



Contenido marzo 2022

Ciencias Naturales. UNIT 4. MATTER

Queridas familias de sexto,

Este mes trabajaremos **la materia**, sus cambios físicos y sus cambios químicos. Para trabajar los cambios químicos haremos un experimento en clase con una bacteria muy especial, la del yogurt. Os informo de los ejercicios y del **vocabulario** para aquellos niños que no puedan asistir a clase. Os animo a usar el contenido de blinklearning con código: **CL3798114**

homogeneous mixture = *mezcla homogénea*

heterogeneous mixture = *mezcla heterogénea*

solution = *disolución (mezcla líquida)*

solute = *soluto*

solvent = *disolvente*

filtration = *filtración*

distillation = *destilación*

evaporation = *evaporación*

dissolution = *disolución (diluir, para separar)*

soluble = *soluble*

insoluble = *insoluble*

chemical change = *cambio químico*

non-reversible = *irreversible*

chemical reaction = *reacción química*

combustion = *combustión*

oxidation = *oxidación*

rusting = *oxidación (de metales)*

fermentation = *fermentación*

Páginas para trabajar desde casa:

Matter

Pag 67, ex. 2

Pag 69 ex. 2

Pag 71 ex. 2

Pag 73 ex 2, 5

Pag 77 ex. 2

Comenzamos con Electricidad y Magnetismo, unidad 5.

Esta unidad no nos dará tiempo a terminarla en marzo así que la terminaremos en abril.

Estos son los puntos que trabajaremos.

- *Algunos inventos que utilizan un electroimán.*
- *Los efectos de una corriente eléctrica.*
- *A dibujar el campo magnético de un imán y de la Tierra.*
- *A construir y usar una brújula.*
- *A hacer un motor eléctrico simple.*
- *Tres científicos que hicieron importantes descubrimientos sobre el magnetismo.*

Las páginas para trabajar serán:

Unidad 5 Ciencias Naturales:

Page 85 ex. 1,2

Page 87 ex. 2, 4

Page 89 ex. 2,6

Page 91 ex. 2, 6

Page 93 ex 2

Page 95, ex2,5

Page 101 ex. 1,2,3,4,5,6,7,8

El vocabulario es:

electromagnetism = *electromagnetismo*

needle = *aguja*

compass = *brújula*

magnetic force = *fuerza magnética*

electron = *electrón*

loop = *aro*

dynamo = *dinamo*

iron rod = *barra de hierro*

bar magnet = *imán en barra*

poles = *polos*

iron filings = *limadura de hierro*

magnetosphere = *magnetosfera*

solar radiation = *radiación solar*

thermal energy = *energía térmica*

chemical reaction = *reacción química*

electrolysis = *electrolisis*

electrode = *electrodo*

Para los que están en casa podéis responder a estas preguntas sobre el experimento del yogur y luego las comentamos en clase:

Science experiment.

What I want to know?

1. What kind of living thing needs the milk to become a yogurt?
2. What is its kingdom?
3. If it is a living thing what are the 3 functions that develop?
4. What would happen if the milk didn't have yogurt?
5. What would happen if the yogurt didn't have milk?
6. What would happen if the mixture boils?
7. What would happen if the mixture is put the fridge?
8. How does the yogurt maker work?



Have you ever wondered how yogurt is made and what makes some yogurts different from other yogurts? You may have noticed that most yogurt containers advertise that the yogurt contains "live cultures." This means that there are living bacteria in the yogurt! These amazing bacteria can turn plain old milk into a yummy yogurt treat. In this science project, you will investigate whether the bacteria affect what the yogurt feels, tastes, and smells like by making your own yogurt at home!

Objective

Investigate what is fermentation and how does it work.

Yogurt is a yummy treat, but how is it made? With the help of **microorganisms** called **bacteria**, milk is turned into yogurt. Do not freak out though, these are not the kind of bacteria that cause you to get sick. The bacteria in yogurt are good bacteria that can actually help you! There are certain species of bacteria that are commonly used to make yogurt. If you look at the ingredients listed on the yogurt product's packaging, you can often figure out the exact species of bacteria that it contains. Some species you might find listed include: *Streptococcus thermophilus* (*S. thermophilus*); *Lactobacillus bulgaricus* (*L. bulgaricus*); *L. acidophilus*; *L. casei*; *L. rhamnosus*; *Bifidobacterium animalis* (*B. animalis*, or sometimes just "Bifidus"); and *B. bifidum*.

Inglés:

Como sabéis estamos trabajando mucho para los exámenes **de B1 y A2**.

Pueden practicar en casa con estas webs:

Para los alumnos KET A2:

https://www.examenglish.com/KET/KET_grammar.htm

Para los alumnos PET B1:

https://www.examenglish.com/PET/pet_grammar.htm

Por otro lado, continuamos con el temario y veremos la unidad 6 y 7. Haciendo todos los ejercicios del "activity book".

Unidad 6 *Amazing sports*:


Grammar 1

will for predictions about the future

| | | |
|---|--------------------------------------|---|
| Affirmative | | |
| I / You / He / She / We / You / They | will | have to sleep outside tonight. |
| Negative | | |
| I / You / He / She / We / You / They | won't | have to sleep outside tonight. |
| Questions | | |
| Will | I / you / he / she / we / you / they | have to sleep outside tonight? |
| Short answers | | |
| Affirmative | | Negative |
| Yes. I / you / he / she / we / you / they will. | | No. I / you / he / she / we / you / they won't. |

We use **will** for predictions about the future.

- ★ I **will** never forget this birthday!




Grammar 2

going to for predictions about the future based on what we can see now

| | | | |
|---------------------------------|-----------------------|-----------------------------------|---------------|
| Affirmative | | | |
| I | 'm going to | get wet feet. | |
| He / She | 's going to | | |
| You / We / You / They | 're going to | | |
| Negative | | | |
| I | 'm not going to | get wet feet. | |
| He / She | 's not going to | | |
| You / We / You / They | aren't going to | | |
| Questions | | | |
| Are | you / we / you / they | going to | get wet feet? |
| Is | he / she | going to | get wet feet? |
| Short answers | | | |
| Affirmative | | Negative | |
| Yes. I am. | | No. I'm not. | |
| Yes. he / she is. | | No. he / she isn't. | |
| Yes. you / we / you / they are. | | No. you / we / you / they aren't. | |

We use **going to** for predicting things in the future based on what we can see now.

- ★ It's very cloudy. There's **going to** be a storm.
- ★ He's very fast. He's **going to** win.




Look and learn

Indefinite pronouns

| | Places | Things | People |
|----------------------------------|------------|------------|----------|
| Affirmative sentences | somewhere | something | someone |
| | everywhere | everything | everyone |
| | nowhere | nothing | no one |
| Negative sentences and questions | anywhere | anything | anyone |

We use **indefinite pronouns** when we don't want to or can't be exact about who, where or what we're talking about.

- ★ Don't go **anywhere** without a map.
- ★ Look after **everyone**.
- ★ Take **something** to eat.
- ★ Leave **nothing** to chance.



Everyday language

Asking for and giving directions

Excuse me. Can you tell me how to get to ... ?
Is it near ... ? Thank you very much!

Go over ... Then follow ... Turn right.

Go towards ... Go past ... It's on your left / right.

Go across ... It's next to ... It's opposite ...

Unidad 7 Clothes and design.

| said | |
|--|--|
| Direct speech | Reported speech |
| 'The suit is great.' | He said the suit was great. |
| 'I want to wear the suit you designed.' | He said he wanted to wear the suit she designed. |

| told | |
|------------------------------------|---|
| Direct speech | Reported speech |
| 'Look! There's a famous designer.' | She told him there was a famous designer. |
| 'It's Mel's design.' | He told him it was his Mel's design. |

We use **reported speech** to talk about what someone said. **Reported speech is different from direct speech: the verb tense and some other words change.**

- He **told her** he **liked** the red jumper.
- She **said** she **liked** the blue jumper.



We change the tense of the main verb.

- I'm thirsty.
- He said he **was** thirsty.

We often use the verbs **said** or **told**.

told is followed by a name or an object pronoun.

- She **told him** that it was the green door.

Grammar 2

Present simple passive

Affirmative

| | | | |
|---------------------|-----|------|-------------------------|
| Nanotechnology | is | used | in smart fabrics. |
| Traditional clothes | are | made | from natural materials. |

Negative

| | | | |
|----------------|--------|------|-------------------------|
| Nanotechnology | isn't | used | in traditional clothes. |
| Smart fabrics | aren't | made | from natural materials. |

Questions

| | | | | |
|------|-----|---------------------|------|-------------------------|
| What | are | traditional clothes | made | from? |
| | Are | synthetic fabrics | made | from natural materials? |

We use the **present simple passive** to emphasize the person or thing affected by an action, not the person or thing doing the action.

- ★ Lots of sports clothes **are made** of Lycra®.
- ★ Smart fabrics **are programmed** like a computer.



Everyday language

Talking to a clothes shop assistant



The shirt's a bit too small.
Could I try a larger size, please?

Sure. Here you are. Does it fit?

No, it doesn't fit. It's too big! Could I try on these jeans in size 153, please?

Yes, of course. Do they fit?

They're just the right size! Thanks!