## Unit 1
### Your Carbon Footprint
- Identify important actions related to sustainable living.
- Write about actions to reduce school food waste.
- Pronounce correctly the sounds /ʃ/ and /θ/.
- Identify some eco-friendly actions to offset your family’s carbon footprint.
- Have a conversation to participate in a swap network.

- 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

### Listening
- Using linguistic clues

### Reading
- Using keywords

### Writing
- Formally practicing with sounds and writing systems

### Speaking
- Using mime or gesture

### Pronunciation
- Sounds /ʃ/ and /θ/

### Communication
- Talking about participating in a swap network

### Civic Literacy: Sustainability

### Project
- A Garbage Journal (poster board and journal)

## Unit 2
### 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

### Pronunciation
- Short and long vowels

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

### Civic Literacy: Taxonomy

### Project
- Quizmaster for a Day (online test)
Unit 3

**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 /ʌ/ 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

**Listening**
- Practicing naturally

**Reading**
- Using linguistic clues

**Writing**
- Recognizing and using formulas and patterns

**Speaking**
- Adjusting or approximating the message

**Pronunciation**
- /θ/: One combination, two sounds

**Communication**
- Asking a foreigner questions about his/her country

**Social Studies: Overpopulation**

**Project**
- Our Own Infographic (presentation)

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Unit 4

**Goals**
- 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.

**Grammar and Vocabulary**
- 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

**Pronunciation**
- Contractions: ‘ll - won’t

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

**Arts: Photography tips**

**Project**
- Smartphone Art (digital photography exhibition)
**Unit 5**

**Climbers Must Be Prepared**

- 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.

**Goals**

- 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

**Listening**

- Associating/Elaborating

**Reading**

- Using imagery
- Summarizing

**Writing**

- Using mechanical techniques

**Speaking**

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

**Math:** Percentages

**Project**

- One More Challenge (digital presentation)

**Unit 6**

**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.

**Goals**

- 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

**Math:** Reflections on modern technology

**Project**

- A Digital Survey (pie chart presentation)