CONTENIDOS PROGRAMÁTICOS DE INGLÉS TEENS

TEENS ENGLISH Level 1

Unit 1 Welcome!

The Alphabet Greetings and Introductions Subject pronouns and be Classroom Language	Telling Time Object pronouns Possessive adjectives and pronouns Plurals	A, an, and the This, that, these, and those Prepositions of place Count and non-count nouns	Months of the Year and Days of the Week Seasons Numbers Colors



Family Matters



a different Education



Robots and us



Part of nature

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
THEME	Family and traditions	Schools around the world	People interacting with technology	People and animals and their place in nature
VOCABULARY STRATEGY	Adjective + dependent preposition	Antonyms	The *-able* ending	Compound words
SPEAKING STRATEGY	Asking and answering personal questions	Talking about likes and dislikes	Reacting	Checking facts
GRAMMAR	***Be* and *have*:** *I'm friendly, but my sister isn't.* *I have two brothers.* **Count and noncount nouns:** *Are there any cookies in the cupboard? Yes, there are.* *Is there any water in the bottle? Yes, there is.*	**Simple present:** Talking about routines, habits, and permanent states *She doesn't have lunch at school. She goes home for lunch.* **Adverbs:** Saying how often you do something *I rarely forget to do my homework.*	***Can* and *can't*:** Talking about ability *My robot can talk, but it can't open doors.* ***Should* and *shouldn't*:** Giving advice *They should study for this math test.* *You shouldn't buy this robot. It's very expensive.*	**Quantifiers:** Talking and asking about quantity *How many different kinds of camels are there? There are two kinds of camels.* **Adverbs:** Talking about how things are done *Elephants can swim very well.* *The three-toed sloth moves very slowly.*
READING	*Breakfast in Four Countries*	*Growth Mindset*	*Girls Can Code*	*A Wild Animal Isn't a Pet*
READING STRATEGY	Scan for information	Identify the main idea	Identify the main point of a paragraph	Identify sequence of events
VIDEO	*Celebrating the Dead*	*Education Around the World*	*Squishy Robot Fingers*	*Into the Real Wild: Photographing Pandas with Ami Vitale*
MISSION	**discover Your values** National Geographic Explorer: **Max Lowe**, Photographer/ Writer	**Believe in Yourself** National Geographic Explorers: **Dave and Amy Freeman**, Adventurers/Educators	**Change the world** National Geographic Explorer: **Chad Jenkins**, Computer Scientist/Robotocist	**use Your Skills** National Geographic Explorer: **Juliana Machado Ferreira**, Conservation Biologist



WRITING	Genre: **personal description** Focus: Connect and contrast	Genre: **Sequencing paragraph** Focus: Use sequencing words	Genre: **Contrast paragraph** Focus: Use contrast words	Genre: **Fact sheet** Focus: Categorize and label information
PRONUNCIATION	Syllables and stress	The third person *-s* / *-es* ending	The *th* sound	Short vowel sounds
ExPRESS YOURSELF	Creative Expression: **text messages** *World Food Day* Making connections: Family and school		Creative Expression: **Advertisement** *Robotosaurus Rex* Making connections: Robots and animals	

STEMFC
Science Technology English Math



TEENS ENGLISH Level 2

	Water	The City: Past, Present, and Future	Amazing Space	See the World
	UNIT 1	UNIT 2	UNIT 3	UNIT 4
THEME	How to protect and preserve water	Architecture, photography, and preservation of cities	Space and technology	Travel and vacations
VOCABULARY STRATEGY	Prefix *un-*	Collocations with *take*	Upper vs. lower case	Suffix *-ist*
SPEAKING STRATEGY	Brainstorming solutions	Expressing opinions and responding to them	Making and responding to suggestions	Asking for and giving directions
GRAMMAR	**present progressive:** Talking about what is happening now and about things that always happen *My brother is always taking long showers!* ***There was / There were*:** Talking about the past *There were a lot of dead fish in the river.*	**Simple past:** Talking about the past *They took photos of a temple, a church, and a castle there.* **Simple past:** Asking and answering questions about the past *Where did you go last summer?* *We went to Beijing. We didn't fly there. We took the train.*	**Comparatives:** Comparing two things *Saturn is much bigger than Earth, but it is smaller than Jupiter.* **Superlatives:** Comparing three or more things *Jupiter is bigger than Saturn, but the biggest object in our solar system is our sun.*	***Going to*:** Describing future plans *What are you going to do for your birthday?* ***In, on,* and *at*:** Saying when things happen *On Friday, we're going to fly to Prague.*
READING	*An Ocean of Plastic*	*Queen of the Curve*	*Satellites Above*	*Kite-skiing in the Arctic*
READING STRATEGY	Look for examples and explanations	Identify author's purpose	Connect text to prior knowledge	Visualize
VIDEO	*Boyan's Big Idea*	*Preserving Our Heritage with Ross Davison*	*The Electric Wind of Venus*	*Student Expedition: Tanzania*
MISSION	**protect our water** National Geographic Explorer: **Osvel Hinojosa Huerta**, Conservationist	**Know Your history** National Geographic Explorer: **Ross Davison**, Heritage Conservationist	**think like a Scientist** National Geographic Explorer: **Brendan Mullan**, Astrobiologist	**Get outside!** National Geographic Explorer: **Sarah McNair-Landry**, Adventurer/Cinematographer
WRITING	Genre: **persuasive paragraph** Focus: Give advice using strong phrases	Genre: **paragraph of opinion** Focus: Present reasons to support your opinion	Genre: **Compare and contrast paragraph** Focus: Use words for comparison and contrast such as *but, although,* and *however*	Genre: **Blog post** Focus: Identify and include parts of a blog
PRONUN-CIATION	Long vowel sounds	*N* and *ng* sounds	Soft *g* and hard *g*	Silent letters
ExPRESS YOURSELF	Creative Expression: **tour description** *A Tour of Thun, Switzerland* Making connections: Water, buildings, and history		Creative Expression: **Blog** *Welcome to Haneul's Awesome Blogging World* Making connections: Space and travel	



TEENS ENGLISH Level 3

1 Life in the City **2** Amazing Jobs **3** Secrets of the Dark **4** Living Together

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
THEME	Exploring your city or town	Unusual and interesting careers	The world at night	Animal and human interaction
VOCABULARY STRATEGY	• Prefix *un-* • Use context	• Suffixes *-er*, *-or*, and *-ist* • Identify word parts (suffixes)	• Compound words • Use a dictionary: Most common meaning	• Prefix *mis-* • Identify collocations
SPEAKING STRATEGY	Active listening	Extending the conversation	Asking for help and helping with schoolwork	Asking for and giving reasons
GRAMMAR	**Simple present:** Talking about facts *I live near the High Line.* ***In* and *on*:** Expressing location *Lion City is in eastern China.*	**Simple-present questions and answers:** Talking about routines *Do pastry chefs work every day? Yes, they do. / No, they don't.* **possessives:** Showing ownership *This dentist's job isn't done in an office.*	**present progressive:** Saying what is happening now *While I'm reading in bed at night in Mexico, my friend Akiko is reading at school in Japan!* ***At*, *on*, and *in*:** Saying when things happen *at eight o'clock, on Monday(s), in the winter*	**Modals:** Describing obligation and advice *We have to protect rhinos. We shouldn't ignore the rhino problem.* **Modals:** Describing ability in present and past *What can we do about it? How could they avoid cars?*
READING	*A New Type of Park*	*Adventures Near and Far*	*In the Dark of the Ocean*	*Four-Legged Heroes*
READING STRATEGY	Make predictions	Compare and contrast	Scan the text	Identify problems and solutions
VIDEO	*Mission Re-Wild*	*Searching for Life in Iceland's Fissures*	*What Glows Beneath*	*The Elephant Whisperers*
MISSION	Genre: **descriptive paragraph** Focus: Use adjectives	Genre: **descriptive paragraph** Focus: Identify and include elements of a paragraph	Genre: **descriptive paragraph** Focus: Use sensory writing	Genre: **descriptive paragraph** Focus: Proofread
WRITING	**explore Your world** National Geographic Explorer: **Daniel Raven-Ellison**, Guerilla Geographer	**do what You love** National Geographic Explorer: **Guillermo de Anda**, Underwater Archaeologist	**understand and protect** National Geographic Explorer: **David Gruber**, Marine Biologist	**Start Small** National Geographic Explorer: **Amy Dickman**, Animal Conservationist
PRONUN-CIATION	Syllables and stress	Intonation in questions	Present progressive: Stress of the verb *be*	*Can* and *can't*
EXPRESS YOURSELF	Creative Expression: **travel review** *Gondola Tours of Venice* Making connections: Unusual places and unusual jobs		Creative Expression: **Graphic story** *Sleeping with a Lion* Making connections: Interactions between humans and animals at night	

STEMFC
Science Technology English Math



TEENS ENGLISH Level 4

	1 What We Wear	**2** Mix and Mash	**3** Cool Apps and Gadgets	**4** Into the Past
	UNIT 1	UNIT 2	UNIT 3	UNIT 4
THEME	Clothing and accessories throughout history	Mash-ups	Useful and interesting technology	Exploring the distant past
VOCABULARY STRATEGY	• Prefix *re-* • Use a dictionary: Pronunciation	• Multiple-meaning words • Use context: Examples	• Suffix *–ible* • Identify parts of speech	• Suffix *-ful* • Context clues: Definitions and examples
SPEAKING STRATEGY	Asking for opinions; Agreeing and disagreeing	Clarifying a point	Making and responding to requests	Talking about likes and dislikes
GRAMMAR	**Simple past:** Saying what happened *Ancient Greek women preferred golden hair to dark hair.* **Simple past:** Saying what happened *Doctors wore special protective suits.*	**Adjectives:** Comparing two or more things *Underwater hockey is more difficult than field hockey.* **Count and noncount nouns:** Talking about amounts *Some meals are a mix of food from different cultures.*	**Superlatives:** Talking about extremes *The newest version of this game is going to be awesome.* ***Will* and *going to*:** Talking about the future *People won't talk to each other on smartphones anymore.*	**present perfect:** Describing a past action that still continues *Games have always been a popular activity.* ***There* + *to be*:** Expressing existence at different points in time *There have always been sun celebrations around the world.*
READING	*Jewelry Talks*	*A Feast for the Eyes*	*Thinking Outside the Box*	*Growing Up: Then and Now*
READING STRATEGY	Make a personal connection	Visualize	Identify main idea and details	Identify cause and effect
VIDEO	*What to Wear*	*What's in a Mash-Up?*	*From Gadgets to Apps*	*A Journey Back in Time*
MISSION	Genre: **descriptive paragraph** Focus: Publish	Genre: **paragraph of exemplification** Focus: Introduce examples	Genre: **product review** Focus: Use examples	Genre: **Classification paragraph** Focus: Write a concluding sentence
WRITING	**learn to Adapt** National Geographic Explorer: **Andrés Ruzo**, Geoscientist	**Be unique** National Geographic Explorer: **Josh Ponte**, Musical Explorer/ Filmmaker	**Always Keep learning** National Geographic Explorer: **Manu Prakash**, Biophysicist	**understand the past** National Geographic Explorer: **Alberto Nava Blank**, Underwater Cave Explorer/ Cartographer
PRONUN-CIATION	The *-ed* ending	Linking: Consonant + vowel sounds	The two-vowel rule	The schwa (/ /) sound
EXPRESS YOURSELF	Creative Expression: **Feature article** *Get Steampunked* Making connections: Fashion mash-ups		Creative Expression: **letter for a time capsule** *Transportation of Tomorrow* Making connections: Past, present, and future technology	



TEENS ENGLISH Level 5

	1 Color Matters	**2** Feeling Good?	**3** Your Virtual Self	**4** Underwater Mysteries
	UNIT 1	UNIT 2	UNIT 3	UNIT 4
THEME	Color and its effect on people	Body and mind	Technology's impact on our lives	Underwater exploration and discovery
VOCABULARY STRATEGY	• Suffix *-al* • Use context clues	• Suffix *-ness* • Use a dictionary: Sample sentences	• Prefix *inter-* • Use a thesaurus	• Prefix *pre-* • Use context of unit
SPEAKING STRATEGY	Correcting information	Checking in with friends and saying how you feel	Checking for understanding and responding	Making and responding to suggestions
GRAMMAR	**Comparatives and superlatives:** Comparing two or more things *Purple is a popular color. Green is more popular than purple. Blue is the most popular color in the world.* ***The*:** Identifying general and specific things *The sun is shining in the sky.*	**Adverbs:** Saying how and how often you do something *Many teenagers like to sleep often. They're always tired.* ***Make* + adjective:** Saying what affects mood and feelings *A lack of sleep makes you tired.*	**Modals:** Expressing obligation, advice, and permission *You have to protect yourself with a strong username and password.* ***Must*, *might*, and *can't*:** Expressing certainty *I checked the facts on three different websites, so they must be true.*	***Used to* and *would*:** Talking about habits in the past *I never used to be interested in the ocean, and I didn't use to read much at all!* **Simple past:** Describing past actions *When did the village sink? It sank thousands of years ago.*
READING	*Purple Power*	*The Teenage Brain*	*Calm Down*	*Yonaguni Jima*
READING STRATEGY	Identify sequence of events	Summarize	Connect text to personal experience	Identify author's purpose
VIDEO	*Seeing Colors?*	*The Forgotten Organ*	*The Distance Between Two Points*	*Loch Ness Monster: Mystery Solved?*
MISSION	Genre: **descriptive paragraph** Focus: Topic sentence	Genre: **Classification essay** Focus: Introducing categories	Genre: **Fact and opinion essay** Focus: Facts and opinions	Genre: **Contrast essay** Focus: Contrasting points of view
WRITING	**look for opportunities** National Geographic Photographer: **Annie Griffiths**	**take Care of Yourself** National Geographic Explorer: **Pardis Sabeti**, Computational Geneticist	**Connect with people** National Geographic Explorer: **Amber Case**, Cyborg Anthropologist	**Be Curious** National Geographic Explorer: **Katy Croff Bell**, Oceanographer
PRONUN-CIATION	Schwa / / sound	Pronunciation of *-s* endings	*Have to*	Verb *use* vs. *used to* + verb
EXPRESS YOURSELF	Creative Expression: **Song** *One Truth* Making connections: How colors affect your body and mind		Creative Expression: **Blog** *Aboard the E/V* Nautilius Making connections: Technology's impact and ocean exploration	



TEENS ENGLISH Level 6

	1 Life in the Extreme	**2** Are You Going to Eat That?	**3** Art in the Open	**4** Don't Panic!
	UNIT 1	UNIT 2	UNIT 3	UNIT 4
THEME	Extreme environments	Food and food waste	Public art	Being prepared for dangerous situations
VOCABULARY STRATEGY	• Synonyms • Use photos as context clues	• Antonyms • Use antonyms to find meaning	• Greek and Latin roots (*mur*, *poli*) • Find definitions	• Suffix *-tion* • Identify synonyms
SPEAKING STRATEGY	Expressing and responding to strong opinions	Asking for repetition and repeating information	Asking for more information	Telling a story and showing interest
GRAMMAR	**present perfect:** Describing past experiences that connect to the present *I have studied many extreme environments, but I've never been to Antarctica.* ***As . . . as*:** Making comparisons of equality *The Pacific hagfish is just as important as other fish.*	***Going to*, *will*, and present progressive:** Talking about the future *I'm going to start making my own lunches.* **Conditionals:** Talking about cause and effect *If we make a smoothie from these old bananas, it will be delicious.*	**Simple past vs. present perfect:** Talking about the past *Shannon Galpin has biked in many different countries. In 2009, she went to Afghanistan.* **indefinite pronouns:** Talking about people, places, and things without giving details *Someone has painted a mural on the wall of our school. I think it's great, but not everyone loves it.*	**Simple past vs. past progressive:** Talking about the past *My cat was trying to hide when the storm started.* **present perfect vs. present perfect progressive:** Expressing the duration of activities *He has fought many fires in his career as a firefighter. He's been fighting this fire for several hours.*
READING	*Weird and Wonderful*	*Clean Your Plate!*	*The City That Loves Street Art*	*The Power of Snow*
READING STRATEGY	Categorize information	Scan for information	Identify main idea	Visualize
VIDEO	*Photographing Parasites*	*What Makes Food Appealing?*	*Streets of Afghanistan*	*A Day in Pompeii*
MISSION	Genre: **persuasive essay** Focus: Introducing reasons	Genre: **Cause and effect essay** Focus: Introducing causes and effects	Genre: **process essay** Focus: Sequencing words	Genre: **narrative essay** Focus: Concluding paragraph
WRITING	**Ask Questions** National Geographic Explorer: **Kevin Hand**, Planetary Scientist/Astrobiologist	**take only what You need** National Geographic Explorer: **Tristram Stuart**, Author/ Campaigner	**learn from Art** National Geographic Explorer: **Shannon Galpin**, Adventurer/ Humanitarian	**Be prepared** National Geographic Explorer: **Jimmy Chin,** Climber/ Photographer
PRONUN-CIATION	Linking	*Going to, want to*	Word stress with suffixes	Sentence stress
EXPRESS YOURSELF	Creative Expression: **Flash fiction** *A New Beginning* Making connections: Extreme environments and food waste		Creative Expression: **public art** *What Are You Waiting For?* Making connections: Public art and being prepared	

STEMFC
Science Technology English Math

TEENS ENGLISH Level 7

1 Who Am I? **2** Misunderstood Animals **3** Everybody's Doing It! **4** Fashion Footprints

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
THEME	Teen identity and personality	Animals in popular culture	Human and animal group behavior	Making responsible fashion choices
VOCABULARY STRATEGY	• Suffix *-ous* • Using context	• Prefixes *mis-* and *un-* • Using a thesaurus	• Synonyms • Definitions and examples	• Suffix *-al* • Using a dictionary
SPEAKING STRATEGY	Comparing and contrasting	Expressing surprise and disbelief	Expressing cause and effect	Asking for clarification and clarifying
GRAMMAR	**tag questions:** Confirming information or seeking agreement *Alicia is friendly, isn't she?* **Special uses of *it*:** *I hate it when the alarm goes off.*	**Modals:** Speculating about the past *He refuses to go in the water. He might have seen a jellyfish.* **infinitives with and without *to*:** *He doesn't want to hold rats. Have him try it.*	**Separable and inseparable two- and three-word verbs:** *They figured out a solution.* **enough, too many, too much:** Talking about amounts: *I have enough pillowcases, but there are not enough feathers. I need more.*	**present passive:** Describing actions and processes *A lot of pesticides are used to grow cotton.* **Modals:** Making suggestions and giving advice about present and past actions *You shouldn't have bought that leather jacket.*
READING	*Why Am I Me?*	*Vampire Bats - The Truth Exposed!*	*Humans in Groups*	*A Passion for Fashion*
READING STRATEGY	Identify descriptive words	Distinguish supporting details	Look for definitions and examples	Compare and contrast
VIDEO	*What Makes Up an Identity?*	*Face-to-Face with a Leopard Seal*	*Smarter by the Swarm*	*How Your T-Shirt Can Make a Difference*
MISSION	**Be determined** National Geographic Explorer: **Jack Andraka**, Inventor	**Keep an open Mind** National Geographic Explorer: **Jenny Daltry**, Herpetologist and Conservationist	**Collaborate** National Geographic Explorer: **Iain Couzin**, Behavioral Ecologist	**Your Choices Count** National Geographic Explorer: **Asher Jay**, Creative Conservationist
WRITING	Genre: **Comparison and contrast essay** Focus: Compare	Genre: **process description** Focus: Describe purpose and sequence	Genre: **descriptive essay** Focus: Give examples	Genre: **persuasive essay** Focus: Introduce facts and opinion
PRONUN-CIATION	Intonation in tag questions	Modals + *have* + past participle	Pausing	*Shouldn't have* + past participle
EXPRESS YOURSELF	Creative Expression: **Flash fiction** *A Day in the Life* Making connections: Teen identity and misunderstood animals		Creative Expression: **poem** *The Garb Age* Making connections: Fashion trends and group behavior	



TEENS ENGLISH Level 8

	1 Flying High	**2** New Frontiers	**3** Visual Stories	**4** Perform and Create
	UNIT 1	UNIT 2	UNIT 3	UNIT 4
THEME	Evolution of animal and human flight	Space exploration	Telling visual stories	Art as expression
VOCABULARY STRATEGY	• Root words (*port*) • Using a dictionary: Pronunciation guide	• Greek roots (*astro*) • Using a dictionary: Word parts	• Multiple-meaning words • Using a thesaurus: Synonyms	• Greek and Latin roots (*phon* and *dic*) • Antonyms
SPEAKING STRATEGY	Arguing and conceding	Speculating	Explaining a process	Asking for and expressing feelings or opinions
GRAMMAR	**past perfect:** Talking about the first of two actions in the past *Pterosaurs had already disappeared by the time humans evolved.* **past perfect progressive:** Talking about the first of two actions in the past *The Wright brothers had been working on powered flight for several years.*	**present and past conditionals:** Talking about unlikely (but possible) or impossible situations *If I had known about the talk on Mars, I would have gone.* **Adverbs:** Comparing how things are done *The new rover travels faster than the last rover.*	**past passive:** Describing past actions and processes *Many of Goya's works were created at night, by the light of a hat that had candles on it.* **reported speech:** Describing what others say *She said she would save her money for art supplies.*	**Gerunds and infinitives:** *Some people like to perform/performing as comedians.* **Sense verbs + infinitive:** Describing what you see, hear, and feel *Did you see the band perform in concert?*
READING	*Reaching for the Sky*	*More Than a Dream*	*Bringing Stories to Life*	*Music for Chilling Out*
READING STRATEGY	Identify sequence of events	Categorize and classify	Mark up text	Draw conclusions
VIDEO	*Flight of the RoboBee*	*Europa: Ocean World*	*Animation Creation*	*Stage Fright in the Spotlight*
MISSION	**explore Your interests** National Geographic Explorer: **Ryan Carney**, Paleontologist/ Evolutionary Biologist	**discover the Future** National Geographic Explorer: **Bethany Ehlmann**, Planetary Geologist	**tell Stories** National Geographic Photographer: **Ami Vitale**	**do Your own thing** National Geographic Explorer: **Paul D. Miller aka dJ Spooky,** Artist/Writer/Musician
WRITING	Genre: **Classification essay** Focus: Organize ideas into categories	Genre: **persuasive essay** Focus: Present both sides of an argument	Genre: **Multi-paragraph narrative** Focus: Tell what others say	Genre: **explanatory essay** Focus: Teach about a topic
PRONUN-CIATION	Past perfect	Final *d* + you	Dropped *h*	Rhythm and stress
ExPRESS YOURSELF	Creative Expression: **Movie script** *Mission: Discovery!* Making connections: The history of flight and space exploration		Creative Expression: **presentation** *Not Your Typical Performance* Making connections: Telling stories through art and performance	

