ENGLISH FOREIGN LANGUAJE

ELEMENTARY



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. To describe explicit information presented through texts and images related to their immediate environment, identifying key words and elements to understand their content.

2. To write words, phrases, and short texts related to their environment and personal experiences, using basic vocabulary to express ideas creatively, clearly, and coherently.

3. To communicate basic information in simple oral messages, identifying words and expressions related to their immediate environment.

4. To identify main ideas and supporting details in simple oral messages from an everyday context, inferring simple meanings from the context.

FIRST GRADE OBJECTIVE:

1. To identify words and phrases in short texts, orally and collaboratively, with the support of images, in order to become familiar with reading and relate what is read to their immediate environment.

2. To write single words related to their environment, using images and examples as support, in order to associate words with their meanings.

3. To repeat words, songs, rhymes, and simple expressions in order to identify sounds and respond to simple oral stimuli.

4. To recognize words, sounds, and basic expressions by associating them with gestures and images from the context in order to begin developing listening comprehension.

ASSESSMENT CRITERIA:

1. Recognizes basic words and phrases by associating them with images, sounds, gestures, or objects from their environment to demonstrate understanding.
2. Writes words related to their environment, using images and examples to associate them with their meanings.
3. Recognizes basic words, sounds, and expressions by associating them with gestures and images from their context.

CONTENTS

CONTENTS	SKILLS
Unidad 1 **Let's Say Hello!**	
1. Greetings and farewells: Hello/Hi, Good bye/Bye. Good morning, good afternoon, good evening, good night. **2. Personal information:** What's your name? My name is ____. **3. Days of the week:** What day is today? Today is ____. **4. Classroom commands:** Sit down! Stand up! Open your book! Close your notebook! Listen up! **5. Alphabet:** Spelling names and simple words. **6. Numbers:** From 1 to 20. **7. School supplies** **8. Colors:** red, blue, green, yellow.	**Reading:** Associate the picture with the word according to the vocabulary and expressions. Identify school supplies. Identify the colors of the school supplies. **Writing:** Write the days of the week. Spell names and learned vocabulary correctly. All All Write the vocabulary learned. **Speaking:** Ask and answer greetings and farewells. Ask and answer: What's your name? My name is ____. Ask and answer: What day is today? Today is ____. All All Pronounce the vocabulary learned. **Listening:** Understand and respond to commands: open your book, close your notebook. Identify the numbers from 1 to 20.

UNIDAD 2: Me and My Family	
1. Body parts and face: hair, ear, mouth, arm, leg, head, finger, eye, nose, hand. **2. Family members:** mom, dad, sister, brother. **3. Farm animals:** cow, pig, horse, sheep, hen, duck. **4. Adjectives and colors**: big, small, short, tall; red, green, black, yellow, white, blue, purple, pink, silver. **5. Numbers:** one, two, three, four, five, six, seven, eight, nine, ten. **6. Shapes:** rectangle, circle, square, triangle. **7. Grammar:** This is my ____. Who is this? / I have ____. She has ____. He has ____. / How many? I have ____. **8. Commands with body and face parts:** e.g., Touch your nose!	**Reading:** All Read and point to the vocabulary learned. **Writing:** All Write the studied vocabulary. **Speaking:** Identify and name the family members: This is my ____. Who is this? Describe people and animals using adjectives and colors. Count from one to ten and say how many: I have ____. Identify and name the shapes. Use the verb have correctly to talk about descriptions: I have, she has, he has. All All Pronounce the studied vocabulary. **Listening:** Listen and associate the picture with the word (body parts and face). Listen and associate the picture with the word (farm animals). Understand and respond to commands using body and face parts.
UNIDAD 3: **My House and My Toys**	
1. Adjectives: sad, happy, thirsty, hungry, tall, short, thin, big, small. **2. Parts of the house** **3. Toys and games** **4. Food and drinks:** · Fruits: apple, orange, banana, lemon. · Vegetables: tomato, corn, carrot, broccoli. · Dessert: cookies, ice cream. · Meat: chicken, fish. · Drinks: water, milk, juice, soda. **5. Prepositions of place:** in, on, under. Where is the ball? It is on the table. **6. Grammar:** My house is ____. It's ____. I am ____. This is a/an ____. How many ____? Indefinite articles: a/an.	**Reading:** Match toys and games with their pictures. All Link images with the words. **Writing:** All Write the names of toys, parts of the house, foods, and drinks. **Speaking:** Describe toys, games, and the house using adjectives: My house is big. It's small. Say how you feel: I am happy, sad, hungry, thirsty. Name the parts of the house. Name toys and games using It's a/an ____. Name foods and drinks. Say where things are: Where is the ball? It is on the table / under the table / in the box. Ask and answer: How many? This is a/an ____. **Listening:** All Listen and point to the picture that matches the word.

UNIDAD 4: Weather and Clothes	
1. Vocabulary: • The weather: sunny, rainy, cloudy, windy, snowy, hot, cold • Clothes: T-shirt, pants, shorts, dress, skirt, jacket, shoes, socks, hat **2. Grammar:** What's the weather like? It's ____. I'm wearing ____. **3. Prepositions of place:** in, on, under (e.g., The socks are on the table). **4. Grammar:** Where is...? Where is the ____? — It's _____.	**Reading:** Link pictures and words related to the vocabulary learned. Identify weather and clothes words in short illustrated texts. **Writing:** Write simple sentences about the weather: It's sunny. Write the names of clothes. **Speaking:** Say the names of clothes. Ask and answer: What's the weather like? It's sunny. Repeat simple expressions to say what you are wearing: I'm wearing shorts. Use simple expressions to say where the clothes are: on the table, in the box, under the bed. **Listening:** Listen and point to the weather and clothes words. Listen and identify where objects are located using prepositions of place.

ATTITUDES

1. Practice the different comprehension skills with attentive listening and respect for cognitive development using a variety of texts that foster logical reasoning.
2. Express creative thinking, respecting individual differences, based on exploration, experimentation, imagination, and needs drawn from reality to learn.
3. Practice habits of order, cleanliness, personal hygiene, and care of plants, facilities, and public resources, taking responsibility for one's surroundings.
4. Practice the values of respect, solidarity, and responsibility that come with harmonious coexistence.
5. Express positive messages and favorable expectations, respecting individual differences.
6. Recognize one's rights and duties inside and outside of school.
7. Encourage boys and girls to participate in diverse tasks without imposing stereotypes that mark differences.
8. Practice exercises and techniques that help students self-regulate their emotions.

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. To describe explicit information presented through texts and images related to their immediate environment, identifying key words and elements to understand their content.

2. To write words, phrases, and short texts related to their environment and personal experiences, using basic vocabulary to express ideas creatively, clearly, and coherently.

3. To communicate basic information in simple oral messages, identifying words and expressions related to their immediate environment.

4. To identify main ideas and supporting details in simple oral messages from an everyday context, inferring simple meanings from the context.

SECOND GRADE OBJECTIVE:

1. To recognize, both orally and silently, explicit information and the central message in short illustrated texts in order to connect the content with personal and everyday experiences.

2. To write words and short phrases about their environment, using basic vocabulary and examples as support, in order to express ideas clearly and creatively.

3. To express words and short phrases to communicate basic information while actively participating in guided everyday interactions.

4. To relate simple words and phrases to drawings, objects, and actions from their environment in order to understand basic oral messages and follow instructions.

ASSESSMENT CRITERIA:

1. Recognizes explicit information and the main message in short illustrated texts through oral and silent reading, connecting the content to personal and everyday experiences.

2. Writes familiar words and short sentences related to their immediate environment, appropriately using basic vocabulary and simple structures in a clear and creative way.

3. Understands and expresses words and short phrases to communicate basic information in guided activities.

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CONTENTS	SKILLS
Unidad 1 **All About Me**	
1. Greetings and farewells **2. Personal information:** I am ____. My name is ____. I am ____ years old. He/She is ____ years old. What's your name? How old are you? **3. Classroom actions** **4. Playground activities** **5. Colors:** red, blue, green, yellow, pink, purple, orange, white, black. **6. Numbers:** From 20 to 60 (review of 1 to 20).	**Reading:** Read the words for classroom actions. Read numbers from 1 to 60. All All Link words with pictures according to the vocabulary learned. **Writing:** Write the words for classroom actions. Write numbers from 1 to 60. All All Spell the vocabulary learned correctly. **Speaking:** Ask and answer greetings and farewells. Give and ask for personal information: What's your name? How old are you? Talk about classroom actions. Talk about playground activities. Identify and name colors. Pronounce numbers from 20 to 60 correctly. **Listening:** Listen to and identify classroom actions. All Listen for specific information.

UNIDAD 2: My Home and My Feelings	
1. Furniture and parts of the house **2. Family members:** mother, father, sister, brother, grandfather, grandmother. **3. Feelings and emotions:** happy, sad, angry, scared. **4. Body parts** **5. The five senses** **6. Adjectives to describe the five senses** **7. Grammar:** I am ____. / I have, She has, He has ____. / Modal can (e.g., I can see with my eyes). / Wh- question: What ...? (e.g., What can you hear?)	**Reading:** Associate images with the names of the furniture and parts of the house. Read short texts and understand them using images about family members and furniture vocabulary. **Writing:** Write the names of the furniture and parts of the house. Write short phrases using I am ____ and I have ____. **Speaking** Express feelings and emotions: I am happy, sad, angry, scared. Describe the five senses using adjectives. Use I have / She has / He has to talk about family members and body parts. Say and ask what you can do with each sense: What can you see? I can see with my eyes. **Listening:** Listen and relate the body parts to the five senses. All Listen for specific information.
UNIDAD 3: **Seasons and Celebrations**	
1. Vocabulary: • Months of the year • Days of the week • Celebrations and holidays **2. Ordinal numbers:** first to twelfth. **3. Grammar:** Simple present tense: What do/does ...? (e.g., What do people do in December?) **4. Seasons:** Winter, autumn, summer,	**Reading:** Link images with words about seasons. Read vocabulary related to the seasons. **Writing:** Write the months of the year. Write vocabulary related to the seasons. **Speaking:** Name the months of the year. Say the days of the week. Talk about celebrations and holidays and when they happen. Use the ordinal numbers correctly. Say what people do during the year. Use vocabulary related to the seasons. **Listening:** Identify the ordinal numbers. Listen to vocabulary related to the seasons.

UNIDAD 4: My Town and the Weather	
1. Vocabulary: Places in the town: school, hospital, bank, supermarket, park, library, restaurant, toy store. **2. Grammar:** Prepositions of place: next to, in front of, behind. Where's the toy store? It's behind the school. **3. The weather:** What's the weather like? It's ____.	**Reading:** Match phrases to the pictures. Link weather words with pictures. Read short texts about places in the town. **Writing:** Spell the different names of stores and public buildings. Write short phrases using prepositions of place: next to, in front of, behind (e.g., behind the toy store). Write the weather words. **Speaking:** Say short phrases about the pictures using prepositions of place. Ask and answer questions about where places are located: Where's the toy store? It's behind the school. Ask and answer: What's the weather like? It's ____. **Listening:** Listen and identify the places in the town words. Listen and identify the weather words. Listen and locate places in the town.

ATTITUDES

1. Practice the different comprehension skills with attentive listening and respect for cognitive development using a variety of texts that foster logical reasoning.
2. Express creative thinking, respecting individual differences, based on exploration, experimentation, imagination, and needs drawn from reality to learn.
3. Practice habits of order, cleanliness, personal hygiene, and care of plants, facilities, and public resources, taking responsibility for one's surroundings.
4. Practice the values of respect, solidarity, and responsibility that come with harmonious coexistence.
5. Express positive messages and favorable expectations, respecting individual differences.
6. Recognize one's rights and duties inside and outside of school.
7. Encourage boys and girls to participate in diverse tasks without imposing stereotypes that mark differences.
8. Practice exercises and techniques that help students self-regulate their emotions.

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. To describe explicit information presented through texts and images related to their immediate environment, identifying key words and elements to understand their content.

2. To write words, phrases, and short texts related to their environment and personal experiences, using basic vocabulary to express ideas creatively, clearly, and coherently.

3. To communicate basic information in simple oral messages, identifying words and expressions related to their immediate environment.

4. To identify main ideas and supporting details in simple oral messages from an everyday context, inferring simple meanings from the context.

THIRD GRADE OBJECTIVE:

1. To read short illustrated texts silently and describe their overall meaning orally in order to understand their content and relate it to their own reality.

2. To write words, phrases, and simple sentences using basic vocabulary about personal experiences and their environment, with the support of examples, in order to express ideas coherently, clearly, and creatively.

3. To communicate basic information through simple oral messages, identifying and using words and expressions from their environment to interact in everyday situations.

4. To identify main ideas and supporting details in simple oral messages, inferring simple meanings from context in order to understand relevant information from their environment.

ASSESSMENT CRITERIA:

1. Identifies the overall meaning and explicit information in short, illustrated texts, relating their content to situations in their environment.
2. Writes words, phrases, and simple sentences related to personal experiences and their environment, using basic vocabulary and simple structures.
3. Understands and communicates basic information in simple oral messages by identifying main ideas, details, and expressions from their environment.

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Unidad 1 **Greetings, Celebrations and Dates**	
1. Greetings and farewells **2. Personal information** **3. Vocabulary (review)** • Months of the year • Days of the week • Celebrations **4. Grammar:** Wh- questions: When and What (e.g., When is your birthday? What day is today?) **5. Cardinal numbers:** From 1 to 100. **6. Ordinal numbers:** From first (1st) to thirty-first (31st). **7. Dates and birthdays:** When is your birthday? My birthday is on May 5th.	**Reading:** Read short texts about celebrations. Differentiate between cardinal and ordinal numbers. **Writing:** Write the days of the week and number them. Write sentences about special days. Write dates using ordinal numbers: May 5th. **Speaking:** Ask and answer greetings and farewells. Ask and answer personal information. Ask and answer about months, days of the week, and celebrations. Ask and answer about birthdays and dates: When is your birthday? It's on May 5th. **Listening:** Listen and identify the numbers. All Listen for details.

UNIDAD 2: My Community and Me	
1. Vocabulary: • Occupations • Places in the community **2. Grammar:** Simple present tense: She is/He is ____. Wh- questions: What does ...? Where do/does ...? **3. Transportation:** Means of transportation; prepositions by and on. **4. Grammar:** How do you go to school? I go to school by bus / on foot. **5. Adjectives:** to describe means of transportation.	**Reading:** Read short illustrated texts about what people do and where they work. **Writing:** Write sentences describing what people do and where people work. **Speaking:** Talk about what people do and where they work (e.g., chef–restaurant, cashier–bank, nurse–hospital): What does she do? She is a nurse. Say the transportation words. Ask and answer: How do you go to school? I go to school by bus. Describe means of transportation. **Listening:** Listen and identify occupations and workplace words. Listen and point at the transportation vocabulary.
UNIDAD 3: **Nature and Its Wonders**	
1. Vocabulary: • Plants: parts, what they need to grow, and kinds of plants • Animals and their habitats **2. Reading:** The paragraph and the topic sentence.	**Reading:** Read about plants. Read about animals and their habitats. Identify the topic sentence in a paragraph. **Writing:** Write about the parts of plants and what they need to grow. Write about animals and their habitats. **Speaking:** Talk about the parts of plants and what they need to grow. Talk about different kinds of plants. Talk about animals and their habitats. **Listening:** Listen to information about plants. Listen to information about animals and their habitats. All Listen for specific information.

UNIDAD 4
Music, Weather, and Me

1. Vocabulary:

- The weather and different climates: sunny, rainy, cloudy, windy, snowy, hot, cold, warm, cool; tropical, desert, polar, temperate.
- Clothing: T-shirt, pants, shorts, dress, skirt, jacket, coat, boots, sandals, scarf, gloves.

2. Grammar: How is the weather today? It is ____. How was the weather yesterday? It was ____.

3. Vocabulary:

- Music
- Musical instruments
- Kinds of music (pop, rock, jazz, classical, reggaeton, etc.)

4. Grammar:

- Preferences: like/love/enjoy
- Dislike, hate
- Wh- question: What kind? (e.g., What kind of music do you like?)

Speaking:
Say the words for weather, activities and clothing.
Describe different climates.
Talk about what people do in different weather.
Ask and answer: How is the weather today? How was the weather yesterday? It was sunny.
Talk about musical instruments.
Name different kinds of music.
Express likes or dislikes using simple phrases.
Ask about music preferences.

Listening:
Listen for specific information about the weather and clothing.
Listen for details about music.

ATITUDES

1. Practice the different comprehension skills with attentive listening and respect for cognitive development using a variety of texts that foster logical reasoning.
2. Express creative thinking, respecting individual differences, based on exploration, experimentation, imagination, and needs drawn from reality to learn.
3. Practice habits of order, cleanliness, personal hygiene, and care of plants, facilities, and public resources, taking responsibility for one's surroundings.
4. Practice the values of respect, solidarity, and responsibility that come with harmonious coexistence.
5. Express positive messages and favorable expectations, respecting individual differences.
6. Recognize one's rights and duties inside and outside of school.
7. Encourage boys and girls to participate in diverse tasks without imposing stereotypes that mark differences.
8. Practice exercises and techniques that help students self-regulate their emotions.

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. To apply reading comprehension strategies to infer the content of different texts related to their environment.

2. To produce simple sentences following the basic structure of a paragraph — beginning, development, and closing— to express ideas related to their environment, experiences, and everyday topics clearly and coherently.

3. To express messages in formal and informal situations using appropriate vocabulary, clear pronunciation, and elements such as tone of voice, intonation, and gestures to express ideas and interact effectively.

4. To interpret main ideas, specific details, and communicative purposes in oral messages from diverse contexts, evaluating the relevance of the information.

FOURTH GRADE OBJECTIVE:

1. To use basic reading comprehension strategies to identify explicit information and infer simple meanings in texts related to their environment and everyday experiences.

2. To write simple sentences to express ideas related to their environment, personal experiences, and everyday life situations

3. To recognize simple messages in real-life situations by using basic vocabulary and nonverbal resources to communicate ideas effectively.

4. To recognize main ideas and specific details in oral messages related to familiar contexts in order to understand relevant information from their environment.

ASSESSMENT CRITERIA

1. Applies basic reading comprehension strategies to identify explicit information and infer simple meanings in texts related to their environment and everyday experiences.

2. Writes simple and understandable sentences to express ideas related to their environment, personal experiences, and everyday situations.

3. Understands and communicates information in simple oral messages, identifying main ideas and using basic vocabulary in familiar situations.

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CONTENTS	SKILLS
Unidad 1 **Health & Feelings**	
1.Feelings, Illnesses & Health • Ask for and Give advice • Use modal verbs: should and shouldn't • Vocabulary of feeling and illnesses	**Language Functions & Grammar Modal Verbs:** Express advice and recommendations using *should* and shouldn't*. Asking for Advice: Learn key phrases (e.g., "What should I do?", "I have a headache, any advice?"*). * Vocabulary:Feelings, emotions, common illnesses, physical ailments, and healthy/unhealthy habits. **Speaking Skills** * Ask for and give advice using *should / shouldn't*. * Role-play doctor-patient or friend-to-friend scenarios regarding ailments and healthy habits. * Use empathetic intonation when offering recommendations. **Writing Skills (Written)** * Use commas correctly in lists and compound sentences (e.g., *"If you have a fever, stay home, rest, and drink water."*). * Write short advisory notes and paragraphs outlining healthy routines using connectors (*because*, *so*, *and*, *but*). * Apply correct spelling to common feelings and health vocabulary. **Pronunciation & Phonics** Identify silent letters in target vocabulary (e.g., silent 'd' in *Wednesday*, silent 'k' in *knee, silent 't' in *listen*). Differentiate weak and strong forms of *should / shouldn't in connected speech.

2.Clothes & Fashion • Vocabulary about clothes • Adjectives • Places where people wear them • Ask and answer questions: how often do you get new clothes?	**Language & Grammar** • **Vocabulary:** Clothes (interior/exterior, seasonal), sizes, colors, designs (striped, dotted), materials/styles (old/new), and places/events (formal, sports, school, party). • **Grammar:** Adjectives order for descriptions; Question structure: "How often do you..." + adverbs of frequency (always, sometimes, never). **Skills** • **Speaking:** Describe clothing items (color, size, design) and ask/answer about clothing preferences and frequency ("How often do you get new clothes?"). • **Writing:** Write short descriptions matching specific clothes to places, events, or weather. • **Reading:** Apply the Five-Finger Retelling strategy (Setting, Characters, Problem, Events, Solution) to short stories related to fashion, dressing up, or special events. • **Listening:** Identify and point to vocabulary items/outfits based on detailed spoken descriptions.
UNIDAD 2: **Hobbies & Time**	

1. Hobbies & Free Time
 	
• Vocabulary about hobbies
• Express opinions
• Use frequency adverbs
• Ask and answer questions, yes, I do, no, I don't.
	Talk about hobbies and Language & Grammar
	
	• Vocabulary: Common hobbies and free-time activities (reading, playing sports, painting, video games).
	
	• **Grammar & Structures:**
	  • Adverbs of frequency (always, usually, o sometimes, never).
	  • Present Simple questions/answers: "Do you...? / Yes, I do. / No, I don't."
	  • Expressing opinions ("I like...", "In my opinion, it's fun/boring").

	Skills • **Speaking:** Ask and answer about free-time activities ("What do you do for fun? / Do you play soccer?") and state personal opinions. • **Writing:** Write short sentences describing free-time routines using adverbs of frequency. • **Reading:** Read short, illustrated texts about hobbies and routines to identify main details. • **Listening:** Identify sports and hobbies in short spoken descriptions or dialogues.

2.The Clock, Past Habits & History
 	
• Vocabulary about months of the year and days of the week
• Describing habits
• Past and present tense
• Used to
• Ask and answer questions about the past.
• C
	Language & Grammar
	
	• **Vocabulary**: Months, days of the week, time expressions (yesterday, today, ago), and historical/past activities.
	
	• **Grammar & Structures:**
	  • Past vs. Present tense contrasts.
	  • Past habits with used to ("I used to play with blocks, but now I play video games").
	  • Time connectors: before and after.
	
	Skills
	
	• **Speaking:** Ask and answer questions about past routines and habits using used to and past tense structures.
	
	• **Writing:** Write short sentences comparing past and present habits using time connectors (before, after).
	
	• **Reading:** Read and interpret calendars, daily schedules, and short historical or personal timeline texts.
	
	• **Listening & Phonetics:** Identify silent letters in time-related vocabulary (e.g., silent 'h' in hour, honest).

UNIDAD 3: Nature & Animals	

1.Animals & Conservation
 	
• Vocabulary about animals.
• Adjectives.
• Ask and answer questions.
	Language & Grammar
	
	• **Vocabulary:** Animal classification (wild, domestic, endangered, extinct) and natural habitats/plants; descriptive adjectives (huge, fast, rare, dangerous).
	
	• **Grammar & Structures:**
	  • Cause and effect questions and answers using Why... / Because... ("Why are sea turtles endangered? Because...").
	  • Mechanics: Correct use of capitalization and end punctuation (period ., question mark ?, exclamation mark !).
	Skills
	
	• **Speaking**: Classify animals and describe extinct and endangered species/plants using descriptive adjectives and Why / Because structures.
	
	• **Writing:** Write short factual sentences about animals and conservation applying correct end punctuation marks.
	
	• **Reading:** Read short informational texts about nature and endangered species to identify main facts and cause-effect relationships.
	
	• **Listening & Phonetics:**
	  • Listen to short texts or audio descriptions to identify specific details about animals.
	  • Recognize and apply the silent 'e' rule in target vocabulary (e.g., silent 'e' in write, make, life).

2.World, Countries & Traditions
 	
• Vocabulary about countries and nationalities4
• Holidays
	Language & Grammar
	
	• **Vocabulary:** Countries, nationalities, languages, and international holidays/celebrations.
	
	• **Grammar & Structures:**
	  • Statements about languages and origin ("In Japan, they speak Japanese", "She is from Mexico, so she is Mexican").
	  • Sequence connectors for experiences (first, then, next, after that, finally).

	Skills • **Speaking:** Talk about countries, nationalities, languages, and holidays, describing travel/life experiences using sequence words. • **Writing:** Write short descriptive paragraphs and brief emails about holidays, cultural traditions, or travel experiences. • **Reading**: Apply the Making Inferences strategy to short texts about world cultures to understand implicit details from visual and textual clues. • **Listening:** Identify countries, languages, and holiday activities in short spoken descriptions.
UNIDAD 4 **Movies & Media**	

1. Movies & Reviews
• Vocabulary about movies genres and recommendations
• Comparative and superlative
• Support opinions
• Make predictions
	Language & Grammar
	• **Vocabulary:** Movie genres (animation, action, comedy, sci-fi), film elements (actor, plot, scene), and opinion adjectives (exciting, boring, funny, scary).
	• **Grammar & Structures:**
	  • Comparative and superlative adjectives ("This movie is funnier than...", "The best movie is...").
	  • Expressions to state and support opinions ("In my opinion...", "I like it because...").
	Skills
	• **Speaking:** Discuss movie genres, give personal movie recommendations, and justify opinions about films.
	• **Writing:** Draft short, simple film reviews using target vocabulary, opinion phrases, and comparative forms.
	• **Reading:** Apply the **Making Predictions** strategy to anticipate plot details or endings based on movie titles, posters, and short summaries.

	Listening & Phonetics: • Listen to short movie reviews or recommendations to identify genres and key opinions. • Recognize and apply the final silent 'e' rule in target vocabulary (e.g., silent 'e' in table, movie, scene).

2. Travels & Directions
 	
• Vocabulary about food
• Sequence adverbs: first, next , while and finally
• Make suggestions
	Language & Grammar
	
	• **Vocabulary:** Travel, food, and directional terms; sequence adverbs (first, next, while, finally).
	
	• **Grammar & Structures:**
	  • Expressing sequence in travel experiences using adverbs of sequence.
	  • Making and responding to travel suggestions ("How about visiting...?", "Let's go to...").
	
	Skills
	
	• **Speaking:** Talk about life travel experiences using sequence adverbs, and make or respond politely to travel suggestions.
	
	• **Writing:** Write short travel logs or itineraries using sequence adverbs to order events logically.
	
	• **Reading:** Apply the **Making Connections** strategy (text-to-self, text-to-world) to relate personal travel experiences to stories and informational texts.
	
	• **Listening & Phonetics:**
	  • Recognize rhyming words in travel-related stories or poems.
	  • Identify silent letters in target vocabulary (e.g., silent 'gh' in high, light, night; silent 'k' in know, knee, knife).

3.TV Shows & Opinions
 	
• Vocabulary about programs
• ·Justify opinions
• Interview
• Antonyms
	Language & Grammar
	
	• **Vocabulary:** TV genres (cartoons, documentaries, game shows, news), program elements (character, plot, episode), and descriptive antonyms (exciting / boring, funny / serious, popular / unknown).
	
	• **Grammar & Structures:**
	  • Recognize rhyming words in travel-related stories or poems.
	  • Identify silent letters in target vocabulary (e.g., silent 'gh' in high, light, night; silent 'k' in know, knee, knife).
	
	Skills
	
	• **Speaking:** Describe TV shows and characters, state and justify personal preferences, and conduct short peer interviews about viewing habits.
	
	• **Writing:** Write short opinion paragraphs supported by reasons/details and formulate interview questions.
	
	• **Reading:** Identify and contrast antonyms in short media descriptions and reviews to understand opposing viewpoints.
	
	• **Listening:** Listen to short TV show reviews and interviews to extract main opinions, program types, and key reasons.

ATITUDES

1. Demonstrate skills and attitudes based on peaceful conflict resolution and the promotion of non-violent behavior.
2. Integrate technological tools to create interactive reading materials and documents.
3. Create projects that foster research, environmental stewardship, the expression of creative ideas, and action regarding situations in one's personal and social environment.
4. Employ various comprehension skills to develop knowledge through reflection and communication.
5. Participate actively in teamwork, enjoying collaboration and interaction with peers while developing

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. To apply reading comprehension strategies to infer the content of different texts related to their environment.

2. To produce simple sentences following the basic structure of a paragraph — beginning, development, and closing— to express ideas related to their environment, experiences, and everyday topics clearly and coherently.

3. To express messages in formal and informal situations using appropriate vocabulary, clear pronunciation, and elements such as tone of voice, intonation, and gestures to express ideas and interact effectively.

4. To interpret main ideas, specific details, and communicative purposes in oral messages from diverse contexts, evaluating the relevance of the information.

FIFTH GRADE OBJECTIVE:

1. To use reading comprehension strategies to infer information and establish relationships between main and supporting ideas in texts related to situations from their environment.

2. To organize simple sentences to form paragraphs using basic vocabulary and connectors in order to express experiences, opinions, and information about everyday topics.

3. To respond to messages in formal and informal situations through vocabulary and verbal and nonverbal elements in order to express ideas effectively.

4. To identify main ideas and specific details in simple and direct oral messages in order to build meaningful understanding of the information heard in everyday contexts.

ASSESSMENT CRITERIA:

1. Applies reading comprehension strategies to infer information and establish relationships between main and supporting ideas in texts related to situations in their environment.

2. Constructs short paragraphs by organizing sentences and using basic vocabulary and connectors to communicate experiences, opinions, and information.

3. Understands and expresses ideas in formal and informal situations, identifying main ideas and relevant details, using appropriate vocabulary and verbal and non-verbal resources to communicate effectively.

CONTENTS

CONTENTS	SKILLS
Unidad 1 **House & Chores**	
1. Rooms in the house and chores • Vocabulary about house and chores • Ask and answer about chores • Future plans going to • Make predictions and inferences	**Language & Grammar** • **Vocabulary:** Parts of the house (interior & exterior: fence, roof, garage) and chores (make the bed, sweep, mow the lawn). • **Grammar:** Obligation (have to / has to) and Future Plans (be going to). **Skills** • **Speaking:** Ask/answer about chores using have to / has to and express future plans using be going to. • **Writing:** Write short descriptions of the house and weekly chore plans using have to and be going to. • **Reading:** Make predictions/inferences from visual cues and scan short texts for specific chore details. • **Listening & Pronunciation:** Recognize connected speech reductions (gonna, hafta) and practice

2.Places, Food & Ordering
 	
• Vocabulary about food and places
• Sensory verbs
• Order food
	Language & Grammar
	
	• **Vocabulary:** Food categories, dishes, ingredients, and places to eat (restaurant, cafe, market, food court).
	
	• **Grammar & Structures:** Sensory verbs (look, smell, sound, taste, feel + like/adjective) and functional phrases for ordering ("I'd like...", "Can I have...?").
	
	Skills
	
	• **Speaking:**
	  • Express opinions about food using sensory verbs (e.g., "It tastes delicious", "It smells like chocolate").
	  • Role-play ordering food and drinks through short, polite dialogues.
	• **Reading:** Identify and follow the sequence of events (first, next, then, finally) in recipes or short stories about visiting a restaurant.
	
	• **Writing:** Write simple restaurant menus and short ordering scripts or dialogues.
	
	• **Listening & Phonetics:** Identify silent letters in target vocabulary (e.g., silent 'g' in foreign, design, sign).

UNIDAD 2: **Shopping & Trips**	
1.Shopping & Store Departments • Vocabulary about shop and places • Ask and answer questions about store, places and departments	**Language & Grammar** • **Vocabulary:** Stores and departments (bakery, clothing department, electronics, supermarket, pharmacy) and locations/prepositions (next to, between, on the second floor). • **Grammar & Structures:** Questions about location and presence ("Where is the...?", "Is there a...?", "Which department is on...?").

	Skills • **Speaking:** Ask and answer questions to locate specific stores, products, and departments within a shopping area. • **Writing:** Write short directions or a shopping list categorized by store departments. • **Reading:** Apply the 5 Ws Strategy (Who, What, Where, When, Why) to ask and answer comprehension questions about short texts or shopping guides. • **Listening:** Listen to short audio clips or announcements to identify specific information (locations, store names, prices).

2.Field Trips & Outdoor Activities
 	
• Vocabulary about hobbies
• Make suggestions
• Future plans using going to
• Synonyms
	Language & Grammar
	
	• **·Vocabulary:** Outdoor activities, nature, and trip items (camping, hiking, picnic, flashlight, trail); common synonyms (fun/enjoyable, big/large).
	
	• **· Grammar & Structures:**
	
	  • Future plans with be going to.
	  • Making suggestions ("Let's...", "Why don't we...?", "How about...?").
	  • Asking for clarification ("Could you repeat that?", "What do you mean?").
	Skills
	
	• **Speaking:** Make suggestions for field trips, ask for clarification during conversations, and discuss future outdoor plans using be going to.
	
	• **Writing:** Write short trip itineraries or descriptions of outdoor plans using synonyms to enrich vocabulary.
	
	• **Reading:** Read short itineraries, schedules, or stories about outdoor adventures to identify main ideas and synonyms.
	
	• **Listening & Phonetics:** Identify silent letters in target action vocabulary (e.g., silent 'l' in walk, talk, half

UNIDAD 3: Tech & Inventions	

1.Future, Technology & Inventions
 	
• Vocabulary about technology and gadgets
• Make predictions using will
	Language & Grammar
	
	• **Vocabulary:** Digital devices, gadgets, and tech actions (send messages, write comments, search online, charge, connect).
	
	• **Grammar & Structures:** Future Simple for predictions with will / won't ("Robots will help in schools", "People won't use paper books").
	
	Skills
	
	• **Speaking:** Discuss technological actions and make predictions about future inventions and daily life using will / won't.
	
	• **Writing:** Write short sentences and predictions about future gadgets or technology routines.
	
	• **Reading:** Read short futuristic texts or tech articles to identify predictions and main ideas.
	
	• **Listening & Phonetics:**
	  • Listen to short audios or tech reports to extract relevant information and key details.
	  • Recognize silent letters in science and technology terms (e.g., silent 'c' in science, scissors, ascent).

2.Inventions & Appliances • Vocabulary about appliances and inventions • Future plans using will • Make predictions about future tech.	**Language & Grammar** • **Vocabulary:** Household appliances, tech inventions (blender, microwave, vacuum cleaner, smart device), and function verbs (heat, clean, mix, charge). • **Grammar & Structures:** Future Simple for plans and predictions with will / won't ("In 2050, appliances will clean automatically").

	Skills • **Speaking:** Explain how everyday appliances work, discuss future dreams, and make predictions about future technology using will. • **Writing:** Design advertisements for futuristic products/services and write short descriptions explaining their functions and future impact. • **Reading:** Apply the 5 Ws Strategy (Who, What, Where, When, Why) to ask and answer questions about texts on famous inventions and innovative gadgets. • **Listening:** Identify key features, functions, and predictions in spoken descriptions or short ads for new appliances.
UNIDAD 4 **Travel & Routines**	

1. Vacations & Preferences
 	
• Vocabulary about vacations
• Preferences using would rather
• Future plans using will/ wont
• Sequential paragraphs (first, after that, next, then, finally)
	Language & Grammar
	
	• ·**Vocabulary:** Vacation activities, destinations, and travel items (beach, resort, souvenir, sightseeing, pack).
	
	• **Grammar & Structures:**
	  • Expressing preferences: would rather ("I would rather go to the beach than the mountains").
	  • Past travel experiences: Present Perfect with ever / never ("Have you ever visited...?").
	  • Future plans and predictions: will / won't.
	  • Sequential connectors: first, after that, next, then, finally.
	
	Skills
	
	• **Speaking:** Explain how everyday appliances work, discuss future dreams, and make predictions about future technology using will.
	
	• **Writing:** Design advertisements for futuristic products/services and write short descriptions explaining their functions and future impact.

	• **Reading:** Read short travel blogs, postcards, or itineraries to identify main activities and sequence of events. • **Listening:** Listen to short travel descriptions to identify preferences, past experiences, and future vacation plans.

2.Country, City & Directions
 	
• Vocabulary city and town
• Give directions (turn left, go straight ahead, across the park)
• Past and present and future
	Language & Grammar
	
	• **Vocabulary:** City and town places (library, square, main street, park, bridge), direction phrases (turn left, turn right, go straight ahead, across from, next to), and temporal contrast vocabulary.
	
	• **Grammar & Structures:**
	  • Imperatives and prepositions of place/movement for giving directions.
	  • Contrast of tenses (Past, Present, Future) to describe changes in cities and technology.
	
	Skills
	
	• **Speaking:** Ask for and give directions to navigate a city/town using directional vocabulary, and discuss how places/inventions change over time.
	
	• **Writing:** Write short instructional texts (directions, maps guides) and write sentences comparing past, present, and future inventions or towns.
	
	• **Reading:** Read short articles or maps, applying the Making Inferences strategy to deduce unstated details about locations and historical changes.
	
	• **Listening:** Listen to spoken directions or audio tours to identify specific locations on a map or follow a route.

3.Inventions, History & Future	Language & Grammar

• Vocabulary about inventions
• Future predictions using will /will not
• Comparing past and future
	• **Vocabulary:** Historical inventions, famous inventors (telephone, lightbulb, engine, printing press), and time-period vocabulary (past, present, decade, century).
	
	• **Grammar & Structures:**
	  • Simple Past questions for historical facts ("Who invented it?", "When was it created?", "How old is it?").
	  • Future Simple for predictions with will / will not (won't).
	  • Comparative structures for contrasting eras ("Life was slower in the past", "Future travel will be faster").
	
	Skills
	
	• **Speaking:** Talk about historical inventions and inventors, compare daily life across past, present, and future eras, and share predictions using will / won't.
	
	• **Writing:** Write short comparative sentences and paragraphs contrasting historical inventions with future technological developments.
	
	• **Reading:** Read short informational profiles and timelines about famous inventions to identify key dates, inventors, and comparative details.
	
	• **Listening:** Listen to short history presentations or podcasts to extract factual details about past inventions and future technological predictions.

ATITUDES

1. Demonstrate skills and attitudes based on peaceful conflict resolution and the promotion of non-violent behavior.
2. Integrate technological tools to create interactive reading materials and documents.
3. Create projects that foster research, environmental stewardship, the expression of creative ideas, and action regarding situations in one's personal and social environment.
4. Employ various comprehension skills to develop knowledge through reflection and communication.
5. Participate actively in teamwork, enjoying collaboration and interaction with peers while developing active listening skills.

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. To apply reading comprehension strategies to infer the content of different texts related to their environment.

2. To produce simple sentences following the basic structure of a paragraph — beginning, development, and closing— to express ideas related to their environment, experiences, and everyday topics clearly and coherently.

3. To express messages in formal and informal situations using appropriate vocabulary, clear pronunciation, and elements such as tone of voice, intonation, and gestures to express ideas and interact effectively.

4. To interpret main ideas, specific details, and communicative purposes in oral messages from diverse contexts, evaluating the relevance of the information.

SIXTH GRADE OBJECTIVE:

1. To apply reading comprehension strategies to infer the content of different texts related to their environment, establishing relationships between ideas to understand their meaning.

2. Produce short texts organized into paragraphs (beginning, development, and closing) to express ideas related to their environment, experiences, and everyday topics clearly and coherently.

3. To Express messages in formal and informal situations using appropriate vocabulary, clear pronunciation, and elements such as tone of voice, intonation, and gestures to express ideas and interact effectively.

4. To interpret main ideas, specific details, and communicative purposes in oral messages from diverse contexts, evaluating the relevance of the information.

ASSESSMENT CRITERIA:

1. Applies reading comprehension strategies to infer the content of different texts and establish relationships between main and supporting ideas.
2. Produces simple paragraphs by organizing sentences with a beginning, middle, and ending to express ideas clearly and coherently.
3. Interprets and communicates oral messages clearly, identifying relevant information and adapting verbal and nonverbal resources to the context and communicative purpose.

CONTENTS

CONTENTS	SKILLS
Unidad 1 **Digital Media**	
1.Mass Media & Digital Communication • Vocabulary about social media • Modal verbs: might, could and must	**Language & Grammar** • **Vocabulary:** Social media, digital tools (post, link, upload, privacy, fake news) and verbs (share, download). • **Grammar:** Modals of probability/deduction (must, could, might). **Skills** • **Speaking:** Express probability and deduce facts about news/media using must, could, might. • **Writing:** Write short emails (subject, greeting, body, closing) using digital vocabulary. • **Reading:** Read magazine/online articles for detailed understanding; use dictionaries effectively to find unfamiliar terms. • **Listening:** Listen to podcasts or short reports for main idea (gist) and specific details. Use modal verbs (might, could, must) for probability.

2.School & Rules
 	
• Vocabulary about school activities and rules
• Obligations and rules using must/ mustnt.
• Request politely: would you do me a favor...?/could we borrow...?
	Language & Grammar
	
	• **Vocabulary:** School subjects, classroom activities, facilities, and school rules.
	
	• **Grammar & Structures:**
	  • Obligations and Rules: must / mustn't (e.g., "You mustn't run in the hallway").
	  • Polite Requests: "Would you do me a favor...?", "Could we borrow...?".
	
	Skills
	
	• **Speaking:**
	  • Express school obligations and strict rules using must / mustn't.
	  • Make polite requests for assistance or borrowing materials ("Would you do me a favor...?", "Could we borrow...?").
	  • Describe daily school routines and give simple advice about school life.

UNIDAD 2: **Money & Places**	

1.Money, Business & Advertising
 	
• Vocabulary about money and business
• Comparative structures (more/most, less/least, as...as) and too / enough.
• Adjectives vocabulary
	Language & Grammar
	
	• **Vocabulary:** Money, business, and adjectives (buy, sell, price, budget, expensive, cheap, attractive, persuasive).
	
	• **Grammar & Structures:**
	  • Comparative and superlative structures (more / most, less / least, as...as).
	  • Quantity modifiers: too and enough ("too expensive", "not fast enough").
	
	Skills
	• **Speaking:** Compare products and services using comparative forms (as...as, more/less) and express opinions on prices and advertising using too / enough.
	
	• **Writing:** Design and write simple advertisements or slogans using target vocabulary and persuasive adjectives.
	
	• **Reading:** Read short promotional texts, ads, and flyers to compare products and analyze their information.

2.Famous Places & People
 	
• Vocabulary about places. Monuments and other attractions
• Notable people
• Passive voice
• Adjectives
	Language & Grammar
	
	• **Vocabulary:** Landmarks, monuments, city attractions, and descriptive adjectives (historic, ancient, impressive, iconic).
	
	• **Grammar & Structures:**
	  • Passive voice in Past Simple for landmarks/historical facts ("The monument was built in...").
	  • Active vs. Passive voice contrast.
	  • Past Simple tense for biographical facts.
	
	Skills
	
	• **Speaking:** Describe famous world structures, local city attractions, and notable historical figures using descriptive adjectives and passive structures.
	
	• **Writing:** Write short biographical profiles of famous people and brief descriptive entries/fact files about landmarks using Simple Past and Passive Voice.
	
	• **Reading:** Read short biographical texts and informational articles about famous places to extract dates, achievements, and key historical details.
	
	• **Listening:** Listen to short travel audio guides or biographical clips to identify specific facts and locations.

UNIDAD 3: **Mysteries & Crime**	
1.Mysteries & Phenomena • Vocabulary about mystery and phenomena. • Confirm information using question tags.	**Language & Grammar** • **Vocabulary:** Mysteries, unexplained phenomena, and investigation terms (puzzle, strange, myth, evidence, witness, discovery). • **Grammar & Structures:** Question tags for confirmation in present and past tenses ("It's strange, isn't it?", "They found the clue, didn't they?").

	Skills • **Speaking:** Discuss mysterious events and ask for confirmation from peers using correct question tags and intonation. • **Writing:** Write short mystery scenarios or clues using target vocabulary and tag questions. • **Reading:** Apply the Retelling strategy to short mystery stories and use context clues to figure out the meaning of unfamiliar words. • **Listening:** Listen to short audio stories, podcasts, or reports about mysteries to identify the main idea(gist) and specific evidence (details).

2.Trips, Transportation & Space
• Vocabulary about transportation
• Present perfect
• Describing places
• Comparatives and superlatives
• Scanning method
	Language & Grammar
	Vocabulary: Transportation, travel experiences (airport, flight, passport, luggage), space, and planets.
	• **Grammar & Structures:**
	  • Present Perfect with time adverbs (just, already, yet) for recent travel experiences ("Have you arrived yet?", "We've just landed").
	  • Comparative and superlative forms for spatial and geographical descriptions ("Jupiter is the largest planet", "Mars is colder than Earth").
	Skills
	• **Speaking:** Discuss travel experiences, airport routines, and space facts using Present Perfect, comparatives, and superlatives.
	• **Writing:** Write travel postcards and short descriptive entries about destinations or planets using descriptive adjectives and correct grammar structures.
	• **Reading & Listening:**
	  • Apply the Scanning Strategy to quickly locate specific information (flight schedules, travel itineraries, space data) in reading texts and audio recordings.
	• **Phonetics:** Identify silent letters in academic and target vocabulary (e.g., silent 'p' in psychology, receipt, pneumonia).

<table>
<tr><th colspan="2">UNIDAD 4
Food & Quantities</th></tr>
<tr><td>1. Food, Quantities & Requests
Quantifiers
Make plight requests
Make polite request using conditionals (What would she like? / She’d like...).</td><td>1. Language & Grammar
Vocabulary: Food categories, ingredients, containers, and measure words (a bottle of, a slice of, a carton of).
Grammar & Structures:
Quantifiers: How much / How many, a lot of, a little, a few, some / any.
Polite Requests & Offers: Conditional structures with would like ("What would she like?", "She'd like...", "Would you like...?").
Skills
Speaking: Discuss eating habits and healthy diets using quantifiers; place orders and make polite food requests using conditional structures (would like).
Writing: Write healthy meal plans, grocery shopping lists with exact quantifiers, or short polite dialogue scripts for ordering food.
Reading: Apply the Identifying Main Ideas strategy to texts about nutrition, recipes, or cultural dining habits.
Listening: Listen to restaurant orders and market conversations to identify quantities, specific requests, and speakers' preferences.</td></tr>
<tr><td>2.Routines, Time & Frequency
Vocabulary about daily routines
Adverbs of frequency
Sequence words</td><td>Language & Grammar
Vocabulary: Daily routines, scheduled activities, eating habits, and time expressions.
Grammar & Structures:
Adverbs of frequency (always, usually, often, sometimes, never).
Sequence words (first, then, next, after that, finally).
Conditional structures for polite requests and choices ("What would she like?", "She'd like...").</td></tr>
</table>

	Skills • **Speaking:** Express daily routines, habits, and frequency; ask about scheduled activities ("Where is he going after school?"); and state polite food choices/requests. • **Writing:** Write short paragraphs detailing daily or weekly schedules using sequence connectors and frequency adverbs. • **Reading:** Apply the Identifying Main Ideas strategy to texts about daily lifestyles, routines, or healthy eating habits. • **Listening:** Listen to short conversations about schedules, planned events, and daily routines to extract specific times and activities.

3.Past Events, Police & Thieves
 	
• Vocabulary about events
• Past progressive and simple past tense
• Express degrees
• Ask and answer questions about past
	Language & Grammar
	
	• Vocabulary: Crime, investigation, and events (thief, police, witness, jewelry, suspect, evidence, clue, alibi).
	
	• **Grammar & Structures:**
	  • Interrupted/Simultaneous actions: Past Progressive + Simple Past with when / while ("I was swimming when I lost the ring").
	  • Expressions for degrees of certainty (definitely, probably, maybe, perhaps).
	  • Specific past questions ("When did they steal the jewelry?", "What were you doing at 8 PM?").
	  • Sequence connectors for narrative flow (first, then, suddenly, in the end)
	
	Skills
	
	• **Speaking:** Ask and answer questions about specific past times, describe interrupted past events, and state facts/alibis using varying degrees of certainty.
	
	• **Writing:** Write short mystery/detective reports or story sequences describing simultaneous past events using sequence words and correct tense combination.

	• **Reading:** Apply narrative analysis to crime/mystery stories to extract key details, chronological order, and cause-effect events. • **Listening:** Listen to short witness statements or mystery audio clips for specific details (time, place, actions) and retell the main events of the story logically.

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