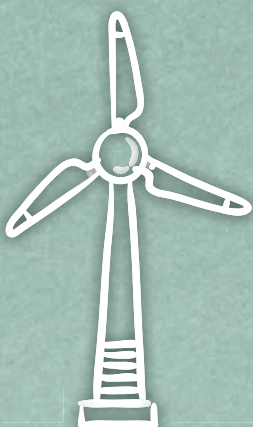
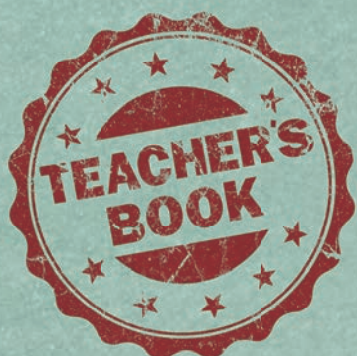


# NEXT STATION 2

CLIL BOOK

Ana Elisa Martins



 macmillan  
education



# CONTENTS

## SUBJECT

## THEME

## LANGUAGE

## MY LEARNING GOALS



### LET'S DANCE!

PAGES 4-9

#### PE

#### Dances

- 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



### WHAT TIME IS IT?

PAGES 10-15

#### Math

#### Quantities and Measurements

- 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



### CLASSIFYING ANIMALS

PAGES 16-21

#### Science

#### Life and Evolution

- 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); feeding habits (carnivores, herbivores, omnivores)
- Dogs have fur. / The snake has scales. / It is a (carnivore) / an (invertebrate). / It is (terrestrial).

Describe and compare animals based on specific characteristics



### WHERE DOES FOOD COME FROM?

PAGES 22-27

#### Geography

#### The World of Work

- food (beans, carrots, cookies, French fries, hamburgers, ice pops, 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



### MAKE-BELIEVE WORLD

PAGES 28-33

#### Art

#### Theater

- 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



### IT'S TIME TO RELAX

PAGES 34-39

#### History

#### Public and Private Spaces

- 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



UNIT  
7WHERE DO  
YOU LIVE?

PAGES 40-45

## Geography

Our Place in the  
World

- 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  
societiesUNIT  
8LISTENING TO  
MUSIC

PAGES 46-51

## Art

Music

- 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 musicUNIT  
9NUMBER  
LINE

PAGES 52-57

## Math

Numbers

- 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 subtractionUNIT  
10MY  
COMMUNITY

PAGES 58-63

## History

Where We Live

- 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

Activities to interpret  
the picture of the  
unit opener pages

## LISTEN

Audio tracks  
to practice  
listening skills

THINK



BE



LEARN



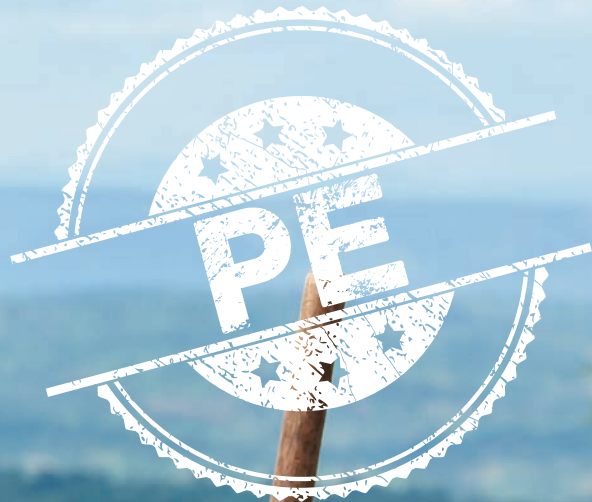
ACT

COLLABORATE /  
COMMUNICATE

# LET'S DANCE!







Check (✓) the folk dance.



# 1 Write.

clap your hands  
stamp your feet

jump  
~~stand up~~

move your hips  
turn around

run  
walk



stand up



turn around



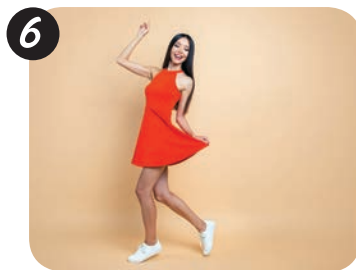
run



clap your hands



jump



walk



move your hips



stamp your feet



## 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)**.



2



1



4



3

#### Think Twice

1 Complete.

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

2 People dance at social occasions, like funerals, marriages, and festivals.

2 Do you know any folk dances? Which one(s)?  
Children's own answers.



## 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 Read and write *se* (semba), *ho* (hoop dance), or *ha* (haka).

This dance represents  
the never-ending cycle of life.

ho

a way to celebrate life.

ha

stories of everyday life.

se

- 2 Are any of these dances popular in your country?

Children's own answers.





**5** Research a folk dance. Complete the chart.



<b>country</b>	
<b>traditional dance</b>	
<b>purpose</b>	
<b>instruments used</b>	
<b>body movements</b>	



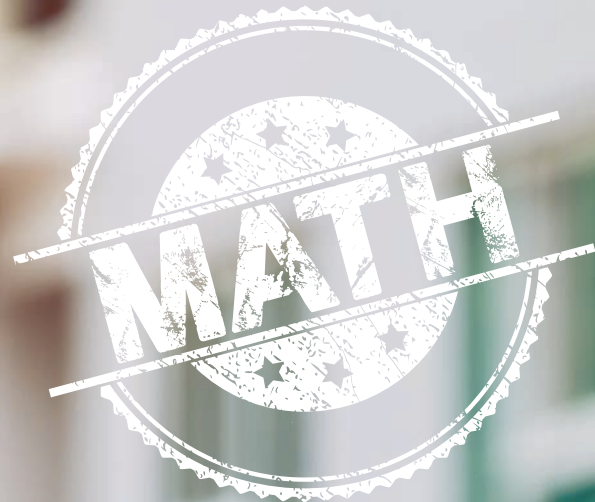
**6** Draw and dance!



# WHAT TIME IS IT?







**What time is it?**

It's two o'clock.

