

English Skills and Content Overview for the Regional English Competition

This document outlines the language skills and content areas students are expected to master at each grade level for the Regional English Competition, aligned with the English curriculum. Typically, each grade's content builds on skills and knowledge from the previous year—for instance, Grade 5 grammar topics are often introduced in Grade 4. Some flexibility is maintained, as students are also expected to show familiarity with certain topics and proficiency in skills taught during their current academic year.

Vocabulary

Students are expected to acquire and demonstrate knowledge of vocabulary items appropriate to their grade level. To support both teachers and students, a curated list of core vocabulary has been developed for each grade and is typically distributed to teachers at the beginning of the school year. These lists are not exhaustive; additional vocabulary items deemed suitable for each grade may also be included as needed.

Vocabulary questions may appear in various formats, including multiple-choice, short-answer, and matching tasks. Depending on the grade level, students may be asked to complete activities such as:

- Sentence completion
- Guessing the meaning of unfamiliar words from context
- Identifying synonyms and antonyms
- Matching words to images
- Unscrambling letters to form words
- Providing word definitions
- Identifying the odd word out
- Solving analogies (typically introduced in higher grades).

Reading comprehension

Students are expected to demonstrate reading comprehension skills appropriate to their grade level. Typically, they should be able to respond to questions assessing literal understanding, main ideas, inference, pronoun reference, and the ability to deduce the meaning of unfamiliar words from context. Question formats may vary and may include multiple-choice items, short-answer questions, and matching exercises.

Writing

Students in Grades 7–9 are expected to demonstrate writing skills appropriate to their grade level. Writing tasks generally focus on everyday topics and issues that are relevant and meaningful to students at this stage, including school life, friendships, hobbies, challenges, and personal experiences. Students should be able to express their ideas clearly and coherently, employing appropriate vocabulary, varied sentence structures, and basic organizational elements such as opening statements, supporting details, and conclusions.

Grammar Topics by Grade Level

Below is a concise list of the grammar topics required for each grade. This list is **NOT** exhaustive; some questions may include common grammatical structures or language usages not explicitly specified here.

Note: Topics from previous grades will be typically deepened, with increased complexity and broader usage appropriate for each subsequent grade level.

Grade 4

1. *A / an / some*
2. *Am / is / are*
3. *Subject pronouns*
4. *Has / have*
5. *There is / there are (including there's / there're)*

Grade 5

1. Topics from Grade 4
2. Present Simple – affirmative, negative, and question forms
3. Yes/No questions and short answers (Present Simple / Present Progressive)
4. Common plural forms and frequent irregular plurals
5. Possessive adjectives and short possessive phrases
6. Present Progressive – affirmative, negative, and question forms (including contracted forms)
7. Basic prepositions of time and place

Grade 6

1. Topics from Grades 4–5
2. Additional common prepositions of time and place
3. Basic modals and their uses (*must, should, can, will, could, would*)
4. Singular/plural review and regular plural rules

Grade 7

1. Topics from Grades 4–6
2. Review of previous topics
3. Additional prepositions of direction
4. Past Simple – recognition and use (affirmative, negative, interrogative), including adverbs of frequency and common irregular verbs
5. Adjectives – basic comparative and superlative forms
6. Adverbs of manner (describing verbs)

Grade 8

1. Topics from Grades 4–7
2. Additional modals
3. Tag questions

Grade 9

1. Topics from Grades 4–8
2. Gerunds and infinitives
3. Passive voice (recognition)

Topic details with target language and core examples

Note: Topics from previous grades will be typically deepened, with increased complexity and broader usage appropriate for each subsequent grade level.

Grade 4

- A / an / some
 - Target language: use **a** before consonant sounds, **an** before vowel sounds, **some** for plurals or common uncountable nouns.
 - Examples: **a cat; an egg; some apples; some water.**
- Am / is / are
 - Target language: present of be — **I am; he/she/it is; we/you/they are.**
 - Examples: **I am happy. She is my teacher. They are here.**
- Subject pronouns
 - Target language: **I, you, he, she, it, we, they** used as sentence subjects; match with correct verb forms.
 - Examples: **I like pizza. He runs. We play.**
- Has / have
 - Target language: **have** with I/you/we/they; **has** with he/she/it; negatives use **do/does not have** or contractions **don't / doesn't.**
 - Examples: **I have a pen. She has a cat. They don't have time.**
- There is / there are (there's / there're)
 - Target language: show existence — **there is / there's** for one; **there are / there're** for more than one.
 - Examples: **There is a book on the table. / There's a dog. There are three chairs.**

Grade 5

- Present simple forms
 - Target language: affirmative, negative (do/does + not), questions (do/does + subject + base verb)
 - Examples: **He plays; He does not play; Does he play?**
- Yes/No questions and short answers
 - Target language: Do/Does + subject + verb; short answers: Yes, he does. No, he doesn't.
 - Examples: **Do you like pizza? — Yes, I do.**
- Plurals (regular and common irregulars)
 - Target language: -s/-es rules; Examples: **cats, buses, children**
 - Common irregulars; Examples man/men, child/children...
- Possessive adjectives
 - Target language: my, your, his, her, its, our, their + noun
 - Examples: **my pencil; her bag**
- Present progressive
 - Target language: be + verb-ing; negative and question forms; contracted forms (I'm, he's, we're)
 - Examples: **She is reading; She isn't reading; Is she reading?**
- Basic prepositions of time and place
 - Target language: in, on, at; under, inside, outside, near, next to
 - Examples: **The cat is under the table. School starts at 8:00.**

Grade 6

- More common prepositions of time and place
 - Target language: opposite; between; behind; (review in, on, at, under, next to, near, inside, outside).
 - Examples: The shop is **opposite** the park. The ball is **between** the shoes. The cat is **behind** the sofa.
- Basic modals and their uses (must, should, can, will, could, would)
 - Target language: modal + base verb; uses: ability/permission (can/could), obligation (must), advice (should), future/promise (will), polite requests/conditionals (would/could).
 - Examples: **I can swim. / Could you help? You must finish. You should study. I will call you. / Would you like tea?**
- Singular / plural review and regular plural rules
 - Target language: form regular plurals; review common irregular plural examples from earlier grades.
 - Examples: **cat → cats; box → boxes; child → children; mouse → mice.**

Grade 7

- More prepositions of direction
 - Target language: into; out of; past; through; towards (these are examples of possible additional prepositions).
 - Examples: **She walked into the room. The ball rolled across the road. Walk towards the gate.**
- Past simple — recognition and use
 - Target language: past forms for finished actions; affirmative, negative (did not + base), questions (Did + subject + base); include adverbs of frequency and common irregular verbs.
 - Examples: **He played yesterday. / He did not play. / Did he play? / He went to school. / She often visited.**
- Adjectives — comparative and superlative (basic)
 - Target language: one-syllable **-er / -est**; use **more + adjective + than** for longer adjectives; superlative uses **the most**.
 - Examples: **fast → faster → fastest. happy → happier → happiest. more interesting than; the most important.**
- Adverbs describing verbs (manner)
 - Target language: adverbs that show how actions are done; many end in **-ly**; some short/irregular adverbs (fast, well).
 - Examples: **She speaks quietly. He runs fast. They worked hard.**

Grade 8

- More modals
 - Target language: additional modal verbs and nuanced uses (possibility, obligation, permission, advice); modal + base verb; negatives and questions follow modal form.
 - Examples: **You must finish. / She might come. / May I leave? / You should have called. / He could be right.**
- Tag questions
 - Target language: short question added to the end of a statement; match auxiliary/verb and polarity (positive statement → negative tag; negative statement → positive tag).
 - Examples: **You are coming, aren't you? She can swim, can't she? He didn't go, did he?**

Grade 9

- Gerunds and infinitives
 - Target language: verbs followed by **-ing** (gerund) or **to + base** (infinitive); common verb patterns (e.g., enjoy + gerund; want + infinitive).
 - Examples: **I enjoy swimming. / She wants to study. / They stopped talking. / He decided to go.**
- Passive voice
 - Target language: focus on the object (be + past participle); use appropriate tense of be; agent optional with by.
 - Examples: **The letter was sent. / The cake is being baked. / The song will be sung by them.**