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AKELIUS A2 LEVEL

A practical guide for English
language teachers



2025

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A2

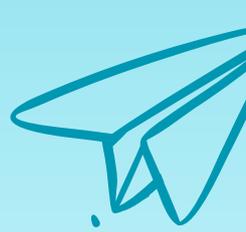


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Introduction



Welcome to the Akelius A2 Level teacher's guide!

This guide is designed to make **English lessons** engaging, practical, and easy to prepare and teach, especially for teachers in Albania working with CEFR A2-level students. Building on A1-level content and aligned with CEFR A2 (Waystage), the guide includes practical strategies, sample lesson plans, and tips for implementing blended learning in English language classes.

These resources enable teachers to create dynamic, student-centered classroom.

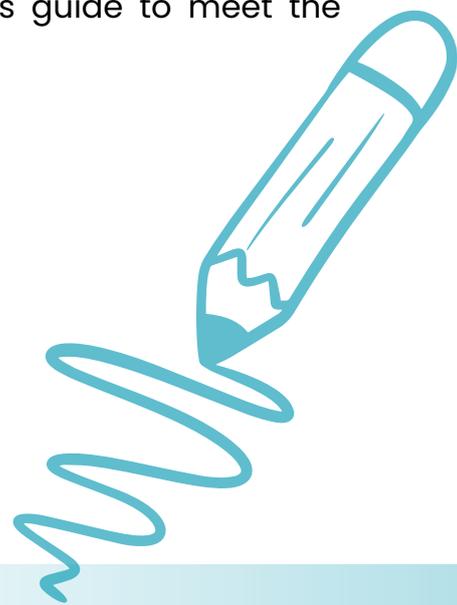
This guide supports both classroom teaching and blended learning environments with step-by-step lesson plans, ready-to-use worksheets, and teaching tips.

Teachers will learn how to:

- integrate **Akelius** activities with in-class speaking, listening, and writing practice;
- track student progress and provide personalized feedback;
- use creative, game-based activities to make lessons fun and enjoyable;
- adapt content to different student needs, learning styles, and class sizes;

The guide aims to be more than just a manual; it's a teaching companion designed to help English teachers inspire their students and use the Akelius platform with confidence.

Teachers are encouraged to adapt the materials in this guide to meet the needs, interests and learning styles of their students.



How Akelius helps students learn



The Akelius digital learning platform strongly emphasizes practical language comprehension and communication. Its main goal is to help students understand spoken and written language, focusing on developing conversational skills as a foundation for language acquisition. Students are introduced to new vocabulary through interactive experiences on the platform, gradually learning how to form phrases and sentences. Students are also supported by a variety of engaging multimodal content, such as audio, visuals, videos, games, songs, written texts and dialogues, all of which are designed to make language learning enjoyable.

The Akelius digital learning platform is designed based on a pedagogical approach to promote effective language learning.

The following key principles remain important for A2 level:

Interactive and multimedia content

The Akelius platform offers a wide range of interactive exercises and educational games, as well as multimedia resources including audio, video and images, to keep students interested and to adapt to their different learning styles. This approach is beneficial for A2 students who are reinforcing basic language structures and broadening their vocabulary. Students can reinforce their understanding, stay motivated and develop stronger connections across the four language skills by experiencing language in many different real life contexts.

Real life language use in context

Lessons on the Akelius platform are organized around real life scenarios and communicative tasks that give students opportunities to use the language in practical contexts. At A2 level, this approach helps students progress from simple introductions to more complex language use. Students begin to give short descriptions of people, places, and routines, express personal preferences and opinions, and manage everyday interactions such as asking for directions, making purchases, or discussing daily plans. In order to make the tasks more relevant to real life situations, teachers can use role-plays, dialogues and personalized speaking or writing activities.

Personalized support

The Akelius platform uses learning technology that adapts to each student's pace and level of achievement. It provides personalized feedback and practice, ensuring that students receive the necessary support and challenge. For A2 level students, this means spending extra time on challenging areas such as grammar patterns or specific vocabulary, while quickly covering familiar content. This personalized approach helps to keep students motivated and supports differentiated learning.

Integrated skill development

Key concepts are systematically revised and reinforced through activities such as listening, speaking, reading, writing, grammar and vocabulary exercises. This integrated approach helps A2 students to deepen their understanding, strengthen the connections between their language skills and build their confidence in using the language in different contexts. Repeated exposure to different formats also supports long-term retention and more fluent language use.

Teacher tools and classroom management

The Akelius platform provides teachers with a wide range of tools to support teaching and classroom management. Teachers can monitor individual student progress, create activities based on students' needs, and use supplementary materials to enrich lessons. These features enable teachers to plan lessons more carefully, teach in a more personalized way and respond quickly to any issues, ensuring all students are engaged and supported in their learning.

Blended learning environment

The Akelius platform is designed to support blended learning, combining digital content with classroom teaching and offline learning materials. Teachers can enrich the online learning experience by providing direct teaching and using resources such as study cards, memory cards, exercise booklets and printed books. Teachers can easily align their lessons with the programme content thanks to Akelius's clear structure and thematic organization, ensuring a coherent, flexible and continuous learning experience.

Artificial Intelligence

The Akelius Personal Coach uses artificial intelligence (AI) to provide personalized English learning support. It begins by asking a question, and students write their responses. The coach then gives detailed feedback on sentence structure, punctuation, grammar, word choice, etc. After reviewing this feedback, students receive a new question to continue practicing. All conversations are securely stored, allowing the AI to learn from previous interactions and give better advice each time.

Explanation of symbols

The symbols below, which appear in each chapter across the different language levels on the Akelius Platform, represent the following:



English language content for Level A2

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.

CEFR A2 level

The A2 level, represents a significant step up from A1, enabling students to engage in more extended and detailed communication.

According to global scale of the Common European Framework of Reference for Languages (CEFR), learners at the A2 level can:

- *understand* sentences and frequently used expressions related to common areas of immediate personal relevance (e.g., very basic personal and family information, shopping, local geography, employment).
- *communicate* in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- *describe* in simple terms aspects of their background, immediate environment, and matters in areas of immediate need.

A2 level topics

The most common topics recommended for A2 level students in the CEFR are designed to support the development of practical vocabulary, basic sentence structures, and conversational skills needed for everyday communication.

These topics include:

- **Personal information and daily routines** (e.g., describing yourself, talking about your day)
- **Family and friends** (e.g., relationships, describing people, feelings and emotions)
- **Home and living environment** (e.g., types of housing, rooms, household items)
- **Leisure and free time** (e.g., hobbies, weekend activities, sports)
- **Education and school life** (e.g., school subjects, classroom language, schedules)

- **Shopping and services** (e.g., buying food or clothes, asking for help in a shop, discussing prices, making simple purchases, describing products.)
- **Food and drink** (e.g., meals, likes and dislikes, ordering at a restaurant, eating habits, cooking.)
- **Travel and transportation** (e.g., planning a trip, asking for directions, talking about past holidays, future travel plans, types of transport, buying tickets.)
- **Weather and seasons** (e.g., describing the weather, seasonal activities)
- **Health and well-being** (e.g., describing symptoms, visiting a doctor or pharmacy, basic health issues, simple advice, common illnesses.)
- **Festivals and cultural events** (e.g., describing local or national celebrations)
- **Jobs and occupations** (e.g., talking about plans, daily work tasks, simple job descriptions.)
- **Technology and Media** (e.g., basic use of phone and internet, talking about movies/ TV shows.)

These CEFR recommended topics are represented throughout the A2 level on the Akelius platform. Students come across familiar and practical themes, such as personal life, daily routines, weather, sports, travel, health, at the zoo, nature, birthday celebrations, as they work on engaging games, songs and activities. Each topic is presented in a way that supports the development of vocabulary, grammar, sentence structure, writing and communication skills. This ensures that students build language skills relevant to everyday situations as they learn and play with the language.

Implementing Blended Learning through Akelius

Blended learning combines online activities with traditional classroom lessons, giving students a flexible and effective way to learn English. For A2 level students, the Akelius Platform can be used to enhance both independent and classroom learning.

Implementation strategies for different blended learning models using the Akelius Platform

● **The flipped classroom model**

In this model, the usual teaching order is reversed. Students learn new content at home or online, while class time is used for practicing, discussing, and applying what they have learned.

- *Before class (Home/Individual)*: Students complete Akelius chapters that introduce new vocabulary or grammar for an upcoming topic. They watch short videos, do initial practice exercises, and complete listening comprehension tasks.
- *In class (Group/Teacher-led)*: Class time is used for interactive discussions, problem-solving, role-plays, and project-based activities that apply the knowledge gained from Akelius platform. The teacher facilitates understanding and encourages communication among students. This is where the communicative use of the new grammar or vocabulary happens.

● **The rotation model (station rotation)**

Students rotate through different learning “stations” on a fixed schedule, with at least one station being online learning (Akelius).

- *Station 1 (Akelius Platform)*: Students work independently on Akelius exercises, games, lectures completing assigned tasks or practicing specific skills.
- *Station 2 (Teacher-Led Group)*: The teacher works with a small group of students to give extra help, practice, or more challenging activities based on what the students need.
- *Station 3 (Collaborative activity)*: Students engage in group projects, speaking tasks, or other collaborative activities that reinforce the Akelius content.

● The lab rotation model

This model is similar to station rotation, but students rotate into a computer lab where students access the Akelius platform.

- A part of the class time is spent in a computer lab where students access the Akelius platform.
- The teacher is present to provide immediate support, troubleshoot technical issues, and answer questions as students work through their digital assignments.
- The remaining class time is for traditional classroom instruction and interaction.

● The enhanced face-to-face model

This is the most common blended learning approach, where the traditional classroom remains the primary learning environment, but online tools (Akelius) are used to supplement and enrich the learning experience.

- Akelius can be used for homework assignments, providing extra practice for concepts introduced in class.
- Teachers can assign specific Akelius chapters for additional practice for students who are struggling or for advanced students seeking more challenge.
- Akelius can serve as a resource library for students to review topics or prepare for tests.



Tips for successful blended learning with Akelius

- Always provide clear instructions for Akelius assignments, including learning outcomes.
- Link Akelius activities to your classroom lessons. Help students see how the online work directly supports their in-class learning.
- Regularly check the Akelius dashboard for student progress. Provide timely, targeted feedback on their performance, addressing common errors or individual struggles.
- Be prepared to assist students with basic technical issues related to accessing or using the platform.
- Celebrate student achievements on the platform. Highlight how their Akelius practice is contributing to their overall language development.
- Shift your role from simply delivering information to facilitating learning, guiding students through their online activities, and providing personalized support.
- Don't just assign Akelius units. Introduce topics in class, and then use Akelius for reinforcement and practice.
- Use short Akelius activities (e.g., vocabulary games, quick grammar quizzes) at the start or end of a lesson to engage students and review content.
- Take advantage of the Akelius platform's game-like elements to create a fun and competitive learning environment in class.
- For struggling learners, use the platform's step-by-step approach. Break down complex tasks into smaller, manageable Akelius exercises
- If many students are making the same mistake on a particular Akelius exercise, dedicate class time to review that specific concept.
- Train students on how to navigate the Akelius platform independently for self-study.
- Encourage them to use it for extra practice, review, or even to explore topics of personal interest.
- Set clear expectations for Akelius usage, but also highlight its benefits for their independent language development.
- Use Akelius vocabulary games as warm-up or review activities.
- Assign a listening or video-based Akelius activity or game before or after you explain the lesson.
- Use Akelius dialogues for role-play and speaking practice.
- Ask students to complete a chapter at home and use class time for collaborative tasks.



Akelius A2 Level content and lesson plans

The tables below offer a detailed overview of the content, learning outcomes, main vocabulary, language structures for each chapter (Chapter 31-Chapter 39) at the A2 level, introducing students to 1,000 new words. Each table is accompanied by practical lesson plans and ready to use worksheets and activities that demonstrate how Akelius platform content can be integrated into daily classroom teaching. These resources are designed to encourage active learning and student participation.



Chapter 31

Topic	Body parts
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Learning outcomes

The student:

- identifies and names common body parts, including head, arms, legs, back, chest, knees, elbows, and facial features (ears, mouth, eyes, etc.).
- uses simple descriptive language to talk about physical features and body parts in full sentences (e.g., "I need to stand up and stretch my back.").
- understands and follows basic physical instructions related to movement (e.g., "Move your arm", "Stretch your legs", "Touch your toes").
- describes body movements using appropriate verbs (e.g., jump, stretch, fall, move).
- asks and answers simple questions about body parts and actions (e.g., "Where does it hurt?", "Can you move your leg?").
- engages in short conversations or role-plays involving physical exercises, or describing people using body-related vocabulary.

Grammar focus

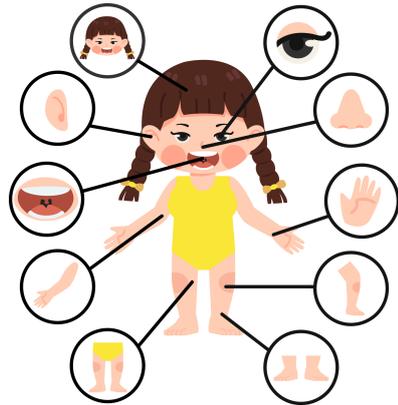
- Adverbs and adjectives; forming adverbs from adjectives. Adjective+ly= adverb (e.g., slow+ly, loud+ly=loudly, etc)
- Revision of simple present and present continuous tense.
- Revision of possessive adjectives.

Main vocabulary

head, body, arm, foot, leg, part, ears, mouth, lips, neck, tongue, back, chest, hips, shoulder, stomach, ankle, knee, elbow, toe, wrist, fall, jump, move, stretch, still, beard, glasses, curly, beautiful, look.

Language structures

- I wear a hat on my head.
- She is washing her body.
- I put my arms up.
- He's wearing socks on his feet.
- Her lips are pink.
- She wears a backpack on her back.
- When I eat, the food goes to my stomach.
- You walk from one place to another. You move.
- She is moving her arms.
- He is sitting still. He is not moving.
- He doesn't have a beard because he shaves every morning.
- My mother's hair is curly.
- I need to stand up and stretch my back.
- Shake your head!
- Stick out your tongue!
- This is a slow animal. It walks slowly.
- We need to be quiet at the movies. We eat our popcorn quietly.



Interactive methods

- **Bingo:** Listening to and identifying the parts of the body by choosing the right picture while listening.
- **Memory games:** Practicing new words and vocabulary by matching the picture to the word or matching two similar pictures.
- **Shell sentences:** Making sentences using jumbled words. Practicing sentence structures.
- **Guessing:** Reinforcing the new vocabulary (body parts) by dragging a word and dropping it to the right part of the body.
- **Song:** "Body parts" Practicing giving and following physical instructions.
- **Personal coach:** Answering challenging questions to reinforce the vocabulary learnt. Receiving personal feedback.

spiky hair
see feedback

feedback

your sentence
spiky hair

corrected sentence
spiky hair is a description of hair style, not color.

why
You need to describe the color of the hair, like 'blonde' or 'brown', instead of the style.

Sample lesson plan



Topic

Body parts

Duration: 45+45

Learning outcomes

The student:

- identifies and names key body parts (e.g., arm, head, knee, chest, etc.).
- uses simple descriptive sentences involving body parts (e.g., “My arm hurts.”, “He has a strong back.”).
- follows simple physical instructions using movement verbs (e.g., stretch, jump, bend).
- demonstrates understanding through participation in interactive activities and a short written task.

Language elements

- Giving instructions
- Asking and answering wh- questions

Resources and materials:

Devices with access to Akelius A2 – Body Parts Chapter, projector or screen for class demo , printable worksheet: “Label the body” (provided below), printable worksheet: “My Body in Action” (fill-in-the-blanks with body part verbs), Small flashcards (optional)

Cross curricular links

Biology

Akelius destination: Chapter 31

<https://languages.akelius.com/subjects/en/1988/units/locations/20453/method/lecture>

Methodology and activities

Warm-Up

The teacher:

- plays a short Akelius animation from the “head, body” or “ears, mouth” subtopic.
- asks students: What body parts did you hear and see?
- elicits known vocabulary from students and writes the words on the board.

Guided Practice

- Students complete 2–3 interactive Akelius tasks under “back, chest” and “knee, elbow” sections.

- Teacher monitors and notes common vocabulary or difficulties.
- In pairs, students role play short dialogues with “Where is your...?” or “What do we use our _____ for?”

Activity

- Teacher distributes Worksheet 1: “Label the body parts” to students and instructs them to label the body parts.
- As a follow-up activity, students use the worksheet in a guessing game (“I am pointing to this. What is it?”).
- As an optional activity, students can go on with color-coded matching (e.g., red = movement, blue = face parts, etc.)

Game – Simon says

- Students play “Simon says” game, using verbs from “move, stretch” section (e.g., “Stretch your arms!”, “Touch your toes!”).
- This game will help students reinforce both body part vocabulary and movement verbs in a fun way.

Writing

- Teacher hands on the Worksheet 2: “My Body in action” to students and instructs them to write 4–5 simple sentences (e.g., “I use my legs to run.”).
- After filling in the worksheet, volunteers can read their sentences aloud.
- Reflection question
- Which body part did you learn today that you didn’t know before?

Worksheet 1: Label the body parts

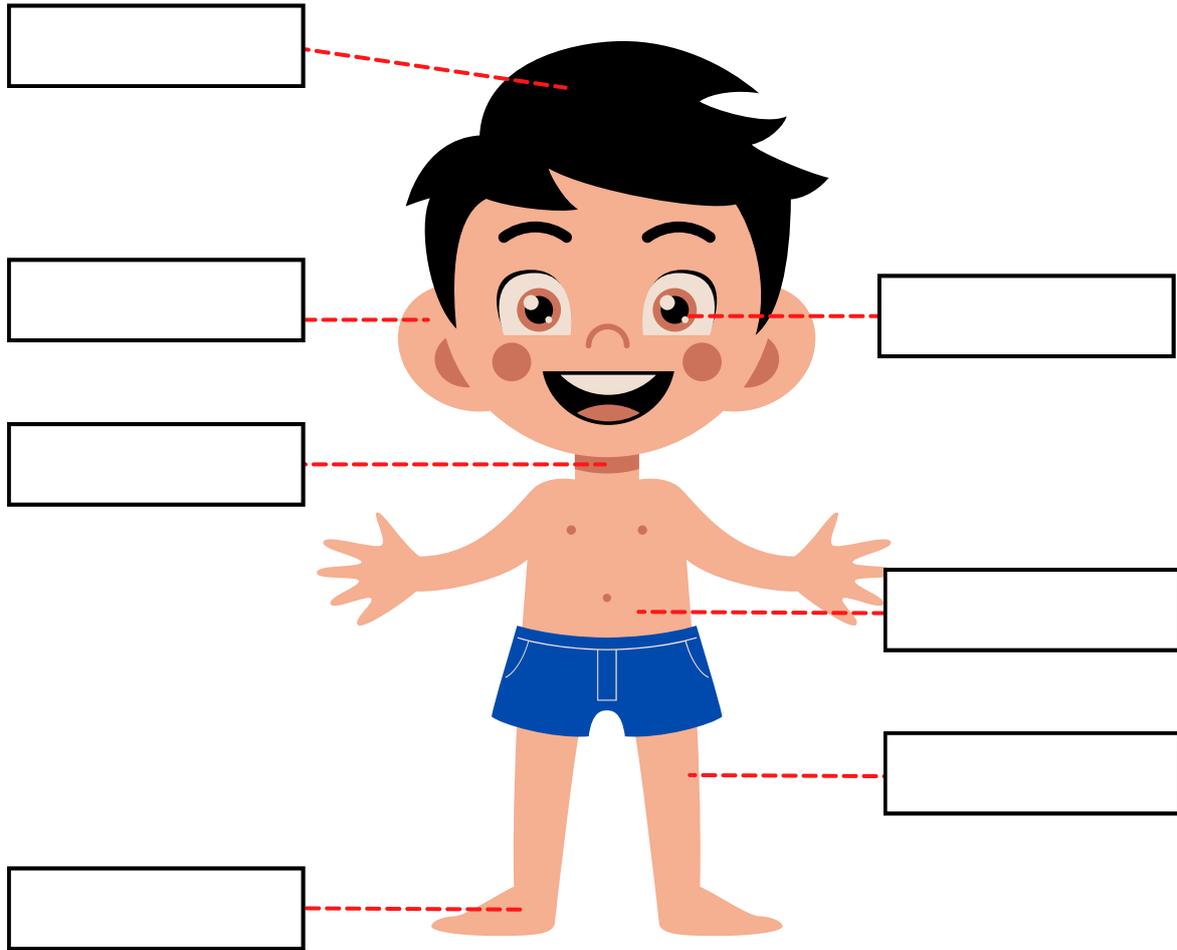


Worksheet 1: Label the body parts

Instructions:

Look at the picture. Write the correct name of each body part using the word bank below.

Directions: Choose the correct answer below.
Write in the box.



foot

neck

ear

hair

eye

stomach

knee

Word Bank

foot, neck, ear, hair, eye, stomach, knee

Worksheet 2: My body in action



Worksheet 2: My Body in Action

Instructions:

Instructions: Complete the sentences using words from the word bank. Try to describe how you use different parts of your body.

Fill in the blanks

I use my _____ to eat.

I use my _____ to see.

I stretch my _____ in the morning.

My _____ hurts after running.

I kick the ball with my _____.

arms

legs

mouth

eyes

back

feet

Word Bank

arms, legs, mouth, eyes, back, feet



Chapter 32

Topic

The weather

Learning outcomes

The student:

- recognizes and names common weather conditions, such as sun, rain, snow, cloud, wind, thunder, and lightning;
- uses basic weather related vocabulary in context (e.g., "It's cloudy today.", "I hear thunder.");
- describes the weather using simple present tense and adjectives (e.g., "It's warm and sunny.", "The wind is strong.");
- interprets and expresses temperature related concepts using words like hot, cold, warm, cool, high, low, freeze, degrees;
- responds to and asks simple weather related questions (e.g., "What's the weather like?", "Is it raining?", "Do you like winter?");
- relates clothing or activities to weather conditions (e.g., "I wear a scarf when it's cold.", "We play outside when it's sunny.");
- engages in simple conversations about the weather using familiar expressions and full sentences;
- forms and responds to yes/no questions about weather conditions using the verb to be (e.g., Is it sunny?, Is it raining?);
- uses comparative adjectives to compare weather in different places or times (e.g., Today is colder than yesterday.);
- uses superlative adjectives to describe extreme weather conditions (e.g., July is the hottest month.);
- uses comparative and superlative forms with appropriate modifiers (e.g., more beautiful, the most beautiful);
- understands the structure and use of comparative/superlative forms in context (e.g., describing seasons, cities, or places based on weather conditions);
- forms complete sentences using comparative and superlative degrees of adjectives related to familiar weather scenarios.

Grammar focus

- The correct use of the pronoun "it".
- Comparative and superlative degree of short and long adjectives.

Main vocabulary

cloud, rain, snow, sun, umbrella, cover, shade, shine, warm, weather, blow, rainbow, wind, scarf, hear, lightening, sound, storm, thunder, degree, freeze, high, low, temperature, change, spring, summer, season, fall, winter.

Language structures

- She enjoys sitting in the sun.
- Plants need light from the sun to grow.
- There are a lot of clouds in the sky. It is cloudy.
- I'm staying inside today because it's raining. It's a very rainy day.
- The clouds are covering the sun.
- The trees cover the sun. There is shade under the trees.
- I put a scarf on when it is cold outside.
- When it stops raining and the sun starts shining, you can see a rainbow.
- There is a lot of wind today. It's windy.
- I hear the wind blowing.
- I can see the lightning and hear the thunder outside.
- There is thunder and lightning. There is a storm outside.
- We stay inside during stormy weather. It can be dangerous outside.
- It is very hot today. What is the temperature?
- I bake cookies in the oven at a different temperature than vegetables.
- Water boils at a temperature of one hundred degrees.
- Summer is the hottest time of the year.
- In fall, the temperatures are lower than in summer.
- Some countries have a dry season and a wet season. It does not rain in the dry season.
- It's sunny now, but it's going to rain in the evening. The weather is going to change.

Interactive methods

Memory games: Practicing weather related words and vocabulary by matching the picture to the word or matching two similar pictures.

Guessing: Practice reading and listening comprehension by choosing the correct picture, completing multiple-choice exercises, and dragging and dropping the right word onto the matching picture.

Password game: Practicing spelling weather-related vocabulary by filling in the missing letters until you burst all the balloons.

Windows game: Practicing listening comprehension by choosing the right picture among the ones which open in windows.

Music: Identify pictures of the four seasons displayed through a train window while listening to Vivaldi's "The Four Seasons."

Song: "The four seasons" Describing what the weather is like in four seasons.

"The storm" Describing the weather conditions during a storm. Practicing related vocabulary.

Personal coach: Answering challenging questions to reinforce the vocabulary learnt. Receiving personal feedback.

Sample lesson plan



Topic

The four seasons

Duration: 45

Learning outcomes

The student:

- describes the four seasons using appropriate vocabulary (spring, summer, autumn/fall, winter);
- identifies activities, weather, and clothes associated with each season;
- compares and contrasts the seasons using the degrees of adjectives (e.g., hot, hotter, hottest; cold, colder, coldest);
- analyzes seasonal changes and predicts what activities, clothing, and weather are suitable for each season.

Language elements

Degrees of adjectives

Resources and materials:

Pictures of the four seasons, flashcards, worksheets, markers, board, projector, Akelius platform

Cross curricular links

Biology

Akelius destination: Chapter 32

<https://languages.akelius.com/subjects/en/1988/units/locations/20454/method/lecture/contentUnits/23219/49206/content>

Methodology and activities

Warm-Up

- Teacher shows pictures of the four seasons and asks the students: "What season is this? What do you usually do in this season?"
- Teacher encourages students to give short answers and helps with vocabulary.

Presentation

- Teacher introduces the vocabulary: seasons, weather (sunny, rainy, snowy, windy), activities (swimming, skiing, picking flowers, walking in the park).
- Teacher explains the degrees of adjectives: hot → hotter → hottest, cold → colder → coldest, etc., provides examples comparing seasons: "Summer is hotter than spring." "Winter is the coldest season of all." and then asks students to do the exercises in the grammar section of Akelius platform, chapter 32 (more beautiful, the most beautiful).

Guided practice

- Students discuss in small groups comparing and contrasting seasons “Which season is the coldest? Which season is the hottest? Why?”
- Teachers monitors and facilitate the discussions supporting students with vocabulary and language structures.
- Students work on Akelius platform, chapter 32 and work on the lecture section about seasons.

Critical thinking activities (pair work)

- Students analyze a list of activities, clothing, or weather and decide which season fits best. Worksheet 1: Seasonal choices
- Students are given scenarios (e.g., “It is very hot today, and the sun is shining. What season is it? What should you wear? What can you do?”).Worksheet 2: Compare and predict
- Teacher encourages students to explain their reasoning to the class in pairs or small groups.

Reflection

- Students share one thing they learned about the seasons.
- Teacher highlights correct use of degrees of adjectives and encourages them to use the degrees of adjective in sentences such as “I think spring is cooler than summer.”

Worksheet 1

Worksheet 1: Seasonal choices

Instructions:

Look at the activities, clothing, and weather. Decide which season it is. Write your answer and explain why. You can add to the list.

Activity / Clothing / Weather	Season	Why?
Swimming in the sea Picking flowers Wearing a scarf and gloves Snowing outside Sunny and hot Walking in the park		

Worksheet 2

Worksheet 2: Compare and predict

Instructions:
Read the situation and answer the questions. Use adjectives and their degrees. You can add other situations.

Situation	Question	Answer
It is raining a lot and very cold. You wear a warm coat.	<ul style="list-style-type: none"> • What season is it? • Is it colder or warmer than autumn? 	
The sun is shining, and it is very hot. People go swimming.	<ul style="list-style-type: none"> • What season is it? • Is it hotter than spring? 	
Leaves are falling from the trees. The wind is strong.	<ul style="list-style-type: none"> • What season is it? • How does this season compare to summer in temperature? 	
Flowers are blooming, and the weather is getting warmer.	<ul style="list-style-type: none"> • What season is it? • Is this season cooler or hotter than summer? 	
Imagine you want to go skiing.	<ul style="list-style-type: none"> • Which season would you choose? • Why? Use adjectives to explain your choice. 	





Chapter 33

Topic

Sports

Learning outcomes

The student:

- recognizes and uses key sports vocabulary related to football, basketball, volleyball, baseball, cricket, and general physical;
- identifies and describes actions in sports using verbs such as kick, hit, throw, catch, score, win, lose, and try;
- talks about competitions and results, including phrases like come in first, come in last, win a race, and lose a game;
- describes different sports and physical activities they play or watch, and expresses preferences (e.g., "I like volleyball better than basketball.").
- asks and answers questions about sports activities, competitions, and exercise routines (e.g., "Do you play football?", "Who won the match?").
- uses comparative and superlative forms of irregular adjectives to describe sports, players, and competitions.
- describes and compares the different stages in the history of the Olympic games.
- works in pairs or groups to role-play sports related scenarios, such as reporting a match result or giving instructions for a game.

Grammar focus

- The different uses of the prepositions "in" and "into".
- Comparative and superlative degree of irregular adjectives.

Main vocabulary

cloud, rain, snow, sun, umbrella, cover, shade, shine, warm, weather, blow, rainbow, wind, scarf, hear, lightening, sound, storm, thunder, degree, freeze, high, low, temperature, change, spring, summer, season, fall, winter.

Language structures

- You kick a ball during a game of football.
- I play football. I am a football player.
- You get a point when you kick the ball into the goal.
- I can kick further than the other players.
- In American football, one goal equals six points.
- Basketball players are usually very tall.
- In basketball, you usually get two points when you throw the ball into the hoop.
- You will get three points if you throw the ball into the hoop from this line.
- You get a point in volleyball when the ball touches the ground on the other player's side.

- In a race, you want to run faster than the others.
- The fastest person is going to win.
- In football, the team with the highest score wins.
- The team with the lower score loses the game.
- The driver in the red car is coming in first.
- I often do some exercises after school.
- I'm good at football because I can kick the ball far.
- I'm good at basketball, but I am better at running.
- I can run long distances because I am fit.
- Riding my bike often keeps me fit.
- In 776 BCE, the first Olympic competitions start in Greece.
- In the year 1900, women play in the Olympics for the first time.
- The Paralympic Games are like the Olympic Games but for people with disabilities.
- The Olympic Games are the biggest sports competitions, with more than two hundred countries playing.

Interactive methods

Memory games: Practicing sport related words and vocabulary by matching the picture to the word or matching two similar pictures.

Word bubbles: Practicing the spelling of sport related words by playing a game where you move the dolphin to eat the correct bubble letter of the word.

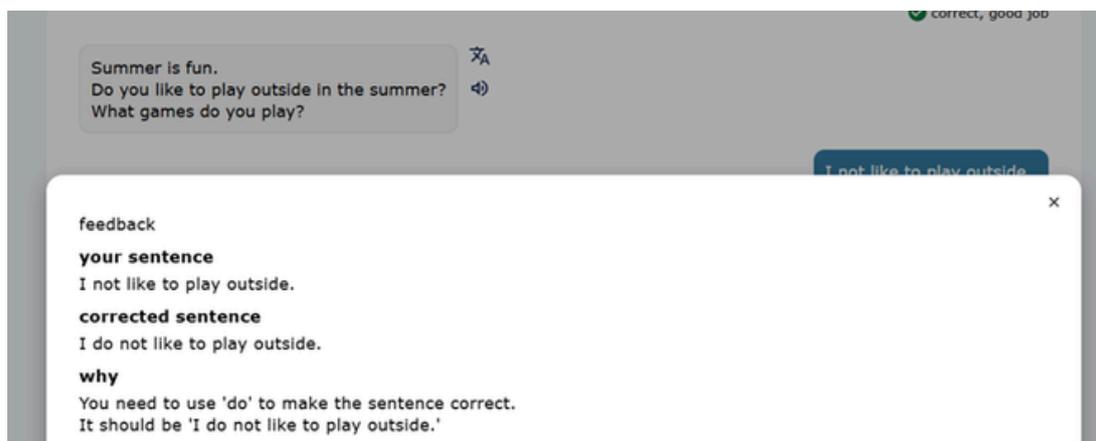
Password game: Practicing spelling sport-related vocabulary by filling in the missing letters until you burst all the balloons.

History: Learning about the history of the Olympic games.

Song: "Sports" Practicing simple present and present continuous by using action verbs related to different kinds of sports.

"The race" Describing and commenting on a car race.

Personal coach: Answering challenging questions to reinforce the vocabulary learnt. Receiving personal feedback.



Sample lesson plan



Topic

Sports

Duration: 45

Learning outcomes

The student:

- recognizes and uses key sports vocabulary related to different games and activities;
- uses comparative and superlative forms of irregular adjectives to describe sports, players, and competitions;
- reports a match result;
- gives instructions for a game.

Language elements

Degrees of irregular adjectives

Resources and materials:

Akelius platform, Worksheets (included below), sports-related props or pictures (ball, net, scoreboard)

Cross curricular links

Physical education

Akelius destination: Chapter 33

<https://languages.akelius.com/subjects/en/1988/units/locations/20455>

Methodology and activities

Warm-Up

- Teacher asks students questions such as: "What's your favorite sport? Why?", elicits answers and writes key vocabulary on the board.
- Teacher show a short sports clip (30–60 sec) without sound and asks students to describe what they see.

Vocabulary presentation

- Students work on Akelius platform, lecture section, to learn sports vocabulary. They also drill pronunciation and check understanding of the new vocabulary.
- Teacher monitors and supports students with the new vocabulary.

Grammar focus: Irregular adjectives

- Teacher presents a table with common irregular adjectives and their comparative/ superlative forms.
- Students work the exercises on the grammar section of Akelius, chapter 33.

Guided practice

- Students complete Worksheet 1 (controlled gap-fill) to practice comparative and superlative forms in sports contexts.

Role-play activity (Pair or group work)

- In pairs/groups, students use Worksheet 2 to role-play scenarios: Reporting a match result to a sports reporter. Giving instructions to a team before a game.
- Teacher monitors students working in pairs or groups and encourages them to use target vocabulary and irregular adjectives.

Wrap-Up

- Groups share their role-plays with the class.
- Teacher provides corrective feedback and highlights successful use of new vocabulary and degrees of irregular adjectives.

Worksheet 1

Worksheet 1: Comparative and superlative forms in sports

A) Fill in the blanks with the correct form of the adjective:

Our striker is _____ than the one in the other team.

good

Yesterday's match was the _____ game we've had this year.

bad

This stadium is _____ from our school than the training field.

far

He scored _____ goals than anyone else.

many

That was the _____ race of the competition.

exciting

She ran _____ than her teammate.

fast

They are the _____ athletes in the competition.

strong

GOAL!



B) Compare the sports or players using irregular adjectives. Write your sentences below.

1. Football / Basketball (popular):

2. Serena Williams / Naomi Osaka (good):

3. Cricket / Baseball (exciting):

4. Usain Bolt / other runners (fast)

5. Your local team / a national team (bad)

C) Write two sentences comparing sports you know:

1. -----

2. -----

Worksheet 2

Worksheet 2: Role play scenarios

Scenario 1: Match report

A football match has just ended.

Student A: You are a sports reporter interviewing the captain of a football team after the match.

Student B: You are the team captain being interviewed.

Your interview should include:

The final score of the match, which team played better or worse and why, the best player and the reason, one suggestion or strategy for the next game.

Possible questions for student A to use:

- What was the final score of the match?
- How do you feel about your team's performance today?
- Which team played better, and why?
- Who was the best player today, in your opinion?
- Why do you think this player stood out?
- What will your team focus on for the next game?
- How did the fans support the team today?

Possible answer templates for student B to use:

- The score was...
- I think we played well/badly because...
- The other team was stronger in...
- The key moment was when...
- The best player was... because...
- Next time, we will try to...
- The fans were amazing because...

Scenario 2: Game instructions

A football team is practicing before an important match.

Student A: You are the coach of a football team. Give instructions to the team.

Student B, C, D: You are players in the same football team. Listen carefully to the coach's instructions and follow them.

Examples of instructions:

- Pass the ball to the fastest player.
- Our goalkeeper is better than theirs, so keep attacking.
- You are the best defender today, stay close to the striker.
- Kick the ball to the farthest player.
- Run farther down the field!
- Pass the ball to the player with more energy.



Chapter 34

Topic

Making an appointment

Learning outcomes

The student:

- understands and uses vocabulary related to making and attending appointments;
- asks for and gives personal information in formal contexts, such as at a medical clinic or office reception;
- makes an appointment in person, on the phone, or via text message;
- follows and gives instructions for filling out forms, printing, and signing documents;
- describes a medical or personal problem and explains the reason for an appointment using short, clear sentences;
- responds appropriately to appointment related questions, confirmations, and changes (e.g., "Can you come at 3 pm?" / "I'm afraid I need to reschedule.");
- uses polite expressions when making or confirming an appointment, such as "Could I...?", "I'd like to...", "Is it possible to...?";
- identifies and understands the meaning and function of the conjunctions *so*, *but*, *and*, *because*, *or* in simple and compound sentences;
- combines short sentences into compound sentences using the conjunctions;
- recognizes the use of *that* to introduce a subordinate clause giving more information;

Grammar focus

- The correct use of conjunctions such as *and*, *but*, *so*, *because*, *or*. ("*and*" to connect similar ideas or actions in affirmative sentences, "*but*" to contrast two ideas within one sentence, "*so*" to show cause-and-effect relationships between two clauses, "*or*" to offer choices or alternatives in a sentence or question, "*because*" to give reasons for actions or statements.
- The correct use of "*that*" when introducing a subordinate clause.

Main vocabulary

fill out, form, information, reception, spell, waiting room, check, checkup, dentist, medical, patient, have to, nice, problem, so, tell, copy, print, printer, sign, signature, important, message, receive, send, text.

Language structures

- I am checking my phone for a text message.
- I know how to drive, but I don't enjoy driving.

- You can have an appointment tomorrow or on Monday.
- You have to sit in the waiting room and fill out the form.
- He checks that my teeth are healthy.
- She says that she is hungry when she comes into the kitchen.
- I see that she is friendly because she is always smiling.
- She knows that her teacher will give them homework today.
- The waiting room is full of people.
- Before I go into the waiting room, I go to the reception desk.
- I write my name and my address on the form.
- You should go to a dentist if your tooth hurts.
- The receptionist checks his calendar before he gives me an appointment.
- The doctor listens to my chest to check if I am healthy.
- The nurse checks the form to see if all the information is there.
- I have a problem with my knee. I can't walk.
- My tooth hurts, so I am going to see the dentist.
- You are a new patient, so you need to fill out a form.
- I write a letter on my computer and then I print it.
- I do my homework on my computer and then print it with the printer.
- The nurse copies the information from the form to her computer.
- Will you send me a postcard when you are away?
- I have a message from my brother. He tells me that he is sick.

Interactive methods

Memory games: Practicing medical vocabulary by matching each picture to its corresponding word or by pairing two similar pictures.

Shell sentences: Practicing sentence word order by guiding the crab to place the words in the correct order.

Guessing: Practicing listening comprehension about personal information by playing a drag-and-drop game to place the correct details in the right place. Practice reading and listening comprehension by choosing the correct picture or completing multiple-choice exercises.

Reading: Practicing listening and reading comprehension in a situation where a new patient has booked an appointment with the doctor and she goes through all the procedures with the registration and checkup.

Song: "Filling out a form" Reinforcing vocabulary and practicing how to fill out a form.

Personal coach: Answering challenging questions to reinforce the vocabulary learnt. Receiving personal feedback.

Sample lesson plan



Topic

Sports

Duration: 45

Learning outcomes

The student:

- makes an appointment in person, on the phone, or via text message;
- follows and gives instructions for filling out forms, printing, and signing documents;
- describes a medical or personal problem;
- explains the reason for an appointment using short, clear sentences.

Language elements

Giving instructions

Resources and materials:

handouts with worksheets, whiteboard/markers, computers or devices for students (to access Akelius); audio/video equipment for role-plays

Cross curricular links

Biology

Akelius destination: Chapter 34

<https://languages.akelius.com/subjects/en/1988/units/locations/20456/method/lecture>

Methodology and activities

Warm-up

- The teacher starts the lesson with a discussion on appointments. *"Have you ever made an appointment? How did you do it? What information did you need?"*
- Students discuss different ways that they can make appointments. (in person, on the phone, or via text).
- Teachers introduces the vocabulary related to appointments. (*appointment, schedule, doctor, time, date, available, problem, urgent.*)

Role plays

Making an appointment

- Students do the exercises on the lecture section of Akelius platform (Chapter 34).
- Students work in pairs and practice role-playing different situations where they need to make an appointment.

a) In-person appointment: One student plays the receptionist, the other the patient.

Scenario: The patient needs to book a doctor's appointment.

Student 1: Receptionist asks questions to fill out the form (e.g., name, reason, and preferred time).

Student 2: Patient provides short answers and reasons for the appointment.

Suggested phrases to use: I'd like to make an appointment. When is the next available slot?

b) Phone appointment: Same role-play, but with a phone call scenario.

The conversation should be conducted as if the student is calling the doctor's office to make an appointment.

Suggested phrases to use: This is _____ (name), calling to schedule an appointment. Can I book for _____ (date/time)?

c) Text message appointment: Students will exchange text messages with appointment-related information.

Student 1: Sends a message to make an appointment.

Student 2: Responds with available times, asks clarifying questions if necessary.

Suggested phrases to use: I need to see the doctor. Are you available at _____ (time)])?

Following and giving instructions

- Teacher provides students with a template of an appointment form (medical or personal appointment);
- Students work in pairs to complete the form. One student gives instructions on what information to write, while the other student fills in the form (Worksheets 1 and 2). The teacher monitors and ensures that students record the information correctly.

Describing problems

- Students will describe a personal or medical problem that requires an appointment. Example: I have a headache and need to see a doctor. I need a dentist appointment for a toothache. In pairs, one student will describe their problem, and the other will ask follow-up questions to clarify the situation and help schedule the appointment. Suggested phrases to use: I feel sick, can I make an appointment? I have a _____ (problem), I need to see a doctor.

Review and Reflection

- Teacher recaps the lesson's main points and ensures understanding.
- Teacher asks students to summarize what they learned during the lesson.
- Students play games on and do other activities on the Akelius platform (chapter 34) to revisit key vocabulary and phrases.

Worksheet 1

Worksheet 1: Appointment form

Instructions: Fill out the following form based on your information:

Appointment form

Name:

Age:

Date of Birth:

Address:

Phone Number:

Email:

Reason for appointment:

Preferred date:

Preferred time:

Any other notes:

Worksheet 2

Worksheet 2: Giving Instructions

Work with your partner. One of you will describe how to complete an appointment form. Use these prompts:

First

Giving Instructions

Next

First, you need to fill in your name.

Then

Next...

Finally



Chapter 35

Topic

Going to the doctor

Learning outcomes

The student:

- recognizes and uses common phrases and vocabulary related to health, illness, and medical emergencies;
- describes symptoms or gives advice about health problems;
- describes personal health problems using short, clear sentences;
- asks and answers questions about health and emergencies;
- gives advice on what to do in response to health problems (e.g., You should go to the doctor.);
- explains in simple language the possible outcomes of medical situations (e.g., Maybe your wrist is broken.);
- expresses concern about others' health (e.g., "You look sick, Noah," "How are you feeling?").

- uses the verb "will" to express future intentions and predictions in everyday situations;
- uses "will" to talk about what they plan to do or what will happen in the future.
- identifies and uses compound nouns in context (e.g., lunchbox, classroom, sunglasses, haircut, bedtime, bedroom).

Grammar focus

- Future tense (will) to talk about personal plans, preferences, and what they think will happen in different contexts (e.g., I think I will watch it at home.).
- Compound nouns.

Main vocabulary

feel, fever, hold, lie, well, cold, cough, headache, stomachache, sneeze, accident, ambulance, all right, emergency, happen, get well soon, heart, pain, maybe, chest, rest, take care of, bandage, heal, might, vaccine, virus, protect, x-ray.

Language structures

- She is lying on the sofa and reading.
- You look sick, Noah. Yes, I think I should lie down.
- Can I hold your hand during the storm? I don't like it when it is stormy.
- Can you hold your little sister? I need to go to the bathroom.
- I have a high temperature. I have a fever.

- Your temperature is very high. I will check if you have a fever.
- How are you feeling? I'm very hot and tired. I think I have a fever.
- You can take medicine if you have a headache.
- My stomach hurts. I have a stomachache.
- I drink a lot of water when I have a stomachache.
- He has a cold. He is coughing and sneezing.
- There is an accident. It is an emergency.
- Hello, this is an emergency. We need an ambulance.
- Will the patient feel better soon? The doctors are trying to help, but I don't know what will happen.
- If you don't rest, you won't feel better.
- When my mother is sick, I take care of her.
- My wrist hurts a lot after our volleyball game. You should go to the doctor. Maybe your wrist is broken.
- If you have less pain than before, you are healing.
- My leg hurts, and I can't walk. My leg might be broken.
- This medicine often helps many patients, but it might give you a stomachache.
- The doctor gives people vaccines to be healthy.
- I don't want to take this medicine. It tastes bad. If you take it, you will soon feel better.
- Will you come to our house to watch the basketball game with us? I think I will watch it at home. I don't feel well.
- I don't feel well so I will go to the doctor.
- My tooth hurts so I'll go to the dentist.
- Tommy puts the football on the ground and walks a few meters away from the ball. Then he turns around and runs the fastest he can straight for the ball.
- Do you think my leg is broken? It might be. I will call the hospital's emergency number.

Interactive methods

Memory games: Practicing medical and emergency related vocabulary by matching each picture to its corresponding word or by pairing two similar pictures.

Password game: Practicing spelling medical-related vocabulary by filling in the missing letters until you burst all the balloons.

Word search: Practicing spelling by searching for and finding new words and vocabulary in a word search puzzle.

Guessing: Practicing reading and listening comprehension by choosing the correct picture or completing multiple-choice exercises.

Reading: "Tommy's accident" Practicing listening and reading comprehension in a situation where a boy has an accident while playing football at the back of his house. His father calls the emergency.

Song: "Doctor" Practice describing symptoms when feeling ill and outlining the steps needed for healing.

Personal coach: Answering challenging questions to reinforce the vocabulary learnt. Receiving personal feedback.

35

going to the doctor



lecture



game



guessing



song



grammar



reading



personal
coach



test

Sample lesson plan



Topic

Health emergencies

Duration: 45

Learning outcomes

The student:

- makes decisions based on health problems;
- calls for help in an emergency;
- seeks medical advice, or takes care of someone who is sick;
- gives advice in health-related situations (e.g., "You should see a doctor," "You should rest.").

Language elements

Using "should" for giving advice

Resources and materials:

Akelius platform access for extra practice, handouts with worksheets, whiteboard/markers, audio/ video equipment for role-plays

Cross curricular links

Biology

Akelius destination: Chapter 35

<https://languages.akelius.com/subjects/en/1988/units/locations/20457>

Methodology and activities

Warm-Up

- Teacher starts with a class discussion on health issues and emergencies to activate prior knowledge and introduce the topic of health emergencies. (*What would you do if someone in your family feels sick?*)
- Students share examples of emergencies they have encountered or heard about.
- Teacher facilitates the discussion and helps with vocabulary and language structures.

Explanation of grammar

- Teacher introduces the modal verb "should" and explains its use in giving advice. (*You should rest. You should go to the doctor.*)
- Teacher writes a few example sentences on the board and elicits more examples from students.

Pair work

- Students work in pairs and ask each other about different health problems, and give advice using “should” (e.g., “I have a headache. What should I do?”).
- Students work on selected exercises on the lecture section of Akelius platform, chapter 35.

Role-Play

- Teacher provides students with scenarios in which they have to act in health emergencies, make decisions, offer advice, take care of sick people, etc.

Scenario 1: Emergency call

- a) There has been a car accident. A person is injured. A witness calls the emergency number. The dispatcher must collect key information to send help.
- b) A fire breaks out in an apartment building. A resident calls the emergency number. The dispatcher must get clear information to send firefighters.
- c) An elderly person suddenly feels very ill at home. A family member calls the emergency number. The dispatcher must gather details and give instructions until help arrives.

Scenario 2: Medical advice

- a) Students practice role-play based on situations in the Akelius platform (Chapter 35) or use Worksheet 1: Health advice scenarios, acting as someone who feels unwell (headache, stomachache, fever) and giving advice using “should”.

Scenario 3: Taking care of a sick person

- a) One student plays a person who is feeling sick at home. The other student plays a caregiver who offers advice and support. The caregiver may bring water, suggest rest, or give advice using should (e.g., “You should lie down,” “You should drink some tea”). Together, they act out the situation in a short role-play.

While students prepare and act out the scenarios, teacher:

1. walks around the classroom and listens carefully to their conversations, paying attention to vocabulary choice, sentence structure, and the correct use of should/shouldn't for giving advice;
2. takes brief notes on students' strengths and errors;
3. offers immediate support if students cannot find the right words or expressions;

Review and feedback

- Teacher reviews the use of “Should” for giving advice.
- Teacher asks a few students to share examples of advice they gave during the role-plays.
- Teacher provides group feedback highlighting good examples and correcting mistakes.
- Teacher encourages peer feedback by asking students to share what advice expressions they heard from others.

Worksheet 1

Health advice scenarios

Problem: You have a headache. What should you do?

Advice: _____

Problem: Your friend Mira is coughing a lot. What should she do?

Advice: _____

Problem: Your sister has a fever. What should she do?

Advice: _____

Problem: You are very tired after school. What should you do?

Advice: _____

Problem: Your friend Albi fell and hurt his knee. What should he do?

Advice: _____

Problem: Your brother has a sore throat. What should he do?

Advice: _____

Problem: You feel cold and it is raining outside. What should you do?

Advice: _____

Problem: Your little sister is feeling hungry but there is no food at home. What should she do?

Advice: _____





Chapter 36

Topic

How are you feeling

Learning outcomes

The student:

- recognizes and uses vocabulary related to emotions and feelings;
- identifies and expresses emotions in familiar contexts using short sentences and simple descriptions;
- interprets emotional expressions in short dialogues, audio, and visual prompts;
- uses simple conversational phrases to comfort, encourage, or describe emotions in everyday situations;
- writes short descriptions of emotional experiences, including causes and outcomes (e.g., "I was nervous before the test, but I was happy after it finished.");
- compares and contrasts feelings using connectors like "but, so, because, and, or";
- matches emotions with appropriate situations;
- responds to different emotional situations and expresses empathy (e.g., "Don't worry. We will help you with your problem");
- analyzes situations where emotions are expressed;

Grammar focus

Participle adjectives (-ed and -ing adjectives)

Main vocabulary

angry, cry, happy, sad, shout, confused, don't worry, surprised, worried, afraid, brave, nervous, shy, annoyed, bored, clam, excited, interested in, upset, cheek, heart, hug, in love, kiss.

Language structures

- I usually laugh and smile when I am happy.
- I am sad when something bad happens.
- I cry when I am sad.
- She is angry because he is always late.
- Don't shout. I can hear you.
- I think something bad might happen. I am worried.
- Don't worry. We will help you with your problem.
- He is confused. He doesn't know where to go.
- I am always surprised when I see a rainbow in the sky.

- Tomorrow I start a new job. I am nervous.
- I'm shy when I talk in front of other people.
- I don't get nervous when I have to go to the dentist. I am brave.
- He is excited. He starts a new job today.
- The teacher is annoyed when students talk during class.
- I am annoyed. The bus is always late.
- Anna is a good doctor. She is always calm.
- I have too much work. I am upset.
- I am interested in this movie. I like this movie.
- I am bored. I don't have anything to do today.
- I draw a heart to show that I'm in love with you.
- I'm very happy to see you. Give me a hug.
- A mother kisses her child.
- I feel annoyed. My brother annoys me. He is annoying.
- I feel bored. This movie bores me. This movie is boring.
- I am excited to see the animals on the farm.
- Are you interested in studying in another country?
- Learning a new language can be interesting.
- When we see the color yellow, we often think about the sun and light, and we feel happy.
- When we see the color black, we often think about dark places, and we feel afraid or worried.

Interactive methods

Memory games: Practicing adjectives expressing emotions by matching each picture to its corresponding word or by pairing two similar pictures.

Password game: Practicing emotion related adjectives by filling in the missing letters until you burst all the balloons.

Shell sentence: Practicing sentence word order by guiding the crab to place the words in the correct order.

Guessing: Practicing reading and listening comprehension by choosing the correct picture or completing multiple-choice exercises dealing with emotions.

Art "Art and emotions": Practicing listening and reading comprehension in a story about techniques of paintings, the use of different colors. There are also descriptions of famous paintings by Claude Monet, Vincent Van Gogh, Salvador Dali, etc.

Song "Emotions": Practicing adjectives that describe emotions and the situations in which these emotions occur.

Personal coach: Answering challenging questions to reinforce the vocabulary learnt. Receiving personal feedback.

Sample lesson plan



Topic

How are you feeling?

Duration: 45

Learning outcomes

The student:

- identifies and describes emotions using the proper vocabulary;
- associates vocabulary words with facial expressions or body gestures;
- analyzes visual clues in artworks to infer feelings;
- compares different emotional expressions across art styles;
- shares personal interpretations using because, but, so, and;
- analyzes situations and artworks where emotions are expressed;
- predicts and describes emotional reactions in different contexts.

Language elements

Conjunctions (but, so, and)

Expressing emotions

Resources and materials:

Akelius platform access for extra practice, images of Gustav Klimt "The Kiss", image of Claude Monet quiet landscape "The Seine at Giverny", image of Vincent van Gogh "Self-Portrait", worksheet handouts, words expressing emotions from the Akelius unit 36.

Cross curricular links

Arts

Akelius destination: Chapter 36

<https://languages.akelius.com/subjects/en/1988/units/locations/20458>

Methodology and activities

Warm-Up

- Teacher starts the lesson by asking students to work on the lecture section of chapter 36 in Akelius platform. Teacher makes sure that students understand the adjectives used to express different feelings and emotions.

Game

- Miming game: Students will practice vocabulary and show understanding by using facial expressions and body gestures. Students stand and make a facial expression or body gesture for a word the teacher says.

- Students can review the vocabulary by further playing the games in chapter 36. (Memory games, Password game, Shell sentences game).

Group work

- Teacher plays the Art section of Chapter 36 from the Akelius platform on the whiteboard and asks students to listen carefully while taking notes. If needed, the teacher may play the section a second time or have students work individually or in pairs to complete the task.
- Teacher divides students into three groups.
 - a) Group 1: Klimt's The Kiss
 - b) Group 2: Monet's quiet landscape
 - c) Group 3: Van Gogh's self-portrait
- Each group completes Worksheet 1: Artwork feelings detective.

Discussion

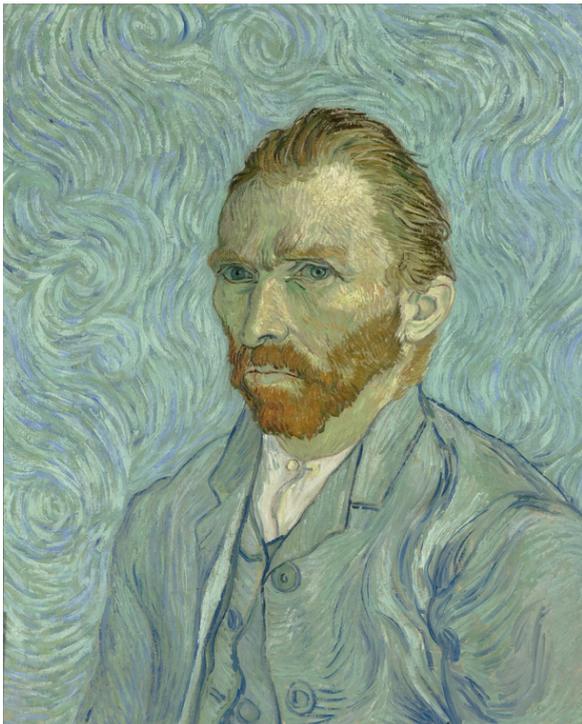
- Teacher encourage students to discuss the following questions:
 - a) How does each painting show different feelings?
 - b) Which painting makes you feel calm? Why?
 - c) Which painting feels strong or powerful? Why?

Writing

- Individually, students complete Worksheet 2 imagining they are inside the painting.

Wrap-up

- Students share one sentence from their reflection.
- Teacher reinforces key vocabulary and assigns homework.



Worksheet 1

Painting	What do you see? (objects, people, colors)	What emotions do you think are shown?	How can you tell? (colors, expressions, actions)	One sentence about it
The Kiss (Klimt)				
Quiet Landscape (Monet)				
Self-Portrait (Van Gogh)				

Worksheet 2

Choose one painting. Imagine you are inside it. Answer the questions and write a short paragraph.

What can you see around you?	
How do you feel?	
Who is with you?	
What are you doing?	
What are you doing?	

Sentence starters:

- I feel [**emotion**] because...
- I am with...
- The colors make me feel...
- I think this place is...



Chapter 37

Topic

At the zoo

Learning outcomes

The student:

- Understanding Animal Habitats:
- classifies animals based on where they live (land, water, jungle, desert, etc.);
- distinguishes between wild and domesticated animals;
- identifies various animals based on their characteristics;
- describes physical traits of animals, such as the "big ears of elephants" and the "long legs of giraffes."
- compares domestic animals with the wild animals;
- differentiates between environments such as the countryside, jungle, desert, ocean, and zoo.
- expresses personal preferences and opinions about different living environments, such as the countryside and the city. Example: "Do you like living in the countryside? Yes, I like that there is less traffic than in the city."
- uses comparative and superlative forms of adjectives correctly;

Grammar focus

Reviewing the degrees of adjectives.

Adjectives to describe animals.

Main vocabulary

land, pet, sea, wild, zoo, countryside, feed, horse, rabbit, sheep, jungle, monkey, parrot, tiger, snake, camel, desert, hide, lizard, sand, dolphin, ocean, shark, swim, turtle, cheetah, elephant, giraffe, kangaroo, lion.

Language structures

- We are visiting the zoo.
- Land animals live on land.
- Fish live in water. Dogs and cats live on land.
- Wild animals don't live with people.
- I have a dog and a cat at home. I have two pets.
- Wild animals have to look for food.
- We see fish when we travel on the sea.
- We are watching a TV show about wild animals.
- I don't live in a city. I live in the countryside.

- We see horses when we drive in the countryside.
- She is feeding her fish.
- Do you like living in the countryside? Yes, I like that there is less traffic than in the city.
- There are many kinds of plants and animals living in the jungle.
- A tiger is orange, black and white.
- Monkeys live in jungles because there are many trees.
- Snakes like to lie in the sun.
- A desert is hot during the day and cold at night.
- Many lizards live in the desert.
- He rides a camel when he travels in the desert.
- The ocean is bigger than the sea.
- There are big and small animals living in the ocean.
- The dolphin jumps up.
- A turtle swims with the fish.
- I am feeding a giraffe at the zoo.
- The lion is looking for food.
- Elephants have big ears.
- Kangaroos live in Australia.

Interactive methods

Memory games: Practicing the names of animals and their habitats by matching each picture to its corresponding word or by pairing two similar pictures.

Password game: Practicing spelling of the names of animals and their habitats by filling in the missing letters until you burst all the balloons.

Shell sentence: Practicing sentence word order by guiding the crab to place the words in the correct order.

Falling animals: Practicing listening comprehension by selecting the correct picture of the animal from the ones falling on the screen.

Bingo: Practicing listening comprehension by playing the bingo game.

Guessing: Identifying animals in pictures by answering 'Where...?' questions." Identifying animals by listening to their descriptions and asking 'Who am I?'"

Song "My favourite animal" "Find the animal"

Naming the favourite animal and imitating its sound by singing the song.

Identifying animals in the jungle picture by singing the song.

Practicing the question, "Can you find ...?"

Personal coach: Answering challenging questions to reinforce the vocabulary learnt. Receiving personal feedback.

Sample lesson plan

**Topic**

A visit at the zoo

Duration: 45

Learning outcomes

The student:

- identifies animal's behaviors and describes where different animals live using simple sentences;
- uses comparative and superlative forms of adjectives to compare animals;
- solves problems related to animal behaviors and zoo management (e.g., "What should we do if a tiger escapes the zoo?").

Language elements

Comparative and superlative degrees of adjectives

Using 'should' for advice

Resources and materials:

Akelius platform access for extra practice, pictures of various animals at the zoo, whiteboard/markers, handouts with worksheets.

Cross curricular links

Biology

Akelius destination: Chapter 37

<https://languages.akelius.com/subjects/en/1988/units/locations/20459>

Methodology and activities**Warm-Up**

- Teacher begins the lesson with a short class discussion to connect students' prior experiences and introduce the theme of the zoo. Sample discussion questions:
 - a) Have you ever been to a zoo?
 - b) What animals did you see there?
- Students share their favorite animals and talk about their behavior.
- Teacher writes the names of some animals on the whiteboard and asks students to describe them, for example:

How does a giraffe walk?

What color is an elephant?

What sound does a lion make?

Presenting the new vocabulary and concepts

- Teacher shows pictures of animals (or uses animal toys) and asks students to match each animal to its correct habitat (e.g., forest, desert, ocean).
- Students explore the Akelius platform (Lecture section, Chapter 37) to learn additional vocabulary related to animals and their habitats.
- Teacher encourages students to create their own sentences using the new vocabulary and language structures introduced on the Akelius platform. For example:
 - a) *A lion lives in the savannah.*
 - b) *Penguins live in cold places.*
- Teacher explains the use of comparative and superlative adjectives, giving clear examples of when to use each.
 - a) *The elephant is bigger than the giraffe.*
 - b) *The lion is the fastest animal at the zoo.*
 - c) *The zebra is black and white, but the giraffe is taller.*
- Students work in pairs to create their own comparisons using animals they know. They can compare animals based on size, speed, color, or other characteristics.
- Students present their comparisons to the class, practicing speaking and using the correct forms of adjectives.

Critical thinking and problem solving

- Teacher divides students into groups and presents each group with a problem scenario that requires critical thinking. (Worksheet 1)

Scenario 1: "A tiger escapes from its cage. What should we do?"

(Students think about the best solutions and discuss their answers. They brainstorm possible actions)

Scenario 2: "You are in charge of feeding the animals. What should you give each animal for lunch?" (Students decide the proper food for different animals and explain why.)

Scenario 3: "A visitor loses their backpack in the zoo. What should you do?" (Students think about ways to help the visitor.)

Scenario 4: "A child drops snack near elephants. What should you do?"

Scenario 5: "The weather suddenly becomes very hot. How can you help the animals and visitors?" (Students discuss ways to keep animals and visitors safe.)

Homework

Students will write a short paragraph about their favorite animal at the zoo, using at least two comparative and two superlative adjectives.

Worksheet 1



Instructions:

Read the scenarios below carefully. Work together in a group to discuss the problem. Write your answer and explain why you think it is the best solution. Use complete sentences and give reasons for your ideas.

Scenario	What is the problem?	Who is involved?	Possible solutions	My answer (Best solution)	Why I think it is best
A tiger escapes from its cage.					
You are in charge of feeding the animals.					
A visitor loses their backpack in the zoo.					
Child drops snack near elephants.					
The weather suddenly becomes very hot.					

Can you think of one more problem that might happen in a zoo? Write your scenario and solution below:

Scenario: _____

Solution: _____

Explain why it works: _____



Chapter 38

Topic

Nature

Learning outcomes

The student:

- identifies and describes different natural environments such as gardens, parks, forests, mountains, lakes, and the sea.
- describes actions in nature using present continuous (e.g., “They are walking through the forest”) and present simple (e.g., “Grass can grow in gardens”).
- describes animals and their behaviors (e.g., “The parrot is opening its wings,” “The bear is catching fish”);
- describes the characteristics of plants and animals in nature (e.g., “These flowers grow very low” and “A bird uses its wings to fly”).
- recognizes natural phenomena such as the sunrise and sunset,
- learns about the importance of taking care of nature and the role of humans in preserving the environment;
- uses comparative forms of adjectives to describe environments (e.g., “The bridge is near the ground. The bridge is low.” and “It is hard to walk up high hills”).
- describes movement in nature, including physical activities like climbing, swimming, and walking.
- uses adverbs of time correctly like now, soon, and then;
- uses prepositions such as around, into, out of, and through to describe movement or location.

Grammar focus

The correct use of adverbs of time.

The correct use of prepositions of movement and place.

Main vocabulary

forest, grass, hike, hill, through, soon, now, then, out of, into, around, bird, fly, high, low, wing, air, bear, breath, climb, mountain, boat, float, lake, rock, sink, stream, moon, nature, rise, sun, sunset, star, sunrise.

Language structures

- Grass can grow in gardens, parks and forests.
- Sheep are eating grass on the hill.
- I often go for a long walk in the forest. I often go hiking in the forest.
- They are walking through the forest. They are walking from one side of the forest to the other side.

- The parrot is opening its wings.
- This bird has two big wings.
- A bird is flying high in the sky. A bird uses its wings to fly.
- It is hard to walk up high hills.
- The bridge is near the ground. The bridge is low.
- These flowers grow very low.
- The bird is flying low over the water.
- There is snow on the mountains. The air in the mountains is cold.
- I use my hands and my feet to get up the mountain. I climb.
- I breathe in with my nose. I breathe out with my mouth.
- Bears can live in the forest and in the mountains.
- The bear is catching fish.
- I usually breathe fast when I walk up the mountain.
- The boat is in the water. She is driving the boat.
- There is a stream in the forest.
- There are rocks in the mountains.
- We're crossing the lake in a boat.
- The children are swimming in the lake.
- The boats are floating on the water.
- The boat is sinking.
- Plants and animals are part of nature.
- I like being in the mountains and at the sea. I like being in nature.
- We take care of nature.
- The sun rises in the morning. It is sunrise.
- The sun comes down in the evening. It is sunset.

Interactive methods

Memory games: Practicing nature related words by matching each picture to its corresponding word or by pairing two similar pictures.

Password game: Practicing spelling of nature related words by filling in the missing letters until all the balloons burst.

Architecture "Petra": Learning about Petra, an ancient city in Jordan hidden in the desert, built by the Nabataeans from pink sandstone, and known for its clever water management, beautiful colors at sunrise and sunset, and its history as an important stop for travelers and traders.

Geography "The Dead Sea": Learning about the Dead Sea, a salty lake located between Jordan, the West Bank, and Israel. It is known for its extreme salty water, its low point below sea level, and its ability to make it easy for people to float on its surface.

Guessing: Practicing listening and reading comprehension through multiple-choice exercises or by selecting the correct picture.

Song "Nature": Practicing and revising the present continuous tense by describing actions in nature.

Building : Creating illustrations that describe the animals living in different habitats.

Personal coach: Answering challenging questions to reinforce the vocabulary learnt. Receiving personal feedback.

Sample comprehension questions and true/false statements.

The following worksheets can be used for the readings in the section "Archeology" and "Geography" of chapter 38 of Akelius platform.

Worksheet I - "Petra"

Comprehension Questions	
Where is Petra located?	
Why do some people think the desert is not interesting?	
How do the sands and rocks help small animals in the desert?	
Why is Petra called the "Rose City"?	
Who were the Nabataeans and why are they important?	
How did the Nabataeans bring water to the city?	
Who built Petra, and what material did they use to make it?	
Why did people in Europe not know about Petra for hundreds of years?	
Imagine you are visiting Petra. What would surprise you most about the city?	
Why do you think Petra is called a "lost city"?	
How does reading about Petra change the idea that deserts are empty and boring?	
Why was Petra an important city for travelers and sellers?	
How does Petra look at sunrise and sunset?	

Worksheet 2 - "Petra"

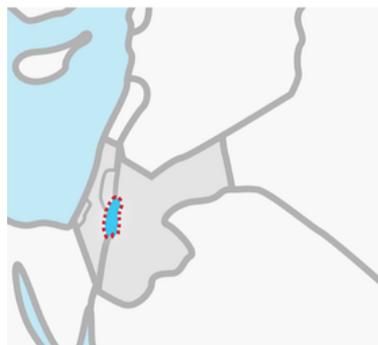
True and false statements			
No	Statement	TRUE	FALSE
1	Petra is located in the country of Jordan.		
2	Many people think the desert is a boring place because it's full of plants and trees.		
3	The color of Petra changes during the day.		
4	The Nabataeans built Petra out of marble.		
5	The Nabataeans used water channels and dams to bring and store water in Petra.		
6	Petra was discovered by Europeans in 1812.		
7	Petra is called the Rose City because of its red sandstone color.		
8	The desert in Petra is full of tall trees and plants.		
9	Petra was an important stop for people traveling to Syria, Greece, and Egypt.		
10	Petra is a city in Egypt.		
11	The name "Petra" means "stone."		
12	The desert has no animals at all.		
13	The city of Petra is over ten thousand years old.		
14	Water channels and dams were used to bring water to Petra.		
15	Petra was well known in Europe hundreds of years ago.		

Worksheet 1 - "The Dead Sea"

Comprehension questions		
1	Where is the Dead Sea located?	
2	What makes the Dead Sea different from other lakes?	
3	Why is the water in the Dead Sea so salty?	
4	How much lower is the surface of the Dead Sea compared to sea level?	
5	Why are there no plants or animals in the Dead Sea?	
6	What happens when you swim in the Dead Sea?	
7	What happens to the water in the Dead Sea when the temperature is high?	
8	Why do you think it is important to learn about the Dead Sea?	
9	If you visited the Dead Sea, what would you find interesting?	
10	How does the salt in the Dead Sea affect life there?	
11	Would you want to swim in the Dead Sea? Why or why not?	



The Dead Sea might look like a sea, but it's a salty lake with land around the water.



The Dead Sea is in West Asia.

It is between Jordan, the West Bank and Israel.

Worksheet 2 - "The Dead Sea"

True or false statements			
No	Statement	TRUE	FALSE
	The Dead Sea is a salty lake.		
	The Dead Sea is located between Jordan, the West Bank, and Israel.		
	The Dead Sea is higher than the ocean.		
	There are many rivers that flow into the Dead Sea.		
	The Dead Sea is more than 400 meters below sea level.		
	The Dead Sea is very wet and rainy.		
	People cannot float in the Dead Sea because it is too salty.		
	The salt in the Dead Sea comes from the rocks on the land.		
	The water of the Dead Sea changes into gas when it is hot.		
	There are many plants and animals living in the Dead Sea.		
	Salt stays in the Dead Sea when water changes into gas.		
	You need sunscreen to protect yourself from the Dead Sea sunlight.		



Chapter 39

Topic

Travel

Learning outcomes

The student:

- describes locations using prepositions of place and direction, such as in, on, next to, over, under, near, upstairs, downstairs, inside, outside;
- asks and answers questions related to locations and places, such as “Where is the cat?” or “Where are we sitting?”
- learns common travel-related vocabulary, such as airport, hotel, trip, tourist, airplane;
- talks about different travel experiences and destinations, such as going on a trip, visiting a museum, or flying on a plane.
- uses quantifiers and expressions of frequency, such as everywhere, anywhere, somewhere, nowhere, and always, to describe places and actions during travel.
- talks about their preferences and experiences, like “I want to travel everywhere” or “I always wear sandals on the beach.”
- expresses their desires and preferences related to travel and activities using phrases like “I want to travel to all the countries”;
- uses want and would like to talk about future plans and preferences.
- uses verbs in the present and future tenses to describe current and planned activities.

Grammar focus

Prepositions of place

Adverbs of place

Main vocabulary

Trip, explore, everywhere, tourist, world, airplane, pilot, pack, get on, get off, beach, island, sandal, sunscreen, wave, top, bottom, flat, view, picnic, sandwich, photo, astronaut, earth, human, planet, space, scientist, space travel, spacewalk, robot, solar system, volcano.

Language structures

- This is a map of the world.
- We are traveling to Greece. We are going on a trip to Greece.
- We will stay in a hotel during our trip.
- Do you know this city? No, let's explore it together when we go on our trip.
- I want to travel to all the countries. I want to travel everywhere.

- My university has students from everywhere in the world.
- They don't live in this city. They are tourists.
- Many tourists are interested in visiting this museum.
- We need to pack before we go on a trip.
- Don't forget to pack your toothbrush.
- The pilot flies over the city.
- We wait at the airport before we fly on a plane.
- We get on the airplane. We get off the airplane.
- There is an island in the middle of the sea. There is sand on the beach.
- We can hear the sound of the waves on the beach.
- I use sunscreen to protect myself from the sun.
- I always wear sandals on the beach.
- She stands at the top of the mountain.
- The giraffe eats from the top of the tree.
- The bottom of a mountain is the lowest part of the mountain.
- Let's sit on that flat rock.
- We are having a picnic in the park.
- I look at photos of my family.
- He takes great photos of animals in nature.
- People live on Earth. There are eight planets that go around our sun.
- When you look at the sky, you look into space.
- Our house is over there.
- The cat is in the box.
- The trees are near the water.
- I live next to my friend. I live next door to my friend.
- The children are playing near the water.
- We are cooking inside.
- Should we sit somewhere inside the restaurant? There is nowhere to sit. Let's sit outside.
- I want to go somewhere sunny for our next trip.

Interactive methods

Memory games: Practicing travel related words by matching each picture to its corresponding word or by pairing two similar pictures.

Password game

Practicing spelling of travel related words by filling in the missing letters until all the balloons burst.

Bingo: Practicing listening comprehension by playing the bingo game.

Science “Space travel” “Exploring the planets”: Getting to know Antoni, an astronaut preparing for a space mission, describing the roles of his team, the challenges of space travel, and the preparations needed for the journey. Learning about the eight planets in our solar system, their characteristics, unique features, and the differences between them, including Earth, Mars, Venus, and others.

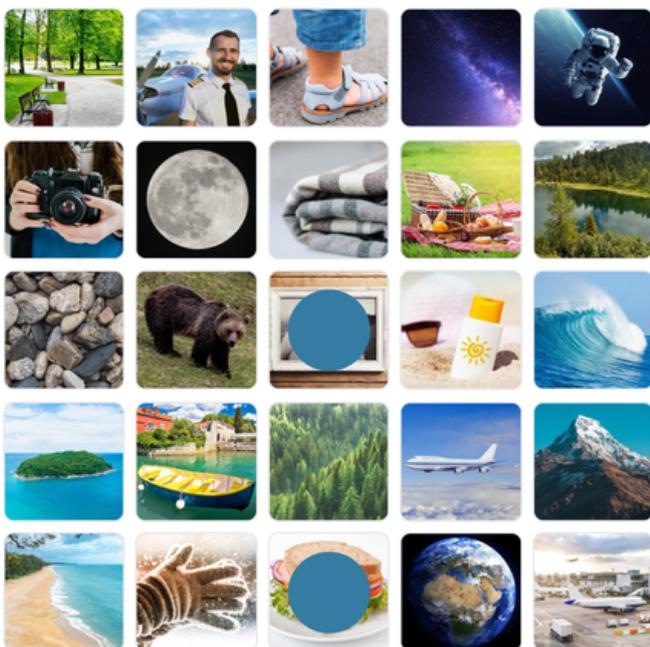
Guessing: Reinforcing the new vocabulary through multiple-choice exercises or by selecting the correct picture.

Song “Adventure”: Practicing and revising the simple present tense by describing actions during a travel adventure.

Building :Creating illustrations that describe the animals living in the sea.

Personal coach : Answering challenging questions to reinforce the new vocabulary and language structures. Receiving personal feedback.

	trip, explore
	airplane, pilot
	island, beach
	top, bottom
	picnic, sandwich
	astronaut, planet



What is on the beach?

-
-
-



lecture



game



guessing



song

Sample comprehension questions and true/false statements.

The following worksheets can be used for the readings in the section “Science” of chapter 39 of Akelius platform.

Worksheet I - “Space travel”

Comprehension questions		
1	What is Antoni’s role in the story, and what is his mission?	
2	Why does Antoni need a big team and a rocket for his trip to space?	
3	How are pilots for the rocket different from airplane pilots?	
4	What do the pilots do while Antoni is in space?	
5	Why are scientists important for a space mission?	
6	What jobs do astronauts have during the trip?	
7	Why are mechanics important in the space team, and what might they have to do?	
8	Why do astronauts sometimes go outside the rocket?	
9	What tools or clothing do astronauts need to protect themselves in space?	
10	Why does Antoni bring robots on the rocket?	
11	What is the significance of the countdown before the rocket goes into space?	
12	What can Antoni and the astronauts see as they lift off into space?	
13	What do you think is the most difficult part of going into space, and why?	

Worksheet 2 - "Space travel"

True or false statements			
No	Statement	TRUE	FALSE
1	Antoni wants to explore all the planets around the Sun.		
2	The rocket is like an airplane, but it is slower and can fly only within Earth's atmosphere.		
3	Pilots in Antoni's team stay on the ground to control the rocket.		
4	The pilots who fly the rocket are the same as airplane pilots.		
5	Scientists only study space; they do not help astronauts.		
6	Astronauts never leave the rocket during a mission.		
7	Astronauts wear gloves and helmets to protect themselves from sunlight.		
8	Robots can do some jobs that humans cannot in space.		
9	Spacewalks allow astronauts to float or walk outside the rocket.		
10	Taking photos in space is not important for astronauts.		
11	The countdown before the rocket launches starts at zero.		

Worksheet I - "Exploring the planets"

Comprehension questions		
1	Why isn't Mercury the hottest planet, even though it is closest to the Sun?	
2	What do scientists want to learn about Mercury by sending a rocket there?	
3	Why does a day on Venus last longer than a day on Earth?	
4	How does Earth's moon help with the oceans?	
5	Why do you think people want to visit Mars?	
6	What is special about Jupiter's red spot?	
7	What do Saturn's rings tell us about the planet?	
8	What makes Uranus different from other planets?	
9	What are Neptune's winds like, and why are they important?	
10	What does the icy volcano on Neptune's moon tell us about the moon?	
11	Mercury is very hot on one side and very cold on the other. Why do you think it would be hard to live there?	
12	Scientists send robots to planets before humans. Why is this a good idea?	

Worksheet 2 - "Exploring the planets"

True or false statements			
No	Statement	TRUE	FALSE
1	Mercury is the smallest planet and the hottest in our solar system.		
2	Venus has a very short day, lasting only 24 hours.		
3	Earth is the only planet in our solar system that has a moon.		
4	Mars is home to the biggest mountain in the solar system, which is taller than Mount Everest.		
5	Jupiter has more moons than any other planet in the solar system.		
6	Saturn has no rings surrounding it.		
7	Uranus is known for its extremely cold temperatures and long seasons.		
8	Neptune has the strongest winds in the solar system, and it has icy volcanoes on one of its moons.		
9	Earth is the only planet with water we can swim in.		
10	The International Space Station moves around Venus.		
11	People can easily live on Mercury because it is very hot on one side and very cold on the other. (False)		
12	Sending robots first helps scientists learn about the planet before humans go there.		



Chapter 40

Topic

Birthday Party

Learning outcomes

The student:

- recognises and correctly uses vocabulary related to birthdays and celebrations;
- understands short spoken and written texts about birthday celebrations and party planning;
- matches vocabulary to images, definitions, and example sentences in context;
- uses the Present Simple tense to describe routines and facts about birthdays;
- uses “will” to talk about upcoming birthdays and party plans;
- uses “can” for ability and possibility in party contexts;
- asks and responds to Yes/No and Wh- questions in Present Simple;
- asks and answers simple questions about birthdays, gifts, and party;
- participates in short conversations to plan a party;
- follows and gives simple spoken instructions for party-related tasks;
- writes a short paragraph or card describing a birthday celebration using appropriate vocabulary and grammar;
- completes and creates short party invitations including time, date, and location.
- compares birthday traditions in their own culture with those in English-speaking countries using simple sentences;
- follows a simple recipe in English by understanding step-by-step instructions and sequencing the baking process correctly;
- describes ingredients and equipment needed for making a birthday cake using simple sentence structures and appropriate cooking verbs (mix, bake, add, pour).

Grammar focus

Reinforcement of Present Simple tense;

The verb “can” expressing ability and possibility.

Main vocabulary

birthday, party, age, again, special, plan, decorate, arrive, balloon, invite, gift, perfect, card, idea, paper, wrap, candle, light, guest, Happy birthday, hope, light, baking paper.

Language structures

- What date is your birthday? It's the fourth of October.
- It's my birthday today. Next year, it will be my birthday again. I will be one year older on my next birthday.

- We are visiting my grandmother this weekend, and we will visit her again next weekend.
- If you can't throw the ball in the hoop, you can try again.
- We can see her age on the cake.
- We are the same age.
- Write your age on the form.
- A birthday is a special day. It is not like all the other days.
- Would you like to do something special for your birthday? I would like to go to the zoo.
- We eat and drink together at the party.
- When you plan a party, you think about the food you want to eat and the people you want to come.
- We plan our trip to the sea. We choose where to stay, and what to do when we are there.
- When I invite my friends to my party, I tell them where it will be and what time they should arrive.
- They put balloons around the room before the party. They decorate for the party.
- Can you help me decorate before the party?
- I give you something for your birthday. I give you a gift.
- He receives a birthday card from his sister.
- He uses purple paper to make her birthday card.
- I wrap your gift in red wrapping paper.
- I have no idea what to give my friend for his birthday.
- The weather today is perfect for a picnic in the park.
- It's my birthday today. Happy Birthday.
- Do you want to have your party in the garden? Yes. I hope it doesn't rain.
- The guests will arrive at three o'clock.
- There are eleven candles on my cake. I light the candles on the birthday cake.
- I need to plan what I will do next week.

Interactive methods

Memory games: Practicing birthday related vocabulary by matching each picture to its corresponding word or by pairing two similar pictures.

Password game : Practicing spelling of birthday related vocabulary by filling in the missing letters until all the balloons burst.

Word bubble: Practicing the spelling of birthday related words by playing a game where you move the dolphin to eat the correct bubble letter of the word.

Guessing: Reinforcing the new vocabulary and expressions through multiple-choice exercises or by selecting the correct picture.

Song "Celebrate" "Happy Birthday" : Strengthen new vocabulary through a listening and singing activity where students hear a song about a girl explaining how she organizes a party.

Saying "Happy Birthday" in different language.

Recipe: Practicing listening comprehension by following step-by-step spoken instructions for making a chocolate birthday cake, including details about the ingredients, equipment, preparation, baking, and adding a chocolate topping.

Personal coach: Answering challenging questions to reinforce the new vocabulary and language structures. Receiving personal feedback.



It is his birthday today.



birthday, party



plan, decorate



gift, perfect



candle, light



party



Sample comprehension questions and true or false statements.

The following worksheets can be used for the section “Recipe” of chapter 40 of Akelius platform.

Worksheet 1 - “Recipe”

Comprehension questions		
1	What type of cake is Tommy’s birthday cake?	
2	What is the difference between baking powder and baking soda according to the text?	
3	Why do we use baking paper in the baking dish?	
4	What ingredients help the cake grow bigger?	
5	Why do we put a little salt in the cake even though it is sweet?	
6	What do you need to do first before baking the cake?	
7	Why is it important to mix the ingredients well before putting them in the oven?	
8	What could happen if you bake the cake for too long or too short?	
9	Why do you think we cut the chocolate into smaller pieces before heating it?	
10	How do we make the chocolate topping?	
11	If you wanted to make the cake for someone who doesn’t like chocolate, what could you do instead?	
12	If you wanted to make this recipe healthier, which ingredients could you change or reduce, and why?	
13	Which steps in this recipe would be most difficult for a beginner baker, and how could you make them easier?	

Worksheet 2 - "Recipe"

True or false statements			
No	Statement	TRUE	FALSE
1	The recipe uses both baking powder and baking soda to help the cake rise.		
2	Salt is added to make the cake taste better.		
3	The oven should be turned on after putting the cake into the baking dish.		
4	Chocolate, butter, and milk are heated together until the chocolate melts.		
5	You can put all the ingredients into the baking dish without mixing.		
6	You only need one bowl to prepare the cake mixture.		
7	The chocolate topping is made by placing chocolate and butter directly in a pot on the stove.		
8	Baking paper makes it easier to remove the cake from the baking dish.		
9	The recipe includes instructions for decorating the cake with candles.		
10	The cake needs to bake for fifty minutes at one hundred and sixty degrees.		
11	The cake is removed from the oven and immediately taken out of the baking dish.		

More exercises for section "Recipe"

Exercise 1: Comprehension questions

Listen to and read the story in the Recipe section of Chapter 40 on the Akelius platform carefully and then answer the following questions.

1. Who is the cake for? _____
2. What type of cake are they making? _____
3. Name three tools needed to make the cake. _____
4. Why do we use baking paper in the dish? _____
5. Name three ingredients in the cake. _____
6. What do baking powder and baking soda do? _____
7. What do you do after mixing the ingredients in the bowls? _____
8. How long do you bake the cake? _____
9. How do you make chocolate topping? _____
10. When is the cake ready to eat? _____

Exercise 2: True or false statements

Read the statements below carefully. Think about what the recipe story says and write True if the statement is correct or False if it is wrong.

1. You need a fork, a spoon, and a hammer to make the cake. _____
2. The cake is baked at 160 degrees. _____
3. Cocoa powder is white. _____
4. The eggs are mixed with yogurt. _____
5. Baking powder helps the cake grow bigger. _____
6. You put the chocolate topping inside the cake. _____
7. You must wait until the cake is colder before taking it out of the baking dish. ___
8. Chocolate topping is made with chocolate pieces and butter. _____
9. The story says we need to put the cake in the fridge immediately after baking. ___
10. Candles can be added to decorate the cake. _____

More exercises for section "Recipe"

Exercise 3: Design your own cake

Imagine it's your friend Mira's birthday, and you are baking a cake for her. Answer the questions below, explaining your choices and thinking carefully about the steps, ingredients, and decorations.

1. What kind of cake would you make? (Chocolate, fruit, vanilla, or another flavor?)

2. What ingredients would you use? List at least 5 ingredients.

3. Would you use any toppings or decorations? What would they be?

4. How would you make your cake look different from other cakes?

5. What steps would you follow to make your cake? Write 3–5 sentences in order.

6. Why do you think people will enjoy your cake? Give two reasons.

- a) _____
- b) _____

7. If your friend does not like sweet food, how could you change your cake to make it tasty for her?

More exercises for section "Recipe"

Exercise 4: Match the ingredient to its function

Draw a line from the ingredient to what it does in the cake

Ingredient	Function
1. Baking powder	A. Makes the cake soft and creamy
2. Cocoa powder	B. Makes the cake taste better, not salty
3. Salt	C. Makes the cake sweet
4. Eggs	D. Makes the cake grow bigger
4. Butter	E. Helps mix all the ingredients together
6. Sugar	F. Makes the cake chocolate-flavored

Exercise 5: Order the steps

Number the steps for making the cake in the correct order (1–7).

- ___ Mix eggs with yogurt
- ___ Bake the cake in the oven
- ___ Put baking paper in the baking dish
- ___ Mix chocolate, butter, and milk in a pot
- ___ Mix flour, baking powder, baking soda, cocoa powder, sugar, and salt
- ___ Pour everything into the baking dish
- ___ Make chocolate topping with chocolate and butter

Exercise 6: Problem solving – What would you do?

Read each situation carefully and answer the questions. Think about what would happen, what you would do, and explain your answers.

1. You put too much salt in the cake. What could you do to fix it?

2. The cake is not rising. Which ingredients or steps could you check?

3. You forget to preheat the oven. How could this affect the cake?

4. Your chocolate topping is too thick. What could you add to make it smoother?

More exercises for section “Recipe”

Exercise 7: Describe your cake

Use adjectives to describe the cake. Try to use comparative or superlative forms when possible.

- The cake’s taste is _____ than _____.
- The cake’s color is _____ than _____.
- My cake is _____ (*sweeter/smaller/bigger*) than a chocolate bar.
- My cake is _____ (*softer/harder/lighter*) than a muffin.
- Compared to a cookie, my cake is _____ (*softer/harder/more delicious*).
- Compared to a fruit cake, my cake is _____ (*more colorful /bigger /less sweet*).
- The cake’s smell is _____ (*stronger/ weaker /better*) than bakery cakes I have tried.



