we use while doing a range of sports
- understand that each part of our bodies plays an important role in physical exercise

Video 08

Hi again. Welcome back to *Guess What!*

Today we're asking,

What makes our bodies move?

First, let's look at the many ways we move our bodies.

Look at this basketball player. He's moving every part of his body.

This snowboarder is also moving every part of his body.

These women are fencing. They're moving their arms and legs a lot. The muscles in their arms and legs are very strong.

This climber is using his arms and legs to get up the ice waterfall. He also has strong arm and leg muscles.

Look at these divers. They're moving their legs more than their arms to move through the water.

This man is moving his arms more than his legs to move his kayak through the water.

Now listen to what makes our bodies move.

We move our bodies a lot for sports because we run, jump, bend, and stretch. We use our bones, muscles, and joints.

Two or more bones meet at our joints. Elbows are joints in our arms, and knees are joints in our legs.

We have lots of muscles in our body, from our faces to our feet.

Muscles are connected to our bones. Muscles get longer or shorter to make our joints and bones move.

We need strong bones, muscles, and joints for sports.

Some sports, like hiking, use our leg muscles.

Some sports, like rowing, use our arm muscles.

Some sports, like rock climbing, use leg, arm, and other muscles in our body.

Let's learn about what makes our bodies move when we're biking.

This biker needs strong muscles to move his legs up and down so his bike moves along the road.

This biker needs strong arm and leg muscles to turn his bike on the ground.

This BMX biker needs strong arm muscles to turn his bike in the air.

This BMX biker needs strong muscles all over his body to jump his bike from rock to rock.

This mountain biker needs strong leg muscles to ride up the hill.

What do you know?

What makes our bodies move?

Our joints.

Our muscles.

Our bones.

Good job!

Bye!