

NEXT STATION



CLIL BOOK
Ana Elisa Martins

2nd Edition



CONTENTS

	SUBJECT	THEME	LANGUAGE	MY LEARNING GOALS
UNIT 1 LET'S DANCE! pages 4-9	PE	Dances	<ul style="list-style-type: none"> dance expressions (clap your hands, jump, move your hips, run, stamp your feet, stand up, turn around, walk) folk dance (semba, hoop dance, haka) Folk dance is a traditional and recreational way to express the culture of a people. Clap your hands. / Jump. / Move your hips. 	Compare and contrast folk dances around the world
UNIT 2 WHAT TIME IS IT? pages 10-15	Math	Quantities and Measurements	<ul style="list-style-type: none"> daily routines (get up, have breakfast, go to school, have lunch, have dinner, go to sleep) analogue clock (minute hand – big hand, hour hand – small hand, dash) digital clock (digits, colon) 12-hour clock (am / pm) and 24-hour clock I get up at seven o'clock. / Mary spends 6 hours at school. 	Read and record time using analogue and digital clocks
UNIT 3 CLASSIFYING ANIMALS pages 16-21	Science	Life and Evolution	<ul style="list-style-type: none"> animals (ladybug, cow, goat, duck, mosquito, giraffe, butterfly, zebra, donkey, chicken, sheep, caterpillar, dog, bird, snake, turtle, fish) animal characteristics and classification: body covering (fur, feathers, scales, shell); place they live (terrestrial, aquatic); physical structure (vertebrates, invertebrates) Dogs have fur. / The snake has scales. / It is a (carnivore) / an (invertebrate). / It is (terrestrial). 	Describe and compare animals based on specific characteristics
UNIT 4 WHERE DOES FOOD COME FROM? pages 22-27	Geography	The World of Work	<ul style="list-style-type: none"> food (beans, carrots, cookies, French fries, hamburgers, popsicles, onions, pancakes, peppers, potatoes, sandwiches, tomatoes) crop cultivation, livestock farming food crops (grains, seeds and nuts, vegetables, fruits, herbs and spices) animal products (meat, eggs, milk, wool) What animals do you want to raise? / What plants do you want to cultivate? 	Identify foods that come from nature
UNIT 5 MAKE-BELIEVE WORLD pages 28-33	Art	Theater	<ul style="list-style-type: none"> make-believe actions (fly, do taekwondo, play the guitar) theater features: visual language (sets, costumes, images, light); sounds (music, noises, voices); body language (gesture, movements, expressions); verbal language (scripts, lines) A theater is a place where a play is performed. Sometimes, I pretend I can fly. / My friend likes to pretend he can play the guitar. 	Represent objects and facts through images or texts
UNIT 6 IT'S TIME TO RELAX pages 34-39	History	Public and Private Spaces	<ul style="list-style-type: none"> free time activities (listen to music, play board games, read books, draw, dance, watch TV, play soccer, do puzzles) public spaces (parks, squares, beaches, museums) and private spaces (houses) leisure activities in the past and now She likes listening to music. ... is a public space. / ... is a private space. 	Understand the difference between public and private spaces

	SUBJECT	THEME	LANGUAGE	MY LEARNING GOALS
UNIT 7 WHERE DO YOU LIVE? pages 40-45	Geography	Our Place in the World	<ul style="list-style-type: none"> places to live (house, castle, apartment, boat, trailer, cave) the country (fields, forests, farms, country houses, crop cultivation, livestock farming) the city (streets, stores, buildings, industry, trade, services, parks, movie theaters, sports complexes) He / She lives in a / an ... There aren't many streets, stores, or factories. / There are many people from different origins. 	Recognize differences between societies
UNIT 8 LISTENING TO MUSIC pages 46-51	Art	Music	<ul style="list-style-type: none"> instruments (trumpet, violin, drums, recorder, tambourine, guitar, piano) music genres (rock, country, dance, Latin music) Music is an important form of art and culture. I usually listen to music to ... She is playing the ... 	Identify different genres and uses of music
UNIT 9 NUMBER LINE pages 52-57	Math	Numbers	<ul style="list-style-type: none"> numbers from ten to one hundred number line (straight line, numbers written in order, regular intervals, number sequence, marks) addition and subtraction on a number line (jump spaces forwards, jump spaces backwards, decompose a number, skip count on the number line) There are 60 buses. This number line goes up in 2s / 5s / 10s. How much will she spend? / How many cookies are left? 	Order numbers on a number line and use it for addition and subtraction
UNIT 10 MY COMMUNITY pages 58-63	History	Where We Live	<ul style="list-style-type: none"> adjectives (big, long, small, old) clothes (hats, pants, shirts, skirts) communities (a traditional community, a community by the sea, a farming community, urban communities) Their traditional clothes are colorful. It's a small / big community. Lobitos is a small town on the north coast of Peru. / It is a very big city. 	Learn about the formation of culture in societies

ICONS



LOOK AND DO / LISTEN AND DO
Activities to interpret the picture of the unit opener pages



LISTEN
Audio tracks to practice listening skills



BE



THINK



LEARN



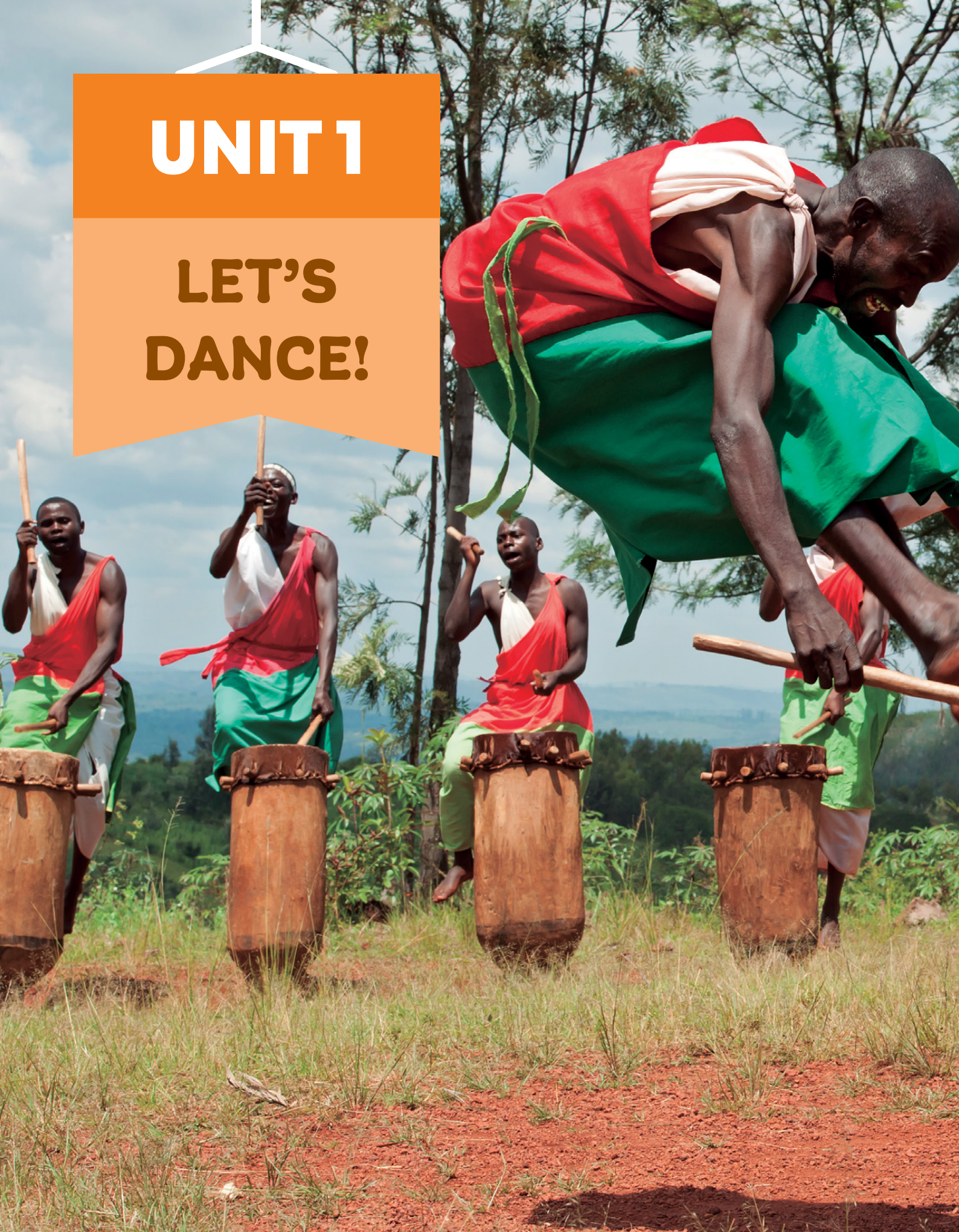
**COLLABORATE /
COMMUNICATE**



ACT

UNIT 1

**LET'S
DANCE!**





Check (✓) the folk dance.





UNIT 1



1 Write.

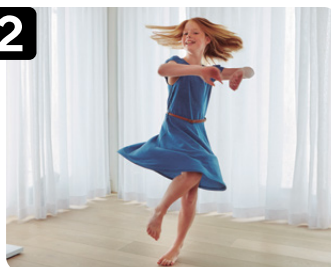
clap your hands jump move your hips run
stamp your feet ~~stand up~~ turn around walk

1



stand up

2



3



4



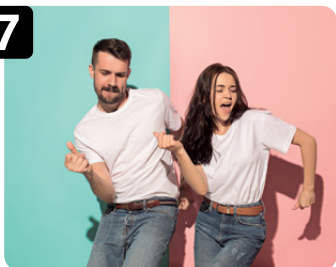
5



6



7



8



2 Play Simon Says.



3 Listen and number.

Folk Dance

Folk dance is a traditional and recreational way to express the culture of a people. Dance involves **body movements** (1) combined with **music** (2). People practice folk dance at **festivals** (3), funerals, marriages, religious ceremonies, and other social occasions. The dances have different themes and are passed on to **younger generations** (4).



THINK TWICE

1 Complete.

1 Folk dance is one of the ways to express the _____ of a particular people.

2 People dance at _____, like funerals, marriages, and festivals.

2 Do you know any folk dances? Which one(s)?



4 Listen, match, and say.

Examples of Folk Dance

Semba is a traditional type of dance and music from Angola. The word "semba" means "a touch of the bellies". Semba can express stories of everyday life and a lot of different emotions. The dance is usually in pairs, it's energetic, and you need to move your hips a lot!

Hoop dance is an indigenous North American individual dance. Many tribes from Canada and the USA practice this dance. They walk and spin one or more hoops. The hoop represents the never-ending cycle of life, because it has no beginning or end.

Haka is a ceremonial dance performed by the native people of New Zealand, the Maoris. Haka is danced in groups and it is marked by the rhythmic stamping of the feet on the ground. Maoris see Haka as a way to celebrate life.



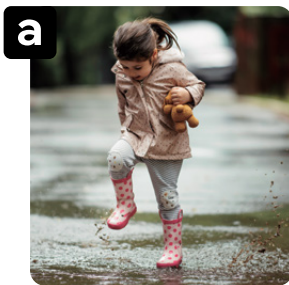
Semba



Hoop dance



Haka



THINK TWICE

1 Write *se* (semba), *ho* (hoop dance), or *ha* (haka).

This dance represents ...

... the never-ending cycle of life.

... a way to celebrate life.

... stories of everyday life.

2 Are any of these dances popular in your country?



5 Research a folk dance. Complete the chart.

Country	
Folk dance	
Social occasion	
Instruments used	
Body movements	



6 Draw and dance!