



**FUERZAS MILITARES DE COLOMBIA
FUERZA AEROSPAACIAL COLOMBIANA
GIMNASIOS MILITARES FAC
PROGRAMACIÓN CURRICULAR**



DES-F-02 VERSIÓN 03 30-DIC-2024

Elementary level		Subject: English	Grade: First	Validity: 2024-2025
Term	Unit	Competence	Goal Indicators	Topics
I	HELLO! LOOK AT MY TOYS! WHERE'S MY PEN?	The students use the foreign language in different learning contexts to develop communicative skills achieving the level pre-A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Recognizes familiar key words and phrases in short, simple cartoon stories, and basic descriptions (e.g., of objects, people or animals), if spoken slowly and clearly. 2. Introduces themselves using a basic phrase with some familiar words (e.g. My name 's). 	<ul style="list-style-type: none"> • Numbers • Colors • Indoor toys • Outdoor toys
II	MOVE YOUR BODY! MEET MY FAMILY! HELP THE ANIMALS!	The students use the foreign language in different learning contexts to develop communicative skills achieving the level pre-A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Recognizes and understands basic sentences that describe objects, people, or animals, and the physical appearance of people (e.g. eye/hair color, height), supported with pictures. 2. Describes and relates through images the physical appearance of someone in a basic way, if guided by questions or instructions. 	<ul style="list-style-type: none"> • Pets • Animal body • Body movement verbs • Face. • Family.
III	DO YOU LIKE PEAS? IT'S WINDY!	The students use the foreign language in different learning contexts to develop communicative skills achieving the level pre-A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Recognize familiar words and basic phrases in short, illustrated stories and simple texts, if read out slowly and clearly. 2. Expresses orally and in writing simple sentences about their likes or dislikes in relation to familiar topics (e.g., food), given prompts or a model. 	<ul style="list-style-type: none"> • Food • Weather • Clothes
IV	WHO'S AT HOME? LET'S PLAY OUTSIDE	The students use the foreign language in different learning contexts to develop communicative skills achieving the level Pre A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Recognizes and understands words and basic sentences about where things, animals or people are. 2. Asks simple questions and copy simple words about very familiar topics. 	<ul style="list-style-type: none"> • Actions • House • Chores



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Elementary level		Subject: English	Grade: Second	Validity: 2024-2025
Term	Unit	Competence	Goal Indicators	Topics
I	BACK TO SCHOOL IT'S A HAPPY DAY! LET'S DRESS UP!	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Identifies key information and basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. 2. 3. Describes objects in a basic way and write basic sentences about routine and daily activities. 	<ul style="list-style-type: none"> • Alphabet • Numbers (11-20) • Daily routines • Times of the day • Clothes • Personal Possessions.
II	THE ACTIVITY CENTRE I WANT TO BE A COOK! FUN ON THE FARM.	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Identifies the context in which an everyday conversation takes place and capture the essence of short and simple texts on familiar topics, supported by images. 2. Answers some questions about habits and daily routines and write a short list of instructions to do an activity. 	<ul style="list-style-type: none"> • Farm animals • Farm activities • Activities • Days of the week • Jobs transport
III	OUT IN THE FOREST LOOK AT THE STARS!	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Understands basic phrases or sentences about things people have if supported by pictures. 2. Expresses orally and in a writing way common everyday objects using single words, supported by pictures. 	<ul style="list-style-type: none"> • Adjectives • Camping objects • Furniture • Prepositions of place.
IV	ANIMALS ARE FUN! PARTY AT THE PARK.	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Recognizes simple spoken and written phrases related to familiar topics. 2. Expresses orally and in a writing way simple sentences about what they or other people can or can't do. 	<ul style="list-style-type: none"> • Places in town • Feelings • Wild animals • Food



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Elementary level		Subject: English	Grade: Third	Validity: 2024-2025
Term	Unit	Competence	Goal Indicators	Topics
I	NEW NEIGHBORS NEW SCHOOL PICNIC TIME!	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> Identifies basic factual information in short, simple dialogues or stories on familiar everyday topics and understands short school-related messages in emails, text messages and social media postings. Expresses their opinions on familiar topics, using simple language and writes short, simple personal messages giving information of immediate relevance. 	<ul style="list-style-type: none"> Countries and nationalities Hobbies Numbers (1-100) School subjects and places in school Adverbs of frequency Adverbial phrases
II	ALONG THE RIVER ALL ABOUT JOBS HOBBIES	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> Understands some details in longer dialogues on familiar topics and infers information in simple stories or descriptive texts, if guided by questions and prompts. Expresses their opinions on familiar topics, using simple language. Also, can begin and end a simple story using an appropriate fixed expression. 	<ul style="list-style-type: none"> Landscape Adjectives Jobs, Rules Free time activities Adverbs of manner
III	OUR TOWN IN ROMAN TIMES	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> Understands some details in extended dialogues on familiar topics and gets the gist of short factual school texts. Tells a simple story. moreover, can begin and end a simple story using an appropriate fixed expression. 	<ul style="list-style-type: none"> Places in the local area Adjectives (2) Historical finds Verbs
I	LET'S CELEBRATE! HOLIDAY TIME!	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> Understands people's preferences in informal conversations, and identifies specific information in a simple story, if guided by questions. Expresses their point of view in relation to familiar topics in a basic way and creates a new version of a familiar story by changing some details. 	<ul style="list-style-type: none"> Celebrations Ordinal numbers At the beach Holiday activities



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Elementary level		Subject: English	Grade: Fourth	Validity: 2024-2025
Term	Unit	Competence	Goal Indicators	Topics
I	WELCOME BACK TALENT SHOW THEN AND NOW	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1+ according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Recognizes familiar key words and phrases in short, basic descriptions and understands basic sentences describing someone's physical appearance, supported by pictures. 2. Makes simple, direct comparisons between two people or things using common adjectives and writes short, simple texts about topics of personal relevance. 	<ul style="list-style-type: none"> • Free time activities • Appearance • Personality adjectives • Hobbies • Technology verbs
II	LET'S EXPLORE! OFF TO THE SHOPS ANIMALS IN DANGER	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1+ according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Follows the sequence of events in a simple story or narrative and extracts specific information in short texts on familiar topics. 2. Expresses their opinions on familiar topics, using simple language and write short, simple descriptive texts giving information about common shops and amenities in their town, using basic linking words/phrases and given a model. 	<ul style="list-style-type: none"> • Space • Big numbers (100-1,000,000) • Shops • Money and prices • Sea animals • Land animals
III	STAYING HEALTHY CURTAIN UP!	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1+ according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Identifies basic factual information in short, simple dialogues or stories on familiar topics. Also, gets the gist of short, simple texts on familiar topics, supported by pictures. 2. Expresses their opinions on familiar topics, using simple language and writes short, simple texts on familiar topics using linked sentences. 	<ul style="list-style-type: none"> • Illnesses • Healthy lifestyle • Theatre • Entertainment
IV	LET'S GET CREATIVE! INTO THE WILD	The students use the foreign language in different learning contexts to develop communicative skills achieving the level A1+ according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Follows the sequence of events in a simple story or narrative, identifying specific information if guided by questions. 2. Expresses their opinions on familiar topics, using simple language and writes short, simple texts with linked sentences. 	<ul style="list-style-type: none"> • Machines • Materials • Countries • Landscape



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Elementary level		Subject: English	Grade: Fifth	Validity: 2024-2025
Term	Unit	Competence	Goal Indicators	Topics
I	THE WOW! TEAM FREE-TIME FUN TECHNOLOGY	The students use the foreign language in different learning contexts to develop communicative skills achieving the level Pre A2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Identifies basic factual information in short, simple dialogues or stories on familiar topics and understands short school-related messages in emails, text messages and social media postings. 2. Expresses their opinions on familiar topics, using simple language and writes short, simple personal messages giving information of immediate relevance. 	<ul style="list-style-type: none"> • Physical appearance • Personality adjectives • Sports • Hobbies • Devices • Using technology
II	PLACES HAPPY HOMES FAVORITE FASHIONS	The students use the foreign language in different learning contexts to develop communicative skills achieving the level Pre A2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Understands some details in longer dialogues on familiar topics and infers unstated information in simple stories or descriptive texts. 2. Expresses their opinions on familiar topics, using simple language. moreover, begins and ends a simple story using an appropriate fixed expression. 	<ul style="list-style-type: none"> • Places and buildings • Parts of buildings • Chores • Food and drink • Describing clothes • Clothes and accessories
III	ADVENTURES ENTERTAINMENT	The students use the foreign language in different learning contexts to develop communicative skills achieving the level Pre A2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Understands some details in extended dialogues on familiar topics and gets the gist of short factual school texts. 2. Tells a simple story. Also, begins and ends a simple story using an appropriate fixed expression. 	<ul style="list-style-type: none"> • Outdoor equipment • Injuries and accidents • Jobs in entertainment • Places of entertainment
IV	AWESOME ANIMALS TRAVEL	The students use the foreign language in different learning contexts to develop communicative skills achieving the level Pre A2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Understands people's preferences in informal conversations and identifies specific information in a simple story. 2. Expresses likes and dislikes in relation to familiar topics in a basic way. Besides, creates a new version of familiar story by changing some details. 	<ul style="list-style-type: none"> • Animal body parts • Verbs • Holiday equipment • Transport verbs



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Secondary level		Subject: English	Grade: Sixth	Validity: 2024-2025
Term	Unit	Competence	Goals indicators	Topics
I	MY TIME	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) A2	<ol style="list-style-type: none"> Expresses his / her personal information and daily activities about his / her own surroundings. Asks for information about quantities in different situations. 	<ul style="list-style-type: none"> Verb to – be/ have got Countable and uncountable nouns Some / any Present Simple There is / there are Adverbs of frequency Much / Many
II	¿ARE YOU ONLINE?	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) A2	<ol style="list-style-type: none"> Contrasts different situations in a timeline about his/her life. Compares characteristics of different items in diverse shopping context 	<ul style="list-style-type: none"> Present simple and continuous Past Simple Tense (Verb to be, regular and irregular verbs) Past simple question and short answer Comparatives – superlatives adjectives
III	¿ARE WE THERE YET?	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) A2	<ol style="list-style-type: none"> Expresses experiences and plans according to his/ her style of life. Contextualizes some abilities, possibilities and obligations in daily situations 	<ul style="list-style-type: none"> Past Simple and continuous Be going to / Will Present continuous for future. Modal verbs: Ability Can / Could Possibility: Can Obligation: Have to / had to
IV	FEELING GOOD	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) A2	<ol style="list-style-type: none"> Discusses experiences taking into account several contexts. Exchanges advice for having a healthy life. 	<ul style="list-style-type: none"> Present perfect Present perfect with ever and never First conditional Advice : should



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Secondary level		Subject: English	Grade: Seventh	Validity: 2024-2025
Term	Unit	Competence	Goal Indicators	Topics
I	PEOPLE, HOBBIES AND FAMILY	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) A2+	<ol style="list-style-type: none"> Identifies basic structures about present and past tenses through simple oral and written texts. Identifies information in reading and listen exercises based on the grammar structure of present simple, past simple, present progressive and past progressive tenses. 	<ul style="list-style-type: none"> Articles Quantifiers Present Simple Present continuous Past Simple Past continuous
II	MODERN LIFE	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) A2+	<ol style="list-style-type: none"> Expresses plans, predictions and intentions using future structures through written and oral exercises. Recognizes outstanding vocabulary and main ideas from different reading and listening exercises understanding key words related with future tenses. 	<ul style="list-style-type: none"> Indefinite Pronouns Future Simple: Plans and intentions (Be going to , present continuous, present simple) Future Simple : Predictions (Will, may, might) Comparatives and Superlatives (As...as, too, enough)
III	LIFE STYLES	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) A2+	<ol style="list-style-type: none"> Expresses obligation and information describing how and what way the actions of a verb are carried out through different written and oral activities. Describes how a regular action is performed by using adverbs of manner 	<ul style="list-style-type: none"> Modal verbs for rules Reflexive Pronouns There be (review) Relative Clauses (who - which) Adverbs of manner
IV	LIFE EXPERIENCES	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) A2+	<ol style="list-style-type: none"> Expresses the main differences between general truths and possibilities in different speaking contexts to communicate conditions and results. Shares experiences using the present perfect and their corresponding expression to give extra information. 	<ul style="list-style-type: none"> Present Perfect Since Vs For Zero and First Conditional Infinitives and Gerunds
Secondary level		Subject: English	Grade: Eighth	Validity: 2024-2025



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Term	Unit	Competence	Goal indicators	Topics
I	IDENTITY	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) B1	<ol style="list-style-type: none">1. Describes experiences from present and past events.2. Compares information around the world according to his / her context.	<ul style="list-style-type: none">• Simple present and present continuous• Comparatives and superlatives• Adverbs of frequency, time phrases• Past simple and continuous -ing form
II	THE SPOTLIGHT	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) B1	<ol style="list-style-type: none">1. Discusses about experiences taking into account different surroundings.2. Makes plans and arrangements according to his/ her interest.	<ul style="list-style-type: none">• The future will and going to• Present simple and continuous• Modal verbs for advice and suggestion• Present perfect• Past simple and present perfect• Zero, first and second conditional• Unless, in case of, if I were you
III	TRAVELLERS'S TALE	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) B1	<ol style="list-style-type: none">1. Reports his / her ideas in terms of giving his / her point of view about several situations.2. Analyzes rules according to his / her real context.	<ul style="list-style-type: none">• Passive: present and simple tense• Have / get something done• Defining relative clauses• Modals of obligation, prohibition and necessity
IV	LIFE EXPERIENCES	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) B1	<ol style="list-style-type: none">1. Creates a radio or TV show in terms of presenting different ideas of his/her interest.2. Discusses situations his / her used to do in her / his childhood for expressing clear and simple ideas.	<ul style="list-style-type: none">• Reported speech• Indirect questions• Past perfect• Used to



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Secondary level		Subject: English	Grade: Ninth	Validity: 2024-2025
Term	Unit	Competence	Goal indicators	Topics
I	LIFE EXPERIENCES	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) B1+	<ol style="list-style-type: none"> 1. Describes life experiences through the use of storytelling. 2. Establishes differences using the information of his/her environment through reading and writing activities. 	<ul style="list-style-type: none"> • Present simple and continuous • Present Perfect simple and continuous • Past Tenses • Comparative and superlatives forms: Adjectives and Adverbs
II	SHARING MY PLANS	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) B1+	<ol style="list-style-type: none"> 1. Makes plans and predictions using future tenses in written and spoken ways. 2. Differentiates the use of the modal verbs in texts through reading comprehension exercises. 	<ul style="list-style-type: none"> • Future forms • So, such, too, enough • Modal verbs • Defining and non-defining relative clauses • Reduced relative clauses
III	DESIRES AND REGRETS	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) B1+	<ol style="list-style-type: none"> 1. Expresses opinions, likes and preferences about general topics through oral activities. 2. Identifies the different structures used to express wishes and regrets through listening activities. 	<ul style="list-style-type: none"> • Infinitives and -ing forms • Quantifiers and pronouns • Conditionals (0–3) • Wishes, preferences and regrets • The passive • Have/get something done
IV	REPORTING NEWS AROUND THE WORLD	Students develop communicative skills to improve the foreign language in different learning contexts according to the CEFR (Common European Framework) B1+	<ol style="list-style-type: none"> 1. Communicates the most relevant events in his/her context using the structure in a proper way through short talks. 2. Differentiates the use between direct and reported speech making use of listening activities. 	<ul style="list-style-type: none"> • Reported speech • Reporting questions, orders and requests. • Review (learning from the past)



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Secondary level		Subject: English	Grade: Tenth	Validity: 2024-2025
Term	Unit	Competence	Goal Indicators	Topics
I	WAKE UP YOUR SENSES	The students use the foreign language in different learning contexts to develop communicative skills achieving the level B2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> Describes his/ her personal information and daily activities according to his/ her context. Compares different experiences taking into account his/ her style of life. 	<ul style="list-style-type: none"> Present tenses Comparative forms, adjectives and adverbs Past tenses Articles
II	PLANS AND DESIRES	The students use the foreign language in different learning contexts to develop communicative skills achieving the level B2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> Explains real and unreal situations in the future using the proper structures seen in class Makes plans and predictions taking into account word formation and different verb patterns. 	<ul style="list-style-type: none"> Future forms determiners with countable and uncountable nouns Conditionals Alternative conditional form Infinitive and verb + - ing Verb patterns
III	MY SURROUNDINGS	The students use the foreign language in different learning contexts to develop communicative skills achieving the level B2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> Reports what happens around his / her according to his / her surroundings. Creates a storytelling to express his / her points of view. 	<ul style="list-style-type: none"> The passive Have get something done Reported speech Reporting Verbs Modal Verbs Linking Phrases
IV	GETTING IT RIGHT	The students use the foreign language in different learning contexts to develop communicative skills achieving the level B2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> Identifies the use of relative clauses taking into account real situations in his/her context. Applies grammatical structures related to emphasize in his/her ideas. 	<ul style="list-style-type: none"> Relative clauses Cleft sentences



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Secondary level		Subject: English	Grade: Eleventh	Validity: 2024-2025
Term	Unit	Competence	Goal indicators	Topics
I	TECHNOLOGY	The students use the foreign language in different learning contexts to develop communicative skills achieving the level B2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Communicates his/her life through visual aids to differentiate the different tenses. 2. Analyzes some texts and recordings about people's lives through reading and listening comprehension activities. 	<ul style="list-style-type: none"> • Present tenses (present, continuous, perfect). • Past tenses (present, continuous, perfect). • Future tenses (will + going to). • Phrasal verbs. • Simulacrum.
II	WORLD TENDENCIES	The students use the foreign language in different learning contexts to develop communicative skills achieving the level B2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Expresses trending preferences through speaking presentations to learn how to make comparisons. 2. Synthesizes information from different texts and audios to comprehend the main idea. 	<ul style="list-style-type: none"> • Comparatives and superlatives. • Adverbs of frequency. • Conditionals • Modal verbs • Simulacrum
III	TEST ME!	The students use the foreign language in different learning contexts to develop communicative skills achieving the level B2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Identifies types of test instructions through test demos to be prepared to take ICFES SABER PRO. 2. Uses complex sentences to create short stories to improve writing skills. 	<ul style="list-style-type: none"> • Types of test instructions (Matching, Filling the gaps). • Reading comprehension: Scanning and Skimming. • Connectors. • Narrative tenses. • Simulacrum.
IV	EDUCATION	The students use the foreign language in different learning contexts to develop communicative skills achieving the level B2 according to the CEFR (Common European Framework)	<ol style="list-style-type: none"> 1. Shares their personal perspectives about future education through talks. 2. Recognizes options to pursue their educational careers through texts and videos. 	<ul style="list-style-type: none"> • Majors • Ways to finance your higher education. • Foreign exchanges. • Vocation.