

NEXT STATION



CLIL BOOK
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2nd Edition





CONTENTS

	SUBJECT	THEME	LANGUAGE	MY LEARNING GOALS
UNIT 1 MEASUREMENT pages 4-9	Math	Quantities and Measurements	<ul style="list-style-type: none"> length, mass, temperature, time, capacity measure(ment) scale, smartwatch, measuring cup, measuring tape, thermometer, inch, yard, mile, foot, (kilo)gram, pound, second, minute, hour, Celsius, Fahrenheit, (milli)liter, pint, gallon, ounce Two pounds is about / corresponds to / the same as / more than ... 	Understand and solve problems involving measurement.
UNIT 2 HIEROGLYPHS pages 10-15	History	History Records	<ul style="list-style-type: none"> hieroglyphs, hieroglyphics, papyrus, stone, emojis, ancient (Egypt, Greece, Rome), (picture) symbols, decipher What / When did (Champollion) ...? How do you feel when ...? (Happy, relieved) 	Compare different forms of communication through history.
UNIT 3 WASTE AND RECYCLING pages 16-21	Science	Matter and Energy	<ul style="list-style-type: none"> (e-, organic, food) waste, recycle (-able, -ing), materials (paper, plastic, glass, metal), box, container, sort, trash can, landfill, throw out, clean He / She was ...-ing. 	Develop awareness of responsible ways to discard waste or recycle.
UNIT 4 OUR HERITAGE pages 22-27	History	History Records	<ul style="list-style-type: none"> heritage, UNESCO, (cultural / natural) site, outstanding value, intangible, timeline, danger He / She was ...-ing They were ...-ing 	Understand the value of heritage sites and intangible heritage.
UNIT 5 OUR PLACE IN THE WORLD pages 28-33	Geography	The Individual and Their Place in the World	<ul style="list-style-type: none"> same / different (ethnicity, age), population (size, density, distribution, change, dynamics), reason, be born, die, birth, death, grow, migration, coastal area While we were living ... Her family was ... when ... 	Describe and analyze population dynamics.
UNIT 6 DANCES OF INDIA pages 34-39	Art	Dance	<ul style="list-style-type: none"> dance(-r), colorful, folk, classical, together, hand gestures, facial expressions, movements, positions, full / half seated How do they look? They look (happy / sad) How does it sound? How do you feel? 	Experiment with and appreciate different forms of dance.

	SUBJECT	THEME	LANGUAGE	MY LEARNING GOALS
UNIT 7 THE WATER CYCLE pages 40-45	Science	Matter and Energy	<ul style="list-style-type: none"> water cycle, lake, waterfall, river, glacier, hot spring, geyser, vapor, rain, snow, hail states of water (liquid, solid, gas), evaporation, condensation, precipitation, collection (The warm water) will (evaporate). 	Understand the water cycle and analyze its impact in local and global contexts.
UNIT 8 TRADITIONAL AFRICAN GAMES pages 46-51	PE	Games	<ul style="list-style-type: none"> strategy, physical activity, rules, blindfold, impala, spin, quietly, loudly The players have to / can't ... 	Understand and experiment with African traditional games.
UNIT 9 HOW MUCH DOES IT COST? pages 52-57	Geography	The World of Work	<ul style="list-style-type: none"> (fair) price, (buy/sell) products, (street) market, value, factor, competition, popularity, (production) cost, supply and demand, time of year, expensive fabric, cotton, wool, blanket item, fact, opinion 	Identify and compare changes in types of work across time.
UNIT 10 COORDINATE PLANES pages 58-63	Math	Geometry	<ul style="list-style-type: none"> seat, row, coordinate (planes), axis (-es), vertical, horizontal, perpendicular, grid 	Understand and apply the Cartesian coordinate system.

ICONS



STOP & THINK
 Activities to interpret the picture of the unit opener pages



LISTEN
 Audio tracks to practice listening skills



BE



THINK



LEARN



COLLABORATE / COMMUNICATE

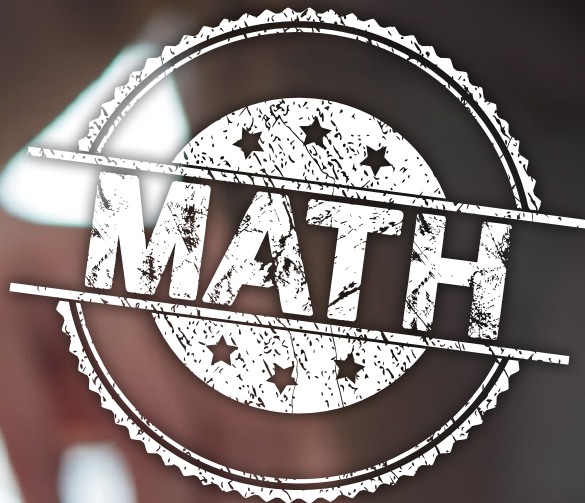


ACT

UNIT 1

MEASUREMENT





QUIZ

The girl in the photo is **measuring** / **boiling** the milk to add to the mixture.

A liter is a unit of **weight** / **measurement** commonly used for liquids like milk.

STOP & THINK

Do you know the name of the tool the girl is using to measure the milk? Is there a similar measuring tool in your home?



1 Listen and read. Then answer using the words in bold.

When we measure something, we try to find a number that describes the size or amount of what we measure. These are some examples of what we can measure:

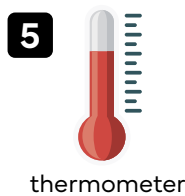
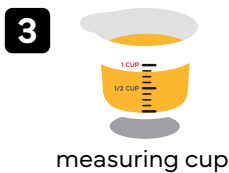
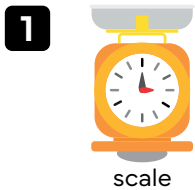
- **Length:** how long something is or the distance between two points.
- **Capacity:** the amount a container can hold.
- **Temperature:** how hot or cold something is.
- **Mass:** the amount of matter in an object.
- **Time:** the sequence of events from the past, in the present, and to the future.



What are they measuring?

2 Match.

We can use a ...



... to measure ...

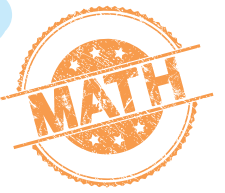
capacity

length

mass

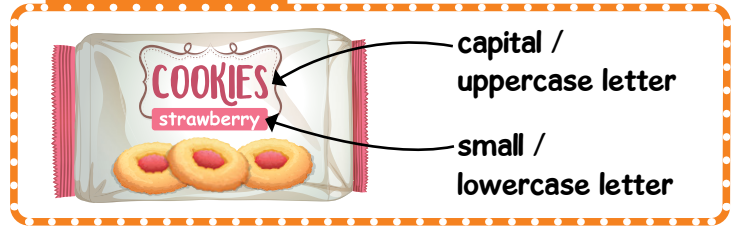
temperature

time



3 Write the abbreviation of these measurement units. Do some research to find the answers and watch out for capital and lowercase letters.

GLOSSARY



centimeter _____
meter _____
kilometer _____

inch _____
yard _____
mile _____
foot _____

gram _____
kilogram _____

pound _____

second _____
minute _____
hour _____

Celsius _____
Fahrenheit _____

milliliter _____
liter _____

pint _____
gallon _____
ounce _____



4 Complete the chart with the abbreviations in Activity 3. Then listen and check your answers.

some measuring units				
capacity	length	mass	temperature	time



5 Answer the questions. Then share your ideas with a classmate.

1 Which measuring unit is recommended in the situations below?

2 Which measuring tool can you use to take each measurement?

- Choosing the size of a chair for your balcony. _____
- Checking your dog's weight. _____
- Checking the amount of water in your pet's bowl. _____

Which ... ?

Why?

Because ...

THINK TWICE

1 Why do you think there are different measurement units for the same type of measurement?

2 When you measure something, is it important to know the unit of measurement? Why / Why not?

3 **6** Listen, read, and write T (true) or F (false).

Systems of Measurement

In the past people didn't have calculators or smartwatches so they invented different ways to measure things.

The **metric system** was proposed in France in 1670 and is now used in most countries around the world (e.g. Canada, Brazil, Japan, and many others). One of the reasons it is so popular is that it uses the **decimal system**. The basic units in the metric system are: **meter, liter, and gram**. The **imperial system** was developed in the United Kingdom. It includes units like **inch, pound, and ounce**. In the USA, there is another system, called **US standard units** or **US customary units**. It is based on the imperial system and there are many similarities between the two of them (e.g. **mile, foot, yard**) but there are also differences. For example, to measure milk for a recipe, the imperial system uses *ounces* and the US customary unit uses *cups* and *gallons*.



Road sign showing distance (length)



Milk carton showing capacity

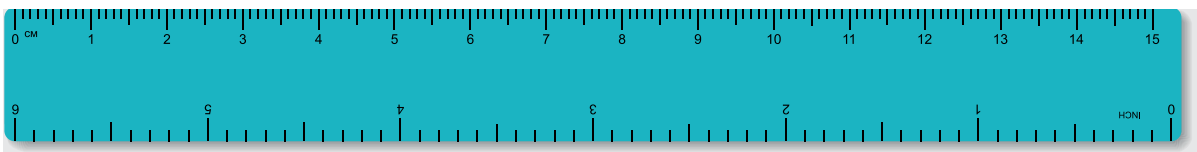
IT'S A FACT!

length	mass	capacity
1 m = 100 cm	1 kg = 1,000 g	1 L = 1,000 mL
1,000 m = 1 km	1 lb = 453.6 g	1 pt = 0.47 L
1 mi = 1.6 km		1 gal = 3.79 L
1 ft = 30.4 cm		1 oz = 29.57 ml

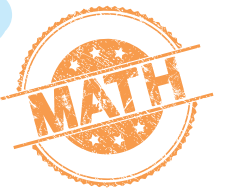
Units in metric and US customary
Sources: American National Standards Institute, International Society of Automation.

- The imperial system is a French invention.
- In the USA, people use the metric system to measure things.
- Two pounds is about the same as 1 kg.
- One kilometer is longer than one mile.
- We can probably see a road sign like the one in the photo in Canada.

7 Look at the picture and check (✓) the correct options.



- 1 inch is about ... 1 cm 2.5 cm 5 cm
- 15 cm is about ... 1 in 3 in 6 in



8 Convert. Then choose four results to complete the chart and play Bingo.

7 m = _____ cm

3 L = _____ mL

6 ft = _____ m

2 lb = _____ g

$\frac{1}{2}$ gal = _____ L

9 km = _____ m

2 mi = _____ km

2 in = _____ cm

1.5 L = _____ mL

BINGO



9 Carry out an investigation about measurements.



- 1 Add an item to the list (column 1).
- 2 Estimate the length of the items (column 2).
- 3 Find the actual measurements (column 3).
- 4 List the tools you used to measure the items (column 4).

	estimate	actual	tool
your backpack weight			
the amount of water in your glass at home			
your bed length			

5 Present your results to the class and exchange ideas.

Were you surprised by your results?
Was it easy to measure the items?