



English Language Content for Level A0 (Pre A1) in Akelius Digital Learning Platform



This booklet has been developed by the Curricula and Teacher Qualification Department in the **Quality Assurance Agency of Pre-university Education of Albania** in cooperation with **UNICEF Albania** funded by **USAID** and **Akelius Foundation**.

The aim of the booklet is to further support *English language* teachers of grade I and II in Albania in using Akelius Digital Learning Platform as a very important tool of implementing blended learning in their teaching process.

English teachers will find a complete detailed description of the English language content of Level A0 including learning outcomes for each chapter.

The opinions and the suggestions in this publication are of the authors and do not represent necessarily UNICEF views.

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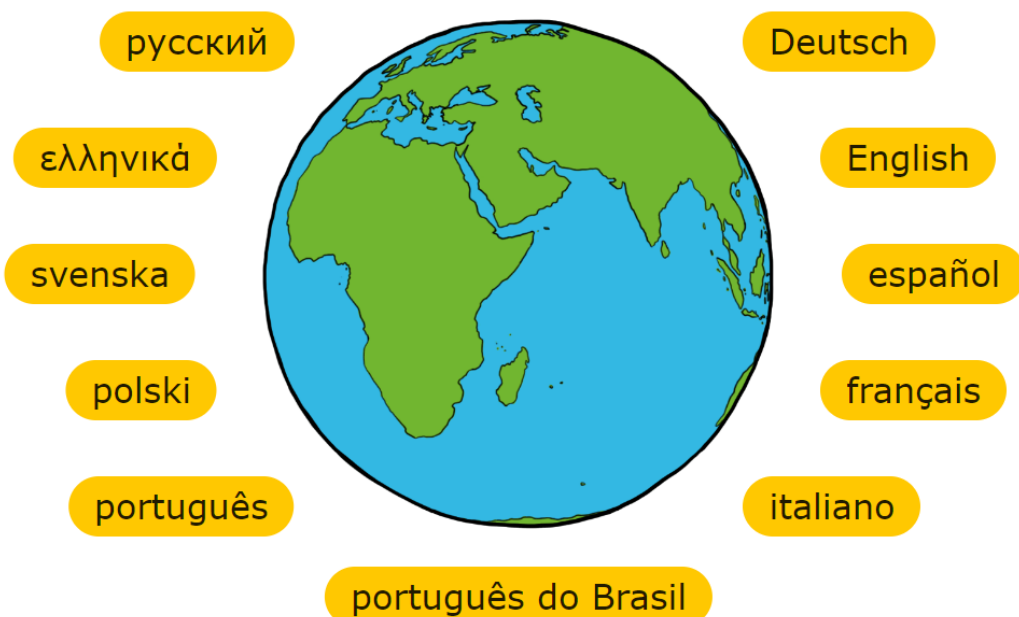


Introduction

The Akelius digital language learning platform has been co-developed by the Akelius Foundation and UNICEF in collaboration with UNICEF's implementing partners. The platform is still in the process of development. However, it offers rich interactive multimedia that is accessed through authentic video, audio, texts, visuals/graphics, songs and games providing meaningful content relevant to learners' needs and interests, either pre-selected by the teacher (for lower level learners) or discovered by learners when surfing digitally (higher levels). This rich, interactive input is one of the major elements which helps learners' motivation, and teachers to devise a lesson that can respond to different learning styles and learning levels not leaving out the face-to-face learning. The Akelius platform is an alternative and interactive tool that enriches lessons in a blended learning environment, and empowers students, including those with learning difficulties.

Akelius

language



Key principles of the Akelius platform

Communication

The Akelius platform prioritizes on practical language understanding and communication. It aims for learners to understand spoken and written language - the aim is to get users familiarized with conversational skills as a first step towards language acquisition. The learner learns lexical items through interactions with the online platform and discovers how to form these into phrases and sentences while interacting with written text in a variety of formats—audio, visual and video, through games, songs, text and conversations.

Learning at one's own pace

Within the Akelius digital platform, the learner can choose their own way through the platform components according to their own needs and interests, at their own pace, knowing well that they can go back to refresh their knowledge if need be before moving forward. When the learner is able to go through the components of the digital platform, whether it is a video, or auditory or plain text, as many times as possible without feeling inadequate or taking his/her time to reflect on a text without feeling slow) makes for deeper learning. The teacher may also assign chapters or lessons based on learners needs, especially for beginner levels while advanced learners could navigate on their own or as needed.

State of the Art Digital Pedagogy

The platform is kept simple. There is no confusing terminology or grammar instruction. The Akelius A0 (Pre A1) and A1 level language follows the 'lexical approach'. Lexis (words) and grammar are closely related, so the platform uses vocabulary and small phrases to teach morphology and syntaxes at the same time.

Learners learn to produce language by learning words in groups commonly found together and they also get a deeper understanding of grammatical structures through repeated interactions with these phrases. They will understand individual words as well as word order. learners will also get a stock of immediately usable phrases. Then, they can start to use those phrases to predict meaning and process new language content.

Thematic, Vocabulary-Focused Content

Vocabulary is grouped thematically into around thirty individual chapters. The platform introduces language content gradually, in a logical and systematic way. There is a pre-defined thematic progression. Learners should be able to understand and use basic phrases and expressions connected with each topic by the end of each chapter. They gain this understanding by following interactions linked to each theme or situation.

Immediate feedback and support

An assessment/test is present within every lesson for learners and the teacher to monitor progress. Moreover, through the 'test' function of each lesson, learners can see their own scores, and choose to repeat the same 'test' until they reach satisfactory scores. This motivates and empowers the learners. When using the Akelius digital platform, the technology gives immediate feedback, allowing the learner to reflect and self-assess directly. When the learner is working through the chapter or performing the "test", he/she will get direct feedback of correct or wrong answers and can directly adjust answers. In addition, the teacher can support, guide and give direct feedback to the learners.

Thousands of Small Steps

Each chapter has some seven lessons. Lessons introduce a few new words at a time. Teachers using the platform should adopt a similar method to the one used in the teaching of the alphabet, keeping the number of unfamiliar items to a minimum. You progress from the most basic vocabulary to more

complex structures and expressions. The user discovers new material gradually, moving from basic words and phrases to more dialog-heavy interactions. Each lesson lasts no longer than ten minutes and is focused on a particular communicative goal.

The Alphabet

For the beginners, the beginning part of the platform introduces letters of the alphabet and their most common sounds. The approach used to present the alphabet may be unfamiliar to teachers, so it is summarized below:

Upper case letters are not included in the first chapter. The user will learn to recognize and become accustomed to upper case letters by seeing and hearing them in context in later chapters - the alphabet is presented in groups of three or four letters at a time, with each group containing a minimum of unfamiliar letters - when an unfamiliar letter is introduced, we explain it as quickly as possible.

Freedom to Choose Chapters

Later chapters in each theme build on what learners have learned in earlier chapters. However, while the progression of the course content is linear, there is nothing to stop learners from following a different order. If they feel confident enough, they can move ahead. Equally, there are no barriers to prevent learners from repeating content as they progress.

Choose Different Learning Methods

Children learn in different ways. The freedom to choose a learning method is also a key part of the Akelius concept.

Chapters will contain a mixture of activities. There are games involving chance, time pressure, trial-and-error, memory and skill. There are also math activities, songs, puzzles, guessing- and bingo-type games. There is also a story that will accompany the course. Learners can follow a set of characters and a narrative that unfolds as they progress.

User Engagement, Interactivity and Fun

A key principle is that learning should be fun. It should be active, inspiring and encouraging a sense of discovery. Language content has therefore been presented in a way that is as varied, accessible and engaging as possible.

The course includes a range of multi-sensory inputs and outputs, involving sound, music and speech as well as a visual element. Moreover, the platform includes multiple interaction methodologies such as: clicking, dragging, selecting, typing, prioritizing, interacting with photos and pictures, sequencing objects, such as months, weekdays, words, combining things, matching, filling crosswords and building images.

Blended Learning Environment

The Akelius platform is intended to be used in a blended learning environment. Teachers will be able to supplement the digital course with direct instruction and analog supporting material such as study cards, memory cards, exercise booklets and printed books. The course structure and thematic approach makes it easy for teaching professionals to link their own lessons to the course.

Explanation of symbols

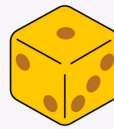
The symbols below, which are found in the chapters of each language level in Akelius Platform, represent the following:



chapter



lecture



game



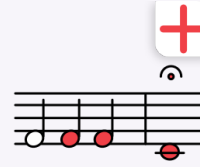
guessing



math



exercise



music



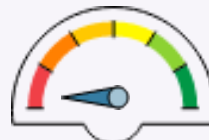
story



architecture



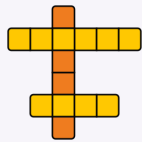
grammar



test



variations



crossword



flashcards



reading



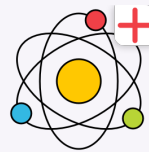
writing



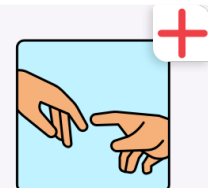
listening



song



science



art

English language content for Level A0 (Pre A1)

Each language level in Akelius Platform consists of 10 chapters, which are organized according to themes such as; food, school, communication, family, groceries, colors and shapes, clothes, body, hobbies, transportation, numbers, time, professions, and days of the week. By clicking on a theme, learners can maneuver or navigate through to access different lessons, vocabulary, games, songs and tests. The lessons within each theme can be done in varying order. Every lesson begins with new vocabulary words with corresponding pictures and sounds of the words.

The following tables give a full and detailed overview of the learning outcomes and content of each part of the chapter.



Chapter 1



Chapter 1

Topic: Potato

Parts of the chapter

The young learner:



- learns the names of two fruits (apple, banana) and one vegetable (potato)
- practices saying some letters of the alphabet
- listens and understands the names of the fruits and vegetable learnt
- learns two colours (green, red)



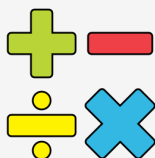
- practices the new vocabulary
- understands the words when listening to them
- practices pronunciation



- matches the words with pictures
- guesses the right word for the pictures
- fills in the gap with the missing letters



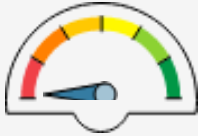
- listens to and sings the "One, two, three, four" song
- listens to and sings "One plus one" song
- listens to and sings "One red apple" song
- practices the new vocabulary learnt



- counts from 1 to 4
- adds numbers from 1 to 4
- uses "plus" "minus" "and" correctly



- practices the present forms of the verb to be: is /are
- practices the plural form of some nouns
- distinguishes between singular and plural forms of the verb "to be"



- matches the picture with the word that he/she listens
- matches the numbers with the corresponding word
- does matching exercise to reinforce the vocabulary

Interactive methods

The purpose

Memory game

Learning and practicing the new vocabulary in a playful way by matching the written word to the picture.

Guessing

Learning and practicing the new words by trial and error and getting immediate feedback.

Drag and drop

Learning the spelling of some alphabet letters.
Learning the new words.

Pick the right picture

Learning the new words of the lesson.

Pick the right letter

Learning the (handwritten) letters of the alphabet.

Main vocabulary

potato, apple, banana, one, two, three, four, green, red, is, are, minus, plus, and

Language structures

- One apple is green/red.
- One red apple.
- Three green apples.
- One plus one is two.
- One plus two is three.
- One plus three is four.
- The apples are red.
- The apple is red.
- One potato and one potato is two potatoes.

Chapter 2



Chapter 2

Topic: I eat and drink

Parts of the chapter

The young learner:



- learns the names of some drinks (tea, coffee, milk, water) and some food (bread, jam, egg)
- practices saying some letters of the alphabet
- listens and understands the names of foods and drinks
- learns the personal pronouns "I" and "You"
- talks about, asks and answers questions about what they eat and drink



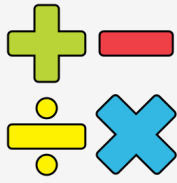
- practices the new vocabulary
- understands the new words when listening to them
- practices pronunciation
- practices some mathematic exercises



- matches the words with pictures
- guesses the right word for the pictures
- fills in the gap with the missing letters
- practices the patterns "a glass of ..." , "a cup of..."



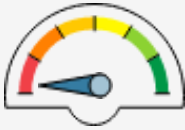
- listens to and sings the "I drink water" song
- listens to and sings "I eat and drink" song
- listens to and sings "a cup of tea" song
- practices the questions "What is this?", "Do you drink...?"
- learns and practices "She drinks a cup of tea"



- counts from 1 to 6
- adds numbers from 1 to 6
- uses "plus" "minus" "and" correctly
- does simple sums



- practices the indefinite articles "a" and "an"
- practices the definite article "the"
- practices asking and answering very simple questions in Simple Present Tense.



- matches the picture with the word that he/she listens
- matches the numbers with the corresponding word
- does matching exercise to reinforce the vocabulary

Interactive methods

The purpose

Memory game

Learning and practicing the new vocabulary in a playful way by matching the written word to the picture.

Math memory

Learning and practicing simple sums with numbers.

Falling food

Practicing listening and new words in a playful way by catching the picture he/she listens.

Guessing

Learning and practicing the new words by trial and error and getting immediate feedback.

Drag and drop

Learning the spelling of some alphabet letters.
Learning the new words.

Pick the right picture

Learning and practicing the new words of the lesson.

Pick the right letter

Learning the (handwritten) letters of the alphabet.

Password

Practicing the new vocabulary in a given situation.

Main vocabulary

bread, jam, egg, eat, tea, water, milk, coffee, drink, I, you, she, with, of, from, do, yes, five, six.

Language structures

- I drink water/milk/coffee.
- You drink water/milk/coffee.
- I eat potatoes/ an apple
- A cup of coffee/tea.
- A glass of milk/water.
- I drink water from a glass.
- You drink coffee from a cup.
- Do you drink tea/coffee/water/milk?
- Yes, I do.
- Yes, I drink tea/coffee/milk/water.
- You drink a glass of milk/water.
- I drink a cup of tea/coffee.
- Do you drink coffee/tea with milk?
- Yes, I drink coffee/tea with milk.
- Do you eat bread and eggs?
- Yes, I eat bread and eggs.
- Do you eat bread with jam?
- Yes, I eat bread with jam.
- What is this?
- This is a cup of tea?
- Do you drink a cup of tea?
- I drink a cup of tea.
- He/ She drinks a cup of tea.
- How many of cups do you see?
- I see three/ four ... cups of tea.
- Four potatoes and one potato is five potatoes.
- Five glasses plus one glass is six glasses.
- Five plus one is six.
- Five cups minus one cup is four cups.



Chapter 3



Chapter 3

Topic: What do you see?

Parts of the chapter

The young learner:



- asks and answers simple questions using "How many ..."?
- listens, understands and answers questions in the Simple Present
- practices saying some letters of the alphabet
- counts up to ten
- learns the personal pronouns "he", "she", "it" and "we"
- learns the plural forms of regular nouns



- practices the new vocabulary
- understands the new words when listening to them
- practices pronunciation
- practices some mathematic exercises with numbers up to ten



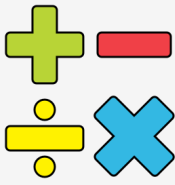
- practices listening and understanding of new language structures
- practices questions and answers with "How many ..."?
- practices questions and answers in Simple Present
- chooses the right answer for the given question



- listens to and sings the “What do you see?” song
- reviews asking and answering the questions “What do you see?” “I see...?”
- listens to and sings “Counting” song
- reinforces the pattern “How many do you see?”
- improves listening skills
- practices counting from 1 to 10



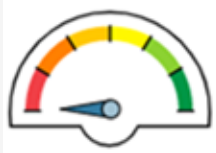
- learns and practices the structures “I am ...” “You are ...”
- learns to conjugate the verbs in Simple Present Tense in very simple situations and associated by pictures
- practices personal pronouns



- counts from 1 to 10
- adds numbers from 1 to 10
- uses “plus” “minus” “and” correctly
- does simple sums



- improves listening skills in doing simple additions and subtractions
- improves mathematical skills by doing simple exercises



- matches the picture with the word that he/she listens
- matches the numbers with the corresponding word
- does matching exercise to reinforce the vocabulary
- checks understanding by getting immediate feedback

Interactive methods

The purpose

Memory game

Learning and practicing the new vocabulary in a playful way by matching the written word to the picture.

Learning and practicing additions and subtractions by matching the result with the single digit addition or subtraction.

Guessing

Learning and practicing the new words and language patterns through matching and gap filling by trial and error and getting immediate feedback.

Drag and drop

Learning the letters of the alphabet.
Learning to count from 1 to 10.

Pick the right picture

Learning and reinforcing the new words of the lesson.

Main vocabulary

have, how many, dots, domino, boy, girl, I, you, he, she, it, we, they, see, what, seven, eight, nine, ten, count, tomato, bread, cat.

Language structures

- I have three/four apples/eggs/tomatoes.
- I have a cup of coffee.
- I see you. I do not see you.
- What do you see? What do you have?
- What do you eat?
- I eat an apple.
- I have coffee with milk.
- How many bananas/eggs/apples do you see?
- I see three/two/seven apples/eggs.
- Do you eat bread?
- Do you see me? -No, I don't see you.
- I am a boy/girl.
- I am David/Maria.
- This is a boy/girl.
- The boy/girl (he/she) drinks water.
- The boy/girl (he/she) eats bread with banana.
- The boys drink milk. They drink milk.
- Two girls eat bread. They eat bread.
- Boys and girls drink water. They drink water.
- He is a boy. She is a girl.
- The apple is green. It is green.
- The domino has five dots. It has five dots.
- Maria and I are girls. We are girls.
- We drink milk.

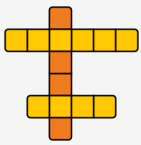
Variations



Variations

Parts of the chapter

Content



Five crosswords to practice new words, numbers, letter spelling pronunciation of words.



Ten flashcards to reinforce new vocabulary and structures learnt in chapter 1, 2, and 3. (Banana - I eat a banana. Potato - She eats a potato. A boy - He is a boy. Bread - I eat bread and eggs. Coffee - I drink a cup of coffee. Tea - I drink tea with milk. Jam - I eat bread with jam. A girl - The girl eats potatoes. Water - I drink water. An apple - The apple is red.)



20 simple situations accompanied with pictures to check reading comprehension.



20 simple writing situations accompanied with pictures to practice language structures and word order in simple sentences.



20 simple listening situations accompanied with pictures to check listening comprehension of vocabulary and language structures dealt with in chapters 1, 2 and 3.

Chapter 4



Chapter 4

Topic: Where is the cat?

Parts of the chapter

The young learner:



- learns the difference between “sit” and “stand”
- uses the verbs “sit” and “stand” correctly in very simple sentences accompanied by pictures
- counts up to sixteen
- learns and uses prepositions of place “on”, “in”, “at”, “under”, “behind” “in front of”, “next to”, “between” in very simple sentences



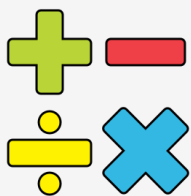
- practices the new vocabulary
- practices pronunciation of new words
- practices some mathematic exercises with numbers up to sixteen



- matches the words with pictures
- guesses the right word for the pictures
- fills in the gap with the missing letters
- practices the patterns “where is ...” , “It is ...”



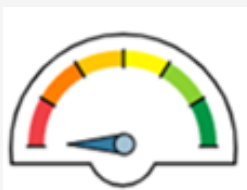
- listens to and sings the “Where is the cat?” song
- listens to and sings “How many cats?” song
- listens to and sings “number pairs” song
- practices the questions and answers “How many...?” “There is...”, “There are ...”
- practices numbers and pairs them to make the same sum



- counts from 1 to 16
- adds numbers from 1 to 16
- does simple additions and subtractions
- learns number pairs



- practices number pairs of ten
- does simple sums using the number pairs



- matches the picture with the word that he/she listens
- matches the numbers with the corresponding word
- does matching exercise to reinforce the new vocabulary
- matches simple structures with pictures to practice the use of prepositions of place

Interactive methods

The purpose

Memory game

Learning and practicing the prepositions of place in a playful way by matching the same pictures or the picture with the right word.

Practicing numbers, additions and subtractions.

Guessing

Practicing and mastering the prepositions of place by trial and error and getting immediate feedback.

Understanding and answering questions "where is ...?" by guessing the right picture.

Drag and drop

Learning the spelling of some new words.

Learning the correct structure of some very simple sentences.

Learning the use of prepositions of place.

Practicing the spelling of new words.

Practicing additions and subtraction up to 16.

Pick the right picture

Learning the new words of the lesson.

Practicing the prepositions of place.

Pick the right letter

Learning the (handwritten) letters of the alphabet.

Main vocabulary

in, on, table, chair, put, where, sit, stand, at, under, next to, behind, between, in front of, eleven, twelve, thirteen, fourteen, fifteen, sixteen, there is, there are, number, bed, door, a pair of.

Language structures

- This is a table/chair.
- I see a table and three chairs.
- The cup is on the table.
- The apples are on the table.
- The egg is on the bread.
- I put a cup on the table.
- I put jam on bread.
- The girl puts water in a glass.
- The water is in a glass.
- I put apples on the table/ coffee in a cup.
- Where is the cup?
- Do you eat eggs on bread?–Yes, I do.
- The boy sits on a chair.
- The chairs stand at the table.
- Is the glass on the table? –Yes the glass stands on the table.
- Do you put the cup on the chair? –No, I put the cup on the table.
- I sit on a chair.
- I stand at the table.
- The cat sits under the table/next to the chair.
- The boy stands behind the chair.
- The bread is in front of the cup.
- There are ten/twelve dots on the domino.
- There is one egg on the table.
- Eleven/seven/twelve is a number.
- I see number 11 and number 12.
- Ten plus three is thirteen.
- What makes ten?
- A pair of apples. Two cups are a pair.
- This number pair makes ten. ($5+5=10$)
- Number pairs of ten.
- What number pair makes ten?

Chapter 5



Chapter 5

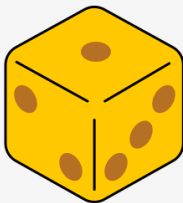
Topic: On the table

Parts of the chapter

The young learner:



- learns new words such as "knife, fork, plate" etc.
- practices the pronunciation of the new words and expressions
- counts up to twenty nine
- reviews the prepositions of place in new situations
- practices the new vocabulary
- practices pronunciation of new words
- practices some mathematic exercises with numbers up to twenty nine
- learns and practices the plural form of the new words



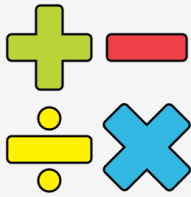
- understands numbers when listening in bingo game
- understands the new words when listening to them
- matches the new words with their pictures
- practices some mathematic exercises by playing the math windows game
- practices listening and pronunciation



- matches the words with pictures
- guesses the right word for the pictures
- places the picture on the right place
- practices answering the questions "Can you put ...?"



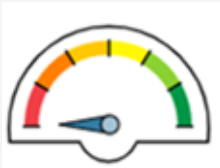
- listens to and sings "What do you eat?" song
- listens to and sings "What is this?" song
- practices asking questions and answers "What is this?" "This is ...?"
- learns and practices asking and answering questions "Do you eat?" "Yes, I do. No, I don't!"



- counts from 1 to 20
- adds numbers from 1 to 20
- uses "half" "a quarter" and "a whole " correctly in mathematical exercises
- does simple sums



practices and reinforces doing simple sums with numbers from 1 to 20



- matches the picture with the word that he/she listens
- matches the numbers with the corresponding word
- does matching exercise to reinforce the vocabulary
- picks the right picture for the word that he/she listens

Interactive methods

The purpose

Memory game

Learning and practicing the new vocabulary in a playful way by matching the written word to the picture.

Learning and practicing mathematical exercises by matching the sum with the numbers.

Guessing

Learning and practicing the new words by trial and error and getting immediate feedback.

Practicing answering questions using prepositions of place.

Drag and drop

Learning the new vocabulary and reviewing the prepositions of place.

Learning the written form of new words.

Learning to count and do simple sums up to twenty.

Understanding questions by dragging the right word to the corresponding picture.

Pick the right picture

Learning the new words and set of expressions of the lesson.

Learning and practicing math exercises.

Pick the right letter

Learning the (handwritten) letters of the alphabet.

Main vocabulary

knife, fork, spoon, bowl, cheese, mouse, soup, yogurt, seventeen, eighteen, nineteen, twenty, twenty one, twenty two ... twenty nine, pizza, plate, cut, slice, tomato, use, brown, half, a whole, a quarter

Language structures

The plate is red.

The plate is on the table.

The fork is next to the plate.

I eat potatoes with a fork.

What is next to the fork? - The knife is next to the fork.

I eat pizza with a knife and a fork.

I have a knife and a fork.

Do you see the fork? - Yes, it is on the table.

I put the plate between the knife and the fork.

How many knives are on the table? - I count four.

I put a plate, a knife and a fork on the table.

a slice of bread/ pizza; four apple slices.

I cut bread in slices.

I eat a slice of cheese.

I put tomatoes on pizza.

The mouse eats cheese/a slice of cheese.

The cat drinks milk.

Do you cut bread with a fork? - No, I use a knife.

Do you eat pizza? - Yes, I do. No, I don't.

How many slices of pizza do you eat? - I eat two.

What does the cat eat? - The cat eats a mouse.

I put eggs in a bowl.

The boy eats yogurt with a spoon.

I cut tomatoes and put them in a bowl.

I use a spoon to eat/ to eat my yogurt/ to eat a bowl of soup.

Chapter 6



Chapter 6

Topic: I walk to school

Parts of the chapter

The young learner:



- learns the English words for the family members
- Learns two means of transport (bus, taxi)
- practices saying some letters of the alphabet
- learns and uses possessive adjectives (my, his, her)
- Learn two digit numbers



- practices the new vocabulary by playing the bingo game
- identifies the means of transport when listening to them in a memory game
- practices listening and pronunciation



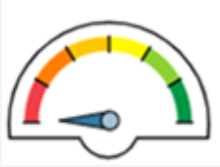
- listens to and sings "What do you see?" song
- listens to and sings "Traffic light" song
- practices asking and answering the questions "What do you see?"
- identifies the traffic lights and understands what they mean



- learns and practices the possessive pronouns (my, you, his, her, our, their)
- Learns and practices the possessive form with 's.



- uses quarters correctly in math exercises
- does exercises using halves and quarters
- asks and answers questions "How many?"



- matches the picture with the word that he/she listens
- matches the numbers with the corresponding word
- does matching exercise to reinforce the vocabulary
- picks the right picture after listening to it

Interactive methods

The purpose

Memory game

Learning and practicing the new vocabulary in a playful way by matching the written word to the picture.

Drag and drop

Learning the members of the family and means of transport.

Learning the written form of new words.

Pick the right picture

Learning the new words and expressions of the lesson.

Pick the right letter

Learning the (handwritten) letters of the alphabet.

Learning the spelling of the new words. (members of the family, means of transport)

Main vocabulary

father, mother, sister, brother, daughter, son, house, home, here, parents, live, my, his, her, our, bus, school, take, taxi, walk, sidewalk, street, car, drive, go, light, stop, traffic lights, thirty, forty, fifty, sixty

Language structures

- A boy and his father/mother.
- A girl and her mother/father.
- The boy eats with his mother.
- The girl drinks milk with her mother.
- I have a father. My father is Noah.
- I have a mother. My mother is Anna.
- This is my mother/father.
- Do you have a brother?
- My brother and I drink milk.

Language structures

- My mother and my father are my parents.
- I sit at the table with my parents.
- We sit in front of our house.
- I live in this house. I live here with my parents.
- This is our house. I live here with my brother and sister.
- We are at school. This is our school.
- We walk to school.
- I take the bus to school.
- Do you take the bus? –No, I take a taxi.
- Do you walk to school? – Yes, I do. /No, my mother drives me.
- He drives a taxi/car/bus.
- The car stops at the red light.
- The light is green. The car can go.
- The bus drives on the street.
- The sidewalk is next to the street.
- The girl walks on the sidewalk.
- I eat at home with my parents.
- What do we do when the light is red/green?
- The light is green. We can go.
- He has a sister. This is his sister.
- She put her coffee on the table. Her coffee is on the table.
- This is Anna`s sister. Her sister.
- I cut the pizza into quarters. (one quarter, two/three/four quarters)
- How many quarters is a whole?



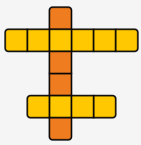
Variations



Variations

Parts of the chapter

Content



Five crosswords to reinforce the vocabulary learnt in chapters 4, 5 and 6 (means of transport etc.), practice letter spelling, and pronunciation of words.



Ten flashcards to reinforce new vocabulary and structures learnt in chapter 4, 5, and 6. (Cheese- A mouse eats cheese. Plate – I put food on my plate. Table –The knife is on the table. School – We walk to school. Traffic light – The light is green. Spoon – The boy eats yogurt with a spoon. Bus – The bus drives on the street. Tomato – Tomatoes are red. Sidewalk – The sidewalk is next to the street. Car – Cars drive on the street.)



20 simple situations accompanied with pictures to check reading comprehension and improve reading skills.



20 sets of jumbled words to form simple sentences in order to practice language structures and word order in a sentence.



20 simple listening situations accompanied with pictures to check listening comprehension of vocabulary and language structures dealt with in chapters 4, 5 and 6.

Chapter 7



Chapter 7

Topic: Time

Parts of the chapter

The young learner:



- learns and practices to ask and tell the time
- identifies the difference between a clock and a watch
- asks and answer questions with "When?"
- practices questions and answers in Simple Present
- expresses how he/she feels (hungry, thirsty).
- allocates meals to times of the day



- remembering the new words by spelling them in the password games
- reinforces the vocabulary by making simple associations in the password game
- practices telling the time in the window game
- practices some mathematic exercises



- guesses the right time shown in pictures of different clocks
- identifies the difference between "to" and "past" when telling the time



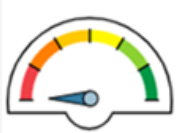
- listens to and sings "I am hungry" song
- listens to and sings "telling the time" song
- practices saying simple sentences following the pattern : " I want to"
- practices saying the time



- adds numbers in tens
- does simple sums in situations with time



- practices math exercises using tens
- matches the total sum with the right numbers



- matches the picture with the word that he/she listens
- matches the numbers with the corresponding word
- does matching exercise to reinforce the vocabulary

Interactive methods

The purpose

Memory game

Learning and practicing math exercises in a playful way by matching the total sum to the pairs.

Password

Learning new words through simple associations.
Learning the spelling of new words.

Password

Learning new words through simple associations.
Learning the spelling of new words.

Windows

Learning to tell the time.

Guessing

Learning and identifying the right time shown in pictures of clocks.

Drag and drop

Learning the spelling of some alphabet letters.
Learning the new words (lunch, dinner etc.) and two digit numbers.
Learning to add in tens.

Pick the right picture

Learning the new words of the lesson.
Learning to tell the time.
Describing how he/she feels. (hungry, thirsty)

Pick the right letter

Learning the (handwritten) letters of the alphabet.
Learning how to write and spell new words.

Main vocabulary

clock, time, hour, minute, second, lunch, dinner, hungry, thirsty, seventy, eighty, o'clock, watch, when, after, before, breakfast, dinner, lunch, for, want, seventy, eighty, ninety, hundred

Language structures

This is a clock.
A clock has numbers. This clock has twelve numbers.
What is the time? – It is one o'clock.
I have a watch.
Do you have a watch? – Yes, I do.
I take the bus at eight o'clock.
I drink coffee at ten o'clock.
When do you go to school? – I go to school at eight o'clock.
One hour has sixty minutes.
A quarter of an hour is fifteen minutes.
Half an hour is thirty minutes.
One minute has sixty seconds.
How many minutes are in an hour? – Sixty.
It is a quarter past four. / It is half past seven.
It is ten past eleven.
It is a quarter to eight.
I eat/have yogurt for breakfast.
I eat lunch at school. We have dinner at home.
When do you eat dinner? – We eat at eight o'clock.
Do you eat breakfast before you go to school? – Yes, I do.
What do you want for lunch? – I want bread and cheese.
I am thirsty. I drink water. I want a glass of water.
I am hungry. I want to eat.
I don't want to drink.
She is thirsty. She wants to drink.
He is not thirsty. He does not want to drink.
I want to drink when I am thirsty.
Good morning. Time to eat breakfast.
I want to eat bread and jam for breakfast.
What is ten plus ten plus ten?

Chapter 8



Chapter 8

Topic: Hello

Parts of the chapter

The young learner:



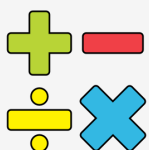
- introduces him/herself or their friends
- says where he/she is from
- greets his/her friends
- learns the names of some countries
- asks and answers questions in the Simple Present tense.
- asks and answers questions about the age
- practices the plural of nouns
- identifies different shapes
- learns to multiply



- practices the new vocabulary
- understands and identifies the new words when listening to them
- practices pronunciation
- practices some math exercises (finding the product)



- listens to and sings the "one times three ..." songs
- learns to multiply numbers
- practices multiplying numbers up to 10



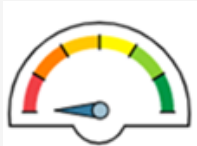
- learns to multiply one digit numbers
- asks and answers questions about finding the product of two numbers



practices doing multiples of one digit numbers



- practices the new vocabulary and expressions in an imaginary interview with Beethoven
- learns simple facts about Beethoven



- chooses the right picture for the word that he/she listens
- chooses the right missing letter in a word
- answers questions by identifying the right object in a picture

Interactive methods

The purpose

Memory game

Learning and practicing the new vocabulary in a playful way by matching the written word to the picture.

Learning the spelling of new words by matching them.

Practicing math exercises by matching the product to the multiples.

Bingo

Practicing listening comprehension by choosing the right picture.

Practicing numbers by identifying them when listening.

Drag and drop

Learning the spelling of some alphabet letters and the new words.

Learning the word order in a simple sentence.

Learning

Pick the right picture

Learning and identifying different shapes.

Pick the right letter

Learning the spelling of new words.

Main vocabulary

name, hello, from, doctor, hospital, look for, treasure, treasure chest, work, music, like, listen, tennis, play, adult, child, old, year, shapes, circle, rectangle, square

Language structures

- My name is Miriam.
- Hello, I am Tommy.
- Where are you from? – I am from France.
- Are you from Brazil? – Yes, I am from Brazil.
- My mother Anna is a doctor.
- This is a hospital.
- A doctor works at a hospital.
- Doctors work at a hospital.
- What do you do? – I am a doctor.
- Where do you work? – I work at a hospital.
- I look for treasure.
- Do you work? – No, I go to school.
- Where does she work? – She works at a hospital.
- I play music. We play music at school.
- I listen to music on the bus.
- I like music.
- I like to listen to music with my father.
- Do you listen to music?
- I play tennis with my father.
- We like to play tennis at school.
- I like to play tennis with my brother after school.
- The boy is seven years old.
- How old are you? – I am ten years old.
- He/ she is a child.
- We are children.
- My mother is an adult.
- Adults go to work, children go to school.
- A plate is a circle.
- Dominoes are rectangles.
- A slice of bread can be a square.
- How many circles do you see? – I see two circles.
- This is a green rectangle.
- Seven times three is twenty one. ($7 \times 3 = 21$)
- What is three times two?

Chapter 9



Chapter 9

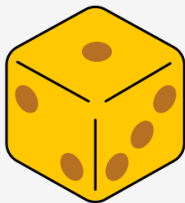
Topic: Colors

Parts of the chapter

The young learner:



- learns the names of different colors
- describes the rooms in a house using colors
- uses adjectives and nouns in the correct word order (adjective + noun)
- identifies the parts of a house/room
- makes simple sentences in Simple Present using the new words and expressions



- practices saying and writing colors
- understands the new words when listening to them and matches them to the right picture
- practices pronunciation and spelling
- practices some mathematic exercises with divisions



- listens to and sings "Where is the cat now?" song
- listens to and sings "What is this?" song
- listens to and sings "Colors" song
- practices asking and answering questions with "Where...?" and "What?"
- uses prepositions of place correctly
- practices using the correct word order (adjective +noun)



- uses "divided by" correctly
- does simple divisions in real life situations



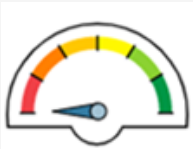
- Practices math exercises by choosing the right answer
- Practices divisions by dragging and dropping the right number



- learns simple fact about the life of Michelangelo
- role plays an interview with Michelangelo



- understands short stories
- identifies the main characters in a story
- understands the new words and vocabulary in a short story



- chooses the picture for the word that he/she listens
- clicks the right object in a picture
- identifies the object that he/she listens

Interactive methods

The purpose

Memory game

Learning and practicing colors in a playful way by matching the written word to the picture.

Password

Learning the spelling of new words and expressions in a playful way.

Reinforcing the new learnt vocabulary in real life situations.

Windows

Learning colors by choosing the right one when the windows open.

Practicing multiplying and dividing in math exercises.

Bingo

Practicing multiplying and dividing in math exercises in a playful way.

Drag and drop

Learning the spelling of some alphabet letters.

Learning and practice saying the names of color.

Practicing math exercises. (divided by)

Pick the right picture

Learning the colors in different pictures and situations.
Learning language structures for asking and answering questions in Simple Present.

Pick the right letter

Learning the (handwritten) letters of the alphabet.
Learning the spelling of the new vocabulary.

Main vocabulary

color, ball, blue, orange, yellow, black, brown, dark, light, white, ceiling, floor, roof, room, wall, brush, draw, paint, pencil, zebra, backpack, help, necklace, rub, shadow, divided by, stone, throw, small, big

Language structures

The ball is blue and red.
I like my yellow cup.
Red is a color.
What color is the bus? – It is yellow.
The taxi has two colors.
What color do you see/like? – I see/like orange.
I play tennis with a ball.
How many yellow balls do you see? – I see five tennis balls.
The egg is white and yellow.
The dominos are black and white.
I like light colors.
Brown is a dark color.
This house has four rooms.
My room has a red wall.
The man stands in front of the wall.
The clock is on the wall.
The floor in my room is brown.
We sit on the floor.
This room has a red ceiling.
The walls and the ceiling are blue.
We live in a house with a black roof.
I put paint on the wall. I paint my wall. I paint with a paintbrush.
What do you use to draw? – I use a pencil.
I draw in black and white.
Miriam has a necklace.

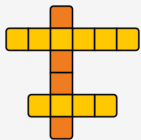
Variations



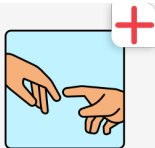
Variations

Parts of the chapter

Content



Five crosswords to reinforce the vocabulary learnt in chapters 7, 8 and 9 (colors, parts of a house/room etc.), practice letter spelling, and pronunciation of words.



Five drawings from everyday life situations which need to be colored after listening to the instructions to practice listening comprehension.



Ten flashcards to reinforce new vocabulary and structures learnt in chapter 7, 8, and 9. (Breakfast – I eat bread and eggs for breakfast. Blue – His car is blue. Necklace – She wears a necklace. Watch – My watch is white. Brown – I like the color brown. Music – I listen to music. Wall – There are walls in my house. Hospital – Doctors work at the hospital. Shadow – The boy has a shadow. Zebra – Zebras are black and white.)



Twenty simple situations accompanied with pictures to check reading comprehension and improve reading skills.



Twenty sets of jumbled words to form simple sentences in order to practice language structures and word order in a sentence.



20 simple listening situations accompanied with pictures to check listening comprehension of vocabulary and language structures dealt with in chapters 7, 8 and 9.

Chapter 10



Chapter 10

Topic: Big and small

Parts of the chapter

The young learner:



- differentiate between small and big, long and short objects
- learns adjectives to describe objects and people
- differentiate between old and young people
- asks and answers questions in Simple Present Tense
- learns and practices the comparative degree of short adjectives



- practices and reinforces the new vocabulary
- practices pronunciation of two digit numbers



- guesses the right word for the pictures of real life situations
- practices the degrees of short adjectives



- listens to and sings "What do you see?" song
- listens to and sings "Fast and slow" song
- reviews the previously learnt vocabulary
- practices the comparative degree of short adjectives



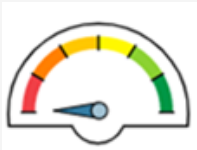
- compares numbers
- uses "less than; greater than" correctly
- chooses the right number after listening to the question



- Practices comparing numbers by using math symbols (<; >; =)



- learns simple facts about Sidney opera house
- practices some drawing
- learns some architecture words
- practices listening comprehension



- matches the picture with the word that he/she listens
- does matching exercise to reinforce the vocabulary and the comparative degree of adjectives
- identifies objects or people in the pictures

Interactive methods

The purpose

Bingo

Learning two digit numbers by playing the bingo game.

Password

Learning new words by using association techniques.
Practicing saying the letters of the alphabet.

Guessing

Learning and practicing the degrees of the adjectives by trial and error and getting immediate feedback.

Drag and drop

Learning the spelling of some alphabet letters and of new words.
Practicing the new vocabulary.
Practicing the comparative degree of short adjectives.
Learning to comparing numbers using math symbols.

Pick the right picture

Learning the new words and expressions of the lesson.

Pick the right letter

Learning the letters of the alphabet and the spelling of new words.

Main vocabulary

big, small, tall, building, grandfather, grandmother, old, young, fast, long, short, slow, train, bigger, faster, longer, smaller, than, greater, less, block, architect, tiles, opera house

Language structures

- The big spoon is between the small spoons.
- The small apple is in front of the big apple.
- A house/ hospital is a building.
- This is a big building.
- My school is a big/small building.
- Buildings can be tall.
- A street with tall buildings.
- Do you live in a big house? – No, I live in a small house.
- Anna works in a big building.
- He draws a tall building on the wall.
- This is a painting of a small house.
- My mother's mother is my grandmother.
- A boy and his grandmother sit on the floor.
- My mother's father is my grandfather.
- A girl and her grandfather draw a picture/play music.
- The boy is six. He is young.
- My grandmother is sixty years old. She is old.
- This is my grandmother Sara.
- Do you have a grandfather? – No, I do not.
- The cars drive fast.
- "Grandmother" has eleven letters. It is a long word.
- "Car" has three letters. It is a short word.
- I use a long knife to cut bread.
- Do you take the train? – No, I take the bus.
- The orange ball is smaller than the yellow ball.
- A train is faster than a car.
- I run faster than my grandfather.
- What do you see? – I see a bus/number/ clock.
- Four blocks are taller than three blocks.
- Four is greater than three.
- Three is less than five.
- What is less than eight?
- The Sidney opera house is in Australia.
- They play music in the opera house.

