

Your Carbon Footprint

Goals

- Identify important actions related to sustainable living.
- Write about actions to reduce school food waste.
- Pronounce correctly the sounds /ʃ/ and /tʃ/.
- Identify some eco-friendly actions to offset your family's carbon footprint.
- Have a conversation to participate in a swap network.

Grammar and Vocabulary

- Sustainable development
- Natural resources
- Waste management
- Environmental awareness
- The Present Perfect Progressive: *We have been composting for four years. What have you been learning these days? Has she been teaching gardening lessons?*

Functions

- Talking about events that started in the past and have continued up until now
- Analyzing and evaluating environmental awareness actions
- Talking about personal experiences and giving details

Strategies

Listening

- Using linguistic clues

Reading

- Using keywords

Writing

- Formally practicing with sounds and writing systems

Speaking

- Using mime or gesture

Pronunciation

- Sounds /ʃ/ and /tʃ/

Communication

- Talking about participating in a swap network

CLIL

Civic Literacy: Sustainability

Project

A Garbage Journal (poster board and journal)

Paws and Claws

- Use adverbs of time, place, manner, and frequency in context.
- Use the passive voice in the Present Perfect tense.
- Pronounce and use words with short and long vowel sounds creatively.
- Use correlative conjunctions in context.
- Use expressions to show agreement and disagreement, as well as to give opinions and reasons.

- Pets and owners:
- Adverbs of time, manner, and place: *tomorrow, happily, here*
- Adverbs of frequency: *often, regularly*
- Adverbs of sequence: *first, second, next*
- Correlative conjunctions: *both ... and, not only ... but also, neither ... nor, either ... or*
- Passive voice in the Present Perfect tense: *Have animals been better understood in the 21st century?*

Functions

- Giving reasons and explanations
- Restating what has been said
- Expressing agreement and disagreement
- Arguing for a particular point of view about an issue

Listening

- Using other clues

Reading

- Highlighting

Writing

- Structured reviewing

Speaking

- Formally practicing with sounds and writing systems

- Short and long vowels

- Using expressions to show agreement and disagreement, as well as to give opinions and reasons

Science: Taxonomy

Quizmaster for a Day (online test)

Enough Resources for Everyone

Goals

- Use the prefix *over-* to intensify the meaning of a concept.
- Use relative clauses and *used to / didn't use to* in context.
- Identify and pronounce correctly words with the sounds /θ/ and /ð/.
- Express your opinion about overpopulation.
- Ask a foreigner questions about his/her country.

Grammar and Vocabulary

- Large numbers
- Words with the prefix *over-*: *overpopulated, overconsumption*
- Countries and population in the Americas
- Relative pronouns: *who, where, which, that*
- Relative clauses: *Sarah shares a class with immigrants who speak three languages.*
- *Used to / Didn't use to*: *My city used to have less inhabitants in the 80's. Housing didn't use to be so expensive.*

Functions

- Talking about habits in the past
- Expressing opinions and stating facts
- Asking for and giving information about places and customs
- Understanding and producing simple narratives

Strategies

Listening

- Practicing naturalistically

Reading

- Using linguistic clues

Writing

- Recognizing and using formulas and patterns

Speaking

- Adjusting or approximating the message

Pronunciation

- *th*: One combination, two sounds

Communication

- Asking a foreigner questions about his/her country

CLIL

Social Studies: Overpopulation

Project

Our Own Infographic (presentation)

The Art of Taking Pictures

- Use the imperative form in context to give photography tips.
- Use the First Conditional in context.
- Correctly use contractions for *will* and *will not*.
- Use discourse markers to add a point.
- Use the First Conditional in order to find solutions to potential problems.

- Imperatives: *Keep an eye open for repetitive patterns. Don't take pictures of people without asking for permission.*
- Intensifiers: *Too much, too many, enough, not enough*
- The First Conditional: *If you don't have good lighting in a room, you will have to use the flash to take a picture.*
- Discourse markers: *Also, too, above all, equally important.*

Functions

- Expressing possibility
- Giving recommendations and/or advice
- Making predictions and speculating about the future
- Describing simple processes

Listening

- Paying attention

Reading

- Reasoning deductively

Writing

- Adjusting or approximating the message

Speaking

- Finding out about language learning

- Contractions: 'll - won't

- Using the First Conditional in order to find solutions to potential problems

Arts: Photography tips

Smartphone Art (digital photography exhibition)

Climbers Must Be Prepared

Goals

- Express obligation and give advice about climbing mountains.
- Talk and ask questions about hypothetical situations.
- Correctly pronounce the contraction of would in context.
- Write a diary entry following a model.
- Give advice after considering a situation.

Grammar and Vocabulary

- Mountains and climbers
- Modal verbs: *Should, must, have to, can, had better*
- The Second Conditional: *If I were 18, I would register with one of those mountaineering clubs. What would you do if you were on the summit of Mount Everest? If I weren't so tall, I could wear my best friend's clothes.*

Functions

- Talking about imaginary situations
- Expressing obligation and lack of obligation
- Expressing that something is or is not necessary
- Giving advice, warnings, and prohibitions

Strategies

Listening

- Associating/Elaborating

Reading

- Using imagery
- Summarizing

Writing

- Using mechanical techniques

Speaking

- Formally practicing with sounds and writing systems
- Using a circumlocution or synonym

Pronunciation

- Contraction of *would*

Communication

- Giving advice after considering a situation

CLIL

Math: Percentages

Project

One More Challenge (digital presentation)

Technology Is Great! However ...

- Use gerunds and infinitives in context.
- Talk about activities that happened before other activities in the past.
- Correctly pronounce and use some phrasal verbs.
- Express wishes and regrets using the Past Perfect tense.
- Use some slang internet terms.

- Gadgets and technology issues
- Gerunds and infinitives
- The Past Perfect and the Simple Past: *Emma could not work comfortably because she hadn't adjusted her table and chair.*
- Phrasal verbs: *stare at, find out, zoom in*
- Wishes and regrets: *He wishes he hadn't uploaded so much information. I wish I had created a safer password.*

Functions

- Describing problematic events and their outcomes
- Discussing pros and cons
- Expressing wishes and regrets

Listening

- Using physical response or sensation

Reading

- Overviewing and linking with already known material

Writing

- Adjusting or approximating the message

Speaking

- Practicing naturalistically

- Stress: Phrasal verbs

- Using correctly some slang Internet terms

Technology: Reflections on modern technology

A Digital Survey (pie chart presentation)