

ENGLISH FOREIGN LANGUAGE

Secondary



OBJECTIVES:

AREA:

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. Interpret the meaning, intention, and stance of longer and more complex written texts that allow for the development of critical thinking when evaluating arguments and positions in various literary genres.
2. Produce various types of written texts creatively and critically to share experiences, discuss ideas, and express opinions with cohesive and coherent arguments.
3. To interpret the content of oral discourses to draw conclusions, express ideas and opinions using connectors in different situations with diverse and appropriate vocabulary.

SEVENTH GRADE OBJECTIVES:

1. To Read different types of texts according to the context and unit to develop reading comprehension through dialogic strategies.
2. To comprehend oral messages expressing coherent ideas according to their level in the target language.
3. To write texts using a simple vocabulary for greater self-knowledge, which will allow them to improve their emotional health, expressing their concerns, experiences or problems using connectors and proper spelling.

ASSESSMENT CRITERIAS:

1. Inference and interaction through exchanging oral messages with different interlocutors.
2. Reading analytically and reflexively to improve comprehension skills.
3. Writing creative text of personal interest about different subjects, using the target language grammar and syntax correctly.

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CONTENTS	SKILLS	ATTITUDES
NOUNS: Definition, Types & Examples. Usage of Too and Enough. Other types of nouns: Possessive nouns Tense: Simple Present Vocabulary: - Greetings and farewells expressions - School - Technology - Food and drinks Fluency and pronunciation • Vowels • Diphthongs • Consonants	• Analyze definition of nouns. • Identify the nouns in phrases and words. • Classify the different types of nouns. • Recognize the differences between. common and proper nouns. • Identify countable and uncountable nouns. • Read and write the nouns in sentences, phrases and other texts. • Use correctly too and enough in written texts and oral communication activities. • Use correctly the present simple tense in dialogues, role plays and written texts. • Listen, memorize and sing songs related to the vocabulary studied. • Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending texts and writing brief texts using vowels, diphthongs and consonants.	• Values the use of grammatical rules when using them for different purposes. • Curiosity for the acquisition of new knowledge • Willingness to carry out the activities proposed when asking for and giving information. • Acquisition of respect in listening to the speech of others when expressing themselves in English.
PRONOUNS Definitions, Types and Examples Frequency adverbs: Definition, usages and examples. - Expressions: Daily routines Wh questions (Simple Present) What?, Where?, Why?, When? Who? - Information answers. Fluency and pronunciation • Word stress • Sentence stress	• Use correctly the present simple tense in dialogues, role plays and written texts. • Introduce yourself, family and friends. • Listen and take dictation about the vocabulary studied. • Using the vocabulary to express in situations based on the content. • Making dialogues using the content and the vocabulary studied. • Using different pronouns in sentences, paragraphs and oral expressions. • Giving oral presentations on topics about daily routines.	• Acquisition of respect in listening to the speech of others when expressing themselves in English. • Listen carefully for a better understanding of the dictation. • Be aware of others' turns when expressing

	• Pair shares and table- place talks. • Answering to give information and ask to obtain information. • Answering higher-order thinking questions based on text. • Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending texts and writing brief texts using word and sentence stress.	yourself in English. • Demonstrate a respectful attitude toward peer participation in oral activities.
Verb to be: Vocabulary: Professions/occupations Adjectives: Definitions, types and examples. Descriptive/Qualitative Vocabulary: Physical appearance, Personality Adjective order Grades of the adjective: Comparative and superlatives Regular and Irregular forms Possessive adjectives: My, your, his,her, its, our, your, their- Demonstrative adjectives: This, these, that, those Fluency and pronunciation • Rhythm and intonation, -ed ending • silent letters, • The letters ea, the letters oo, schwa sound	• Writing sentences and simple texts using the verb to be. Reading texts according to grammar and vocabulary. • Define the adjective concept. • Describe people, animals and things using descriptive adjectives. • Compare in oral or written way people, animals, things and others using descriptive adjectives. • Read and understand texts based on the topic and vocabulary studied. Classify the adjectives in sentences, phrases and texts. • Use the possessive adjectives in sentences, phrases, readings and dialogues. • Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending texts and writing brief texts using reading and intonation.	• Demonstrate a respectful attitude toward peer participation in oral activities. • Self-assessment of their learning in the implementation of the grammar studied. • Assess reading level, highlighting strengths and areas to improve.
Present continuous Tense - Definition - Uses - Grammar structure: Affirmative Negative Questions Short answers Vocabulary: Action Verbs	• Read texts according to the grammar studied. (Present continuous). • Writing stories & informational text using the present continuous tense. • Give oral presentations on specific topics.	• Values the use of grammatical rules when using them for different purposes. • Acquisition of respect in listening to the

	Use the studied verbs to write sentences and paragraphs with correct grammar and spelling.	speech of others when expressing themselves in English.
Can for abilities There is, there are Let and Let's usages. - Let: Permissions. - Let's: suggestions, offers, imperative. - Preposition of place: at, in, on, across from. - giving directions - Preposition of time: at, in, on. Vocabulary: Landmarks and Places around the city. - Time and times of the day. - Family members. - Verb+ing (Like, hate, love) - I'd like	- Write sentences and paragraphs with the modal can for abilities. - Read texts according to the uses of can. - Analyze readings to understand the topic. - Make oral presentations using grammar and vocabulary in study such as dialogues, interviews, expositions or role-plays. - Write phrases, sentences, paragraphs with the use of Let and Let's. - Recognize the use of let's and let's in sentences, phrases and written texts. - Talking about different kinds of families. - Writing about important places in the community. - Asking for and giving directions. - Talking about places and locations. - Writing about your country. - Reading a tourist guide. - Talking about likes and dislikes.	- Values the use of grammatical rules when using them for different purposes. - Respect for the differences of others when making comparisons.

OBJECTIVES:

AREA:

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. Interpret the meaning, intention, and stance of longer and more complex written texts that allow for the development of critical thinking when evaluating arguments and positions in various literary genres.
2. Produce various types of written texts creatively and critically to share experiences, discuss ideas, and express opinions with cohesive and coherent arguments.
3. To interpret the content of oral discourses to draw conclusions, express ideas and opinions using connectors in different situations with diverse and appropriate vocabulary.

EIGHTH GRADE OBJECTIVES:

1. To read independently and understand different texts using reading comprehension strategies to broaden their own world knowledge.
2. To infer oral messages and expression of coherent ideas according to their level in the target language.
3. To produce coherent written texts, using the unit vocabulary, grammatical structures and proper spelling.

ASSESSMENT CRITERIAS:

1. Expressions of ideas in different social situations with a clear pronunciation, intonation, rhythm and stress in the target language.
2. Expressing conclusions and linking text with personal reality and context.
3. Writing creative texts using grammatical structures and writing strategies.

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CONTENTS	SKILLS	ATTITUDES
Present continuous Like\ don't like + -ing Vocabulary: General music Modal Verbs Must\ must not Can (Asking for permission) I'd like Would you like...? Vocabulary: Food, Drink and Meals. Want + infinitive Grammar structure. Usages. Why and Because. Occupations Vocabulary Fluency and pronunciation Sentence repetition Reading aloud Word stress Sentence stress	- Talking about music and feelings. - Talking about likes and dislikes. - Describing a scene. - Memorizing and performing a song. - Read short articles about this kind of music. - Listen to dialogues, radiophones, podcasts, about dances and music around the world. - Talking about obligation. - Talking about food and eating habits. - Read texts about healthy food. - Make a photostory related to the gastronomy	- Evaluate the kind of music you listen to. - Demonstrates an attitude of respect in listening to the preferences of others. - Acquisition of respect in listening to the speech of others when expressing themselves in English.
Simple past: Be - Affirmative - Negative - Questions - To be born Simple past: Regular Verbs. - Spelling Rules - Pronunciation Guidelines Simple past: Irregular verbs. - Negative, affirmative and questions sentences. - Could and Couldn't use. Vocabulary - List of irregular verbs. Fluency and pronunciation Sentence repetition Reading aloud Word stress Sentence stress	- Make a menu and a dialogue: In a café\ at the restaurant. - Make a meal plan for your friend. Listen to a story and describe what you heard through a drawing. - Use the studied vocabulary to write sentences and paragraphs with correct grammar and spelling. - Write sentences and paragraphs with want, why and because. - Analyze readings to understand the topic. - Make oral presentations using grammar and vocabulary in study such as dialogues, interviews, expositions or role-plays. - Listen for what people want to be and the reasons for their choice. - Do a survey of what your friends, relatives or classmates want to be.	- Be aware of others' turns when expressing yourself in English. - Demonstrate a respectful attitude toward peer participation in oral activities. - Willingness to study and work in teams to practice English skills in oral, written and listening activities using want + infinite, could and couldn't, why and because.

The past continuous: simple past vs. past continuous. - General rules - Grammar structure (Past continuous) Vocabulary: Regular and irregular verbs. Countries and nationalities. Tourist attractions in the world. Transportations. Modal verb: Use to / Used to, *Be used to / Get used to - Usages - Spelling General rules Fluency and pronunciation Sentence repetition Reading aloud Word stress Sentence stress	• Talk about achievement, asking for information about the past events. • Talk about famous people in the history of the world. • Write sentences, paragraphs and experiences, using the simple past tense. • Read and listen to dialogues, podcasts and songs that include simple past tense grammar. • Reads fluently: accuracy, comprehension, intonation, speed/rate, taking into account punctuation marks. • Produces written texts: paragraphs, dialogues, short compositions, and formal letters.	• Listen carefully in order to better understand and read a text. • Commitment to improve pronunciation in the implementation of oral activities. • Self-knowledge of their abilities to express them in English. • Responsibility in assuming their role in dialogues, presentations, teamwork, etc.
Future with going to Vocabulary: Time expressions: Tomorrow, next week, next month. Future with Will 1. Usages 2. Grammar structures: (Contractions) Fluency and pronunciation Sentence repetition Reading aloud Word stress Sentence stress	• Writing of sentences and short paragraphs using the future with going to talking about plans for special occasions. • Listening to dialogues, songs and others. • Reading comprehension about the future. • Writing sentences, phrases and ideas using the proper grammar. • Listening of dialogues, podcast and movies to identify the future tense. • Talking about future predictions and decisions.	• Responsibility in assuming their role in dialogues, presentations, teamwork, etc. • Willingness to study and work in teams to practice English skills in oral, written and listening activities using the future with going to and will.

OBJECTIVES:**AREA:**

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. Interpret the meaning, intention, and stance of longer and more complex written texts that allow for the development of critical thinking when evaluating arguments and positions in various literary genres.
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NINTH GRADE OBJECTIVES:

1. Interpret the meaning, intention, and stance of longer and more complex written texts that allow for the development of critical thinking when evaluating arguments and positions in various literary genres.
2. Produce various types of written texts creatively and critically to share experiences, discuss ideas, and express opinions with cohesive and coherent arguments.
3. To interpret the content of oral discourses to draw conclusions, express ideas and opinions using connectors in different situations with diverse and appropriate vocabulary.

ASSESSMENT CRITERIAS:

1. Expressions of ideas and opinions with different interlocutors and social situations, with a clear pronunciation, intonation, rhythm and stress.
2. Read, comprehend and interpret diverse types of texts, using reading comprehension strategies, to analyze and give oral or written opinions about them.

3. Produce diverse types of written texts using proper grammatical and writing strategies.

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CONTENTS	SKILLS	ATTITUDES
Present perfect tense Usages Grammar structure: Affirmative, negative and questions. Vocabulary: Collocation with do and make. Fluency and pronunciation Sentence repetition Reading aloud Word stress Sentence stress	- Identify the present perfect tense in sentences, phrases and different texts. - Reading a book. (Suggestions books: (Little prince, Tom sawyer Adventure)	- Values the use of grammatical rules when using them for different purposes. - Curiosity for the acquisition of new knowledge.
Past perfect tense Usages Grammar structure: Affirmative, negative and questions. Already, yet, since and for. Past continuous tense: Usages Grammar structure: Affirmative,negative and questions. Fluency and pronunciation Sentence repetition Reading aloud Word stress Sentence stress	- Identify the past perfect tense and past continuous tense. - Read and write sentences in past continuous tense, using the correct spelling.	- Willingness to carry out the activities proposed when asking for and giving information. - Acquisition of respect in listening to the speech of others when expressing themselves in English.
Tag questions Tenses: Present be Simple Present Simple past tense Present perfect: For and since Still and yet Fluency and pronunciation Sentence repetition	- Using tag questions correctly in phrases and questions. - Use correctly too and enough in written texts and oral communication activities	- Be aware of others' turns when expressing yourself in English. - Demonstrate a respectful attitude toward peer participation in oral activities.

Reading aloud Word stress Sentence stress		
Future continuous tense: Usages Grammar structure Affirmative, negative and questions form. Future perfect simple. Usages Grammar structure Affirmative, negative and questions form. Fluency and pronunciation Sentence repetition Reading aloud Word stress Sentence stress	• Write clearly sentences using possessive pronouns. • Use correctly the future perfect tense in dialogues, role plays and written texts.	• Self-assessment of their learning in the implementation of the grammar studied. • Assess reading level, highlighting strengths and areas to improve.
Adverbs of manner - Inseparable phrasal verbs. Vocabulary: - Music - Entertainment - Genres - Phrasal verbs Gerunds and infinitive - Gerunds as subject and object - Adverbs of place, time and manner Fluency and pronunciation Sentence repetition Reading aloud Word stress Sentence stress	• Classify the adverb of manners. • Listening for specific information. • Reading for the main idea. • Identifying target language • Writing a letter using the vocabulary. • Writing an email with gerund and infinitive. • Writing a CV • Produce at least two paragraphs using the vocabulary learned.	• Respect when their classmates speak in English. • Care about increasing their English vocabulary. • Show interest in creating answers using Critical Thinking. • Show curiosity and productivity doing short paragaphs.
Conditionals Zero Conditional First Conditional Idioms Suffixes Vocabulary : • The weather • Natural Phenomena • Pollution	• Sharing opinions • Sharing experiences • Scanning a text. • Listening for gist. • Listening to identify the target language. • Describing Cause and effect. • Talking about changes in weather.	• Self-knowledge of their abilities to express them in English. • Responsibility in assuming their role in dialogues, presentations, teamwork, etc. • Willingness to study and work in teams to

Fluency and pronunciation Sentence repetition Reading aloud Word stress Sentence stress	• Using the vocabulary to express in situations based on the content. • Making dialogues using the content and the vocabulary studied.	practice English skills in oral, written and listening activities using Let and Let's. • Creativity to express ideas and experiences.
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OBJECTIVES:**AREA:**

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. Construct an informed thought and stance on various topics and the world through analytical reading.
2. Create argumentative, informative, and descriptive texts to independently express their thoughts in a reflective, creative, and coherent manner.
3. To analyze oral messages to interact precisely, constructing ideas, opinions and arguments in different contexts using appropriate vocabulary, pronunciation, intonation, volume and rhythm.

TENTH GRADE OBJECTIVES:

1. To comprehend and summarize key information from a variety of written texts, including identifying main ideas, supporting details, and basic rhetorical techniques.
2. To actively listen and understand spoken messages, distinguishing between different speakers' perspectives and summarizing their main points.
3. To compose simple written responses that convey personal ideas, experiences, and opinions using clear and coherent sentences.
4. To begin exploring and comparing multiple viewpoints within written and spoken texts, setting the stage for more complex critical thinking.

ASSESSMENT CRITERIAS:

1. Comprehend and summarize key information from a variety of written texts, identify main ideas, supporting details, basic rhetorical techniques, and provide clear and concise summaries of the material read.
2. Actively listens and understands spoken messages, while also demonstrating effective verbal communication skills.
3. Composes simple written responses that effectively convey personal ideas, experiences, and opinions.

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CONTENTS	SKILLS	ATTITUDES
- Parts of speech (nouns, verbs, adjectives, adverbs). - Text structure (sequence, description, compare/contrast). - Rhetorical techniques (imagery, repetition, rhetorical questions). Fluency and Pronunciation - Reading aloud - Sight words - Record, evaluate and repeat - ed sound of simple past and past participle regular verbs - es sound of simple present 3rd person regular verbs - Word stress - Contrastive stress	- Identify parts of speech when reading texts. - Recognize how information is organized in different text structures. - Identify rhetorical devices used in texts. - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending texts and writing brief texts using fluency and pronunciation.	- Appreciate proper grammar usage in writing. - Develop an inquisitive mindset toward texts. - Appreciate how rhetorical devices are used to convey meaning.
- Elements of verbal communication (tone, pacing, eye contact). - Distinguishing between objective and biased information. - Organizing ideas coherently in writing (topic sentences, main ideas, logical sequence and flow, revising and clarity). - Active listening and conversation strategies (asking clarifying questions, non-verbal communication, active participation). Fluency and Pronunciation - Reading aloud - Sight words - Record, evaluate and repeat	- Speak clearly and confidently using proper tone and pacing. - Recognize subjective and biased language in texts. - Plan and connect ideas coherently when writing. - Demonstrate active listening in conversations. - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending texts and writing brief texts using fluency and pronunciation.	- Strive to improve verbal communication abilities. - Value objective and unbiased information. - Value logical organization and coherence. - Show respect to others by actively listening.

- ed sound of simple past and past participle regular verbs - es sound of simple present 3rd person regular verbs - Word stress - Contrastive stress		
• Understanding idioms and figurative language (literal meaning, figurative meaning, meaning by context, metaphor and similes, understanding wordplay). • Structuring paragraphs and short essays (introduction; hook, background information, thesis statement, body paragraph; topic sentences, supporting sentences. Conclusion; paraphrasing, final thought, recommendation) • Presenting ideas persuasively (argumentation and persuasion, creating engaging narrative, appealing visual aids). • Clause types (independent, dependent, relative, complex). • Subject-verb agreement (rules, first-person, third-person, exception of the rule, inversion of sentences and phrases). Fluency and Pronunciation • Reading aloud • Sight words • Record, evaluate and repeat	• Interpret common idioms and figurative expressions. • Compose unified paragraphs with topic sentences. • Present ideas persuasively using the necessary strategies. • Identify and elaborate different types of clauses. • Ensure subject-verb agreement in sentences. • Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the	• Value understanding idioms and figurative language. • Value structuring paragraphs logically. • Build confidence speaking persuasively. • Understand the role of clauses in sentence structure. • Recognize the significance of proper subject-verb agreement.

- ed sound of simple past and past participle regular verbs - es sound of simple present 3rd person regular verbs • Word stress • Contrastive stress	end, next) to comprehending texts and writing brief texts using fluency and pronunciation.	
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OBJECTIVES:

AREA:

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. Construct an informed thought and stance on various topics and the world through analytical reading.
2. Create argumentative, informative, and descriptive texts to independently express their thoughts in a reflective, creative, and coherent manner.
3. To analyze oral messages to interact precisely, constructing ideas, opinions and arguments in different contexts using appropriate vocabulary, pronunciation, intonation, volume and rhythm.

ELEVENTH GRADE OBJECTIVES:

1. Construct an informed thought and stance on various topics and the world through analytical reading.
2. Create argumentative, informative, and descriptive texts to independently express their thoughts in a reflective, creative, and coherent manner.
3. To analyze oral messages to interact precisely, constructing ideas, opinions and arguments in different contexts using appropriate vocabulary, pronunciation, intonation, volume and rhythm.

ASSESSMENT CRITERIA:

1. Demonstrates advanced ability to understand and concisely summarize key information from diverse written texts, showcasing a deep understanding of complex material.
2. Actively listens and comprehends spoken messages with a high level of proficiency in verbal communication skills, displaying precision and clarity in interactions.
3. Writes responses that proficiently convey personal ideas and experiences with depth and sophistication.

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CONTENTS	SKILLS	ATTITUDES
- Literary genres and elements (fiction, drama, poetry devices - metaphor, allegory, symbolism). - Advanced part of the speech (gerund, infinitive, participle) - Presentation structure and engagement strategies (structural elements, mainpoint and subpoint, visual aids, storytelling, transitions, body language, conclusion). - Syntax and sentence structure (compound complex sentences, inversion, ellipsis, exclamatory sentence). Fluency and pronunciation - Reading aloud - Sight words - Record, evaluate and repeat -es sound of Simple Present 3rd person singular verbs - Intonation in Yes/No and Wh-questions - Contrastive stress	- Analyze literary genres and interpret figurative language and symbolic representations. - Incorporate gerund, infinitive and participle appropriately. - Deliver engaging presentations with polished verbal and nonverbal skills. - Compose complex sentences for impact. - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending texts and writing brief texts using fluency and pronunciation.	- Appreciate literary conventions and value interpreting symbolic meaning. - Value using gerund, infinitive and participle appropriately. - Refine presentation skills for impact and audience engagement. - Strive for precision in writing through syntax.
- Essay Writing (argumentative, persuasive, descriptive, narrative). - Research and Citations (conducting research, proper citation, referencing - MLA, APA). - Reported Speech	- Compose essays using proper format and development for different purposes and genres. - Find and evaluate sources; synthesize research through proper quotation, paraphrase, summary; cite sources accurately. - Convert direct speech to reported speech using proper grammar structure and pronouns.	- Value writing as a process and appreciate the craft of essay composition. - Uphold ethical research practices. - Value precision in conveying statements; appreciate

• Perfect Tenses • Editing and proofreading (sentence structure, spelling, vocabulary). • Critical reading (author's argument, persuasive techniques, analyze evidence). Fluency and pronunciation • Reading aloud • Sight words • Record, evaluate and repeat • -es sound of Simple Present 3rd person singular verbs • Intonation in Yes/No and Wh-questions • Contrastive stress	• Form and use perfect tenses properly to show completed actions. • Refine drafts by correcting errors, reworking organization, tightening word choice and phrasing. • Comprehend author's text; identifying author's purpose and tone. • Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending texts and writing brief texts using fluency and pronunciation.	nuances of reported speech. • Strive to use complex tenses accurately. • Recognize writing as a recursive process; persist through challenges of revising. • Develop critical perspective; assess writing objectively.
• Listening comprehension (note-taking, for specific information, for inference, for main ideas). • Listen to Podcast • Oral presentation (visual aids, body language, tone voice, intonation, volume, etc). • Debate (debate format, arguments, refutation and counter argument, persuasive speaking). Fluency and pronunciation • Reading aloud	• Understand spoken English at various speeds and accents. • Engage with podcasts and extract relevant information. • Prepare and deliver engaging speeches and presentations. • Use reasoning, evidence, and persuasive language in debates. • Apply basic understanding of how ideas, events, or reasons	• Improve comprehension abilities. • Appreciate the value of podcast listening. • Build public speech confidence; value audience connection. • Develop informed stances on issues; appreciate objective discourse.

• Sight words • Record, evaluate and repeat • -es sound of Simple Present 3rd person singular verbs • Intonation in Yes/No and Wh-questions • Contrastive stress	are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending texts and writing brief texts using fluency and pronunciation.	
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