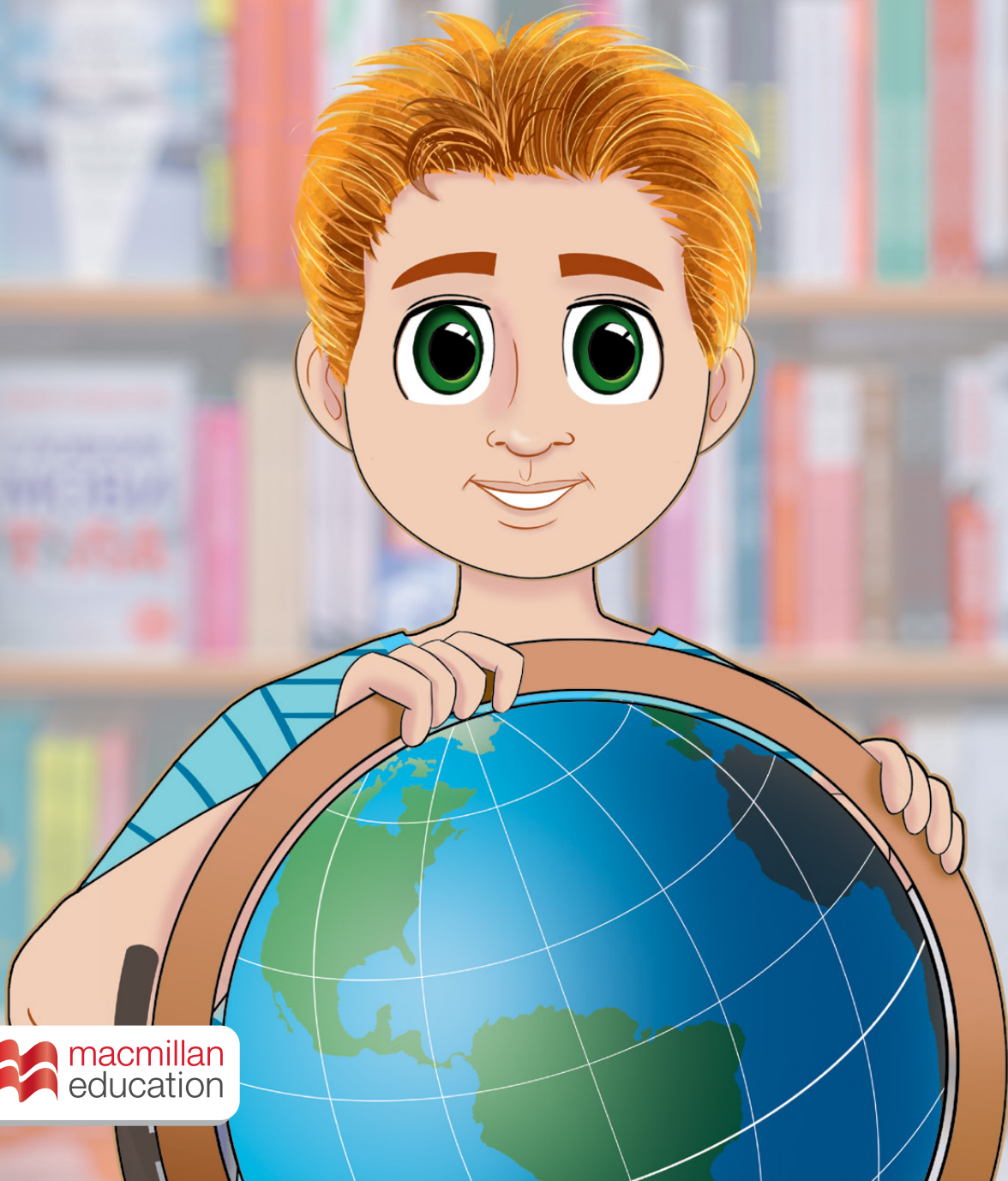


# NEXT STATION



CLIL BOOK  
Ana Elisa Martins

2<sup>nd</sup> Edition



# CONTENTS

	SUBJECT	THEME	LANGUAGE	MY LEARNING GOALS
<b>UNIT 1</b>  <b>TRADE ROUTES</b>  pages 4-9	<b>History</b>	Movements of People, Products, and Culture	<ul style="list-style-type: none"> <li>places of production (corn field, jeans factory)</li> <li>places of commerce (clothes store, food market)</li> <li>trade routes (roads, rivers, ocean, air)</li> <li>route types (combined land and waterway routes, land routes, maritime routes)</li> <li>trade products (cinnamon, ginger, incense, silk, pepper)</li> <li>modern routes (railway routes, road networks, river and maritime routes, air transport)</li> <li>They go by (train). / It was on the (Silk Road).</li> </ul>	Identify and describe the importance of trade routes
<b>UNIT 2</b>  <b>HOW DO PRODUCTS GET TO YOU?</b>  pages 10-15	<b>Geography</b>	The World of Work	<ul style="list-style-type: none"> <li>food (bananas, apples, grapes, pineapples, oranges, pears, egg, strawberries, cereal, bread, butter)</li> <li>processed food, whole food</li> <li>sectors of the economy: primary sector (farming, mining, fishing), secondary sector (food production, clothing and textiles, electronics), tertiary sector (retail, transport, education)</li> <li>There are different types of manufacturing industries. / Natural materials are transformed into products.</li> </ul>	Describe the production and retail processes of different products
<b>UNIT 3</b>  <b>MIGRATION</b>  pages 16-21	<b>History</b>	Historical Migration Issues	<ul style="list-style-type: none"> <li>countries and nationalities (the UK / British, the USA / American, Türkiye / Turkish, Malaysia / Malaysian, Spain / Spanish, South Korea / South Korean)</li> <li>migration (permanent, temporary, forced, voluntary, internal, international, emigrant, immigrant, migrant)</li> <li>migration in history (Age of Sail, Industrial Revolution, refugee crisis)</li> <li>Where did the immigrants come from? / When did they emigrate? / Why did they leave their country? / What habits did they bring?</li> </ul>	Analyze changes provoked by migration
<b>UNIT 4</b>  <b>WHAT DO YOU PLAY?</b> pages 22-27	<b>PE</b>	Sports	<ul style="list-style-type: none"> <li>sports (baseball, ice hockey, ping-pong, soccer, tennis, basketball)</li> <li>games (skills, friendship, entertainment)</li> <li>It is competitive. / It requires physical effort. / It can be played professionally. / The rules are predefined.</li> </ul>	Differentiate games from sports
<b>UNIT 5</b>  <b>IS IT HOT OR COLD?</b>  pages 28-33	<b>Math</b>	Quantities and Measurements	<ul style="list-style-type: none"> <li>weather (sunny, snowy, cloudy, rainy, hot, cold)</li> <li>temperature measurement (thermometer, Celsius and Fahrenheit scales)</li> <li>days of the week (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday)</li> <li>It's (sunny).</li> <li>The hottest month in Ocho Rios is ... / The coldest months in Ocho Rios are ...</li> </ul>	Recognize temperature as a way of measuring how hot or cold a region is
<b>UNIT 6</b>  <b>CITIES</b>  pages 34-39	<b>History</b>	Transitions and Constants in Human Journeys	<ul style="list-style-type: none"> <li>places in town (library, museum, supermarket, movie theater, hospital, airport, café)</li> <li>urbanization (social and cultural integration, economic development, unemployment, pollution, housing)</li> <li>sustainable alternatives (vertical gardens, electric buses, solar panels, recycling, urban farming)</li> <li>agriculture, economy, population, transportation, political power, BCE</li> <li>The first cities were founded by ... / 68% of the world population will live in cities.</li> </ul>	Identify the changes that occurred in cities

	SUBJECT	THEME	LANGUAGE	MY LEARNING GOALS
<b>UNIT 7</b>  <b>RURAL AND URBAN WORK</b>  pages 40-45	<b>Geography</b>	World of Work	<ul style="list-style-type: none"> <li>jobs in urban and rural areas (truck driver, nurse, vet, fisherwoman, clerk, farmer, factory worker, firefighter)</li> <li>work in the country (mechanization, agriculture, monoculture, subsistence farm, polyculture, pesticides, fertilizers) and in the city (industries, businesses, factories, health care, electricity, infrastructure)</li> <li>food industry (fishing, manufacturing, transporting, retail)</li> <li>Most jobs in the country are related to agriculture. / Most industries and businesses are located in cities.</li> </ul>	Compare the characteristics of work in the country and in the city
<b>UNIT 8</b>  <b>CALENDARS</b>  pages 46-51	<b>Science</b>	Earth and the Universe	<ul style="list-style-type: none"> <li>months (January, February, March, April, May, June, July, August, September, October, November, December)</li> <li>astronomical cycles (day, month, year, revolution, rotation)</li> <li>calendars (Gregorian, Chinese, Aztec)</li> <li>Months have .... days. / The Earth takes a day to ... and a year to ... / The Moon revolves around the Earth in ...</li> </ul>	Associate the movements of the Earth and the Moon with different calendars
<b>UNIT 9</b>  <b>LET'S CELEBRATE!</b>  pages 52-57	<b>Art</b>	Integrated Arts	<ul style="list-style-type: none"> <li>special events (barbecue, birthday party, parade, picnic, wedding)</li> <li>traditional celebrations (Albuquerque International Balloon Fiesta, Yi Peng Lantern Festival, La Tomatina, Carnival, Harbin Festival, Palio di Siena, Barsana Holi Festival)</li> <li>We can see or be part of many forms of artistic expression. / We can play the spoons ... / We can cover our whole body in bright colors ...</li> </ul>	Value cultural differences and traditions
<b>UNIT 10</b>  <b>MATTER AND CHANGES</b>  pages 58-63	<b>Science</b>	Matter and Energy	<ul style="list-style-type: none"> <li>materials (fabric, plastic, wood, glass)</li> <li>matter (mass, volume, particles, atoms)</li> <li>states of matter (solid, liquid, gas)</li> <li>physical and chemical changes (melting, breaking, fermentation, boiling, burning)</li> <li>Matter occupies space. / Matter can move from one state to another. / Most chemical changes cannot be reversed.</li> </ul>	Understand how matter changes when exposed to different conditions

## 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

## TRADE ROUTES





This is the port of Veracruz, in Mexico. Ports are an important economic center in coastal areas.

Is there an important port in your country?



**Look at the picture.**

What means of transportation do you see?

1 Match and answer.

Places of production



corn field



jeans factory

Places of commerce



clothes store



food market

How do these products get there?



2 Listen, read, and number.

Trade Routes

Trade routes are pathways used to transport products from places of production to places of commerce.

Roads (1), rivers (2), ocean (3), and air (4) are the different modes by which products can travel.





**3** Listen, read, and complete.

### Famous Routes in History

#### Combined land and waterway routes

Some routes combine transportation by land and water. A very famous example is the **Incense Route**, which linked the Mediterranean World to Africa, Arabia, and India. This route was a channel for trading mainly spices and incense.

#### Land routes

These routes are mostly on land. The **Silk Road** joined the Eastern and Western worlds, with the trade of silk and other products.

#### Maritime routes

These are mainly by sea. The **Spice Route** got its name from the transportation of spices (cinnamon, pepper, ginger) from Asia and Northern Africa to Europe.



This map shows a \_\_\_\_\_ route.  
This is one of  
the routes of the  
\_\_\_\_\_ Road.

### GLOSSARY



cinnamon



ginger



incense



silk



pepper

**4** Read the text again and answer.

- 1 Which products were transported using these routes?
- 2 Why were these products transported from one place to another?



**5** Listen, read, and match.

**Routes and Cities**

When trade routes are very busy, cities that are on these routes can grow bigger and new cities can be created. Commerce in these areas also increases and cultural exchanges happen.

For example, people learn different languages and assimilate customs from distant regions.

Important places on a trade route tend to have a **bigger population**. Places that are isolated tend to have very **small populations**.

The environment around a major route changes, too. The landscape around cities with intense commerce is less natural and more man-made. Outside trade routes, the environment tends to be more natural as there is less impact from human activity.

**1**



Gjogv, Faroe Islands, Denmark.

**2**



Beijing, China.

**a** It is a city of 21 million inhabitants.

**d** It was on the Silk Road.

**b** It is a village of 49 inhabitants.

**e** The landscape is more natural.

**c** It connects to only one road.

**f** The landscape is more man-made.



**6** Listen, read, and answer.

**Modern Routes**

Nowadays, **railway routes, road networks, river and maritime routes** and **air transport** are the ways to transport people and products from one place to another.

This is how we have access to products made in other places. And this is part of a process called **globalization**.

Globalization is the integration and interaction among people around the world.



China's road network.

**1** What is globalization?

**2** Give three examples of the effects of globalization on your life.





**7** Do some research. Choose one of the options. Then complete the chart with your notes.

**1** Amber road

**4** Tea route

**2** Pre-Colombian route

**5** Trans-Saharan trade route

**3** Salt route

<b>name</b>	
<b>time</b>	
<b>type of route</b>	
<b>cities on the route</b>	
<b>products</b>	
<b>curiosities</b>	



**8** Interview a classmate that chose another route. Then swap roles.

What do you like the most about your classmate's route?