

## They Changed the World!

### Goals

- Ask and answer wh-questions about famous inventions.
- Interview a person and write a short report about life in the past.
- Identify silent letters in words.
- Write a brief descriptive text about a serendipitous invention.
- Understand and practice expressions to buy technological products.

### Grammar and Vocabulary

- Regular and irregular verbs
- The Simple Past tense and the Simple Present tense: *In the 50's, married women usually stayed home. Now, they usually go to college.*
- Wh-questions in the Simple Past tense: *Where was the automobile invented? When did Karl Drais invent the bicycle?*
- Used to: *Ryan used to sing in a rock band. Gloria didn't used to drive to work.*
- Could and couldn't: *Before the Internet, people couldn't send emails. After the VCR, people could record their favorite TV shows at home.*

### Functions

- Talking about past events
- Asking for and giving information about routines and habits in the present and the past
- Expressing ability in the past

### Strategies

#### Listening

- Self-monitoring

#### Reading

- Using linguistic clues

#### Writing

- Highlighting

#### Speaking

- Discussing your feelings with someone else

### Pronunciation

- Silent letters

### Communication

- Understanding and practicing expressions to buy technological products

### CLIL

**Social Studies:** Serendipitous inventions

### Project

**Life-changing Ideas (infographic)**

## Tell Me About It!

- Ask and answer questions using comparative and superlative adjectives.
- Write a short anecdote.
- Recognize and pronounce the sounds /æ/ and /ʌ/ correctly.
- Write a description of a disorder of the endocrine system.
- Use expressions to apologize.

- Adjectives ending in *-ed* vs. adjectives ending in *-ing*
- The comparative and superlative forms
- There was and there were: *There was a big sculpture. There weren't any pets at the park.*
- The Past Progressive tense and the Simple Past tense: *Herbert was listening to music when Paul phoned him. May and Sky weren't dancing at the club when Sophie arrived.*

### Functions

- Expressing feelings and emotions and describing the situations that cause them
- Making comparisons and expressing degrees of difference
- Expressing existence in the past
- Describing actions that were in progress when other actions occurred in the past

### Listening

- Getting the idea quickly
- Using visual clues

### Reading

- Using linguistic clues

### Writing

- Recombining

### Speaking

- Using imagery
- Cooperating with peers

- /æ/ and /ʌ/

- Using expressions to apologize

**Science:** The endocrine system

**Words and GIFs (blog about anecdotes)**

What the Future Has in Store for Us

Goals

- Write an ad about a futuristic job and ask and answer questions about it.
- Ask and answer questions about future plans.
- Understand and pronounce the reduced forms of *be going to* and *want to* correctly.
- Write the plot of your own futuristic story.
- Use expressions to make, accept, or decline an invitation.

Grammar and Vocabulary

- Futuristic jobs
- The Present Progressive tense (future): *The class is starting in five minutes. We aren't attending the conference today.*
- Future with Will: *Genetic scientists will probably find the cure to Parkinson's disease. Megan won't discover a new vaccine for the influenza virus. Will engineers develop time traveling?*
- Be + going to: *Jordi is going to buy a new car. My parents aren't going to travel to China by airplane. Are we going to study computer science after graduating?*

Functions

- Talking about fixed arrangements
- Making predictions about the future
- Expressing future plans and intentions

Strategies

Listening

- Using progressive relaxation, deep breathing, or meditation

Reading

- Getting the idea quickly

Writing

- Planning for a language task
- Making positive statements

Speaking

- Using laughter

Pronunciation

- Reductions *gonna* and *wanna*

Communication

- Using expressions to make, accept, or decline an invitation

CLIL

Arts: Utopias and dystopias

Project

Futuristic Scenes (diorama)

It's Never Too Late to Act

- Write recommendations related to the three R's.
- Ask for and give advice on consumption habits and routines.
- Link consonants to vowels in sentences with phrasal verbs.
- Use transition words to write pieces of advice.
- Use expressions to make promises

- Countable and uncountable nouns related to everyday technology and appliances
- The three R's: Reduce, reuse, recycle
- Eco-actions
- Phrasal verbs (I)
- Definite and indefinite articles. No article
- How many, how much, not many, not much, too much, too many, a lot of, enough
- Should and shouldn't: *Joan should drink more water. They shouldn't do the laundry so often.*

Functions

- Expressing quantity
- Asking for and giving information about consumption habits and routines
- Asking for and giving advice

Listening

- Paying attention

Reading

- Using a circumlocution or synonym

Writing

- Planning for a language task

Speaking

- Cooperating with peers

- Linking consonants to vowels

- Using expressions to make promises

Technology: Technology to reduce pollution

Ten Ideas to Change Your World (list of suggestions to reduce pollution)

## A Peaceful Place for All

Goals

- Write pieces of advice related to a problematic situation at school.
- Write school rules and make signs to represent them.
- Recognize and pronounce the reduced forms of *have to* and *has to* in sentences.
- Write recommendations to resolve a conflict situation at school.
- Use abbreviations to write informal messages.

Grammar and Vocabulary

- Phrasal verbs (II)
- Should and shouldn't (review)
- Have to: *James has to clean his bedroom. William and Patrice have to walk the dog.*
- Don't have to: *Mary doesn't have to get up early. You don't have to work on Saturdays.*
- Must: *I must study hard to get the scholarship. Children must eat healthy food.*
- Mustn't: *Lauren mustn't skip school. Visitors mustn't take pictures.*

Functions

- Expressing opinion and giving advice
- Expressing obligation and lack of obligation
- Expressing that something is or is not necessary
- Expressing prohibition

Strategies

Listening

- Using imagery

Reading

- Summarizing

Writing

- Recombining

Speaking

- Adjusting or approximating the message

Pronunciation

- Reduced forms /hæftə/ and /hæstə/

Communication

- Using abbreviations to write informal messages

CLIL

**Civic Literacy:** Conflict resolution

Project

**Ad Festival (advertisement)**

## Nature Unleashed

- Give recommendations on how to act before, during, and after a catastrophe.
- Use connectors of sequence, cause, and result to describe how a natural disaster occurs.
- Recognize and pronounce the *-ed* ending of adjectives.
- Write implications about natural disasters using the zero conditional.
- Report an emergency.

- Natural disasters and verbs related to them
- Imperatives: *Prepare a first aid kit. Don't drive your car during a flood.*
- The Zero Conditional: *If/When tectonic plates reaccommodate and collide, there is an earthquake.*
- Connectors of sequence: *first, then, later, next, finally*
- Connectors of cause and result: *because, as, for, since*

Functions

- Following and giving simple instructions
- Expressing general truths, scientific facts, and predictable results of specific actions
- Describing processes

Listening

- Reasoning deductively

Reading

- Highlighting

Writing

- Asking for correction
- Placing new words into a context

Speaking

- Using physical response or sensation
- Becoming aware of others' thoughts and feelings
- Taking notes

- Adjectives ending in *-ed*: /t/, /d/, /ɪd/

- Reporting an emergency

**Math:** Propositions

**Ready to Help! (emergency committee)**