

One Day At a Time

Goals

- Ask and answer simple questions about how you and other people feel.
- Give information about your routines, habits, and current activities.
- Use falling and raising intonation when asking yes/no and wh-questions.
- Ask and write information about someone else's routine.
- Use typical expressions in a telephone conversation.

Grammar and Vocabulary

- Feelings (positive and negative)
- Verbs related to school, home, work, and leisure
- Adverbs of frequency
- The Simple Present tense: *I walk my dog twice a day. She never takes a nap in the afternoon.*
- The Present Progressive tense: *I'm chatting right now. He's taking hip hop classes this month.*

Functions

- Talking about feelings
- Asking for and giving information about routines and habits
- Expressing the frequency of an action
- Talking about what people are doing at the moment

Strategies

Listening

- Asking for verification or clarification

Reading

- Highlighting

Writing

- Using mechanical techniques

Speaking

- Taking risks wisely

Pronunciation

- Rising and falling intonation

Communication

- Leaving and taking a message

CLIL

Social Studies: Regions and routines

Project

A Comic Presentation (comic strip)

Talented People All Around You!

- Describe someone's personality and his/her talents.
- Talk about your abilities and future plans for those abilities you lack.
- Correctly pronounce *can* and *can't*.
- Write about what some Paralympic athletes can do really well.
- Use expressions to react to good and bad news.

- Personality adjectives (I)
- Action verbs
- Good at: *I'm good at learning languages. They aren't good at singing.*
- Can: *I can cook Thai food. He can't do financial math.*
- Be + going to: *I'm going to hire a voice coach. She isn't going to give up!*

Functions

- Describing people (qualities)
- Talking about things that people do well
- Expressing ability in the present
- Talking about future plans

Listening

- Rewarding yourself

Reading

- Translating

Writing

- Using a circumlocution or synonym

Speaking

- Using mime or gesture

- *Can* and *can't*

- Reacting to good and bad news

Technology: Paralympic Games

Got Talent (talent show)

Healthy and Tasty!

Goals

- Use different expressions to talk about food items that you like and don't like.
- Write a simple recipe.
- Identify and pronounce the vowel sound schwa /ə/ correctly.
- Write suggestions based on a text for how to have a balanced diet.
- Use expressions to ask for and buy food.

Grammar and Vocabulary

- Countable and uncountable nouns (food)
- Containers and quantifiers
- Cooking actions
- There is/are + some/any: *There is some cheese. There aren't any tomatoes.*
- How much/many: *How much butter do you need? How many bananas are there?*
- Imperatives: *Grate the cheese. Don't boil it.*
- Object pronouns *it* and *them*.

Functions

- Expressing existence in the present
- Talking about food
- Following and giving simple instructions
- Describing simple recipes
- Buying and selling food

Strategies

Listening

- Taking notes

Reading

- Switching to the mother tongue

Writing

- Structured reviewing

Speaking

- Asking for correction

Pronunciation

- Sound /ə/

Communication

- Buying and selling things (food)

CLIL

Math: Fractions and percentages

Project

Global Foodcast (podcast)

A Fascinating Kingdom

- Complete a short paragraph describing an animal.
- Describe an animal's abilities.
- Identify and pronounce short and long vowels correctly.
- Write short sentences describing animals' emotions.
- Use expressions to show interest and surprise in short conversations.

- Vertebrates
- Animal body parts
- Animal skills
- Short and long adjectives
- The comparative form: *The giant panda is heavier than the spectacled bear.*
- The superlative form: *The ostrich is the largest bird in the world.*
- Can (review): *Blue whales can swim up to 48 kilometers per hour (km/h).*

Functions

- Making comparisons and expressing degrees of difference
- Expressing ability in the present

Listening

- Repeating

Reading

- Developing cultural understanding

Writing

- Adjusting or approximating the message

Speaking

- Placing new words into a context

- Long and short vowels

- Showing interest and surprise

Science: Animals' emotions

Animals on the Brink (photography exhibition)

Ancient Civilizations

Goals

- Ask and answer questions about an ancient civilization.
- Give specific information about an ancient culture.
- Identify and pronounce the final *-ed* sound properly.
- Use *also*, *too*, and *as well* in different sentences.
- Use *may*, *could*, and *can* properly when asking for permission or making a request.

Grammar and Vocabulary

- Personality adjectives (II)
- Regular verbs
- The verb *to be* in the Simple Past tense: *I was in Mexico last month. You were 12 when I met you. He wasn't bored during his last vacation.*
- The Simple Past tense with regular verbs: *The Muiscas thrived in the high Andean plains. The Egyptians didn't cultivate maize.*
- Could: *I could read when I was four. He couldn't speak Swahili.*
- Yes/No and wh-questions in the Simple Past tense: *Did the Incas cultivate rice? Where did they live?*

Functions

- Describing people (qualities)
- Talking about past events
- Expressing ability in the past

Strategies

Listening

- Delaying speech production to focus on listening

Reading

- Highlighting

Writing

- Overviewing and linking with already known material

Speaking

- Developing cultural understanding

Pronunciation

- *-ed* ending: /ɪd/, /t/, and /d/

Communication

- Asking for permission and making requests

CLIL

Arts: Colors and their meaning

Project

Comparing Civilizations (Venn diagram)

The Traveler Is the Journey

- Use adjectives to describe different activities.
- Write summaries about past events, based on simple interviews.
- Distinguish and pronounce the sounds /f/ and /tʃ/ correctly.
- Write simple ideas on how to become a more responsible tourist.
- Recognize different airport announcements and instructions.

- Adjectives related to vacation experiences
- Irregular verbs
- Adjectives ending in *-ed* and *-ing*
- There was/were: *There was only local food. There were three international restaurants.*
- The Simple Past tense with irregular verbs: *I went to Rome last vacation. She didn't go hiking yesterday.*
- Yes/No and wh-questions in the Simple Past tense: *Did you have an accident during your trip? What did you lose?*

Functions

- Expressing existence in the past
- Talking about past events and completed actions in the past

Listening

- Taking notes

Reading

- Reasoning deductively

Writing

- Seeking practice opportunities

Speaking

- Using mime or gesture

- Sounds /f/ and /tʃ/

- Recognizing airport announcements and instructions

Civic Literacy: Responsible tourism

A Trip Through Pictures (photo blog)