

Unit 1

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Speak confidently and fluently in a wide range of contexts to fulfil different purposes.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
 - follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
 - come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses). Recognise and rectify faulty punctuation in given passages and own work and correct others' work.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?
- Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- Analyse how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems. Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development , resolution)
- Punctuate paragraphs and longer pieces of text correctly.
 - Use all types of tenses correctly in speech and writing. Understand and use gerunds and participles. Use aspect of time correctly in speech and writing.
 - Analyze and construct sentences using the sentence patterns and structures learnt in earlier classes.
 - Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.

- Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.
- Proofread and edit texts for errors of: •sentence structure. • subject/verb agreement. • noun/pronoun agreement . •reference words, connectives /transitional devices. •punctuation and spelling.

Unit 2

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Speak confidently and fluently in a wide range of contexts to fulfil different purposes.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
 - follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
 - come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Demonstrate understanding of familiar sentence patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode it, pronounce it correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy.
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text. Recognise features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through •evidence, •cause and effect, and/or comparison and contrast. Analyse organisational patterns in a text: a.list/ sequence of ideas/events comparison-contrast b.cause-effect c.problem-solution d.reasons/ assumptions- conclusion
- Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.

- Read and use inference and deduction to recognize implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why?
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech
- Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.
- Understand the difference between Capitonym words such as Turkey/turkey, May/may, August/august March/march, Polish/polish, China/china Titanic/titanic, Bill/bill, Lima/lima, Nice/nice, Earth/earth
- Use homographs in writing.
- Distinguish between the connotative and denotative meaning of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.
- Identify, apply and use apostrophe/contractions with nouns in complex readings and extensive writing
- Use all types of tenses correctly in speech and writing. Understand and use gerunds and participles. Use aspect of time correctly in speech and writing.
- Analyze and construct sentences using the sentence patterns and structures learnt in earlier classes.
- Use knowledge of letter- sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to accurately spell unfamiliar multisyllabic words in context and out of context. Use hyphens in words, letter string –ough words and homophones. 'l' before 'e', except after 'c' rule with exceptions.
- Use summary skills to write an objective summary of the given text and poems.
- Proofread and edit texts for errors of: •sentence structure. • subject/verb agreement. • noun/pronoun agreement . •reference words, connectives /transitional devices. •punctuation and spelling.
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Unit 3

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Speak confidently and fluently in a wide range of contexts to fulfil different purposes.
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.

- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?
- Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Use summary skills to: extract salient points and develop a mind map to summarize a variety of informational texts. transfer the written text to a table, diagram, flowchart or work plan.
- Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.
- Make inferences to draw conclusions from, e.g., contextual information b. writer's viewpoint c. implied information
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Use knowledge of syllable patterns, roots (e.g., bio, funct), and prefixes and suffixes (e.g., semi-, quad, -ologist, -ician) to construct multisyllabic words and pronounce the words with the correct stress.
- Apply the rules and correct usage of articles through reading, speech and writing.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Write the final draft after complete editing and proofreading. ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, lead-in sentences to develop the flow of thought.
- Write multiple paragraph essays/stories; multi-stanza poems [writing about a phenomena] or playscript. Using correct punctuation and spelling, grammar, grade- level vocabulary and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach: pre- writing, editing and final draft stages.
 - a. Use chronological/ sequential order of arranging detail.
 - b. Present comparison and contrast
 - c. State opinions with reasons to support perspective and give appropriate conclusions. Add adequate supporting detail to the topic sentence (example, definition, data, illustration or evidence) to develop the main idea.
 - Write informative /explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.
 - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain- specific vocabulary

to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation

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Unit 4

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Speak confidently and fluently in a wide range of contexts to fulfil different purposes.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
 - follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
 - come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text. Recognise features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through •evidence, •cause and effect, and/or comparison and contrast. Analyse organisational patterns in a text: a.list/ sequence of ideas/events comparison-contrast b.cause-effect c.problem-solution d.reasons/ assumptions- conclusion
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Identify the varying position of adjectives in sentences and apply in their writing. Form adjectives from nouns and verbs. Use adjectival phrases in speech and writing.
- Analyze and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives.
- Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect . Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s. Recognise and use correlative conjunctions including pairs

- Analyze and construct sentences using the sentence patterns and structures learnt in earlier classes.
- Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.
- Apply editing and proofreading skills to a range of different texts and contexts
- Write multiple paragraph essays/stories; multi-stanza poems [writing about a phenomena] or playscript. Using correct punctuation and spelling, grammar, grade-level vocabulary and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach: pre-writing, editing and final draft stages.
 - Use chronological/ sequential order of arranging detail.
 - Present comparison and contrast
 - State opinions with reasons to support perspective and give appropriate conclusions. Add adequate supporting detail to the topic sentence (example, definition, data, illustration or evidence) to develop the main idea.
- Proofread and edit texts for errors of:
 - sentence structure.
 - subject/verb agreement.
 - noun/pronoun agreement.
 - reference words, connectives /transitional devices.
 - punctuation and spelling.
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Unit 5

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Ask and answer questions of personal relevance, information and variety of communicative purposes
- Speak confidently and fluently in a wide range of contexts to fulfil different purposes.
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Demonstrate understanding of familiar sentence patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode it, pronounce it correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy.
- Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Use summary skills to: extract salient points and develop a mind map to summarize a variety of informational texts. transfer the written text to a table, diagram, flowchart or work plan.
- Give an informed personal response to a text and provide some textual reference in support.

Reading to structure and analyse descriptive/ argumentative /persuasive essays.

Reading to identify, analyse and structure an application/letter/report/ summary/ biography/ autobiography

- Understand the difference between singular and plural countable and uncountable nouns
- Ensure that pronouns are used in the proper case (subjective, objective, and possessive). Use intensive pronouns (e.g., myself, ourselves). Recognise and correct inappropriate shifts in pronoun number and person.
- Demonstrate use of pronoun- antecedent agreement recognizing their relationship. Variety of pronouns including reflexive pronouns. Recognise and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.
- Apply editing and proofreading skills to a range of different texts and contexts
- Use knowledge of letter- sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to accurately spell unfamiliar multisyllabic words in context and out of context. Use hyphens in words, letter string –ough words and homophones. ‘I’ before ‘e’, except after ‘c’ rule with exceptions.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Write multiple paragraph essays/stories; multi-stanza poems [writing about a phenomena] or playscript. Using correct punctuation and spelling, grammar, grade- level vocabulary and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach: pre- writing, editing and final draft stages. a. Use chronological/ sequential order of arranging detail. b. Present comparison and contrast c. State opinions with reasons to support perspective and give appropriate conclusions. Add adequate supporting detail to the topic sentence (example, definition, data, illustration or evidence) to develop the main idea.
- Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.
- Proofread and edit texts for errors of: •sentence structure. • subject/verb agreement. • noun/pronoun agreement . •reference words, connectives /transitional devices. •punctuation and spelling.
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Unit 6

- Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Demonstrate ‘attentive listening’ skills towards others and be sensitive to the rules of turn-taking and discourse.
- Speak confidently and fluently in a wide range of contexts to fulfil different purposes.

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
 - follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
 - come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Read and view a variety of reading-age- appropriate and high- interest books and texts from print and non- print sources: a.Poetry (e.g., rhymes, cinquains, haiku) – numerous poems in the book.
b.Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, science fiction, legends) d.Information reports (e.g., project reports, fact sheets, brochures)
e.Interpersonal texts (e.g., informal and formal letter, notices, to email) f.Factual recounts (e.g., eye witness accounts, news bulletins) g.Drama (play scripts) h.Expositions (e.g., reviews, arguments)
- Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings.
- Use dictionary / Thesaurus to Locate guide words. Locate entry word. Look for the etymology of the word.choose appropriate word definition according to the context. identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs. identify syllable division and stress patterns. identify the part of speech of a word through abbreviation used.
- Use dictionary to locate synonyms/ antonyms according to the context and use in writing.
- •identify phrases through keywords. use abbreviations and acronyms correctly
- Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.
- Understand the difference between Capitonym words such as Turkey/turkey, May/may, August/august March/march, Polish/polish, China/china Titanic/titanic, Bill/bill, Lima/lima, Nice/nice, Earth/earth
- Use homographs in writing.
- Understand the difference between singular and plural countable and uncountable nouns
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Apply editing and proofreading skills to arrange of different texts and contexts
- Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.

Unit 7

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
 - follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
 - come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), generalized statements from evidence-based information with specific reference to informational texts.
- Identify different points of view (e.g., first- person, third-person narrative)
- Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Analyze and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives.
- Distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative
- **Apply editing and proofreading skills to a range of different texts and contexts**
- Write arguments to support claims with clear reasons and relevant evidence. a.Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b.Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c.Use words, phrases, and clauses to create cohesion and clarify the relationships claim(s), reasons, and evidence. d.Establish and maintain a formal style. e.Provide a concluding statement or section that follows from and supports the argument presented.

Unit 8

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Develop the ability to pose rhetorical questions for a range of audiences.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
 - follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
 - come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text. Recognise features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through •evidence, •cause and effect, and/or comparison and contrast. Analyse organisational patterns in a text: a.list/ sequence of ideas/events comparison-contrast b.cause-effect c.problem-solution d.reasons/ assumptions- conclusion
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), generalized statements from evidence-based information with specific reference to informational texts.
- Analyse how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems. Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development , resolution)
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Understand the difference between singular and plural countable and uncountable nouns
- Ensure that pronouns are used in the proper case (subjective, objective, and possessive). Use intensive pronouns (e.g., myself, ourselves). Recognise and correct inappropriate shifts in pronoun number and person.

- Demonstrate use of pronoun- antecedent agreement recognizing their relationship. Variety of pronouns including reflexive pronouns. Recognise and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Use paraphrasing skills to paraphrase stanzas in a poem.

Unit 9

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
 - follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
 - come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience and infer the theme/main idea of the text,
- Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Use summary skills to: extract salient points and develop a mind map to summarize a variety of informational texts. transfer the written text to a table, diagram, flowchart or work plan.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings.
- Use dictionary / Thesaurus to Locate guide words. Locate entry word. Look for the etymology of the word. choose appropriate word definition according to the context. identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs. identify syllable division and stress patterns. identify the part of speech of a word through abbreviation used.
- Use dictionary to locate synonyms/ antonyms according to the context and use in writing.
- •identify phrases through keywords. use abbreviations and acronyms correctly

- Take dictation of paragraph/ text of grade level. Keep a record of words
- Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech
- Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.
- Understand the difference between Capitonym words such as Turkey/turkey, May/may, August/august March/march, Polish/polish, China/china Titanic/titanic, Bill/bill, Lima/lima, Nice/nice, Earth/earth
- Use homographs in writing.
- Use adverbs, adverb phrases, and recognise adverb clauses as needed in their speech and writing. Identify and use degrees of comparison of adverbs.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Write a poem narrating an event or a story.
- Use summary skills to write an objective summary of the given text and poems.
- Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.

Unit 10

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Speak confidently and fluently in a wide range of contexts to fulfil different purposes.
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses). Recognise and rectify faulty punctuation in given passages and own work and correct others' work.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?
- Evaluate the literary techniques (e.g., music/ sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.
- Demonstrate an understanding of Interpreting and integrating information from variety of sources (e.g., maps, graphs, charts, diagrams)
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings.
- Use dictionary / Thesaurus to Locate guide words. Locate entry word. Look for the etymology of the word. choose appropriate word definition according to the context. identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs. identify syllable division and stress patterns. identify the part of speech of a word through abbreviation used.

- Use dictionary to locate synonyms/ antonyms according to the context and use in writing.
- •identify phrases through keywords. use abbreviations and acronyms correctly
- Identify the varying position of adjectives in sentences and apply in their writing. Form adjectives from nouns and verbs. Use adjectival phrases in speech and writing.
- Analyze and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives.
- Use adverbs, adverb phrases, and recognise adverb clauses as needed in their speech and writing. Identify and use degrees of comparison of adverbs.
- Identify and use compound prepositions and prepositional phrases in writing
- Use knowledge of letter- sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to accurately spell unfamiliar multisyllabic words in context and out of context. Use hyphens in words, letter string –ough words and homophones. ‘l’ before ‘e’, except after ‘c’ rule with exceptions.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Compare and write informal and formal letters to people in extended social and academic environments for various purposes.
- Write a poem narrating an event or a story.
- Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.

Unit 11

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Engage in extended discussions and debates taking into account other speakers’ viewpoints and presenting one’s own with clarity and coherence.
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Discuss their own and others’ reading, taking account of others’ views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.

- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Take dictation of paragraph/ text of grade level. Keep a record of words
- Identify the varying position of adjectives in sentences and apply in their writing. Form adjectives from nouns and verbs. Use adjectival phrases in speech and writing.
- Analyze and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives.
- Use all types of tenses correctly in speech and writing. Understand and use gerunds and participles. Use aspect of time correctly in speech and writing.
- Write a poem narrating an event or a story.

Unit 12

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech
- Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.
- Understand the difference between Capitonym words such as Turkey/turkey, May/may, August/august March/march, Polish/polish, China/china Titanic/titanic, Bill/bill, Lima/lima, Nice/nice, Earth/earth
- Use homographs in writing.
- Understand and utilize similes Metaphors, personification, imagery, scheme, alliteration
- Use helping verbs, transitive and intransitive verbs in speech and writing. Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession.
- Use helping verbs, transitive and intransitive verbs in speech and writing.

- Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession
- Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.
- Write multiple paragraph essays/stories; multi-stanza poems [writing about a phenomena] or playscript. Using correct punctuation and spelling, grammar, grade- level vocabulary and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach: pre- writing, editing and final draft stages.
 - a. Use chronological/ sequential order of arranging detail.
 - b. Present comparison and contrast
 - c. State opinions with reasons to support perspective and give appropriate conclusions. Add adequate supporting detail to the topic sentence (example, definition, data, illustration or evidence) to develop the main idea.
- Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well- structured event sequences.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one- time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide a conclusion that follows from the narrated experiences or events.
- Write a short dialogue between two people, giving narration/backgr ound in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.

Unit 13

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
 - follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
 - come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?
- Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.

- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual open-ended questions that require interpretation, inference
- Use helping verbs, transitive and intransitive verbs in speech and writing. Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession.
- Use helping verbs, transitive and intransitive verbs in speech and writing.
- Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession
- Use modals correctly in speech and writing to create an effect and impact on the reader.
- Identify and differentiate between a variety of phrases and clauses.
- Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.
- Write multiple paragraph essays/stories; multi-stanza poems [writing about a phenomena] or playscript. Using correct punctuation and spelling, grammar, grade- level vocabulary and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach: pre- writing, editing and final draft stages.
 - a. Use chronological/ sequential order of arranging detail.
 - b. Present comparison and contrast
 - c. State opinions with reasons to support perspective and give appropriate conclusions. Add adequate supporting detail to the topic sentence (example, definition, data, illustration or evidence) to develop the main idea.
- Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well- structured event sequences.
 - f. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - g. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - h. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one- time frame or setting to another.
 - i. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - j. Provide a conclusion that follows from the narrated experiences or events.
- Write a short dialogue between two people, giving narration/backgr ound in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.

Unit 14

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
 - follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
 - come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyse how an author develops and contrasts the points of view of different characters or narrators in a text. Criticise the plot development with respect to different aspects of the story.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Understand explicit meanings, through literal and vocabulary questions
- Understand implicit Meanings and nuances of language, through inferential questions and questions on writer's craft
- Analyze and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives.
- Use helping verbs, transitive and intransitive verbs in speech and writing. Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession.
- Use all types of tenses correctly in speech and writing. Understand and use gerunds and participles. Use aspect of time correctly in speech and writing.
- Compare and write informal and formal letters to people in extended social and academic environments for various purposes.
- Write a formal letter/email (application, complaint, acceptance/rejection, condolence), letters to the editor, police report using vocabulary, tone and style appropriate to context and relationship between addresser and addressee.