They Changed the World!

- 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.

- 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

Listening
- Self-monitoring

Reading
- Using linguistic clues

Writing
- Highlighting

Speaking
- Discussing your feelings with someone else

Tell Me About It!

- Ask and answer questions using comparative and superlative adjectives.
- Write a short anecdote.
- Recognize and pronounce the sounds /æ/ and /Λ/
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 /Λ/

- Using expressions to apologize

Science: The endocrine system

Social Studies: Serendipitous inventions

Life-changing Ideas (infographic)
### What the Future Has in Store for Us

- 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.

#### Goals

- 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

#### 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

- Reductions *gonna* and *wanna*

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

#### Arts: Utopias and dystopias

#### 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

#### Goals

- 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**

- 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.

- 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

**Listening**
- Using imagery

**Reading**
- Summarizing

**Writing**
- Recombining

**Speaking**
- Adjusting or approximating the message

- Reduced forms /hæftəl/ and /hæstəl/

**Civic Literacy:** Conflict resolution

**Ad Festival (advertisement)**

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**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/, /ð/, /d/ (review)

- Reporting an emergency

**Math:** Propositions

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