# ENGLISH FOREIGN LANGUAJE

# SECONDARY




RED COLEGIOS teresianos
Provincia Teresiana Nuestra Señora de la Paz
Nicaragua-Costa Rica

**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. To 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. Critically analyzes main ideas using reading comprehension strategies to interpret information.

2. Infers oral messages related to everyday and academic situations, using critical thinking to identify explicit and implicit information through guided listening strategies to construct a meaningful overall understanding of the message.

3. Participates in discussions and brief presentations using vocabulary and grammatical structures appropriate to their level, expressing their points of view clearly and coherently, supporting themselves with verbal and non-verbal resources according to the communicative context.

4. Writes reflective and argumentative texts about experiences and situations from their environment, organizing and connecting ideas with coherence and cohesion, applying grammatical rules and appropriate vocabulary to explain opinions, justify ideas, and propose solutions in a clear and creative manner.

**SEVENTH GRADE OBJECTIVE:**

1. To interpret main ideas and relevant details in narrative and informational texts, using reading comprehension strategies to build an overall understanding of the text.

2. To express personal ideas and opinions through organized paragraphs, using appropriate vocabulary and correct grammatical structures, in order to communicate clear and coherent messages.

3. To participate in brief discussions and presentations using familiar vocabulary and appropriate grammatical structures to express ideas, experiences, and opinions clearly, while using verbal and nonverbal communication strategies according to the communicative context.

4. To infer explicit and implicit information in oral messages related to everyday and academic situations, using guided listening strategies to build an overall understanding of the content.

## ASSESSMENT CRITERIA:

1. Interprets main ideas and relevant details in narrative and informational texts by applying reading comprehension strategies.
2. Develops ideas and opinions in coherent paragraphs, using varied vocabulary, appropriate grammatical structures, and connectors to communicate messages clearly.
3. Interprets and communicates information in everyday and academic situations, using appropriate vocabulary, listening strategies, and verbal and nonverbal resources.

## CONTENTS

| **Unidad 1**<br>**THEMATIC: Welcome to the Campus: School, Technology, and Everyday Life** | |
|---|---|
| **Grammar & Language Use:**<br>• Nouns: definition, types, common/proper, countable/uncountable<br>• Possessive nouns<br>• Too / enough<br>• Simple Present: affirmative, negative, interrogative<br><br>**Vocabulary:**<br>• Greetings and farewells<br>• School and classroom<br>• Technology<br>• Food and drinks<br><br>**Pronunciation & Fluency:**<br>• Vowels<br>• Diphthongs<br>• Consonants | **Listening:**<br>• Identify familiar words and specific information in short oral texts.<br><br>**Speaking:**<br>• Exchange basic information about school, technology, food, and everyday activities.<br>• Participate in short dialogues and role-plays using the Simple Present.<br><br>**Reading:**<br>• Identify nouns, key vocabulary, main ideas, and explicit information in short texts.<br>• Distinguish common/proper and countable/uncountable nouns in context.<br><br>**Writing:**<br>• Write sentences and short texts using nouns and the Simple Present accurately.<br>• Use too/enough appropriately in short written texts.<br><br>**Language Use:**<br>• Identify, classify, and use nouns appropriately.<br>• Use possessive nouns and the Simple Present in familiar contexts.<br><br>**Pronunciation & Fluency:**<br>• Produce basic vowel, diphthong, and consonant sounds with increasing intelligibility.<br>• Read short texts aloud with appropriate pronunciation. |

| UNIDAD 2:<br>THEMATIC: My World: People, Habits, and Daily Routines | |
|---|---|
| **Grammar & Language Use:**<br>• Pronouns: types and uses<br>• Simple Present<br>• Simple Past and Past Continuous<br>• Frequency adverbs<br>• Wh- questions: what, where, why, when, who<br><br>**Vocabulary:**<br>• Daily routines<br>• Family and friends<br>• Personal information<br><br>**Pronunciation & Fluency:**<br>• Word stress<br>• Sentence stress | **Listening:**<br>• Identify specific information and sequence events in conversations, songs, podcasts, and short narratives about the past.<br><br>**Speaking:**<br>• Narrate past events and personal experiences.<br>• Talk about past abilities, habits, and experiences.<br>• Participate in interviews, dialogues, presentations, and role-plays.<br><br>**Reading:**<br>• Identify main ideas, supporting details, and chronological order in narratives.<br>• Distinguish actions that were completed from actions that were in progress.<br><br>**Writing:**<br>• Write organized sentences, paragraphs, and short compositions about past experiences.<br>• Produce short narratives using appropriate past-tense forms.<br><br>**Language Use:**<br>• Distinguish Simple Past and Past Continuous according to context.<br>• Use used to to describe past habits or states.<br>• Use regular and irregular past forms accurately.<br><br>**Pronunciation & Fluency:**<br>• Read past-tense texts aloud with appropriate pronunciation, rhythm, stress, and intonation. |
| **UNIDAD 3:**<br>**THEMATIC: Describing People and the World Around Us** | |
| **Grammar & Language Use:**<br>• Verb to be<br>• Adjectives: types and uses<br>• Adjective order<br>• Comparative and superlative forms<br>• Regular and irregular forms<br>• Possessive adjectives<br>• Demonstrative adjectives | **Listening:**<br>• Identify descriptions of people, animals, objects, and places.<br><br>**Speaking:**<br>• Describe people, animals, and objects using appropriate adjectives.<br>• Compare people, animals, and things using comparative and superlative forms. |

| | |
|---|---|
| **Vocabulary:**<br>• Professions and occupations<br>• Physical appearance<br>• Personality<br><br>**Pronunciation & Fluency:**<br>• Rhythm and intonation<br>• -ed endings<br>• Silent letters<br>• ea and oo sounds<br>• Schwa sound | **Reading:**<br>• Identify descriptive information and key vocabulary in short texts.<br>• Classify adjectives according to their use in sentences and texts.<br><br>**Writing:**<br>• Write sentences and short descriptive texts using to be and descriptive adjectives.<br>• Use possessive and demonstrative adjectives accurately.<br><br>**Language Use:**<br>• Use adjective order appropriately.<br>• Form comparative and superlative adjectives accurately.<br><br>**Pronunciation & Fluency:**<br>• Apply appropriate rhythm and intonation when reading and speaking.<br>• Produce selected target sounds with increasing accuracy. |
| **UNIDAD 4:**<br>**THEMATIC: Life in My Community: People, Places, and Activities** | |
| **Grammar & Language Use:**<br>• Present Continuous: affirmative, negative, interrogative, and short answers<br>• Can for abilities<br>• There is / there are<br>• Let / Let's<br>• Prepositions of place: at, in, on, across from<br>• Giving directions<br>• Prepositions of time: at, in, on<br>• Like/love/hate + -ing<br>• I'd like<br><br>**Vocabulary:**<br>• Action verbs<br>• Landmarks and places around the city<br>• Time and times of day<br>• Family members<br>• Community and country<br><br>**Pronunciation & Fluency:**<br>• Reading aloud<br>• Basic sentence stress and intonation | **Listening:**<br>• Identify specific information about community places, activities, directions, and familiar situations.<br><br>**Speaking:**<br>• Describe current activities using the Present Continuous.<br>• Talk about abilities and preferences.<br>• Ask for and give directions.<br>• Talk about places, family, and community activities.<br>• Participate in dialogues, interviews, and role-plays.<br><br>**Reading:**<br>• Identify main ideas and specific information in short texts about communities and familiar places.<br>• Understand information in simple tourist guides and functional texts. |

| | |
|---|---|
| | **Writing:**<br>• Write sentences and short paragraphs describing places, activities, family, and community life.<br>• Write simple directions and descriptions of important places.<br><br>**Language Use:**<br>• Use there is/there are to describe places.<br>• Use can to express ability.<br>• Use let/let's for permission, suggestions, and offers.<br>• Use prepositions of place and time accurately.<br>• Express preferences using like/love/hate + -ing and I'd like.<br><br>**Pronunciation & Fluency:**<br>• Read short functional texts aloud with intelligible pronunciation and appropriate stress. |

**ATTITUDES**

1. Demonstrate responsibility and empathy when making decisions that encourage reflection on one's actions.
2. Participate in projects that promote constructive criticism and alternative actions in response to situations in students' personal and social environments.
3. Apply various comprehension skills to develop metacognitive awareness when engaging with different texts and generating constructive ideas.
4. Value technological tools for researching information and creating different types of texts.
5. Strengthen assertive communication skills to facilitate the exchange of ideas, thoughts, and opinions.
6. Demonstrate respect, responsibility, solidarity, and cooperation in interactions and English language learning activities.

**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. To 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. Critically analyzes main ideas using reading comprehension strategies to interpret information.

2. Infers oral messages related to everyday and academic situations, using critical thinking to identify explicit and implicit information through guided listening strategies to construct a meaningful overall understanding of the message.

3. Participates in discussions and brief presentations using vocabulary and grammatical structures appropriate to their level, expressing their points of view clearly and coherently, supporting themselves with verbal and non-verbal resources according to the communicative context.

4. Writes reflective and argumentative texts about experiences and situations from their environment, organizing and connecting ideas with coherence and cohesion, applying grammatical rules and appropriate vocabulary to explain opinions, justify ideas, and propose solutions in a clear and creative manner.

**EIGHTH GRADE OBJECTIVE:**

1. To infer main ideas, supporting details, and relationships between concepts in narrative and informational texts in order to build well-founded interpretations through reading comprehension strategies.

2. To develop organized texts that express opinions and arguments, using relevant evidence and appropriate grammatical structures in order to communicate ideas effectively for different audiences and purposes.

3. To communicate ideas and opinions in brief discussions and presentations using appropriate vocabulary and grammatical structures, justifying their points of view with relevant reasons and examples to strengthen the clarity and coherence of their message.

4. To analyze main ideas, relevant details, and implicit information in oral messages related to everyday and academic contexts, using listening strategies to interpret meanings and communicative purposes.

## ASSESSMENT CRITERIA:

1. Infers relevant information and relationships between ideas in narrative and informational texts, using textual evidence.

2. Constructs organized texts to express opinions and arguments, integrating relevant evidence and linguistic resources.

3. Analyzes oral information and communicates ideas and opinions in brief discussions and presentations, justifying their points of view using appropriate communication resources.

## CONTENTS

| CONTENTS | SKILLS |
|---|---|
| **Unidad 1**<br>**THEMATIC: Culture Through Music and Food** | |
| **Grammar & Language Use:**<br>• Present Continuous: uses and forms<br>• Like/don't like + -ing<br>• Must/mustn't<br>• Can for permission<br>• I'd like / Would you like...?<br>• Want + infinitive<br>• Why / because<br><br>**Vocabulary:**<br>• Music and musical activities<br>• Feelings<br>• Food, drinks and meals<br>• Eating habits<br>• Occupations<br>• Cultural activities and dances<br><br>**Pronunciation & Fluency:**<br>• Sentence repetition<br>• Reading aloud<br>• Word stress<br>• Sentence stress | **Listening:**<br>• Identify main ideas and specific information in dialogues, podcasts, songs, and short audio texts about music, food, and culture.<br><br>**Speaking:**<br>• Talk about music, feelings, likes, dislikes, food, and eating habits.<br>• Ask for permission and make offers and requests.<br>• Express obligation using appropriate modal verbs.<br><br>**Reading:**<br>• Identify main ideas and supporting details in short texts about music, food, and healthy habits.<br>• Understand information about cultural practices and activities.<br><br>**Writing:**<br>• Write short descriptions and paragraphs about music, food, and cultural experiences.<br>• Create a short photostory related to gastronomy or culture. |

| | |
|---|---|
| | **Language Use:**<br>• Use the Present Continuous to describe ongoing actions.<br>• Distinguish and use expressions for preferences, permission, obligation, offers, and requests.<br>• Give reasons using why/because.<br><br>**Pronunciation & Fluency:**<br>• Read aloud with appropriate word and sentence stress.<br>• Perform a song using appropriate pronunciation and rhythm. |
| **UNIDAD 2:**<br>**THEMATIC: Stories from** | |
| **Grammar & Language Use:**<br>• Simple Past of be<br>• Was/were born<br>• Regular verbs: spelling and pronunciation rules<br>• Irregular verbs<br>• Affirmative, negative, and interrogative forms<br>• Could/couldn't for past abilities<br>• Past Continuous<br>• Simple Past vs. Past Continuous<br>• Used to / be used to / get used to<br><br>**Vocabulary:**<br>• Regular and irregular verbs<br>• Countries and nationalities<br>• Tourist attractions<br>• Transportation<br><br>**Pronunciation & Fluency:**<br>• Sentence repetition<br>• Reading aloud<br>• Word stress<br>• Sentence stress | **Listening:**<br>• Identify specific information and sequence events in conversations, songs, podcasts, and short narratives about the past.<br><br>**Speaking:**<br>• Narrate past events and personal experiences.<br>• Talk about past abilities, habits, and experiences.<br>• Participate in interviews, dialogues, presentations, and role-plays.<br><br>**Reading:**<br>• Identify main ideas, supporting details, and chronological order in narratives.<br>• Distinguish actions that were completed from actions that were in progress.<br><br>**Writing:**<br>• Write organized sentences, paragraphs, and short compositions about past experiences.<br>• Produce short narratives using appropriate past-tense forms.<br><br>**Language Use:**<br>• Distinguish Simple Past and Past Continuous according to context.<br>• Use used to to describe past habits or states.<br>• Use regular and irregular past forms accurately.<br><br>**Pronunciation & Fluency:**<br>• Read past-tense texts aloud with appropriate pronunciation, rhythm, stress, and intonation. |

| UNIDAD 3:<br>THEMATIC: What Will Happen Next? | |
|---|---|
| **Grammar & Language Use:**<br>• Going to: uses and forms<br>• Will: uses and forms<br>• Affirmative, negative, and interrogative forms<br>• Contractions<br><br>**Vocabulary:**<br>• Future time expressions: tomorrow, next week, next month<br>• Plans and intentions<br>• Predictions and decisions<br><br>**Pronunciation & Fluency:**<br>• Sentence repetition<br>• Reading aloud<br>• Word stress<br>• Sentence stress | **Listening:**<br>• Identify plans, predictions, and decisions in dialogues, songs, podcasts, and short audio texts.<br><br>**Speaking:**<br>• Talk about future plans and intentions.<br>• Make predictions and express spontaneous decisions.<br>• Discuss future possibilities in short conversations.<br><br>**Reading:**<br>• Identify future forms and their communicative purpose in short texts.<br>• Understand main ideas and supporting details in texts about future situations.<br><br>**Writing:**<br>• Write sentences and short paragraphs about future plans, intentions, and predictions.<br><br>**Language Use:**<br>• Distinguish going to and will according to communicative purpose.<br>• Use future time expressions accurately.<br><br>**Pronunciation & Fluency:**<br>• Read aloud with appropriate word stress, sentence stress, rhythm, and intonation. |
| **UNIDAD 4:**<br>**THEMATIC: Our World, Our Choices: Problems, Solutions, and Possibilities** | |
| **Grammar & Language Use:**<br>• First Conditional<br>• Should / shouldn't<br>• Have to / don't have to<br>• Must / mustn't<br>• Because / so / although<br><br>**Vocabulary:**<br>• Environmental issues<br>• Health and healthy habits<br>• School and community problems<br>• Solutions and responsibilities<br>• Rules and consequences | **Listening:**<br>• Identify problems, advice, rules, obligations, and possible consequences in short oral texts.<br>• Distinguish suggestions, obligations, and possibilities according to context.<br><br>**Speaking:**<br>• Give advice and make suggestions about familiar problems.<br>• Express obligations and responsibilities.<br>• Discuss possible solutions.<br>• Explain causes and consequences.<br>• Agree and disagree appropriately in structured conversations. |

**Communication:**

- Giving advice
- Expressing obligation
- Discussing possibilities
- Explaining causes and consequences
- Agreeing and disagreeing

**Pronunciation & Fluency:**

- Sentence stress
- Intonation
- Connected speech
- Oral fluency

**Reading:**

- Identify problems, solutions, main ideas, and supporting details.
- Interpret cause-and-effect relationships.
- Infer the meaning of unfamiliar words from context.

**Writing:**

- Write organized problem-solution paragraphs.
- Explain causes and consequences using appropriate connectors.
- Support a proposed solution with simple reasons.

**Language Use:**

- Use should/shouldn't, have to/don't have to, and must/mustn't appropriately.
- Use the First Conditional to express possible situations and consequences.
- Connect ideas using because, so, and although.

**Pronunciation & Fluency:**

- Use appropriate sentence stress, rhythm, and intonation in oral communication.

**ATTITUDES**

1. Demonstrate responsibility and empathy when making decisions that encourage reflection on one's actions.
2. Participate in projects that promote constructive criticism and alternative actions in response to situations in students' personal and social environments.
3. Apply various comprehension skills to develop metacognitive awareness when engaging with different texts and generating constructive ideas.
4. Value technological tools for researching information and creating different types of texts.
5. Strengthen assertive communication skills to facilitate the exchange of ideas, thoughts, and opinions.
6. Demonstrate respect, responsibility, solidarity, and cooperation in interactions and English language learning activities.

**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. To 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. Critically analyzes main ideas using reading comprehension strategies to interpret information.

2. Infers oral messages related to everyday and academic situations, using critical thinking to identify explicit and implicit information through guided listening strategies to construct a meaningful overall understanding of the message.

3. Participates in discussions and brief presentations using vocabulary and grammatical structures appropriate to their level, expressing their points of view clearly and coherently, supporting themselves with verbal and non-verbal resources according to the communicative context.

4. Writes reflective and argumentative texts about experiences and situations from their environment, organizing and connecting ideas with coherence and cohesion, applying grammatical rules and appropriate vocabulary to explain opinions, justify ideas, and propose solutions in a clear and creative manner.

**NINTH GRADE OBJECTIVE:**

1. To critically analyze main ideas through reading comprehension strategies in order to interpret information in various texts.

2. To develop reflective and argumentative texts about experiences and situations from their environment, organizing and connecting ideas with coherence and cohesion, applying grammatical rules and appropriate vocabulary in order to explain opinions, justify ideas, and propose solutions creatively and clearly.

3. To support ideas and opinions in brief discussions and presentations through relevant arguments and examples, using varied vocabulary, appropriate grammatical structures, and verbal and nonverbal communication strategies to communicate with clarity, coherence, and effectiveness.

4. To assess explicit and implicit meanings in everyday and academic oral messages through guided listening strategies and critical thinking in order to achieve overall comprehension.

## ASSESSMENT CRITERIA:

1. Critically analyzes the main ideas of various texts by applying reading comprehension strategies, interpreting information, and drawing well-supported conclusions..

2. Produces coherent and cohesive reflective and argumentative texts in which they express and support opinions, connect ideas, and propose creative solutions, appropriately using grammatical conventions and vocabulary.

3. Analyzes oral messages and supports ideas and opinions with relevant arguments, using listening strategies, critical thinking, and appropriate communication resources.

## CONTENTS

| CONTENTS | SKILLS |
|---|---|
| **Unidad 1**<br>**THEMATIC: Past Experiences, Present Connections** | |
| **Grammar & Language Use:**<br>• Present Perfect: uses and forms<br>• Affirmative, negative and interrogative forms<br>• Questions and answers about experiences<br>• Do/make collocations<br><br>**Vocabulary:**<br>• Life experiences<br>• Achievements<br>• Common do/make collocations<br><br>**Pronunciation & Fluency:**<br>• Sentence repetition<br>• Reading aloud<br>• Word stress<br>• Sentence stress | **Listening:**<br>• Identify Present Perfect forms and key information in short spoken texts.<br>• Understand questions and answers about life experiences.<br><br>**Speaking:**<br>• Ask and answer questions about experiences and achievements.<br>• Talk about past experiences connected to the present.<br><br>**Reading:**<br>• Identify the use and meaning of the Present Perfect in short texts.<br>• Interpret time relationships between past experiences and the present.<br><br>**Writing:**<br>• Write sentences and short connected texts about experiences and achievements using the Present Perfect.<br><br>**Language Use:**<br>• Distinguish affirmative, negative, and interrogative forms of the Present Perfect.<br>• Use common do/make collocations appropriately.<br><br>**Pronunciation & Fluency:**<br>• Read aloud with appropriate word stress, sentence stress, and intonation. |

| UNIDAD 2:<br>THEMATIC: Stories Behind the Moments | |
|---|---|
| **Grammar & Language Use:**<br>• Past Perfect: uses and forms<br>• Affirmative, negative, and interrogative forms<br>• Past Perfect Continuous: uses and forms<br>• Already / yet<br>• Since / for<br><br>**Vocabulary:**<br>• Events and experiences<br>• Time expressions<br>• Narrative language<br><br>**Pronunciation & Fluency:**<br>• Sentence repetition<br>• Reading aloud<br>• Word stress<br>• Sentence stress | **Listening:**<br>• Identify relationships between events in spoken narratives.<br>• Distinguish actions that occurred before or during another past event.<br><br>**Speaking:**<br>• Describe and sequence past events using Past Perfect and Past Continuous.<br>• Explain relationships between events in narratives.<br><br>**Reading:**<br>• Analyze the chronological relationship between events in narrative texts.<br>• Infer meaning from temporal expressions and context.<br><br>**Writing:**<br>• Write connected narrative texts using Past Perfect and Past Continuous accurately.<br>• Establish clear chronological relationships between events.<br><br>**Language Use:**<br>• Distinguish Past Perfect and Past Continuous according to communicative context.<br>• Use already/yet and since/for appropriately.<br><br>**Pronunciation & Fluency:**<br>• Read narrative texts with appropriate accuracy, fluency, stress, and intonation. |
| **UNIDAD 3:**<br>**THEMATIC: The Future Starts Now** | |
| **Grammar & Language Use:**<br>• Future Continuous: uses and forms<br>• Future Perfect Simple: uses and forms<br>• Affirmative, negative, and interrogative forms<br><br>**Vocabulary:**<br>• Future events and situations<br>• Time references<br>• Plans, predictions, and future scenarios | **Listening:**<br>• Identify future time relationships in spoken texts.<br>• Distinguish actions that will be in progress from actions that will have been completed before a future point.<br><br>**Speaking:**<br>• Describe future actions and situations using Future Continuous and Future Perfect.<br>• Explain relationships between future events and time references. |

| | |
|---|---|
| **Pronunciation & Fluency:**<br>• Sentence repetition<br>• Reading aloud<br>• Word stress<br>• Sentence stress | **Reading:**<br>• Interpret future time relationships in informational and narrative texts.<br>• Distinguish Future Continuous and Future Perfect according to context.<br><br>**Writing:**<br>• Write connected texts describing future scenarios and events.<br>• Use Future Continuous and Future Perfect accurately in context.<br><br>**Language Use:**<br>• Construct and apply Future Continuous and Future Perfect forms appropriately.<br>• Select future forms according to meaning and time reference.<br><br>**Pronunciation & Fluency:**<br>• Read and speak with appropriate stress, rhythm, intonation, and fluency. |
| **UNIDAD 4**<br>**THEMATIC: Language in Action** | |
| **Grammar & Language Use:**<br>• Tag questions<br>• Tag questions with Present be, Simple Present, Simple Past, and Present Perfect<br>• Present Perfect with for/since<br>• Still / yet<br><br>**Vocabulary:**<br>• Everyday interaction<br>• Confirmation and clarification<br>• Time and duration expressions<br><br>**Pronunciation & Fluency:**<br>• Sentence repetition<br>• Reading aloud<br>• Word stress<br>• Sentence stress | **Listening:**<br>• Identify tag questions and their communicative purpose in conversations.<br>• Interpret information related to confirmation, clarification, and duration.<br><br>**Speaking:**<br>• Use tag questions to confirm information and maintain interaction.<br>• Respond appropriately to tag questions in conversations.<br>• Clarify and confirm information using appropriate language.<br><br>**Reading:**<br>• Identify and interpret tag questions in authentic and adapted texts.<br>• Analyze how grammatical structures contribute to meaning and interaction.<br><br>**Writing:**<br>• Write short dialogues and connected texts using tag questions accurately.<br>• Use for/since and still/yet appropriately in context. |

| | |
|---|---|
| | **Language Use:**<br>• Form tag questions accurately according to the tense and auxiliary verb.<br>• Distinguish Present be, Simple Present, Simple Past, and Present Perfect patterns in tag questions.<br>• Use for/since to express duration.<br>• Distinguish still and yet according to context.<br><br>**Pronunciation & Fluency:**<br>• Use appropriate intonation in tag questions.<br>• Read and speak with accuracy, fluency, word stress, and sentence stress. |

**ATITUDES**

1. Demonstrate responsibility and empathy when making decisions that encourage reflection on one's actions.
2. Participate in projects that promote constructive criticism and alternative actions in response to situations in students' personal and social environments.
3. Apply various comprehension skills to develop metacognitive awareness when engaging with different texts and generating constructive ideas.
4. Value technological tools for researching information and creating different types of texts.
5. Strengthen assertive communication skills to facilitate the exchange of ideas, thoughts, and opinions.
6. Demonstrate respect, responsibility, solidarity, and cooperation in interactions and English language learning activities.

**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. To 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. Evaluates complex texts at both explicit and implicit levels by applying reading comprehension strategies to make connections and produce critical responses.

2. Produces reflective, critical, and argumentative texts autonomously about social, academic, and cultural issues, integrating personal ideas and information sources with grammatical accuracy, cohesion, and rich vocabulary in order to support proposals and defend points of view.

3. Argues ideas with critical rigor and communicative clarity in debate and presentation contexts, organizing their interventions in a structured way to ensure coherent and persuasive participation before different audiences.

4. Critically and fluently evaluates oral messages from various formal and informal contexts, identifying main and supporting ideas, deducing implicit information, interpreting communicative intentions, and assessing the purpose of the discourse to understand and use the language functionally in real-life situations.

**TENTH GRADE OBJECTIVE:**

1. To argue explicit and implicit information in complex texts, using reading comprehension strategies to establish connections among ideas, evidence, and perspectives, while formulating well-founded interpretations.

2. To develop argumentative and reflective texts about social, academic, and cultural issues, integrating personal ideas and relevant evidence to support points of view with coherence, grammatical accuracy, and appropriate vocabulary.

3. To defend ideas and points of view in debates and academic presentations, organizing their interventions in a structured way and using relevant evidence to communicate clear, coherent, and well-supported messages to different audiences.

4. To assess oral messages from various formal and informal contexts by identifying main and supporting ideas, deducing implicit information, and interpreting communicative intentions in order to build a critical and well-founded understanding of the discourse.

## ASSESSMENT CRITERIA:

1. Supports interpretations of complex texts by distinguishing explicit and implicit information and connecting ideas, evidence, and perspectives.

2. Develops argumentative and reflective texts with logical and coherent organization, integrating original ideas and relevant evidence while using grammatically accurate structures and appropriate vocabulary to support viewpoints.

3. Critically analyzes oral messages and supports their points of view with relevant arguments and evidence, adapting their discourse to different audiences.

## CONTENTS

| CONTENTS | SKILLS |
|---|---|
| **Unidad 1**<br>**THEMATIC: Reading the World: Language, Structure, and Rhetoric** | |
| **Reading & Text Analysis:**<br>• **Language & Grammar**<br>• Parts of speech: nouns, verbs, adjectives, adverbs<br>• **Text structures:** sequence, description, compare/contrast<br>• Organization of ideas<br>• Connections between ideas and events<br>• **Rhetoric & Language:**<br>• Imagery<br>• Repetition<br>• Rhetorical questions<br>**Pronunciation & Fluency:**<br>• Reading aloud<br>• Sight words<br>• Record, evaluate, and repeat<br>• /-ed/ pronunciation in regular past and past participles<br>• /-es/ pronunciation in third-person singular verbs<br>• Word stress<br>• Contrastive stress | **Reading:**<br>• Identify parts of speech in context.<br>• Recognize how information is organized according to different text structures.<br>• Identify rhetorical techniques and explain their basic effect on meaning.<br>**Listening:**<br>• Identify key information and rhetorical features in short oral texts.<br>**Speaking:**<br>• Explain how language and rhetorical techniques contribute to communication.<br>• Use appropriate stress and pronunciation to communicate meaning.<br>**Writing:**<br>• Organize ideas using appropriate text structures.<br>• Connect ideas, events, and reasons using appropriate transitions and cohesive devices. |

| | |
|---|---|
| **COMPETENCIES ASSESSMENT**<br>***Efset Assessment*** | **Language Use:**<br>• Identify and apply parts of speech appropriately in context.<br><br>**Pronunciation & Fluency:**<br>• Read aloud with increasing accuracy, fluency, and appropriate stress.<br>• Self-monitor pronunciation by recording, evaluating, and repeating oral production. |
| **UNIDAD 2:**<br>**THEMATIC: Voice and Perspective: Communicating with Purpose** | |
| **Oral Communication:**<br>• Tone<br>• Pacing<br>• Eye contact<br><br>**Critical Reading & Media Literacy:**<br>• Objective information<br>• · Subjective and biased information<br>• · Recognizing bias and perspective<br><br>**Writing:**<br>• Topic sentences<br>• Main ideas<br>• Logical sequence<br>• Coherence and flow<br>• Revision and clarity<br><br>**Listening & Interaction:**<br>• Active listening<br>• Clarifying questions<br>• Non-verbal communication<br>• Active participation<br><br>**Pronunciation & Fluency:**<br>• Reading aloud<br>• Sight words<br>• Record, evaluate, and repeat<br>• /-ed/ pronunciation<br>• /-es/ pronunciation<br>• Word stress<br>• Contrastive stress | **Listening:**<br>• Demonstrate active listening by identifying key information and responding appropriately.<br>• Ask clarifying questions when information is unclear.<br><br>**Speaking:**<br>• Speak clearly and confidently using appropriate tone, pacing, eye contact, and body language.<br>• Participate actively in structured conversations.<br><br>**Reading:**<br>• Distinguish objective information from subjective or biased language.<br>• Identify how perspective influences the presentation of information.<br><br>**Writing:**<br>• Organize ideas coherently using topic sentences, logical sequencing, and appropriate transitions.<br>• Revise writing for clarity, organization, and coherence.<br><br>**Language Use:**<br>• Select language appropriate to purpose, audience, and context.<br><br>**Pronunciation & Fluency:**<br>• Monitor and improve pronunciation through recording, self-evaluation, and repetition. |

| UNIDAD 3:<br>THEMATIC: Ideas into Arguments: Writing and Critical Thinking | |
|---|---|
| **Writing:**<br>• Argumentative writing<br>• Persuasive writing<br>• Descriptive writing<br>• Narrative writing<br><br>**Research & Academic Integrity:**<br>• Research process<br>• Sources<br>• Citation and referencing<br>• MLA and APA conventions<br><br>**Grammar & Language Use:**<br>• Reported speech<br>• Perfect tenses<br><br>**Editing & Revision:**<br>• Sentence structure<br>• Spelling<br>• Vocabulary<br>• Grammar and usage<br><br>**Critical Reading:**<br>• Author's argument<br>• Persuasive techniques<br>• Evidence<br>• Purpose and tone<br><br>**Pronunciation & Fluency:**<br>• Reading aloud<br>• Sight words<br>• Record, evaluate, and repeat<br>• /-ed/ and /-es/ pronunciation<br>• Word stress<br>• Contrastive stress | **Listening:**<br>• Identify an author's or speaker's argument, purpose, and supporting evidence in oral texts.<br><br>**Speaking:**<br>• Present and explain ideas using appropriate organization and academic language.<br>• Support opinions with relevant reasons and evidence.<br><br>**Reading:**<br>• Analyze an author's argument and persuasive techniques.<br>• Identify and evaluate evidence used to support a claim.<br>• Distinguish purpose, tone, and perspective.<br><br>**Writing:**<br>• Compose organized argumentative, persuasive, descriptive, and narrative texts.<br>• Develop claims using relevant reasons and evidence.<br>• Apply appropriate citation practices when incorporating sources.<br><br>**Research & Language Use:**<br>• Locate and evaluate relevant sources.<br>• Integrate information through quotation, paraphrase, and summary.<br>• Use reported speech and perfect tenses accurately in context.<br><br>**Editing & Revision:**<br>• Revise drafts for sentence structure, grammar, spelling, vocabulary, organization, and clarity.<br><br>**Pronunciation & Fluency:**<br>• Read aloud with accuracy, fluency, appropriate stress, and intonation. |

**UNIDAD 4**
**THEMATIC: Connecting Voices: Listening, Speaking, and Interaction**

**Listening Comprehension:**
- Note-taking
- Listening for specific information
- Listening for main ideas
- Listening for inference

**Multimedia & Oral Communication:**
- Podcasts
- Oral presentations
- Visual aids
- Body language
- Tone of voice
- Intonation
- Volume

**Interaction:**
- Active listening
- Asking clarifying questions
- Responding appropriately

**Pronunciation & Fluency:**
- Reading aloud
- Sight words
- Record, evaluate, and repeat
- /-es/ pronunciation
- Intonation in Yes/No and Wh- questions
- Contrastive stress

**COMPETENCIES ASSESSMENT**
***Efset Assessment***

**Listening:**
- Identify main ideas and specific information in spoken texts.
- Take organized notes while listening.
- Make basic inferences from oral information.

**Speaking:**
- Deliver organized oral presentations using appropriate visual aids and nonverbal communication.
- Adjust tone, volume, pacing, and intonation according to audience and purpose.

**Reading:**
- Read aloud with appropriate accuracy, fluency, pronunciation, and expression.

**Interaction:**
- Demonstrate active listening and respond appropriately to speakers.
- Ask clarifying questions to maintain communication.

**Language Use:**
- Select appropriate language according to audience, purpose, and context.

**Pronunciation & Fluency:**
- Monitor oral production through recording, self-evaluation, and repetition.

**ATITUDES**

1. Maintain a proactive attitude that enables students to assess their surroundings and assume individual and collective responsibilities.
2. Participate in the development of projects that address real-world needs and challenges in innovative and relevant ways.
3. Internalize and integrate various comprehension skills to develop metacognitive, reflective, and communicative abilities through different texts and generate innovative ideas.
4. Become aware of the responsible use of technology to critically search for information, communicate, and collaborate as responsible digital citizens.
5. Communicate ideas, thoughts, and differing or shared opinions assertively and freely, taking into account the values and feelings of others.
6. Integrate values of solidarity, justice, responsibility, and commitment into projects and communicative products aimed at promoting the common good.

**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. To 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. Evaluates complex texts at both explicit and implicit levels by applying reading comprehension strategies to make connections and produce critical responses.

2. Produces reflective, critical, and argumentative texts autonomously about social, academic, and cultural issues, integrating personal ideas and information sources with grammatical accuracy, cohesion, and rich vocabulary in order to support proposals and defend points of view.

3. Argues ideas with critical rigor and communicative clarity in debate and presentation contexts, organizing their interventions in a structured way to ensure coherent and persuasive participation before different audiences.

4. Critically and fluently evaluates oral messages from various formal and informal contexts, identifying main and supporting ideas, deducing implicit information, interpreting communicative intentions, and assessing the purpose of the discourse to understand and use the language functionally in real-life situations.

**ELEVENTH GRADE OBJECTIVE:**

1. To evaluate explicit and implicit information in complex texts, using reading comprehension strategies to establish connections and develop critical responses.

2. To produce critical and argumentative texts about social, academic, and cultural issues, integrating and evaluating information from various sources in order to support proposals and defend points of view with autonomy, cohesion, grammatical accuracy, and lexical richness.

3. To argue ideas with critical rigor and communicative clarity in debates and presentations, organizing their interventions in a structured way to ensure coherent and persuasive participation before different audiences.

4. To critically evaluate oral messages from formal and informal contexts by identifying main and supporting ideas, deducing implicit information, interpreting intentions, and assessing the purpose of the discourse in order to use the language in real-life situations.

## ASSESSMENT CRITERIA:

1. Critically evaluates explicit and implicit information in complex texts, establishing connections among ideas, perspectives, and evidence to develop well-supported critical responses.

2. Produces critical and argumentative texts, integrating and evaluating information from various sources to support proposals and points of view with cohesion, grammatical accuracy, and lexical richness.

3. Critically evaluates oral messages and argues ideas and points of view clearly, interpreting communicative intentions and purposes while adapting their discourse to the audience and context.

## CONTENTS

<table>
<tr><th colspan="2">Unidad 1<br>THEMATIC: Reading Between the Lines: Literature, Language, and Meaning</th></tr>
<tr>
<td>

**Literature & Literary Analysis:**
- Literary genres: fiction, drama, poetry
- Literary elements and devices
- Metaphor
- Allegory
- Symbolism

**Advanced Language Use:**
- Gerunds
- Infinitives
- Participles

**Presentation & Communication:**
- Presentation structure
- Main points and supporting points
- Visual aids
- Storytelling
- Transitions
- Body language
- Conclusions

</td>
<td>

**Listening:**
- Identify literary elements, figurative language, and presentation techniques in spoken texts.

**Speaking:**
- Deliver structured presentations using effective verbal and nonverbal communication.
- Use storytelling, transitions, visual aids, and appropriate body language to engage an audience.

**Reading:**
- Analyze literary genres and interpret figurative language and symbolic representations.
- Explain how literary devices contribute to meaning.

**Writing:**
- Produce complex sentences using varied syntactic structures for clarity and effect.

</td>
</tr>
</table>

| | |
|---|---|
| **Syntax:**<br>• Compound-complex sentences<br>• Inversion<br>• Ellipsis<br>• Exclamatory sentences<br><br>**Pronunciation & Fluency:**<br>• Reading aloud<br>• Sight words<br>• Record, evaluate, and repeat<br>• /-es/ pronunciation in third-person singular verbs<br>• Intonation in Yes/No and Wh- questions<br>• Contrastive stress<br><br>**COMPETENCIES ASSESSMENT**<br>***Efset Assessment*** | **Language Use:**<br>• Use gerunds, infinitives, and participles appropriately in context.<br>• Apply compound-complex structures, inversion, ellipsis, and exclamatory structures when appropriate.<br><br>**Pronunciation & Fluency:**<br>• Use appropriate intonation, stress, and pronunciation to communicate meaning effectively. |
| **UNIDAD 2:**<br>**THEMATIC: Research, Writing, and Academic Voice** | |
| **Academic Writing:**<br>• Essay writing: argumentative, persuasive, descriptive, and narrative<br>• Essay organization and development<br><br>**Research & Documentation:**<br>• Conducting research<br>• Evaluating sources<br>• Quotation<br>• Paraphrase<br>• Summary<br>• MLA and APA citation and referencing<br><br>**Grammar & Language Use:**<br>• Reported speech<br>• Perfect tenses<br><br>**Editing & Revision:**<br>• Sentence structure<br>• Spelling<br>• Vocabulary<br>• Organization<br>• Clarity | **Speaking:**<br>• Present researched information using an appropriate academic register.<br>• Explain and defend ideas using relevant evidence.<br><br>**Reading:**<br>• Analyze an author's argument, purpose, tone, and use of evidence.<br>• Evaluate the relevance and credibility of supporting information.<br><br>**Writing:**<br>• Compose well-organized essays for different purposes and genres.<br>• Develop claims and ideas using relevant evidence and explanation.<br>• Revise drafts for organization, clarity, vocabulary, grammar, and style.<br><br>**Research & Language Use:**<br>• Locate, evaluate, synthesize, and document information from credible sources.<br>• Integrate quotations, paraphrases, and summaries appropriately. |

| | |
|---|---|
| **Critical Reading**<br>• Author's argument<br>• Persuasive techniques<br>• Evidence<br>• Author's purpose and tone<br><br>**Pronunciation & Fluency**<br>• Reading aloud<br>• Sight words<br>• Record, evaluate, and repeat<br>• /-es/ pronunciation<br>• Intonation in Yes/No and Wh- questions<br>• Contrastive stress | • Convert direct speech into reported speech accurately.<br>• Use perfect tenses to express relationships between completed actions and time.<br><br>**Pronunciation & Fluency**<br>• Use appropriate stress and intonation in academic oral communication. |
| **UNIDAD 3:**<br>**THEMATIC: Language for Impact: Figurative Meaning, Organization, and Persuasion** | |
| **Vocabulary & Figurative Language:**<br>• Idioms<br>• Literal and figurative meaning<br>• Meaning from context<br>• Metaphors and similes<br>• Wordplay<br><br>**Paragraph & Essay Structure:**<br>• Introduction<br>• Hook<br>• Background information<br>• Thesis statement<br>• Body paragraphs<br>• Topic sentences<br>• Supporting sentences<br>• Conclusion<br>• Paraphrasing<br>• Final thought/recommendation<br><br>**Persuasion & Presentation:**<br>• Argumentation and persuasion<br>• Engaging narratives<br>• Visual aids<br><br>**Syntax:**<br>• Independent clauses<br>• Dependent clauses<br>• Relative clauses<br>• Complex sentences | **Listening:**<br>• Interpret figurative language and identify persuasive techniques in spoken texts.<br><br>**Speaking:**<br>• Present ideas persuasively using logical organization, appropriate language, engaging delivery, and supporting visual aids.<br><br>**Reading:**<br>• Interpret idioms, metaphors, similes, and other figurative expressions using textual context.<br>• Analyze how figurative language contributes to meaning and effect.<br><br>**Writing:**<br>• Compose unified and coherent paragraphs with clear topic sentences, supporting ideas, and effective conclusions.<br>• Develop structured essays with clear introductions, thesis statements, body paragraphs, and conclusions.<br><br>**Language Use:**<br>• Identify and use independent, dependent, relative, and complex clauses appropriately.<br>• Apply subject-verb agreement accurately, including less common structures and inversions. |

| | |
|---|---|
| **Grammar**<br>• Subject-verb agreement<br>• First- and third-person agreement<br>• Exceptions<br>• Inversion in sentences and phrases<br><br>**Pronunciation & Fluency**<br>• Reading aloud<br>• Sight words<br>• Record, evaluate, and repeat<br>• /-ed/ and /-es/ pronunciation<br>• Word stress<br>• Contrastive stress | **Persuasion**<br>• Develop and present arguments using appropriate persuasive strategies and supporting evidence.<br><br>**Pronunciation & Fluency**<br>• Use stress, rhythm, and intonation to emphasize meaning during oral presentations. |
| **UNIDAD 4**<br>**THEMATIC: Academic Dialogue: Listening, Presentation, and Debate** | |
| **Listening & Speaking:**<br>• Listening comprehension<br>• Note-taking<br>• Listening for specific information<br>• Listening for inference<br>• Listening for main ideas<br>• Podcasts<br><br>**Oral Presentation:**<br>• Visual aids<br>• Body language<br>• Tone of voice<br>• Intonation<br>• Volume<br>• Audience engagement<br><br>**Debate:**<br>• Debate structure<br>• Claims and arguments<br>• Evidence<br>• Refutation<br>• Counterarguments<br>• Persuasive speaking | **Listening:**<br>• Understand spoken English delivered at different speeds and with varied accents.<br>• Identify main ideas, specific information, and implied meaning.<br>• Take organized and purposeful notes from academic audio texts and podcasts.<br><br>**Speaking:**<br>• Prepare and deliver engaging academic presentations and speeches.<br>• Adapt delivery to audience, purpose, and context.<br><br>**Reading:**<br>• Analyze written and spoken arguments to identify claims, evidence, reasoning, and counterarguments.<br><br>**Debate:**<br>• Construct and present arguments supported by relevant evidence.<br>• Respond to opposing viewpoints through refutation and counterargument.<br>• Use persuasive language appropriately and effectively. |

| | |
|---|---|
| **Pronunciation & Fluency:**<br>• Reading aloud<br>• Sight words<br>• Record, evaluate, and repeat<br>• /-es/ pronunciation<br>• Intonation in Yes/No and Wh- questions<br>• Contrastive stress<br><br>**COMPETENCIES ASSESSMENT:**<br>***Efset Assessment*** | **Interaction:**<br>• Demonstrate active listening and respond constructively to different perspectives.<br><br>**Pronunciation & Fluency:**<br>• Demonstrate communicative fluency through appropriate pronunciation, stress, rhythm, pacing, and intonation. |

**ATITUDES**

1. Maintain a proactive attitude that enables students to assess their surroundings and assume individual and collective responsibilities.
2. Participate in the development of projects that address real-world needs and challenges in innovative and relevant ways.
3. Internalize and integrate various comprehension skills to develop metacognitive, reflective, and communicative abilities through different texts and generate innovative ideas.
4. Become aware of the responsible use of technology to critically search for information, communicate, and collaborate as responsible digital citizens.
5. Communicate ideas, thoughts, and differing or shared opinions assertively and freely, taking into account the values and feelings of others.
6. Integrate values of solidarity, justice, responsibility, and commitment into projects and communicative products aimed at promoting the common good.




PROVINCIA TERESIANA
NUESTRA SEÑORA DE LA PAZ
Compañía de Santa Teresa de Jesús