

1º ciclo – ÁREA DE INGLÉS

Vocabulario: raining, snowing, sunny, windy

Seasons: spring, summer, autumn, winter.

Nature words: flowers, leaf, leaves, insects, river.

STRUCTURAS:

What's the weather like? It's.....

Is it raining? Yes, it is... No, it isn't...

A modo de asamblea:

- día de la semana y del mes y mes correspondiente
- Tiempo atmosférico (flashcard)
- Flashcard- (seasons)
- Recitado de la siguiente poesía:

autumn –quote

“all the leaves are falling down

red, orange, Green and Brown

falling softly as they do

over me and over you”

Actividades propuestas:

- Realizar actividades usando flashcard

1º funny voices: Repetir el vocabulario usando voces distintas (grave, aguda...)

2º Look and point: mantener un dibujo levantado mientras tienen que buscar la palabra que es de entre unas pocas mostradas.

3º Mime games: mantener una imagen sobre la cabeza de un voluntario/a para que el resto pueda verla. Los compañeros escenifican la imagen que éste/a tiene encima de su cabeza para que lo adivine.

4º slow show: ir mostrando el dibujo poco a poco e intentar que los alumnos adivinen cual es antes de mostrarlo totalmente.

Visualización de las siguientes canciones para trabajar el vocabulario propuesto.

<https://www.youtube.com/watch?v=XcW9Ct000yY>

<https://www.youtube.com/watch?v=I8GeA3anPdo>

<https://www.youtube.com/watch?v=rD6FRDd9Hew>

<https://www.youtube.com/watch?v=TBLFMXU8FLI>

<https://www.youtube.com/watch?v=8Zjpl6fgYSY>

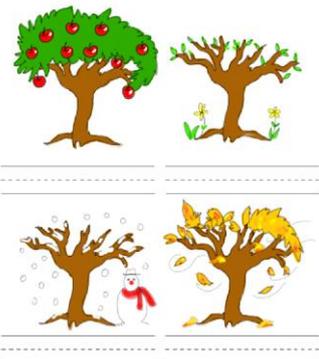
<https://www.youtube.com/watch?v=ksGiLalx39c>

Realiza la siguiente ficha y relaciona las siguientes afirmaciones enunciadas y escenificadas por la maestra para cada árbol

- Leaves fall off trees and change colour
- no leaves on trees
- leaves begin growing
- lots of Green leaves and fruits

Science **Four Seasons**

Identify the seasons pictured below. Write the name of the correct season under each tree.



What is your favorite season? Why?

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Realizar las actividades propuestas adjuntadas en el archivo para reforzar de manera individual los contenidos trabajados. – Extraídos del método BEEP (Santillana), nivel 2

3. The weather

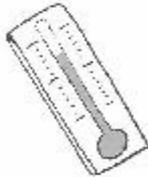
1 Match and write.



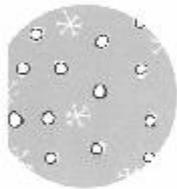
It's cloudy.



It's raining.



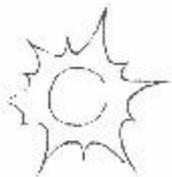
It's hot.



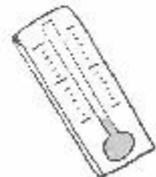
It's snowing.



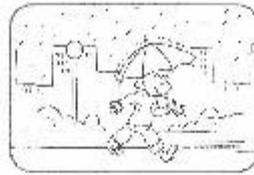
It's windy.



It's sunny.

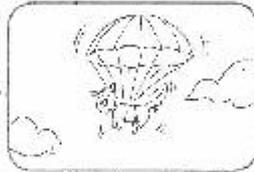


It's cold.









It's cloudy. _____







2 Find, circle and write.

k	r	a	i	n	i	n	g
w	i	n	d	y	e	a	k
a	s	c	o	l	d	o	p
s	n	o	w	i	n	g	e
d	o	g	s	u	n	n	y
e	m	c	l	o	u	d	y

 It's _____

 It's _____

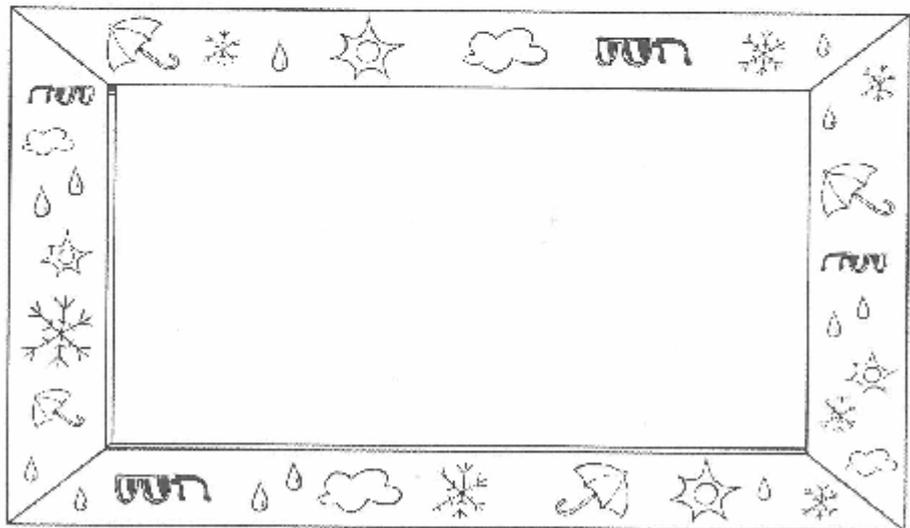
 It's _____

 It's _____

 It's _____

 It's _____

3 Draw and write.



What's the weather like today?

4 Look and answer.

Yes, it is. No, it isn't.

1

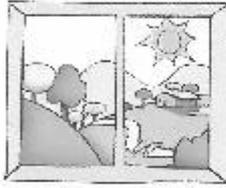


2



Is it raining? _____ Is it sunny? _____

3



4



Is it cold? _____ Is it snowing? _____

5 Look and complete.

coat sunny shorts raining snowing T-shirt hat hot

1 It's _____. Put your _____ on.

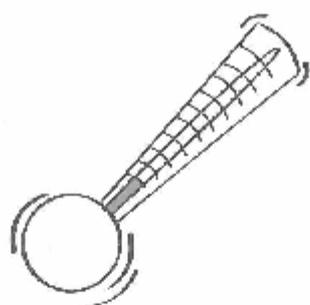
2 It's _____. Put your _____ on.

3 It's _____. Put your _____ on.

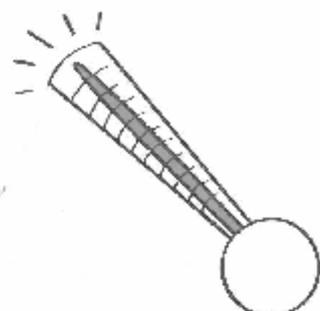
4 It's _____. Put your _____ on.



It's cloudy.



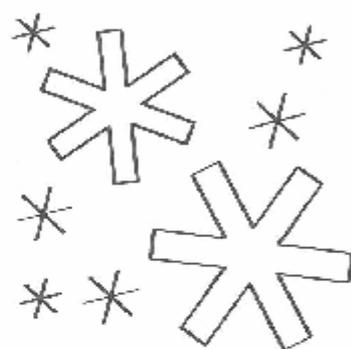
It's cold.



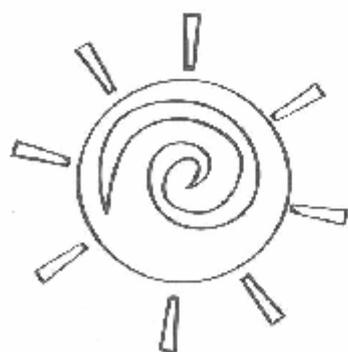
It's hot.



It's raining.



It's snowing.



It's sunny.



It's windy.

3. The weather

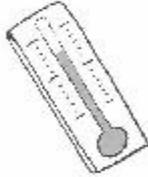
1 Match and write.



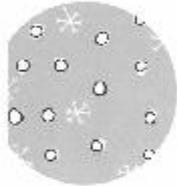
It's cloudy.



It's raining.



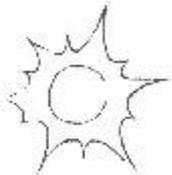
It's hot.



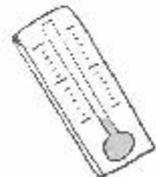
It's snowing.



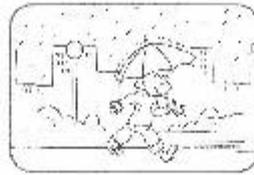
It's windy.



It's sunny.



It's cold.









It's cloudy. _____







2 Find, circle and write.

k	r	a	i	n	i	n	g
w	i	n	d	y	e	a	k
a	s	c	o	l	d	o	p
s	n	o	w	i	n	g	e
d	o	g	s	u	n	n	y
e	m	c	l	o	u	d	y

 It's _____

 It's _____

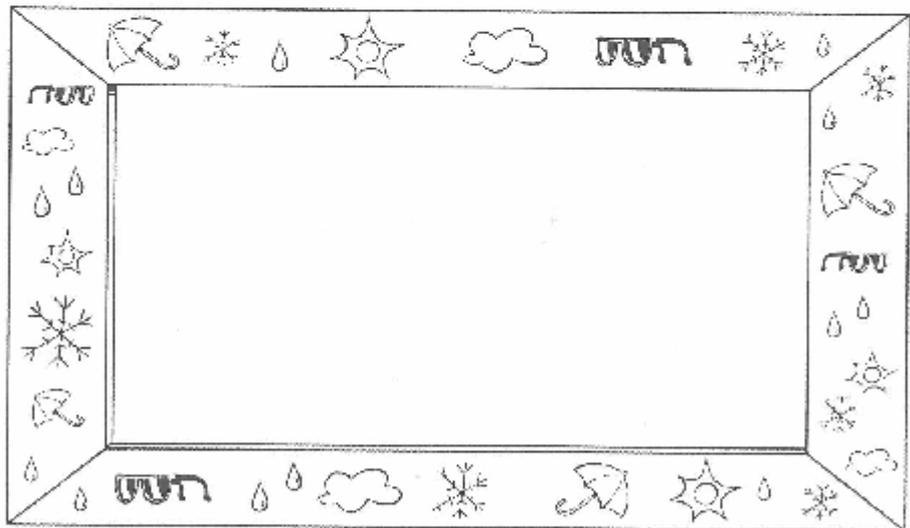
 It's _____

 It's _____

 It's _____

 It's _____

3 Draw and write.



What's the weather like today?

4 Look and answer.

Yes, it is. No, it isn't.

1



Is it raining? _____

2



Is it sunny? _____

3



Is it cold? _____

4



Is it snowing? _____

5 Look and complete.

coat sunny shorts raining snowing T-shirt hat hot

1 It's  _____. Put your  _____ on.

2 It's  _____. Put your  _____ on.

3 It's  _____. Put your  _____ on.

4 It's  _____. Put your  _____ on.

2º ciclo

Objetivos de la unidad:

Aprender y utilizar vocabulario acerca del ecosistema del río y las características de los animales que lo habitan (leaf, dragonfly, river, pond, centipede, grasshopper, tree, snail, worm, ant, ladybird, grass, flower, bee, antennae, eyes, legs, mouth, sting, wings).

Manejar las siguientes estructuras:

- They can fly, they can swim...
- They've got wings
- Have they got...? Yes, they have /no, they haven't.

Escuchamos la canción con el objetivo de introducir la unidad de forma divertida y motivadora, y la segunda vez que la escuchemos, la dramatizaremos bailando para que deduzcan el significado de las palabras desconocidas para ellos.

The screenshot shows a Windows desktop with a taskbar and a Start menu. The Start menu is open, displaying a list of applications including Google Chrome, Word 2013, Explorador de archivos, Paint, Acrobat Reader DC, Recortes, 3D Builder, and various Windows accessories. The main window is a PDF document titled "6. Minibeasts LESSON 1". The document content includes:

1 Listen and sing.

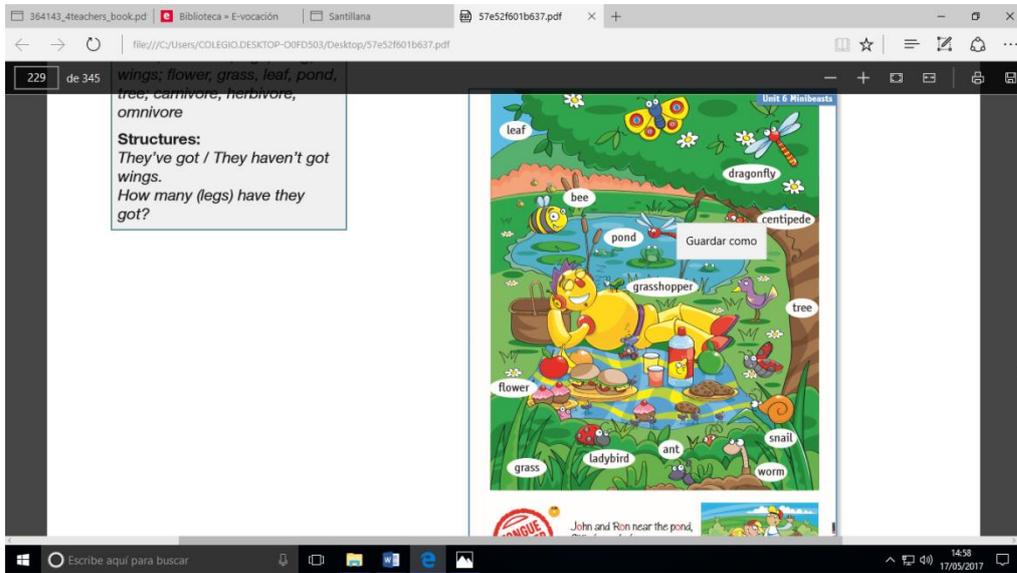
Minibeasts are everywhere,
Look behind you!
Don't be scared!
In the garden, take a look.
Read about them in a book.

Dragonflies and ladybirds,
Living in the trees.
Grasshoppers and wriggly worms,
Butterflies and bees.

Ants and snails and centipedes,
Crawling through the grass.
Look and you can see them,
With your magnifying glass.

The illustration shows a young girl with blonde hair and blue eyes, wearing a magnifying glass, looking at a garden. The garden is filled with various insects: a dragonfly, a ladybird, a grasshopper, a worm, a butterfly, a bee, a snail, and a centipede. There are also flowers and a tree in the background.

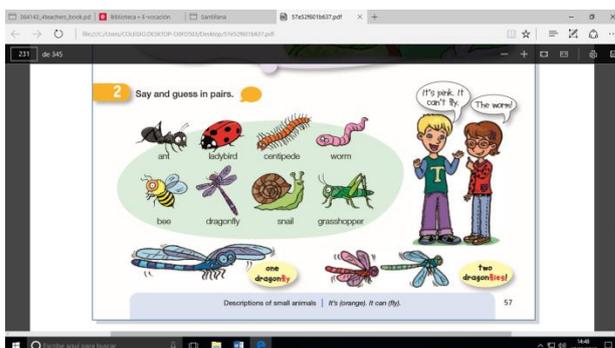
También mostraremos el poster de clase con el objetivo de presentar el vocabulario y centro de interés de la unidad que en este caso es el río y su entorno.



A continuación leeremos e identificaremos el nombre en inglés de cada uno de los insectos o animales pequeños de la imagen para que podamos trabajar con ellos. Los presentaremos también a través de flascard. Para ello propongo esta serie de actividades a modo de trabajar con ellas de una forma divertida y motivadora.

- 1º funny voices: Repetir el vocabulario usando voces distintas (grave, aguda...)
- 2º Look and point: mantener un dibujo levantado mientras tienen que buscar la palabra que es de entre unas pocas mostradas.
- 3º Mime games: mantener una imagen sobre la cabeza de un voluntario/a para que el resto pueda verla. Los compañeros escenifican la imagen que éste/a tiene encima de su cabeza para que lo adivine.
- 4º slow show: ir mostrando el dibujo poco e intentar que los alumnos adivinen cual es antes de mostrarlo totalmente.

Seguidamente pediremos a dos voluntarios que lean la conversación entre los dos niños y el maestro/a escenificará la habilidad que puede o no puede hacer cada uno de los animales (fly, jump...)



Realizar las siguientes actividades extraídas del método BEEP 4, tema 6 “MINIBEATS” (Santillana) para reforzar e interiorizar de manera individual los contenidos trabajados en la unidad.

Como tarea final propongo realizar un mural de insectos en el que cada niño explique alguna característica del animal fotografiado durante la visita al río.

3º ciclo – ÁREA DE INGLÉS

*Vocabulary: bags, bottles, boxes, cans, cartons, magazines, newspapers, plastic bags; glass, metal, paper, plastic; otter, river, trees, sea, ocean.
Bigger, longer, deeper, higher*

Structures

Are you going to...?

Yes, I am. / No, I'm not.

He's/She's going to recycle newspapers.

What's it made of? It is made of...

This river is longer than...

Actividades propuestas:

Escuchar y comprender el vocabulario que aparece en las siguientes canciones

The screenshot shows a Mozilla Firefox browser window displaying a PDF document. The document is titled "6 Wonderful world" and "LESSON 1". It contains two main sections:

1 Listen and sing. (with a music icon)

Look at our world,
Floating in space,
All blue and green,
It's a beautiful place.

There are high, high mountains,
Islands and seas,
Long, long rivers,
And tall, tall trees.

Wide, wide oceans,
And deserts so dry,
Hot volcanoes,
Reach up to the sky.

Big green forests,
And lakes so blue,
Thousands of plants,
And animals too.

Floating in space,
So all alone,
It's a wonderful world,
And it's our home!

2 Describe and say in pairs. (with a speech bubble icon)

The document also features a colorful illustration of the Earth from space, showing continents, oceans, and clouds. The browser interface includes the address bar, search bar, and various navigation icons.

Think green!

LESSON 1

Listen and sing.



I want to change the world,
I want to make it better.
I know that we can change,
If we all just work together.

Bottles and boxes, cartons and cans,
We use so many every day.
Newspapers, bags and magazines,
Too many people throw them away.

I look around and what do I see?
There's so much rubbish everywhere.
Metal and plastic, paper and glass,
Too many people just don't care!

It's time to change, it's time to choose,
It's time to stop this waste.
So let's recycle! Let's reuse!
Let's make the world a better place!



Ask a friend.



Do you recycle cans?

Do you recycle newspapers?

Yes, I always put them in the recycling bin at school.

No, I don't read newspapers. But my dad recycles them.

How are we going to be Green? En la siguiente actividad se realizará una lectura colectiva que ponga de relieve el uso indiscriminado del plástico y qué efectos tiene en la contaminación del medio ambiente. A continuación realizaremos una redacción individual en la que mostraremos nuestros propósitos para cuidar la naturaleza usando la estructura “going to”

UNIT 3 LESSON 3

Read about Martina and answer the question.



This is Martina. She's from the USA. It's Green Week at Martina's school. She wants to be green this week and hopefully, in the future.

- In the USA, people throw away 60 million plastic bottles every day. Martina's going to buy a reusable plastic water bottle. She can reuse the bottle again and again.
- Every family uses water for showers, washing clothes, drinking and cooking. There isn't enough water for everyone. Martina wants to save water. She's going to turn off the tap when she brushes her teeth. She's going to have short showers. Three minutes is enough!
- In the USA, every person drinks 200 cans of cola or lemonade a year. The cans are made of aluminium and they're easy to recycle. Martina's going to recycle cans with her friends.
- When she goes shopping, Martina's going to look for the recycling symbol. She wants to buy some recycled paper. She's going to reuse some plastic bags too. Plastic bags can sometimes kill animals when they get into forests, rivers and oceans.

How's Martina going to be green?

Read and write about your green resolutions.

My green resolutions
 At home, I'm going to recycle cans, plastic bottles and newspapers. I want to use less electricity. I'm going to turn off the TV when I'm not watching it. I'm going to turn off the lights when I'm not in my bedroom.
 My dad wants to be green too. He's going to plant some vegetables in the garden. He's going to recycle newspapers and magazines. He isn't going to go to the shops by car. He's going to walk!
 By Ivan



Beep on Grammar, page 7.

Going to with plans for 'being green' | (She's) going to / have short showers.

Review

1 Listen and circle. Then, act out.



Annie: Hi Robert. Are you going to reuse plastic ¹ bags / bottles?
Robert: Yes, I am. What about you?
Annie: I'm going to recycle ² cans / cartons and newspapers.
Robert: Good idea! Are you going to walk to ³ school / the shops?
Annie: No, I'm not. I'm going to ride my ⁴ bike / pony.
Robert: Great. Are you going to plant some ⁵ trees / flowers?
Annie: ⁶ Yes, I am. / No, I'm not. I'm going to plant a tree in my garden.
Robert: Excellent. I'm going to plant a tree too.
Annie: Are you going to turn off the TV when you aren't watching it?
Robert: Yes, I am and I'm going to use less ⁷ water / electricity.
Annie: Me too, I'm going to have ⁸ three / two -minute showers.

2 Look at Activity 1 and write Annie or Robert.

- 1 _____ is going to reuse plastic bags.
- 2 _____ is going to recycle newspapers.
- 3 _____ is going to ride a bike to school.
- 4 _____ is going to turn off the TV.

3 Look at Unit 3 in the Student's Book and answer.

- 1 Look at Lesson 1. Write 3 materials: paper _____

- 2 Look at Lesson 2. Is Ben going to reuse plastic bags? _____
- 3 Look at Lesson 3. In the USA, people throw away thirty million plastic bottles every day. True or false? _____
- 4 Look at Lesson 4. Where is Assad from? _____
- 5 Look at Lesson 5. What material is in the pencil? _____
- 6 Look at Lesson 6. Where do orangutans live? _____
- 7 Look at Lesson 7. Who is scared of Beep? _____
- 8 What's your green resolution? _____



Review

UNIT 3

3 Read the clues and write.

- 1 It's made of metal and you can drink from it.
- 2 It's made of cardboard and you keep cereal in it.
- 3 It's made of paper and it has stories and photos in it.
- 4 It's made of card and plastic and you keep juice or milk in it.
- 5 It's made of glass and you buy drinks in it.
- 6 It's made of plastic or wood and you can draw lines with it.



4 Copy and complete the text.

Hi, I'm Julie!

We're learning about the environment in school. I'm going to change the things I do and

my family are going to help. I'm going to  to school. Dad says he's going to



 to work. My brother Hamish often forgets to



to stop. I'm going to take all my  and  to the

We are all going to reuse our .

5 Ask a friend.

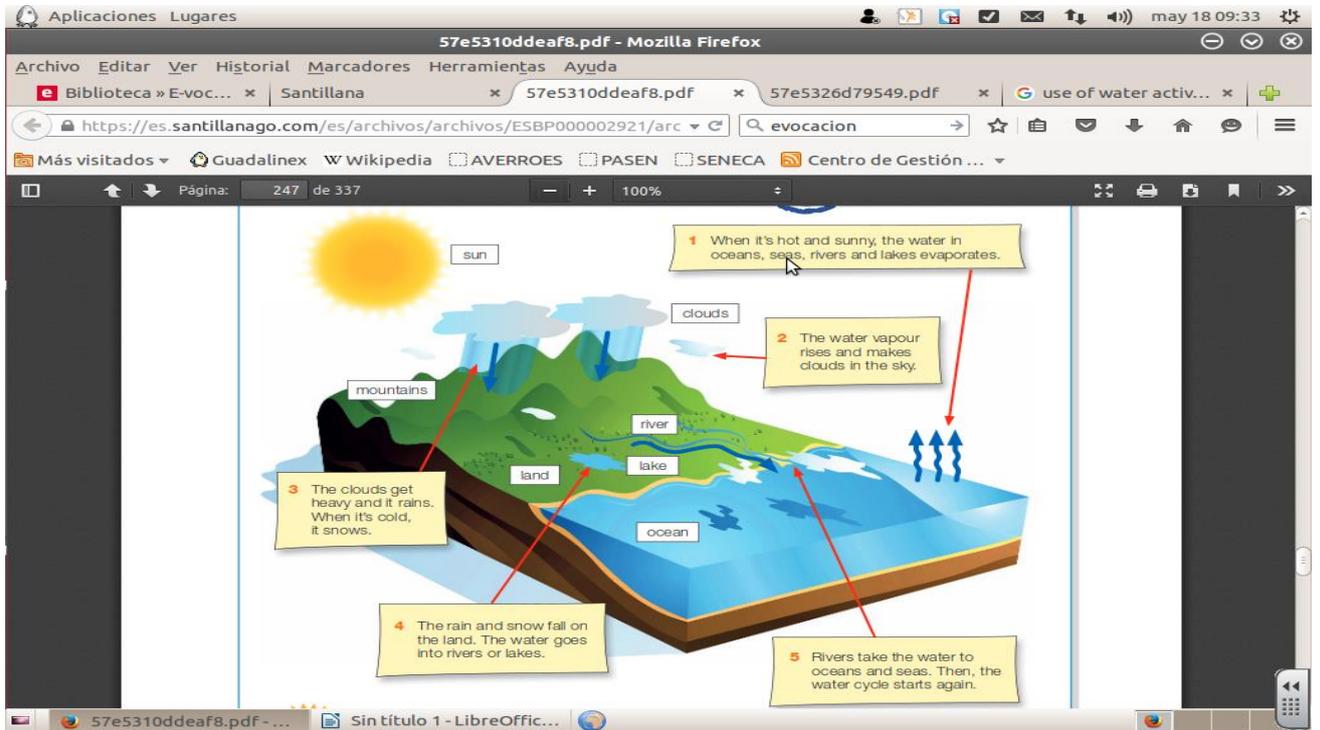


What are your green resolutions?

- 1 Are you going to recycle paper?
- 2 Are you going to turn off the TV when you aren't watching it?
- 3 Are you going to walk to school?
- 4 Are you going to reuse plastic bags?
- 5 Are you going to turn off the tap when you brush your teeth?
- 6 Are you going to recycle cans?

1 - 2 **Yes** answers = Terrific! Make some green resolutions today!
 3 - 4 **Yes** answers = OK! You are green, but you can do more.
 5 - 6 **Yes** answers = Excellent! You are very green.

Realizar las siguientes audiciones sobre el ciclo del agua y los paisajes naturales más asombrosos del planeta para trabajar el vocabulario de la unidad, el centro de interés de nuestra UDI además de los grados del adjetivo:



Aplicaciones Lugares may 18 09:31

57e5310ddef8.pdf - Mozilla Firefox

Archivo Editar Ver Historial Marcadores Herramientas Ayuda

Biblioteca » E-voc... x Santillana x 57e5310ddef8.pdf x 57e5326d79549.pdf x use of water activ... x

https://es.santillanago.com/es/archivos/archivos/ESBP000002921/arc evocacion

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Página: 229 de 337 Tamaño automático

UNIT 6 LESSON 2

3 Read and listen. Then, look at the numbers and say.



The Amazon is a river in South America. It is 6,400 kilometres long. A lot of animals live in the river. There are river dolphins, crabs and 2,100 different species of fish.



Teide is a volcano in the Canary Islands, in Spain. It is 3,718 metres high. You can take a cable car to near the top. Every year, two million people visit Teide.



The Sahara Desert in Africa is 5,600 kilometres wide. It's about the size of the USA. It's very hot and dry. Sometimes, there is only one millimetre of rain in a year.



Lake Superior is a big lake between Canada and the USA. It is 563 kilometres long and 406 metres deep. It is 10,000 years old. In winter, it is very cold, but you can swim in Lake Superior in the summer.

5,600 Five thousand...

13 Write the missing words in the chant. Listen and check. 

colder windier than noisier bigger smaller hotter

My village in the mountains is quieter  it's snowier and _____, but I can fly
 _____ the town.  kite! It's _____ and it's sunnier,
 It's _____ and it's cleaner, there are when we go to town.
 flowers all around! The weather's very different But it's _____ and it's
 too, it's _____ there at night. _____, with people all around!

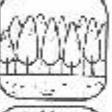
14 Read and match.

big snowy windy
hot noisy sunny



noisier sunnier bigger
windier snowier hotter

15 Look and complete with words from Activity 14.

- | | A | B | |
|---|---|---|--------------------------------------|
| 1 |  |  | Tree B is _____ than tree A. |
| 2 |  |  | Mountain A is _____ than mountain B. |
| 3 |  |  | Forest B is _____ than forest A. |
| 4 |  |  | Boy A is _____ than boy B. |
| 5 |  |  | Island B is _____ than island A. |
| 6 |  |  | Baby A is _____ than baby B. |

Actividad final: Grabarnos en video nuestros "Green resolutions" para subirlo a la página web del centro y concienciar a todos nuestro compañeros de la importancia de cuidar de nuestro entorno.