

ENGLISH FOREIGN LANGUAGE

Elementary



GENERAL OBJECTIVES:

1. To read, comprehend and critically analyze various types of written texts in different formats and media, developing an informed and reflective thinking; as well as enjoying independent and fluent reading as a source of knowledge and personal satisfaction.
2. Produce various types of texts independently to articulate and communicate their ideas, emotions, knowledge, and thoughts, while employing text creation structures, taking into account grammatical and punctuation aspects.
3. To evaluate oral messages and argue their ideas in a coherent and critical way for a fluent communication with different listeners and objectives in different contexts.

OBJECTIVE BY STAGE:

1. To comprehend the meaning of words, phrases and simple written texts, identifying key ideas with image support. To develop interest and enjoyment of reading through guided exploration of illustrated stories and short informative texts.
2. Write words and sentences creatively to communicate their feelings, emotions, and experiences related to their school, personal, and family environment.
3. To identify explicit information in oral messages to enable communicative exchange with appropriate intonation and body language.

FIRST GRADE OBJECTIVE:

1. To read short words, phrases and sentences using images to comprehend their meaning.
2. To understand simple expressions and follow simple one step directions.
3. To respond to simple questions in familiar situations, common greetings, introductions and polite expressions.
4. To copy simple words, phrases, commands related to everyday situations.

ASSESSMENT CRITERIA:

1. Understand the meaning of most common words by linking them to pictures.

2. Comprehend and express oral messages in familiar situations.
3. Copy and write simple words, phrases and commands related to everyday situations.

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CONTENTS	SKILLS	ATTITUDES
The School	- Ask and answer greetings and farewells. - Pronounce and write the vocabulary learned. - Associate the picture with the word according to the vocabulary and expressions. - Understand and respond to commands: open your book, close your notebook - Identify classroom objects and their colors.	- Acquisition of courtesy expressions. - Show respect attitude in the interactions with teacher and classmates.
The alphabet	- Give examples with It is a/an... - Identify and name the letters. - Related between sound and letter. - Use of capital and lower cases. - Identify the Nouns	Appreciates the importance of using the alphabet when forming their name
Family	- Identify and name the family members. - Use the possessive adjectives to talk about family members. - Describe the physical appearance of family members using adjectives. - Ask and answer using WHO's this? This is my mom. - Sing songs.	- Expresses interest in knowing their family. - Acquisition of courtesy expressions at home.
Numbers - Shapes	- Correct pronunciation of numbers from 1 to 20. - Read and Write numbers from 1 to 20. - Recognize shapes and how many sides they have? - Sing songs - Understand and follow instructions: glue, cut, transcript, write, count, - Express age: I am 6 years old, He/She is.. - Listen and write the short vowel sound - o	Recognize the importance of using numbers in their life.
	- Listening and associating the picture with the word according to the vocabulary (body parts and face). - Describe the body parts using adjectives and colors (long hair- black hair).	Sensibilization about the care of the body.

Body Parts	• I have, He/she has. • Associate the body parts with verbs: blink-eyes, clap-hands, eat-mouth using images and body language. • Sing songs. • Understand and respond to commands: put your hand on your head.	• Show respect to the body. • Strength self esteem.
Fruits and Sweets	• Listen and point to the vocabulary learned. • Regular plural with -s • Listen and write Short vowel sound a • Look and count how many • Use expressions with This and these • Talk about what I like/ I don't like. She/he likes, She/he doesn't like. • Understand and follow instructions: Line up neatly and quietly, Stay in your seat, Cooperate with your classmates, Be creative.	• Acquisition of healthy habits. • Show preferences and respect others' preferences.
Colors	• Copy and write the name of the colors. • Associate colors with objects. • Ask and answer about colors and objects. • Describe objects using colors. • Understand and follow instructions: color, draw, write, copy, glue.	• Show preferences about colors. • Respect others' preferences.
Animals	• Names farm animals and linked the name with the picture. • Ask and answer What's this/that? It's a sheep. • Spelling name's animals. • Listen and write the short vowel sound - e • Describe animals and their abilities. Birds can fly, Ducks can swim.	• Show attitudes of respect, care and affection towards animals.
Toys and Games	• Name toys and games and match them with their picture. • Say where things are: Where is the ball? • It is on the table/ It's under the table/ It's in the box. • Describe toys and games. • Name toys words using It's is a/an	• Show attitudes of respect to classmates' preferences.
	• Ask and answer : What's' the weather like? I like sunny. • Describe the weather clothes: What's the weather like? I's sunny	• Worried about climate change.

Weather Clothes	- • I'm wearing shorts and t-shirts • Link pictures and words related to the vocabulary learned. • Use clothes words. • Talk about where the clothes are, using in, on, under. The socks are on the table.	• Encourage students' curiosity about weather in different places.

GENERAL OBJECTIVES:

1. To read, comprehend and critically analyze various types of written texts in different formats and media, developing an informed and reflective thinking; as well as enjoying independent and fluent reading as a source of knowledge and personal satisfaction.
2. Produce various types of texts independently to articulate and communicate their ideas, emotions, knowledge, and thoughts, while employing text creation structures, taking into account grammatical and punctuation aspects.
3. To evaluate oral messages and argue their ideas in a coherent and critical way for a fluent communication with different listeners and objectives in different contexts.

OBJECTIVES BY STAGE:

1. To comprehend the meaning of words, phrases and simple written texts, identifying key ideas with image support. To develop interest and enjoyment of reading through guided exploration of illustrated stories and short informative texts.
2. Write words and sentences creatively to communicate their feelings, emotions, and experiences related to their school, personal, and family environment.
3. To identify explicit information in oral messages to enable communicative exchange with appropriate intonation and body language

SECOND GRADE OBJECTIVE:

1. To read short words, phrases and sentences to acquire fluency and understand short readings to build their own knowledge.
2. To listen for key vocabulary words and contextualized conversations.
3. To participate in short conversations on everyday situations using simple expressions.
4. To write simple sentences to communicate basic information related to familiar situations.

ASSESSMENT CRITERIA:

1. Understand the meaning of simple words and short sentences from texts using illustrations.

2. Comprehend and participate in short conversations on everyday situations using simple expressions.
3. Write simple sentences, phrases and commands related to everyday situations.

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CONTENTS	SKILLS	ATTITUDES
Classroom Actions	• Talk about classroom actions: coloring a picture, counting pencils, cutting paper, gluing shapes, listening to a story, talking about the pictures, using the computer, writing one's name. • Present continuous. What is she doing? She is counting pencils. • Talk about playground activities: play basketball, kick a soccer ball, hit a baseball, play on the slide, jump rope, skate, skateboard, ride (my) bike, jacks, hopscotch, treasure hunt. • Listen and write short vowels e. • Link words with pictures according to the vocabulary learned. • Spelling correctly the vocabulary learned. • Say what people like to do: What does he like to do? He likes to jump rope. • Listening for information	• Show attitudes of respect to classmates' preferences.
Numbers	• Correct pronunciation of numbers from 10 to 60. • Read and Write numbers from 1 to 60. • Sing songs. • To tell time: What time is it? / It 's 12:00. • Talk about daily routines. • When does (he) get up? (He) gets up at (6:00). When do you go to bed? I go to bed at (8:00). • Write the days of week and number it. • Listening for information.	• Acquire habits of order setting routines.

	• Listen and write short vowel -i	
Home	• Talk about rooms and furniture. • Associate images with the name. • Use rooms house and activities words: My mom is cooking in the kitchen. • Participate and short conversations describing where people are using images: Joey is in the bathroom. Where's Joey? / He's in the bathroom. • Read short readings and comprehend it using images. • Listening for information.	• Recognize the importance of cooperation at home.
Sports	• Use sports words: write the name of the picture, link images with their name. • Reading strategy: picture walk • Listening for information • Talk about actions using I'm jumping • He's/She's swimming. • Listen and write short vowel -u • Ask and answer about actions using Can you.	• Acquire interest in healthy habits through the practice of sports.
Feelings	• Write and name feelings. • Ask and answer about feelings: Are you scared? Yes I'm / No I'm not • Is he sad? No he isn't. He is happy • Listen for information. • Listen and write long vowel o	• Disposition to learn self control about feelings. • Show respect for others' feelings.
The Body	• Relate the body parts with the five senses. • Adjectives to describe the five senses. • Use of can/can't for express ability • Write about their favorite sound, programs, and activities.	• Share their skills with friends and classmates.
Holidays	• Write and name the month of the year • Use the calendar. • Cardinal numbers. • Write dates. • Say what people do during the year: What do they do in the summer? They always go to the beach. • Link images with words about seasons • Spelling seasons. • Describe special days: Mother days, Teacher's day.. • Make a special calendar • Speak about special days	• Express admiration about special days.

	• Talk about special month and their activities • Sings songs	
Nature	• Associate pictures with their names. • Write and name wild animals. • Talk about animals features and actions: Animal Features arm, claw, feather, feet, fur, leg, mouth, neck, spots, tail, teeth, trunk, pouch, wings Animal Actions catch, climb, lift, roar, squeeze, swing... Lions roar at night. • Ask and answer questions about animals using Wh questions: What colors are panthers? They are black.	• Value and appreciate animals. • Recognize the importance of caring for animals.
The Town	• Spell the different names of stores and public buildings. • Listen and point at the words. • Write and tell sentences using prepositions of place:next to, in front of, behind, board Becky is behind the toy store. • Match phrases to the pictures and say sentences. • Ask and answer questions about where places are located: Where's the toy store?It's behind the school. • Locate places on a map.	• Disposition to take actions to a caring community. • Cooperation people help each other
Actions	• Write and name verbs. • Use imperative forms of verbs to tell others to do and not to do something: Wash your hand- Don't fight. • Complete sentences using verbs: Read the sentences please. Close your book, please • Listen and write long vowel -a	• Understand the importance of following rules.

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2. Produce various types of texts independently to articulate and communicate their ideas, emotions, knowledge, and thoughts, while employing text creation structures, taking into account grammatical and punctuation aspects.
3. To evaluate oral messages and argue their ideas in a coherent and critical way for a fluent communication with different listeners and objectives in different contexts.

OBJECTIVE BY STAGE:

1. To comprehend the meaning of words, phrases and simple written texts, identifying key ideas with image support. To develop interest and enjoyment of reading through guided exploration of illustrated stories and short informative texts.
2. Write words and sentences creatively to communicate their feelings, emotions, and experiences related to their school, personal, and family environment.
3. To identify explicit information in oral messages to enable communicative exchange with appropriate intonation and body language

THIRD GRADE OBJECTIVE:

1. To comprehend the meaning of words, phrases and simple written texts, identifying key ideas with image support. To develop interest and enjoyment of reading through guided exploration of illustrated stories and short informative texts.
2. Write words and sentences creatively to communicate their feelings, emotions, and experiences related to their school, personal, and family environment.
3. To identify explicit information in oral messages to enable communicative exchange with appropriate intonation and body language

ASSESSMENT CRITERIA:

1. Comprehend simple texts identifying key ideas with images support.

2. Participate in discussions/exchanges about familiar topics making active contributions in everyday situations.
3. Write short simple sentences and paragraphs using grammatical conventions to express in the foreign language.

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CONTENTS	SKILLS	ATTITUDES
Celebrations	• Ask and answer about months and celebrations: When is Christmas? It is in December. • Write sentences about special days: Mother's day is in May. • Ask and answer about you. Short conversations: What's your name? When's your birthday? When's your mother's birthday? Which is your favorite month? Why? • Write about you • Listen and write long vowel sound -e • Reading strategy retelling the story • Listen for details.	• Respect others' preferences. • Value the importance of celebrations around the world.
Our Community	• talk about what people do and where people work. (occupations and workplaces: chef, cashier/ restaurant, bank : What does she do? She is a nurse. • Write sentences describing what people do and where people work. • Listen and identify occupations and workplaces words. • Listen and write long vowel sound -i	• Recognize the importance of all in the community. • Recognize and value that we are part of the community. • Be good citizens
Every day actions	• Write and name the part of the day: In the morning, in the afternoon. • Write, name and use daily actions: get up, read a store, do chores... • Express about activities they do after and before school. • What does he/she do before school? She eats breakfast before school. • What do you do after school? I play baseball after school. • Tell the time and what part of the day is and the activity they do: It's 6'o'clock in the morning. It's time for breakfast.	• Enjoy activities after and before school. • Learn how to share with others.

Food and Drinks	• Use expressions of quantity: a cartoon, a bottle... • Use plural nouns. • Ask and answer about food: How much?/ How many? • ASk and answer about food: What food do you like? I like chicken and chips. • Write about what food and drinks they like, /love • Write and tell vocabulary related to food • Listen for details.	• Show interest in creating healthy habits.
Transportation	• Listen and point at the vocabulary. Say the words. • Ask and answer: How do you go to school? I go to school. • Describe means of transportation • Listen to details • Listening and write long vowel sound -u	• Show curiosity for future transportation
Field Trip	• Write the name of places and activities: museum/look at paintings, • Ask for and give opinions about places and activities • Describe places and activities that you can do in these places. • talk about actions in the past: Where did you go? I went to the Science Museum. • Read posters to understand information: Hour/cost • Listen for specific information	• To be conscious and value important places around the world.
The Weather	• Listen for specific information • Read stories: sequence events. • Identify weather activities and clothing (write and say the words) • Describe different climates • Talk about the climate yesterday: How was the weather yesterday? It was sunny • Talk about what people do in different weathers (speaking and writing)	• Be conscious about how the weather affects different parts of the world.
Music	• Talk about musical instruments. • Write about musical information. • Listen for details. • Write and talk about different kinds of music. • Express preferences using I like, I love, I enjoy, I'm crazy about.... is my favorite sing/singer/ • Express dislikes using: I hate, I don't like, I can't stand... drives me crazy.	• Discover their talents and share them.

	• Ask and answer about music: What kind of music do you like? I'm crazy about pop music. What kind of music do you dislike? I can't stand rock music. • Express opinions: What do you think about Shakira? I like her a lot.	
Ecology	• Use environment words. • Talk about animals and their habitats. (speak and write) • Listen for gist. • Identify the topic sentence in a paragraph. • Compare animals using short adjectives: A dolphin is faster than a shark. • Talk about parts of the plants and what they need to grow. • Talk about different kinds of plants.	• Recognize the importance of helping animals in danger. • To be conscious about why people need plants and animals.

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2. Produce various types of texts independently to articulate and communicate their ideas, emotions, knowledge, and thoughts, while employing text creation structures, taking into account grammatical and punctuation aspects.
3. To evaluate oral messages and argue their ideas in a coherent and critical way for a fluent communication with different listeners and objectives in different contexts.

OBJECTIVES BY STAGE:

1. Analyze main and secondary ideas in age-appropriate narratives, poems, and articles, strengthening independent reading habits for personal enjoyment.
2. Write various types of paragraphs coherently, cohesively, and creatively to inform, describe, and express opinions.
3. To infer oral messages that respond to formal and informal communicative situations using a diverse vocabulary appropriate for the context, along with suitable body language and tone of voice.

FOURTH GRADE OBJECTIVE:

1. To read familiar phrases, simple sentences and short readings in familiar contexts using reading strategies.
2. To comprehend simple learned phrases, commands listening for key vocabulary in contextualized conversations.
3. To communicate basic survival needs with some help to participate in daily life conversation using grade level vocabulary.
4. To write simple sentences, phrases and paragraphs to describe objects, experiences using simple punctuation.

ASSESSMENT CRITERIA:

1. Usage of reading comprehension strategies to understand different texts/
Understand different texts using reading comprehension strategies.
2. Comprehend and communicate oral messages about several topics according to language level.
3. Write creative sentences and texts describing objects and experiences using simple punctuation (Capital letters, comma, semicolon, colon).

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CONTENTS	SKILLS	ATTITUDES
Feeling and Illnesses	• Ask for and Give advice: We should eat healthy foods. You shouldn't wait! • Talk and write about illness and ailments. • Talk and write about healthy habits. • Use comma correctly • Silent d: wednesday • Reading prescriptions	• Learn about healthy habits to make healthy choices.
Clothes	• Write, listen and point the vocabulary • Use the dictionary for unknown words. • Describe clothes (write and speak) sizes, color, old, new, design • Match clothes to places where people wear them • ask and answer about clothes: What are your favorite clothes? • How often do you get new clothes? • Listen for gist. • Reading comprehension: retelling story five fingers.	• Show respect for others' preferences.
Hobbies	• Talk about hobbies. • Express opinions. • Understand short and illustrated texts about hobbies. • Use of frequency adverbs to • Write short texts about hobbies. • Practice short conversations: Do you play the violin? Yes, I do. / No, I don't. Yes, we do. / No, we don't. No, I don't play the violin. What do you do for fun? I go shopping. Do you play chess? Yes, I do. / No, I don't.	• Show interest in learning new hobbies.
	• Read and understand calendars and schedules. • Talk about the past and present (write and speak).	• Acquisition the value of being on time.

The Clock	• Talk about what people used to do (write and speak). • Ask and answer using simple past to describe past habits. Before (TV), what did people use to do? They used to listen to the radio. • Use before and after • Silent H: hour	
Animals	• Talk about different kinds of animals. • Describe extinct animals and plants. • Write sentences with different end marks. • Ask and answer about animals endangered: Why . . . because: Why are (chimpanzees) endangered? They're endangered because (people are moving into their habitat) • Listen for details • Silent e: write	• Worried about endangered species.
World	• Talk about country, nationalities, special days and traditions • Say sentences about what people's languages are: In Japan they speak Japanese. • Write short email. • Listen, match and point vocabulary learned. • Ask and answer questions about countries. • Describe the order of events • Read and write descriptive paragraphs of an event or holiday. • Reading comprehension strategy: making inference	• Show curiosity about what people do in other countries.
Space	• Listen, write and tell space words: gravity, control panel, handle, fuel, lights, seat, radio, oxygen, screen, engine, the Earth, planet • Describe planets using comparatives and superlatives (speak and write) • Listening for gist and details. • Scanning for specific information • Silent P: Psychology	• Discover why it is important to learn about space exploration.
Food	• Quantifiers: How much/ how many. How much milk would you like? A little. How many raisins would you like? A lot. • Talk about what people eat: • Make polite requests: Conditional for polite requests: What would she like? She'd like yogurt. Would you like to try some curry? Yes, I would. / No, I wouldn't • Read to identify main ideas	• Acquisition of polite phrases to request.
	• Read, write and say activities and frequency words and time expressions.	• Discover why it is important

Routines	• Talk about what people do at different times: Where is (he) going after school? What are (they) doing tonight? • Talk about how people do things: Adverbs of frequency: How often does (she) (have guitar lessons)? How often do (you) (go to the dentist)? • Listen for information. • Use sequence words: first, second, next, last, another, then, finally before. • Retell stories	to create routines and have free activities for relaxing.

GENERAL OBJECTIVES:

1. To read, comprehend and critically analyze various types of written texts in different formats and media, developing an informed and reflective thinking; as well as enjoying independent and fluent reading as a source of knowledge and personal satisfaction.
2. Produce various types of texts independently to articulate and communicate their ideas, emotions, knowledge, and thoughts, while employing text creation structures, taking into account grammatical and punctuation aspects.
3. To evaluate oral messages and argue their ideas in a coherent and critical way for a fluent communication with different listeners and objectives in different contexts.

OBJECTIVES BY STAGE:

1. Analyze main and secondary ideas in age-appropriate narratives, poems, and articles, strengthening independent reading habits for personal enjoyment.
2. Write various types of paragraphs coherently, cohesively, and creatively to inform, describe, and express opinions.
3. To infer oral messages that respond to formal and informal communicative situations using a diverse vocabulary appropriate for the context, along with suitable body language and tone of voice.

FIFTH GRADE OBJECTIVE:

1. To use reading strategies and context clues to identify the main idea, comprehend and analyze texts to combine new knowledge with prior knowledge.
2. To respond to social conversations in formal and informal communications identifying simple information using a diverse and appropriate vocabulary, body language and tone of voice.
3. To deliver oral messages in formal and informal conversations using a diverse and appropriate vocabulary, body language and tone of voice.
4. To produce simple paragraphs, notes or messages and present information using complete sentences, topic sentences, supporting details, conclusions and transitions.

ASSESSMENT CRITERIA:

1. Identify the main points and ideas based on clues from the text.
2. Respond to social conversations expressing ideas about several topics with clear pronunciation.
3. Write creative paragraphs, messages and notes communicating information, ideas and opinions.

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CONTENTS	SKILLS	ATTITUDES
Rooms in the house and chores	• Write, say and use the vocabulary learned about exterior and interior of the house: fence, roof, grass, garage, etc.. • Making predictions, reading comprehension strategy. • Ask and answer about chores: He has to rake the leaves. Does he have to rake the leaves? / Yes, he does. / No, he doesn't • ASK and answer about what they are going to do using the future: Karl is going to rake the leaves? • Make inference reading comprehension strategy	• Acquisition of responsibilities to help at home.
Shopping	• Use words about things to shop and places to buy. • Comparisons with more/most, less/least and as ... as • Ask and answer about stores and their departments: Where are the slippers? They're in the shoe store. Where's the shoe store? It's on the third floor. • Reading comprehension strategy: ASking questions (The fives'w) • Listen to identify information.	• Acquisition of the importance to dress correctly for each occasion
Future and Technology	• Use words to talk about technology. • Describe how Technology works. • Talk about technology actions: send messages, write comments. • Make predictions using will. • Listen for relevant information. • Silent C sound: Science	• Learn to use technology for good creations.
	• Write, listen and say words about inventions and appliances.	• Learn inventions how and

Inventions and Appliances	- Express how inventions and appliances work. - Talk about future dreams. - Design an advert for a product or service in the future. - Reading strategy: Asking questions, the five's w - Make predictions about the future. - Talk about technology (gadgets). - Read instructions.	appliances can help us
Places and Food	- Write and say words related to food and places. - Describe food using adjectives of food: bitter, sweet, crunchy, spicy, etc... - Write sentences using: It looks / smells / sounds / tastes / feels like It tastes sweet. It looks like a tomato. - Reading: understand the sequence of events - Ask and answer to order food. - Silent G: Foreign	Be conscious of the importance of being healthy and taking decisions.
Field Trip	- Make suggestions - Talk about their interests - Asking for clarification - Talk about hobbies and outdoor activities. - Express future plans using going to - Silent L: Walk - Synonyms	Take responsibility for their decisions.
Movies	- Use words to talk about movies. - Write a film review. - Identify and talk about different kinds of movies. - Describe movies, give recommendations. - Express opinions about movies. - Listen for gist and details. - Reading comprehension strategy: making predictions - Silent E: table	Learn about what can movies teach us
Travels	- Talk about experiences I've had in my life. - Use words to talk about travel experiences. - Make and respond to suggestions. - Reading strategy making connections: - Write descriptive paragraph	Reflect and learn from their own and other's experiences.

	• sequence: after, before, finally, first, next, then, while • Listen for important facts and details • Silent GH: High • Rhyme words	
TV Shows	• Talk about types of TV programs and shows (speak and write). • Express opinions and support it. I think it's exciting. • Write a paragraph of opinion with supporting details. • Write and speak about their favorite television character • Make interviews • Silent K • Antonyms	• Critical spirit about TV shows and characters. • Learn about how people can influence others.

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2. Produce various types of texts independently to articulate and communicate their ideas, emotions, knowledge, and thoughts, while employing text creation structures, taking into account grammatical and punctuation aspects.
3. To evaluate oral messages and argue their ideas in a coherent and critical way for a fluent communication with different listeners and objectives in different contexts.

OBJECTIVES BY STAGE:

1. Analyze main and secondary ideas in age-appropriate narratives, poems, and articles, strengthening independent reading habits for personal enjoyment.
2. Write various types of paragraphs coherently, cohesively, and creatively to inform, describe, and express opinions.
3. To infer oral messages that respond to formal and informal communicative situations using a diverse vocabulary appropriate for the context, along with suitable body language and tone of voice.

SIXTH GRADE OBJECTIVE:

1. Analyze main and secondary ideas in age-appropriate narratives, poems, and articles, strengthening independent reading habits for personal enjoyment.
2. Write various types of paragraphs coherently, cohesively, and creatively to inform, describe, and express opinions.
3. To infer oral messages that respond to formal and informal communicative situations using a diverse vocabulary appropriate for the context, along with suitable body language and tone of voice.

ASSESSMENT CRITERIA:

1. Interpret the purpose of texts based on evidence to support ideas and opinions.
2. Communicate effectively in the foreign language with clear pronunciation according to the context.
3. Write different types of paragraphs informing, describing and comment using contextualized vocabulary and standard three parts structure. (topic sentence, supporting details and conclusion).

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CONTENTS	SKILLS	ATTITUDES
Mass Media	• Use social media and new words. • Write a emails. • Listen for gist and details. • Use a dictionary. • Modal verbs: You might have the wrong password. But I could log in yesterday, so it must be correct. • Read magazines for detailed understanding.	• Evaluation of collected information.
School	• Use words about school activities and advice to describe education. • Talk about school activities and homework. • Talk about obligation using • Express rules using must and mustn't. • Use of dictionary • Reading strategy: retelling story • Listening for infer speakers feelings • Ask for help: Would you do me a favor and open the door, please? Could we borrow a pencil, please?	• Be conscious about rules.
Money	• Use money and business words. • Write an advertisement. • Read advertisement. • Listen for specific information. • Comparisons with more/most, less/least and as ... as The red shoes are (more/less) expensive than the blue shoes. The black shoes are (the most/the least) expensive. The blue shoes are not as expensive as the black shoes. Too/Enough The T-shirt is too big. It isn't small enough.	• Shows the importance of proper use of money in your daily life.
	• Use words to describe famous people and places.	• Exposes interest in writing

Famous places and people	• Talk about famous places and structures around the world. The pyramids were visited by tourists. • Describe special places, monuments or other attractions of one's own town/city or a nearby city. • Talk about notable and famous people. • Write a short biographical entry. • Use the past tense.	sentences about famous people and places.
Mysteries	• Talk about mysterious phenomena. • Figure out meaning from context. • Ask and answer to confirm information using question tags. • Use the dictionary. • Reading strategy comprehension: Retelling story. • Listen for gist and details.	• Learn the importance of fostering one's own curiosity.
Trips and transportation	• Use words to talk about travels and airplane travels • Have you arrived yet? Yes, we've just arrived here. Have you checked in already? • Talk about places around the world. • Read for general understanding. • Write a postcard describing a place.	• Appreciates the importance of means of transport to communicate.
Vacations	• Talk about experiences and preferences: Have you ever tried sushi? Yes, I have./No, I haven't. Expressing preferences: Would they rather watch football on TV or play football? They'd rather play football. • Talk about plans: What will you do tomorrow? I'll go to the castle. Will you go to the national park? Yes, I will. / No, I won't. • Write paragraph sequence: first, after that, next, then, finally • Write a postcard describing a holiday. • Use words about tourist and park attractions.	• To learn the value of exploring your surroundings.
Country and City	• Use town and city words. • Ask for and give directions: How do you get to the swimming pool? Turn left at the corner, then go straight ahead. • How do I get to the stadium? I'd go across the park. Go along this street. • Read for infer formation.	• Be conscious about the importance of helping others when they need it.

	• Write instructions.	
Inventions	• Talk about inventions and discoveries throughout history: what is a rubik's cube? • Who invented it? • How old is this invention? • Was it a successful invention? • Talk about life in the future • Make predictions using will / will not • Say what people invented • Write sentences about inventions • Compare past and future	• Be conscious about the role of inventors in making different the world
Police and Thieves	• Talk about two events happening in the past: What were you doing when you lost the ring? I was swimming when I lost the ring. • Express degrees of certainty • Listen for specific information. • Ask when people did something: When did they steal the jewelry?	• Responsibility to contact the police in an emergency



TERESIAN PROVINCE
OUR LADY OF PEACE

Society of Saint Teresa of Jesus
