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DigiLang Project

Vocabulary and Grammar Constructs Set

Developed within the project:

“Digital technologies in language training of students with different mother tongue: Skilled teachers wanted”

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1. Vocabulary and Grammar Constructs Set - Bulgaria

As communication between people from different countries increases, learning the languages of different nations is inevitable. To be able to communicate or interact with a foreigner, speaking one or more foreign languages is a significant privilege. Through each language learned, it is also possible to experience diverse cultures and think differently. In short, knowing one or more foreign languages is a good way to understand the world and develop oneself. However, learning a foreign language is not so easy. It is clear that the majority of learners do not have a good command of the foreign language at school.

Essential Lexical Set

The Essential Lexical Set provides the foundation of communicative competence for learners of English, particularly those in multilingual contexts who cannot rely on a shared first language. The following categories identify the most critical areas of vocabulary for basic understanding and speaking. Each category has been selected not only because of its frequency in everyday English but also because of its direct relevance to survival communication, classroom interaction, and personal expression.

❖ Personal and Social Vocabulary

This category establishes the first bridge into communication. Words and expressions for greetings, farewells, and politeness are essential for building social rapport and creating a positive classroom environment. Learners need to be able to introduce themselves, respond to basic questions, and show courtesy in interactions. Including classroom management vocabulary here ensures that students understand instructions and can follow lessons with minimal confusion.

- ✓ *Greetings and farewells: hello, hi, good morning, good afternoon, good evening, goodbye, bye*
- ✓ *Politeness: please, thank you, sorry, excuse me*
- ✓ *Social basics: yes, no, okay*
- ✓ *Classroom words: listen, read, write, look, open, close, sit, stand, stop, wait*

❖ People and Relationships

Language learning is immediately more meaningful when learners can talk about people in their lives. Vocabulary for family members, friends, and social roles is among the earliest acquired because it connects directly to personal identity. Pronouns are equally fundamental since they are the building blocks of sentence construction. Mastery of these items allows learners to engage in basic exchanges about themselves and others.

- ✓ *Family: mother, father, sister, brother, parents, child, baby, friend*
- ✓ *Social roles: man, woman, boy, girl, teacher, student*
- ✓ *Pronouns: I, you, he, she, it, we, they; my, your, his, her, our, their*

❖ **Numbers, Time, and Quantity**

Numbers and expressions of time and quantity are practical tools for communication. They are required for basic transactions, classroom tasks, and everyday activities. Days of the week, months, and temporal expressions enable learners to talk about routines and schedules, while quantifiers support communication about amounts and comparisons. This category lays the groundwork for functional exchanges in both academic and social settings.

- ✓ *Numbers: one, two, three … up to twenty; thirty, forty, fifty; one hundred*
- ✓ *Days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
- ✓ *Months: January, February, March, … December*
- ✓ *Time: today, tomorrow, yesterday, morning, afternoon, evening, night, week, year*
- ✓ *Quantity: some, many, few, all, none, more, less*

❖ **Everyday Objects and Places**

Concrete nouns for everyday items and familiar locations provide learners with immediate relevance. Words for classroom materials, household objects, and common places create opportunities for meaningful practice in describing surroundings, giving instructions, and understanding context. This vocabulary also helps learners establish a sense of familiarity in the new language environment, reducing anxiety and increasing engagement.

- ✓ *Classroom: book, pen, pencil, bag, chair, table, board, paper*
- ✓ *Household: bed, door, window, room, house, phone*
- ✓ *Common places: school, home, shop, street, park, hospital, station*

❖ **Basic Actions (Verbs)**

Verbs give learners the power to express actions, needs, and intentions. Without them, communication is limited to naming objects or people. A core set of high-frequency verbs, alongside essential auxiliary verbs, allows students to construct simple sentences and begin using English actively. Because verbs are central to sentence patterns, they are taught early and reinforced continuously across contexts.

- ✓ *Core actions: go, come, do, make, eat, drink, play, read, write, speak, listen, look, see, walk, run, sit, stand, sleep, work*
- ✓ *Auxiliaries and modals: be, have, can, will, do*

❖ **Descriptive Words (Adjectives)**

Adjectives enrich communication by enabling learners to provide details about objects, people, and situations. Vocabulary for colours, sizes, basic qualities, and simple emotions adds depth to expression and allows learners to make comparisons and distinctions. Early

introduction of descriptive language supports creative tasks, encourages learners to personalize their communication, and increases confidence in expressing opinions.

- ✓ *Colours: red, blue, green, yellow, black, white, brown, orange, pink, purple*
- ✓ *Size and shape: big, small, tall, short, long, round*
- ✓ *Basic qualities: good, bad, new, old, hot, cold, warm*
- ✓ *Feelings: happy, sad, tired, angry, hungry*

❖ **Food and Everyday Needs**

Food vocabulary connects directly to basic survival and personal expression. Learners often need to talk about what they eat, drink, or want in daily life. Alongside expressions of preference and necessity, this vocabulary empowers students to navigate real-world situations, such as ordering food, shopping, or expressing likes and dislikes. It also provides opportunities for cultural exchange in the classroom, making learning more engaging and personal.

- ✓ *Foods: bread, rice, meat, chicken, fish, egg, fruit, apple, banana, orange, vegetable, water, milk, tea, coffee, sugar, salt*
- ✓ *Expressions: I want, I need, I like, I don't like, I'm hungry, I'm thirsty*

❖ **Travel and Directions**

Mobility and orientation are vital aspects of daily life. Vocabulary for transport and directions enables learners to move through their environments, ask for help, and follow instructions. This category has practical applications in both social and survival contexts, making it an indispensable part of the essential set. It also builds confidence for learners who need to integrate into new communities or travel independently.

- ✓ *Transport: bus, train, car, taxi, bicycle*
- ✓ *Directions: left, right, straight, here, there, near, far*
- ✓ *Places: road, station, airport, hotel*

❖ **Nature and Environment**

Words for weather and natural elements are part of everyday conversation and cultural small talk. Weather, in particular, is a universal topic that serves as a safe entry point for learners into casual exchanges. Environmental vocabulary also expands learners' ability to describe their surroundings and experiences, supporting both social communication and descriptive language development.

- ✓ *Weather: sun, rain, snow, wind, cloud, hot, cold, warm, cool*
- ✓ *Nature: tree, flower, water, river, mountain, sky, ground*

❖ **Functional Expressions**

Finally, learners require a set of ready-made phrases that allow them to manage interactions, express misunderstanding, and request clarification. Survival expressions (e.g., asking for location, time, or repetition) are critical for learner autonomy. Classroom expressions

support smoother participation in lessons. Simple markers of agreement or disagreement equip learners to engage in interactive activities and discussions, even with limited vocabulary.

- ✓ *Survival phrases: What is this? Where is …? How much? What time? I don't understand. Can you repeat?*
- ✓ *Classroom expressions: May I go out? Please repeat. What does this mean?*
- ✓ *Agreement/disagreement: yes, no, maybe, I think so, I don't think so*

Essential Grammar Set

The Essential Grammar Set provides the structural foundation necessary for learners of English to construct meaningful communication. For multilingual learners who cannot rely on a shared first language, grammar constructs are the framework that allows words to combine into sentences, enabling comprehension, expression, and interaction. The categories below highlight the most critical grammatical structures for basic English, selected for frequency, communicative relevance, and simplicity.

- ❖ **Personal Pronouns and Subject-Verb Agreement**

Personal pronouns are the first building blocks of sentence construction. They allow learners to refer to themselves and others, making communication personal and contextually meaningful. Mastery of subject-verb agreement ensures that verbs match their subjects in person and number, which is essential for creating grammatically correct sentences. These forms allow learners to express identity, describe actions, and talk about others in simple statements.

- ✓ Pronouns: I, you, he, she, it, we, they
- ✓ Possessive pronouns: my, your, his, her, its, our, their
- ✓ Basic subject-verb patterns: I am, you are, he/she/it is, we/they are

- ❖ **Be and Have Verbs**

The verbs *be* and *have* are central to English grammar. *Be* is used to describe states, locations, and qualities, while *have* expresses possession and is an auxiliary in compound constructions. Early mastery of these verbs allows learners to describe themselves, others, and their surroundings, which is vital in both classroom and everyday contexts.

- ✓ Forms of *be*: am, is, are
- ✓ Forms of *have*: have, has
- ✓ Usage examples: I am happy. She has a book. They are at school.

- ❖ **Simple Present and Present Continuous Tenses**

The simple present tense is used to express routines, general facts, and habitual actions, giving learners tools to describe everyday life. The present continuous allows learners to talk

about actions happening at the moment of speaking, helping them communicate immediate needs and observations. Introducing these tenses early supports practical communication and provides a basis for later grammar development.

- ✓ Simple present: I eat, you play, he reads
- ✓ Present continuous: I am eating, she is playing, they are reading
- ✓ Usage focus: routines, temporary actions, ongoing events

❖ **Simple Past Tense**

The simple past tense allows learners to describe completed actions and share experiences. It is crucial for storytelling, recounting events, and giving basic personal information. Exposure to both regular and irregular verbs ensures learners encounter patterns they are most likely to use in everyday communication.

- ✓ Regular verbs: worked, played, watched
- ✓ Irregular verbs: went, saw, did
- ✓ Usage focus: past actions, completed events

❖ **Questions and Negation**

The ability to ask questions and form negative sentences is essential for communication, comprehension, and interaction. Questions allow learners to request information and clarify meaning, while negation enables them to express absence, refusal, or disagreement. Mastery of these forms equips learners to participate actively in conversations and classroom routines.

- ✓ Yes/no questions: Are you ready? Do you like apples?
- ✓ Wh-questions: What is this? Where is the school? How much is it?
- ✓ Negatives: I don’t understand. She is not here. They do not know.

❖ **Modals for Basic Communication**

Modal verbs express ability, permission, obligation, or future intention. They are particularly useful for classroom interaction, survival communication, and polite requests. Early exposure to modals allows learners to function in practical situations and participate confidently in social exchanges.

- ✓ Can / cannot: ability, permission
- ✓ Must / must not: necessity, obligation
- ✓ Will / would: future actions, polite requests

❖ **Articles and Determiners**

Articles and determiners structure noun phrases and indicate specificity or quantity. Using them correctly helps learners construct meaningful and precise sentences, which

improves comprehension and prevents ambiguity. Early introduction of these forms supports accuracy in everyday communication.

- ✓ Indefinite articles: a, an
- ✓ Definite article: the
- ✓ Demonstratives: this, that, these, those
- ✓ Quantifiers: some, any, many, few, all

❖ **Prepositions of Place, Time, and Movement**

Prepositions are necessary for describing relationships between objects, locations, and events. They enable learners to talk about where and when things happen and how movement occurs, supporting both classroom interaction and survival communication in daily life.

- ✓ Place: in, on, under, next to, between
- ✓ Time: at, in, on, during
- ✓ Movement / direction: to, from, into, out of

❖ **Conjunctions and Simple Connectors**

Basic connectors link ideas and expand learners' ability to form coherent sentences and short narratives. They are vital for creating compound sentences and explaining sequences or causes. Using connectors helps learners move from isolated statements to meaningful connected discourse.

- ✓ Coordinating conjunctions: and, but, or
- ✓ Temporal connectors: then, after, before
- ✓ Cause and reason: because, so

❖ **Basic Sentence Structures**

Understanding simple sentence patterns provides learners with a framework to communicate clearly. These structures support a range of functions, from expressing statements and negatives to asking questions, forming the backbone of practical English usage.

- ✓ Affirmative statements: Subject + Verb + Object / Complement
- ✓ Negative statements: Subject + Auxiliary + Not + Verb + Object
- ✓ Questions: Auxiliary + Subject + Verb + Object / Wh-word + Auxiliary + Subject + Verb

This Essential Grammar Set equips multilingual learners with the fundamental structures required for everyday communication, classroom participation, and basic personal expression. Like the Essential Lexical Set, it focuses on forms that are frequent, relevant, and simple enough for learners to internalize quickly while supporting gradual expansion of language skills.

Lexical Exercise Bank

- Exercise Type 1: Matching (Word ↔ Picture / Word ↔ Word)

Matching tasks present learners with two sets (e.g., a list of words and a set of pictures). The student must connect the correct pairs. This is very effective for vocabulary recognition, especially at beginner levels, and works well in online self-study because it gives immediate visual feedback.

- Students see items in two columns (left: words, right: pictures OR words).
- They click/drag to connect the correct pairs.

Examples:

1. **Greetings**: Match "hello" → waving hand icon; "goodbye" → person leaving.
2. **Family**: Match "mother" → picture of woman with child; "brother" → boy.
3. **Transport**: Match "bus" → picture of a bus; "train" → picture of train.
4. **Colours**: Match "red / blue / yellow" → coloured circles.
5. **Feelings**: Match "happy / sad / tired / angry" → emojis.

- Exercise Type 2: Drag & Drop Sorting / Categorizing

Sorting activities require learners to drag items (words or pictures) into the correct category. This helps students group vocabulary by meaning, which strengthens memory and makes it easier to recognize patterns in English. It works especially well for multilingual learners because it's visual and does not rely on translation.

- Students see categories (boxes, columns, or groups).
- They are given items (images or words) to drag into the correct category.

Examples:

1. **Food Groups**: Drag "apple, banana, orange" into **fruit**; "carrot, tomato" into **vegetable**; "water, milk" into **drink**.
2. **Nature vs. Not Nature**: Drag "tree, flower, mountain" into **nature**; "car, bus, chair" into **not nature**.
3. **Clothing / Accessories**: Drag "shirt, trousers, dress" into **clothing**; "hat, watch, bag" into **accessories**.
4. **Quantifiers**: Drag "many / few / none" to match pictures of different amounts of books.
5. **People Categories**: Drag "teacher, student, friend" into **roles**, and "man, woman, boy, girl" into **people**.

- Exercise Type 3: Gap-Fill / Sentence Completion

Gap-fill exercises present learners with sentences where one or more words are missing. Students must complete the sentence by typing or selecting the correct word. This type of

activity reinforces vocabulary in **context**, helping students connect meaning, grammar, and usage.

- A sentence appears with a blank space.
- Learners either type the missing word or choose it from a short list.

Examples:

1. **Food**: "I ____ pizza." → (like).
2. **Actions**: "I ____ to school every day." → (go).
3. **Family**: "This is my ____." → (mother/father/sister).
4. **Functional Expression**: "I don't ____." → (understand).
5. **Time**: "What ____ is it?" → (time).

- Exercise Type 4: Multiple Choice

Multiple-choice exercises ask learners to choose the correct answer from a set of options. This is a flexible activity for practicing vocabulary, grammar, or comprehension. It provides **instant feedback** and allows learners to see correct answers immediately, which is ideal for self-paced online study.

- A question or sentence is presented with 3–4 possible answers.
- The learner selects the correct option.

Examples:

1. **Pronouns**: "___ is my brother." → (He / She / It).
2. **Days of the Week**: "What day comes after Monday?" → (Tuesday / Sunday / Friday).
3. **Feelings**: "I am ____." → (happy / apple / table).
4. **Directions**: "Go ___. It's not far." → (left / banana / chair).
5. **Nature / Environment**: "The sky is ____." → (blue / book / chair).

- Exercise Type 5: Ordering / Sequencing

Ordering or sequencing exercises ask learners to arrange words, numbers, or pictures in the correct order. This type of activity helps students understand **time, routines, numerical sequences, and logical progression,** while reinforcing vocabulary and sentence patterns.

- Learners see a set of items (words, numbers, or images) in random order.
- They drag or click to arrange them correctly.

Examples:

1. **Numbers**: Arrange "one → twenty" in the correct numerical order.
2. **Daily Routines**: Sequence actions: wake up → brush teeth → eat → go to school → sleep.
3. **Actions / Motion**: Put "sit → stand → walk → run" in logical order.
4. **Days of the Week**: Arrange "Monday → Sunday."

5. **Steps in a Task**: Example: “wash hands → rinse hands → dry hands → throw paper towel away.”

- Exercise Type 6: Flashcards (Recognition/Recall)

Flashcards are used to **reinforce vocabulary recognition and recall**. Learners see either a picture or a word and must identify or type the corresponding match. Flashcards are highly visual, can include audio, and are excellent for repetition and memorization in self-paced online learning.

- A card appears showing either a word or a picture.
- The learner either types the correct answer or selects it from options.

Examples:

1. **Classroom Objects**: Show 🕮 → student types “book.”
2. **Nature / Environment**: Show ☀ → type “sun.”
3. **Food**: Show 🍎 → type “apple.”
4. **People / Roles**: Show 👩‍🏫 → type “teacher.”
5. **Feelings / Emotions**: Show 😀 → type “happy.”

- Exercise Type 7: True / False

True/False exercises ask learners to judge whether a statement is correct. This type of activity checks **vocabulary comprehension and basic facts**, and it is simple for self-paced online learning.

- A statement appears on the screen.
- The learner selects **True** or **False.**

Examples:

1. “The sun is blue.” → False
2. “A brother is a boy.” → True
3. “January is a month.” → True
4. “Bread is a drink.” → False
5. “A park is a food.” → False

Grammar Exercise Bank

- **Exercise Type 1: Gap-Fill**

Gap-fill exercises provide learners with sentences that have single missing words—such as verbs, pronouns, or auxiliary verbs. Students fill in the blank to complete the sentence correctly. This focuses on accuracy of key grammar forms in context.

- A sentence with a blank is displayed.
- The learner types or selects the missing word.

Examples:

1. "___ am happy." → (I)
2. "She ___ at school." → (is)
3. "I ___ eating." → (am)
4. "Yesterday I ___ to the park." → (went)
5. "They do ___ know." → (not)

- Exercise Type 2: Multiple Choice

Multiple-choice exercises ask learners to **choose the correct grammatical form** from a set of options. This helps learners practice **pronouns, verbs, auxiliaries, tense forms, modals, and sentence structure** in context. It provides **immediate feedback** and is ideal for online self-study.

- A sentence or question appears with 3–4 possible answers.
- The learner selects the correct option.

Examples:

1. Personal pronouns & be: "___ you ready?" → (Are / Is / Am)
2. Have verb: "He ___ a book." → (has / have / haves)
3. Present continuous: "I ___ watching TV now." → (am / is / are)
4. Simple past: "She ___ go to school yesterday." → (did / do / does)
5. Simple present: "We ___ play football on Sundays." → (can / will / do)

- Exercise Type 3: True / False

True/False exercises ask learners to **judge whether a sentence is grammatically correct.** This type helps students **recognize correct sentence structures, verb forms, and agreement** in context. It is simple, quick, and effective for online practice.

- A sentence appears on the screen.
- The learner selects **True** if the sentence is correct, or **False** if it is incorrect.

Examples:

1. "He am happy." → False
2. "They are at school." → True
3. "I is eating." → False
4. "She has a pen." → True
5. "We do not goes to school." → False

- Exercise Type 4: Drag the Words / Sentence Parts

Drag the Words exercises require learners to **reorder words or sentence fragments** to form grammatically correct sentences. This helps students practice **sentence structure, word order, and the use of auxiliary verbs, pronouns, and tense forms** in context. It is interactive and highly suitable for online, self-paced learning.

- A sentence is broken into words or short phrases and shown in random order.
- Learners drag the words/phrases into the correct sequence.

Examples:

1. "We / not / do / understand" → "We do not understand"
2. "am / I / happy" → "I am happy"
3. "yesterday / went / to / school / He" → "He went to school yesterday"
4. "are / They / reading / now" → "They are reading now"
5. " a / has / She / book" → "She has a book"

- Exercise Type 5: Fill-in-the-Blanks with Verbs

These exercises focus on **key verbs,** including be, have, do, and common action verbs (regular and irregular). Learners fill in the blanks with the correct verb form to complete the sentence. This reinforces **subject-verb agreement, tense accuracy, and sentence structure.**

- A sentence appears with a blank for the verb.
- Learners type or select the correct verb form.

Examples:

1. "I ___ happy." → (am)
2. "She ___ a book." → (has)
3. "They ___ to school yesterday." → (went)
4. "We ___ football every Sunday." → (play)
5. "He ___ a cake yesterday." → (made)

- Exercise Type 6: Negation Practice

Negation exercises help learners form **negative sentences** using auxiliaries, "not," and contractions. Learners focus on **short answers** like "aren't," "don't," and "isn't," which are commonly used in spoken English. This reinforces grammar rules for **subject-verb agreement, tense, and auxiliary usage.**

- A positive sentence or prompt appears.
- Learners type the negative form using a **short answer / contraction.**

Examples:

1. "I understand" → "I don't understand."
2. "She is here" → "She isn't here."
3. "They know" → "They don't know. "
4. "He has a pen" → "He doesn't have a pen."
5. "We are tired" → "We aren't tired."

- Exercise Type 7: Drag the Sentences (Ordering / Sequencing)

Drag the Sentences exercises require learners to **put multiple sentences in a logical or chronological order**. This helps students practice **sentence structure, narrative flow, and understanding of tense, connectors, and grammar patterns.** It's interactive and suitable for online, self-paced learning.

- A set of sentences appears in **random order.**
- Learners drag the sentences into the correct sequence.

Examples:

1) Classroom instructions

Sentences:

- "Open your books."
- "Sit down."
- "Listen to the teacher."
- "Write the answer."

Correct Order: Sit down → Open books → Listen → Write answer

2) Making a sandwich

Sentences:

- "Spread butter on one slice."
- "Add cheese and tomato."
- "Put the slices together."
- "Take two slices of bread."

Correct Order: Take bread → Spread butter → Add cheese/tomato → Put slices together

3) Going to the supermarket

Sentences:

- "I buy fruits and vegetables."
- "I take my shopping bag."
- "I go to the supermarket."
- "I pay at the cashier."

Correct Order: Take shopping bag → Go to the supermarket → Buy fruits and vegetables → Pay at the cashier

4) Visiting the doctor

Sentences:

- "I get medicine from the pharmacy."
- "I go to the clinic."
- "I wait in the waiting room."
- "The doctor checks me."

Correct Order: Go to clinic → Wait → Doctor checks → Get medicine

5) At the library

Sentences:

- "I sit down and read."
- "I enter the library."
- "I find a book."
- "I return the book to the shelf."

Correct Order: Enter → Find book → Read → Return book

Exercise Type 8: Match the Sentence with the Picture

This exercise reinforces comprehension of **pronouns and prepositions** in context. Learners see a single picture and are given multiple sentences. They must identify which sentence **correctly describes the picture.** This type of activity is highly visual, interactive, and suitable for **self-paced online learning**, helping learners connect language to context.

- A picture appears showing a person or object in a specific position or action.
- Several sentences are displayed, using pronouns and prepositions (on, under, next to, over, in, behind, etc.).
- The learner **drags or selects the sentence** that correctly matches the picture.

Examples:

1) Picture: A boy sitting on a chair
Sentences:

- He is on the chair. ✓
- He is under the chair.
- He is next to the chair.
- He is over the chair.

2) Picture: A boy sitting under a tree
Sentences:

- He is on the tree.
- He is under the tree. ✓
- He is next to the tree.
- He is over the tree.

3) Picture: A boy standing next to a table
Sentences:

- He is on the table.
- He is under the table.
- He is next to the table. ✓
- He is over the table.

4) Picture: A boy jumping over a fence
Sentences:

- He is on the fence.
- He is under the fence.
- He is next to the fence.
- He is over the fence. ✓

5) Picture: A boy sitting in a box
Sentences:

- He is in the box. ✓
- He is on the box.
- He is under the box.
- He is next to the box.

2. Vocabulary and Grammar Constructs Set - Austria

A1 Overview

Beginner

- ❖ can understand and use common everyday expressions and very basic phrases aimed at satisfying concrete needs
- ❖ can introduce him/herself and others, and can ask and answer questions about personal details such as where they live and people they know
- ❖ can communicate in a simple way provided the other people speak slowly and clearly and is willing to help
- ❖ can make him/herself understood in a simple way, asking and answering questions about personal details, provided the other person talks slowly and clearly and is prepared to help
- ❖ can manage very short, isolated, mainly pre-packaged utterances. It takes some time to search for expressions and articulate less familiar words

TOPICS	❖ About myself ❖ A place to live ❖ My life. Routine, leisure time and hobbies ❖ Time ❖ Skills and abilities ❖ Current projects ❖ Travelling. Our world ❖ Looking back
VOCABULARY	- Countries. Languages. Nationalities - Professions - States. Parts of the body - Family members - Things and furniture at home. Classroom objects - Everyday activities - Days of the week, months, seasons

	- Numbers - Places in a town/a city - Shopping - Clothes - Weather - Sport - Travelling
GRAMMAR	- Personal and possessive pronouns. Demonstrative pronouns (this, that, these, those) - Possessives - Indefinite article *a (an)* - Have got (has got) - Verb *"to be"*. Construction *"there is/are"*
	- Question words - *Some* and *any* - Prepositions of place and direction *(next to, in front of, under, below, above, opposite, on, in, to*) - Prepositions of time - Plurals. Irregular plurals - Modal verbs *"can"* and *"should*" - Present Simple tense in affirmative, negative and interrogative sentences - Adverbs of frequency - Present Continuous Tense - Present Simple and Present Continuous tenses in comparison - Past Simple – *was/were* - regular verbs - irregular verbs

FOCUS	**Grammar:** - The use of articles (definite, indefinite and zero) - The correct use of the words *"some"* and *"any"* in different types of sentences - Word order in positive, negative and interrogative sentences with *"to be"*, Present Simple, Present Continuous and Past Simple - The use of the auxiliary verbs *"do"*, "*does*" and "*did*" - The position of adverbs of frequency and time in different types of sentences **Speaking:** - Common phrases used for introducing oneself and other people - Asking for information (the time/the way, etc.). Question words - Being polite: the use of modal verbs (*can* and *should*) in requests and suggestions - Speaking about habits, preferences and routine - Speaking about past events. Irregular verbs
TYPICAL MISTAKES	- The creation of wrong singular and plural forms (~~jean,~~ ~~childrens,~~ ~~mens~~, etc.) leading to the incorrect choice of the verb form and wrong pronouns - The wrong position of adverbs of frequency in a sentence - The wrong use of the verb with the third person singular and auxiliary verbs *"do*", *"does"* and their negatives - The wrong use of present tenses (Present Simple and Present Continuous) - Making irregular verbs regular - The use of German *Präsens* model for Past Simple contexts

VOCABULARY EXERCISES

I. Professions. Complete the sentences with the article "*a*" or "*an*" paying attention to the use of the verb *"to be*":

1. Are you_computer programmer?
2. Is he engineer?
3. Are you_designer?
4. Is she_doctor?
5. Are you_architect?
6. Are you_____manager?
7. Is she_____shop assistant?
8. Are you_____actor?
9. Is he_____student?
10. Are you_____driver?

II. Countries

A) Look at the map and write down 8 countries that border Austria:

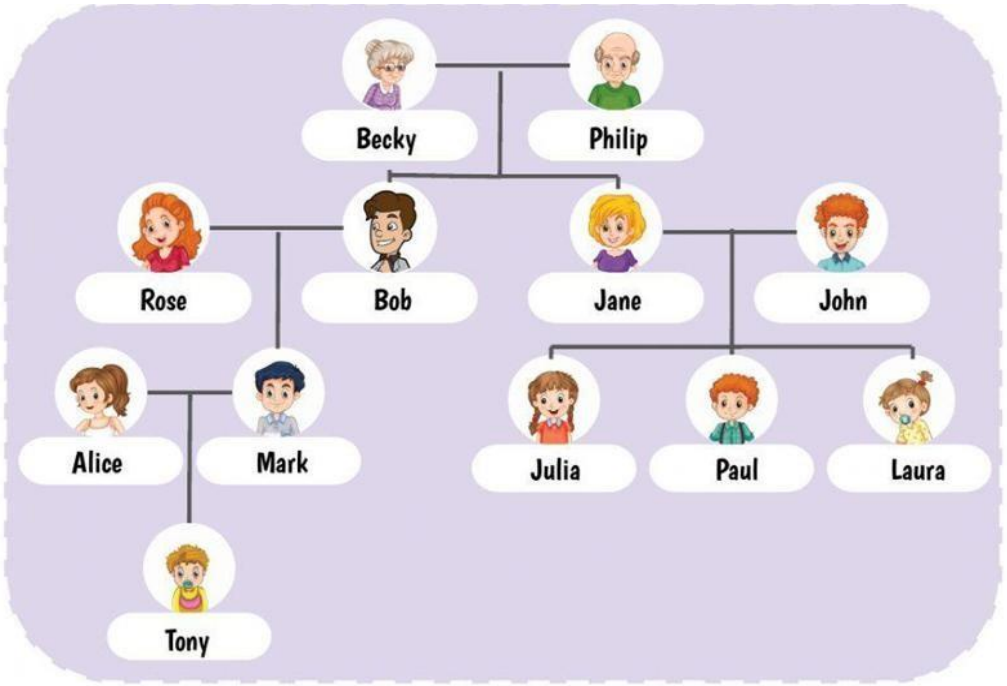


B) Share with your groupmates what country you are from. Use the model:

I am from Italy. Where are you from? Where is your friend from?

III. Family: possessive case.

Look at the family tree and fill in the blanks with the words given:



1. Becky is the _____ of Alice.
2. Jane is the _____ of Mark.
3. Laura is the _____ of Rose.
4. John is the _____ of Bob.
5. Julia is the _____ of Mark.
6. Tony is the _____ of Philip.
7. Paul is the _____ of Julia.
8. Tony is the _____ of Rose.
9. Rose is the _____ of Jane.
10. Bob is the _____ of Paul.

aunt
cousin
niece
uncle
brother
nephew
grandmother
great-grandson
sister-in-law
brother-in-law

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IV. Introducing oneself. Focus: question words, the verb "*to be*", word order in questions with the verb *"to be"*

Complete the questions with the wh- question words in the boxes:

What (x2) Where How

Samuel: _____is your name?

Liz: My name's Liz. Samuel: old are you?

Liz: I'm 27.

Samuel: _____is your job?

Liz: I'm an engineer.

Samuel: _____are you from?

Liz: I'm from Germany.

What When Where Who

Samuel: _____is your teacher?

Liz: My teacher is Mrs Jones.

Samuel: _____is your teacher from?

Liz: She's from Canada.

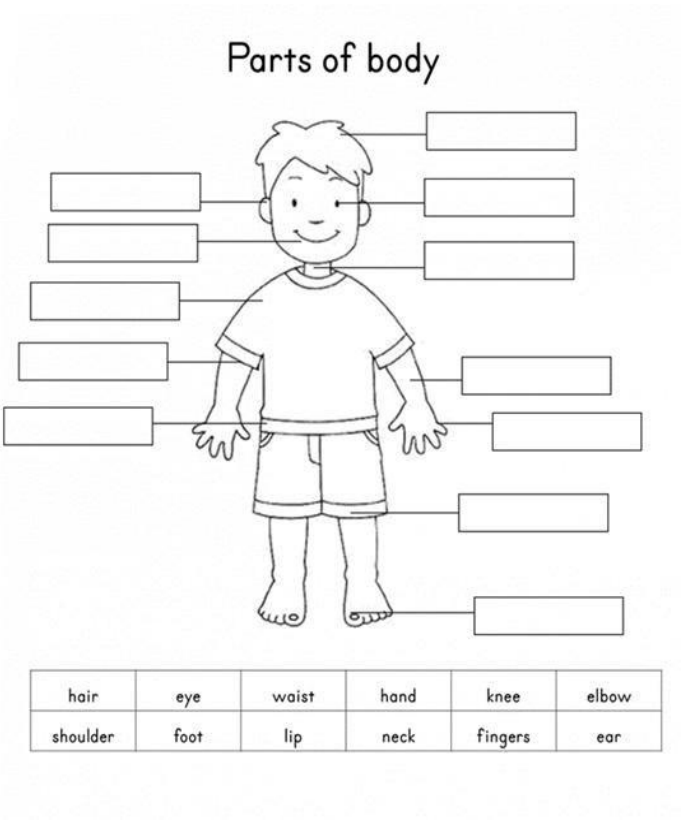
Samuel: _____is your English class?

Liz: It's at eight o'clock every Wednesday.

Samuel: _____is your favourite music? Liz: I love jazz music.

V. Parts of the body. Write the correct word for each part of the body in the picture:

Parts of the body. School objects. Colours Grammar focus: *have got/has got*, articles



A) Look at the picture and describe the people in it using the structures

She has got a (an)….He has got a(an)….They have got …



B) Correct the following sentences about the picture.

1. The girl has got short hair. 4. The boy has got a red schoolbag.
2. They have got sport bags. 5. The girl has got blue eyes.
3. The boy has got a bottle of water. 6. They have got a lot of toys in the classroom.

VI. Focus: Home objects. Classroom objects

A) Write the words in the suitable column:

TV, desk, whiteboard, pencil case, sofa, bed, sink, chair, mirror, computer, armchair, table, wardrobe, fridge, cooker, pen, picture, map, cupboard

bedroom	kitchen	bathroom	living room	dining room	classroom

VII. Telling the time. Focus: numbers and English way of asking and telling the time.



1) Unscramble the words and find the days of the week

a) Y- M- A- D- N- O : _____ b) D- E-Y - S - W- A - N - D - E: _____

c) D - R - A - T - H- U - Y - S: _____ d) E - T- S - U- Y-A - D: _____

2) Look at the number and write the correct month of the year

a) 4: _____ b) 12: _____ c) 8: _____

d) 3: _____ e) 11: _____ f) 6: _____

3) Look at the picture and write the corresponding season of the year

a) b) c) d)






_____ _____ _____ _____

A) Match the times. Write the numbers next to the words:

12:45 - 1:15 - 1:45 - 2.00 - 5:30 - 5:20 - 4:05 - 1:25 - 1:50 - 7:30 - 6:35 - 6:25

a. ten to two d. half past seven

b. twenty-five past one e. twenty-five to seven

c. quarter past one f. twenty past five

B) Work in pairs. Answer the questions:

1. What time is it now?
2. What time is your English class?
3. What time do you get up?
4. What time do you go to bed?

VIII. Days. Months. Seasons. Write the missing words:

IX. Speaking about abilities and possibilities. Being polite.

Focus: modal verbs *"can"* and *"should"*

A). Read the sentences and write next to each sentence if it is about ABILITIES (A), ADVICE (AD), REQUEST (R) or POSSIBILITY (P):

1. **Can** you speak English?
2. You **should** go to the doctor.
3. She **can** drive a car.
4. **Can** you help me?
5. He **should** do some sport.
6. **Can** you tell me the time, please?
7. Today people **can** travel to different countries.
8. **Can** you tell me the way to the cinema?
9. In Vienna you **can** find a lot of beautiful places.

B). Use the words below and say/write sentences with *can /can't.* Vocabulary focus: words for nationalities and sports.

a) Which language(s) can/can't you speak?

English, Japanese, German, Italian, Spanish, Chinese, Hungarian, French, Portugese

b) What sport(s) can/can't you play?

Football, volleyball, tennis, basketball, golf, handball, chess

GRAMMAR EXERCISES

I. Focus: Present Simple of the verb "*to be*", personal pronouns:

Complete the sentences with ***am, am not, is, are*** and ***are not***. Use the short form ***I'm*** where possible.

a) A: Hi! I_____Ann. I ___from Canada.

B: Hi Ann. I___Amal. I_____from Morocco. And this _____my friend Pedro. He _____from Spain.

A: Nice to meet you, Amal and Pedro. B: Nice to meet you too.

b) A: _you from Spain? B: No, I_____from Italy!

c) Kimiko: Hi, I___Kimiko. I _____from Brazil. I'm from Japan

II. Focus: *there is/are*, articles, plurals, prepositions of place. *some, any*

Read the sentences and choose the correct word:

1. There is/are a sofa in my living room.
2. There are some/any books on the shelf.
3. There is a/an armchair in front of the TV.
4. Are there any/some flowers in your bedroom?
5. Is there any/some mat on the floor?
6. Are/is there any/some plants in your living room?
7. There aren't any photos in/on the wall.

III. Focus: singular and plural forms of nouns, the verb "*to be*" in singular and plural, questions and answers with *"to be"*

A) Write the sentences about the colour of your

jacket, hat, mobile phone, book, shoes, umbrella, socks, jeans, sunglasses.

B) Share your information with the student sitting next to you.

IV. Focus: prepositions of time and place. Answering questions Read the sentences and write sentences about you:

1. I am at school on Monday. And what about you?
2. I am at home on Friday. Where are you on Friday?
3. I am not at work on Thursday. And what about you?
4. I am on summer holiday in June. When are you on holiday?
5. I am in the gym on Saturday. And where are you on Sarturday?

V. Focus: Present Simple

A) Study the Present Simple forms using the table:

Focus: the right formation of Present Simple tense, especially the 3d person singular and the way questions and negatives are built:

POSITIVE (+)	NEGATIVE (-)	QUESTION (?)
I start	I do not start	Do I start
You start	You do not start	Do you start
He starts	He does not start	Does he start
She starts	She does not start	Does she start
It starts	It does not start	Does it start
We start	We do not start	Do we start
You start	You do not start	Do you start
They start	They do not start	Do they start

B) Write down 5 sentences about your routine and 5 sentences about your friend's routine.

VI. Write the appropriate verb: *do, does, don't, doesn't*:

1. He like sport.
2. She _____understand it.
3. _____you live near here?
4. _____he work in an office?
5. _____you speak English?
6. _____he have a new car?
7. _____you like music?

VII. Correct the mistakes in the sentences:

A) 1. My friend get up at 6 o'clock.

2. Ann study English at school.

3. I goes to work by bus.

B) 1. What time you get up?

2. Where do he learn English?

3. Where does he works?

C) 1. I doesn't like sport.

2. He don't work in an office.

3. My friend doesn't plays any sport.

VIII. Present Continuous Tense. Focus: speaking about the current situation and

current projects

A) Study the Present Continuous forms using the table:



AFFIRMATIVE FORM			NEGATIVE FORM			INTERROGATIVE FORM		
I	am		I	am not		Am	I	
You	are		You	are not (aren't)		Are	you	
He She It	is	working	He She It	is not (isn't)	working	Is	he she it	working?
We You They	are		We You They	are not (aren't)		Are	we you they	

now, at the moment, today

B). Answer the following questions using the information from the table:

1. Are you sitting now?
2. What are you doing now?
3. What is your friend/partner doing now?
4. What are you wearing today?
5. What is your teacher doing at the moment?

IX. Correct the typical mistakes:

1. The wind blowing at the moment.
2. The sun are shining now.
3. I am wear a blue dress.
4. She makes a cake now.
5. What do you do now?

X. Past Simple: *was/were*

A). Find the three mistakes in the use of *was* and *were* in the sentences below. Rewrite the incorrect sentences:

1. My grandmother was a teacher.
2. My first phone weren't a smartphone.

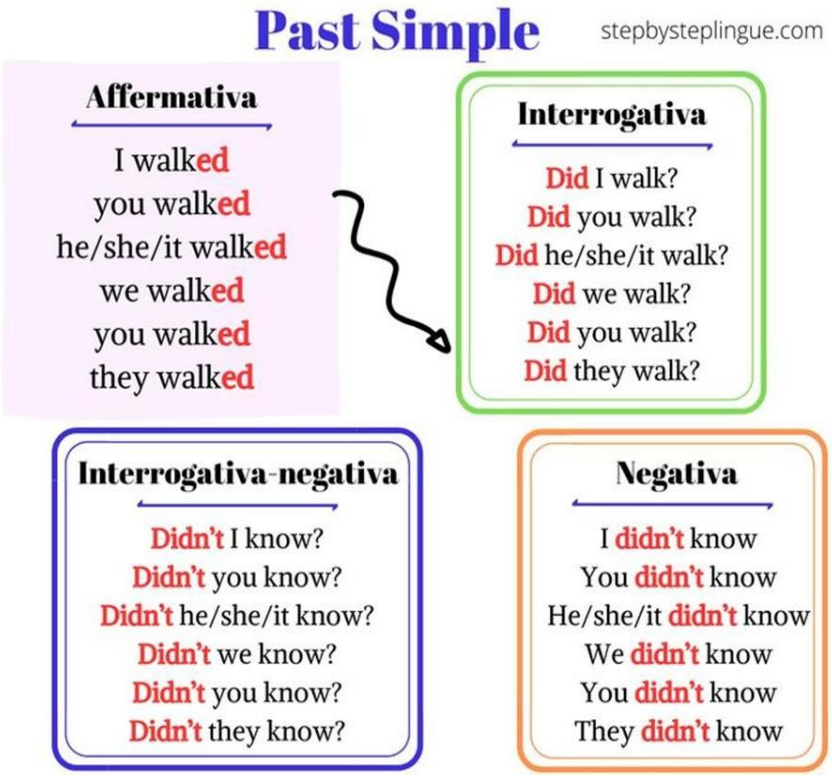
3. My friends was in time for class today.

4. The apples weren't expensive last year.

5. My brother and I was sleepy.

XI. Past Simple: regular verbs - irregular verbs

A) Study the models of positive, negative and interrogative sentences:



B) Focus: regular verbs

Read the sentences in the Present Simple and rewrite them using Past Simple. MODEL: I clean my flat every day. – I cleaned my flat yesterday.

1. I cook meals every day. - Yesterday I _____.

2. He learns English at weekends. - Last weekend he_____.

3. Ann plays tennis on Saturdays. - Last Saturday Ann _____.

4. They

travel to Italy every summer. - Last summer they _____.

5. Peter works on his computer in the evening. - Yesterday evening he _____.

C) Focus: irregular verbs

Read the sentences in the Present Simple and rewrite them using Past Simple. MODEL: I write e-mails every day. Yesterday I wrote some e-mails.

1. I go to school every day. - Yesterday I _____.
2. Jack meets his friends every weekend. - Last weekend Jack _____.
3. Ann usually comes home late. - Yesterday Ann _____.
4. They speak English in the class every day. - Yesterday they _____.
5. I usually have a sandwich and coffee for breakfast. - Yesterday I _____.

XII. Guess game. Focus: auxiliary verbs in questions and negatives, YES/NO short answers

One of the students recalls his/her last holiday. The group has to guess which country he/she visited and how he/she travelled there by means of asking Yes/No questions.

- **Did you travel to Italy (Spain, Poland, Hungary, Greece etc.) last summer?**
- **Did you travel by car (plane, bus, train, ship etc.) there?**

KEY TO THE VOCABULARY EXERCISES

I. Professions. Complete the sentences with the article *"a"* or *"an"* paying attention to the use of the verb *"to be":*

1. Are you **a** computer programmer?
2. Is he **an** engineer?
3. Are you **a** designer?
4. Is she **a** doctor?
5. Are you **an** architect?
6. Are you **a** manager?
7. Is she **a** shop assistant?
8. Are you **an** actor?
9. Is he **a** student?
10. Are you **a** driver?

II. Countries.

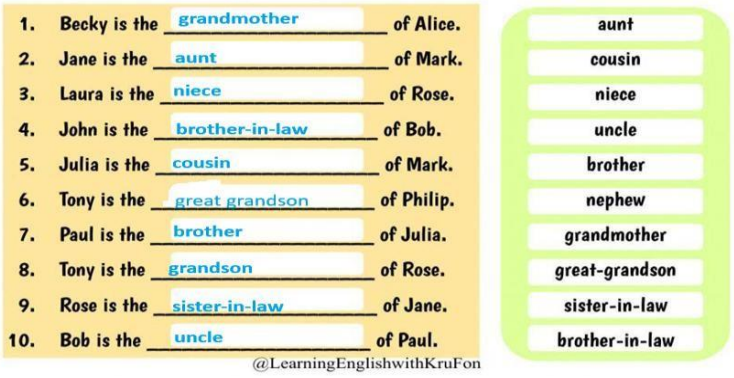
A) Write down 8 countries that border Austria:

1.Germany 2. The Chech Republic 3. Slovakia 4. Hungary 5. Croatia 6. Slovenia 7.

Italy 8. Switzerland

III. Family: possessive case.

Look at the family tree and fill in the blanks with the words given:



IV. Introducing oneself. Focus: question words, *"to be"*, word order in questions with the verbs *"to be"*.

Complete the questions with the wh- question words in the boxes.

What (x2) - Where - How

Samuel: What is your name?

Liz: My name's Liz.

Samuel: How old are you?

Liz: I'm 27.

Samuel: What is your job?

Liz: I'm an engineer.

Samuel: Where are you from?

Liz: I'm from Germany.

What When Where Who

Samuel: Who is your teacher?

Liz: My teacher is Mrs Jones.

Samuel: Where is your teacher from?

Liz: She's from Canada.

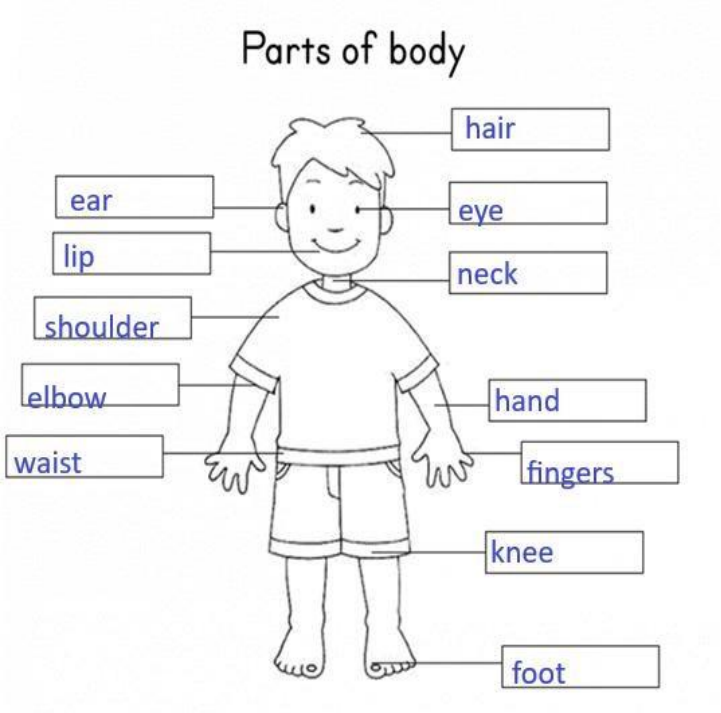
Samuel: When is your English class?

Liz: It's at eight o'clock every Wednesday.

Samuel: What is your favourite music?

Liz: I love jazz music.

V. Parts of the body. Write the correct word for each part of the body in the picture.



VI. Parts of the body. School objects. Colours. Grammar focus: have got / has got, articles

A) Look at the picture and describe the people in it using the structures

She has got a (an)….He has got a(an)….They have got

Possible answers:



She has got an orange schoolbag. He has got a green schoolbag.

They have got a school uniform. They have got brown hair.

B) Correct the following sentences about the picture:

1. The girl has got short hair. – No, she hasn't got short hair. She has got long hair.

2. They have got sport bags. – No, they haven't got sport bags. They have got schoolbags.

3. The boy has got a bottle of water. – No, he hasn't got a bottle of water.

4. The boy has got a red schoolbag. – No, he hasn't got a red schoolbag. He has got a green schoolbag.

5. The girl has got blue eyes. – No, she hasn't got blue eyes. She has got brown eyes.

6. They have got a lot of toys in the classroom. – No, they haven't got a lot of toys in the classroom. They have got a lot of books in the classroom.

VII. Vocabulary. Home objects. Classroom objects.

A) Write the words in the suitable column:

bedroom	***kitchen***	***bathroom***	***living room***	***dining room***	***classroom***
bed, wardrobe	**sink, fridge, cooker, cupboard**	**mirror**	**TV, sofa, armchair, picture**	**chair, table**	**desk, pen, whiteboard, map, pencil case, chair, computer**

VIII. Telling the time. Focus: numbers and English way of asking and telling the time.

A) Match the times. Write the numbers next to the words.

12:45 – 1:15 - 1:45 - 2.00 - 5:30 – 5:20 – 4:05 -1:25 -1:50 – 7:30 - 6:35 – 6:25

a. ten to two - 1:50 d. half past seven - 7:30

b. twenty-five past one - 1:25 e. twenty-five to seven - 6:35

c. quarter past one - 1:15 f. twenty past five - 5:20

B) Work in pairs. Answer the questions.

1. What time is it now? – It's *half past two.*

2. What time is your English class? – It is at *8 o'clock.*

3. What time do you get up? – I get up at *7 o'clock.*

4. What time do you go to bed? – I go to bed *at half past ten.*

IX. Days. Months. Seasons. Write the missing words:

1) a) Monday b) Wednesday c) Thursday d) Tuesday

2) a) April b) December c) August d) March e) November f) June

3) a) summer b) winter c) spring d) autumn

X. Speaking about abilities and possibilities. Being polite.

Focus: the modal verbs *"can"* and *"should"*

A). Read the sentences and write next to each sentence if it is about ABILITIES (A), ADVICE (AD), REQUEST (R) or POSSIBILITY (P):

1. **Can** you speak English?- A 4. **Can** you help me? -R
2. You **should** go to the doctor. -AD 5. He **should** do some sport. - AD
3. She **can** drive a car. - A 6. **Can** you tell me the time, please? - R
7. Today people **can** travel to different countries. - P
8. **Can** you tell me the way to the cinema? - R
9. In Vienna you **can** find a lot of beautiful places. - P

B). Use the words below and say/write sentences with *can/can't.* Vocabulary focus: words for nationalities and sports

a) Which language(s) can/can't you speak?

Sample answer: I can speak German and English but I can't speak Japanese.

b) What sport(s) can/can't you play?

Sample answer: I can play football but I can't play tennis.

KEY TO THE GRAMMAR EXERCISES

I. Present Simple of the verb "*to be*", personal pronouns:

Complete the sentences with ***am, am not, is, are*** and ***are not***. Use the short form **I'm** where possible.

a) A: Hi! I'm Ann. I'm from Canada.

B: Hi Ann. I'm Amal. I'm from Morocco. And this is my friend Pedro. He is from Spain.

A: Nice to meet you, Amal and Pedro. B: Nice to meet you too.

b) A: Are you from Spain? B: No, I'm from Italy!

c) Kimiko: Hi, I'm Kimiko. I am not from Brazil. I'm from Japan.

II. *There is/are*, articles, plurals, prepositions of place, *some, any*.

Read the sentences and choose the correct word:

1. There is/are a sofa in my living room.
2. There are some/any books on the shelf.
3. There is a/an armchair in front of the TV.
4. Are there any/some flowers in your bedroom?
5. Is there any/some mat on/in the floor?
6. Are/is there any/some plants in your living room?
7. There aren't any photos in/on the wall.

III. Singular and plural forms of nouns, *"to be"* in singular and plural, questions and answers with *"to be"*.

A) Write the sentences about the colour of your

jacket, hat, mobile phone, book, shoes, umbrella, socks, jeans, sunglasses.

B) Share your information with the student sitting next to you.

Possible answers:

My T-shirt is white. What colour is your T-shirt? My jeans are blue. What colour are your jeans?

IV. Prepositions of time and place. Answering questions. Read the sentences and write sentences about you:

1. I am at school on Monday. And what about you? – I am at work on Monday.
2. I am at home on Friday. Where are you on Friday? – I am at school on Friday.
3. I am not at work on Thursday. And what about you? – I am at home on Thursday.
4. I am on holiday in June. When are you on holiday? – I am on holiday in August.
5. I am in a gym on Saturday. And where are you on Sarturday? – I am at the party.

V. Focus: the right formation of Present Simple tense, especially the 3d person

singular and the way questions and negatives are built.

B) Write down 5 sentences about your routine and 5 sentences about your friend's routine.

Possible answers:

My routine: 1. I usually get up at 6:30.

2. Then I have breakfast.

3. I leave home for school at 7:30.

4. After school I buy some food and go home.

5. In the evening I often watch TV or read a book.

My friend's routine: 1. My friend Anna usually gets up at 6:00.

2. After breakfast she goes to work by bus.

3. She finishes work at 5 p.m. and then she goes home.

4. Anna often goes to the gym in the evening.

5. She usually meets her friends at weekends.

VI. Write the appropriate verb: *do, does, don't or doesn't:*

1. He doesn't like sport.
2. She doesn't understand it.
3. Do you live near here?
4. Does he work in an office?
5. Do you speak English?
6. Does he have a new car?
7. Do you like music?

VII. Correct the mistakes in the sentences:

A) 1. My friend get up at 6 o'clock.- gets up

2. Ann study English at school. - studies

3. I goes to work by bus. - go

B) 1. What time you get up? - What time do you get up?

2. Where do he learn English? - Where does he learn English?

3. Where does he works? - Where does he work?

C) 1. I doesn't like sport. - I don't like sport.

2. He don't work in an office. - He doesn't work in an office.

3. My friend doesn't plays any sport. - My friend doesn't play any sport.

VIII. Present Continuous Tense. Focus: speaking about the current situation and current projects

A) Study the Present Continuous forms using the table

B). Answer the following questions using the information from the table:

1. re you sitting now? - Yes, I am./No, I am not.

2. What are you doing now? - I am learning English now.

3. What is your friend / partner doing now? - He/She is working now.

4. What are you wearing today? - I am wearing jeans and a pullover.

5. What is your teacher doing at the moment? - She/He is working on her/his computer.

IX. Correct the typical mistakes:

1. The wind blowing at the moment. - The wind is blowing at the moment.

2. The sun are shining now. - The sun is shining now.

3. I am wear a blue dress. - I am wearing a blue dress.

4. She makes a cake now. - She is making a cake now.

5. What do you do now? - What are you doing now?

X. Past Simple: *was/were*

A). Find the three mistakes in the use of *was* and *were* in the sentences below. Rewrite the incorrect sentences.

1. My grandmother was a teacher.

2. My first phone ~~weren't~~ wasn't a smartphone.

3. My friends ~~was~~ were in time for class today.

4. The apples weren't expensive last year.

5. My brother and I ~~was~~ were sleepy.

XI. Past Simple: regular verbs - irregular verbs

B) Focus: regular verbs.

Read the sentences in the Present Simple and rewrite them using Past Simple.

1. I cook meals every day.- Yesterday I cooked meals.
2. He learns English at weekends. - Last weekend he learned English.
3. Ann plays tennis on Saturdays. - Last Saturday Ann played tennis.
4. They travel to Italy every summer. - Last summer they travelled to Italy.
5. Peter works on his computer in the evening. Yesterday evening he worked on his computer.

C) Focus: irregular verbs

Read the sentences in the Present Simple and rewrite them using Past Simple:

1. I go to school every day. - Yesterday I went to school.
2. Jack meets his friends every weekend. - Last weekend Jack met his friends.
3. Ann usually comes home late. - Yesterday Ann came home late.
4. They speak English in the class every day. - Yesterday they spoke English.
5. I usually have a sandwich and coffee for breakfast. - Yesterday I had a sandwich and coffee for breakfast.

XII. Guess game. Focus: regular/irregular verbs. Auxiliary verbs in questions

One of the students recalls his/her last holiday. The group has to guess which country he/she visited and how he/she travelled there by means of asking Yes/No questions.

- **Did you travel to Italy (Spain, Poland, Hungary, Greece etc.) last summer?**
- **Did you travel by car (plane, bus, train, ship etc.) there?**

Sample answers: No, I didn't. I didn't travel to Italy. I didn't travel by car.

Yes, I did. I travelled to Greece. I travelled by plane.

A2 Overview

Elementary student

- ❖ can communicate in a simple and direct exchange of information on familiar matters
- ❖ can make him/herself understood in very short utterances, even though pauses,

false starts and reformulation are very evident

- can describe in simple terms family, living conditions, educational background, present or most recent job using some simple structures correctly, but may systematically make basic mistakes
- can take part in a routine conversation on simple predictable topics
- can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)
- can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters

TOPICS	❖ Personal information. Family and friends ❖ A neighbourhood and its amenities ❖ My life. Routine, leisure time and hobbies ❖ Work and Study ❖ Food and Drinks ❖ Travel and Transport ❖ Weather and Environment ❖ Health and Body ❖ Clothes and Fashion ❖ Seasons, temperatures, weather conditions ❖ Modern life. Technology and Communication ❖ Phones, computers, internet basics

VOCABULARY	- Professions. States. Family members - Parts of the body. Common health problems and illnesses - Countries. Languages. Nationalities - Things and furniture at home. Objects at school and at work - Places in a town - Everyday activities - Meals, cooking, eating out - Days of the week, months, seasons - Numbers - Clothing items, describing clothes, shopping for clothes - Sport - Weather conditions - Travel. Transport means. Visiting different places - Means of communication
GRAMMAR	- Personal, possessive, demonstrative pronouns - Articles: definite, indefinite article *a (an)* and zero - Verb *"to be"*- construction *"there is/are"* - *have got (has got)* - Countable/Uncountable nouns. Plurals - Quantifiers (*some, a few, much/many, a lot of*) - Prepositions of place (*next to, in front of, under, below, above, opposite, on, in*), direction and movement. Prepositions of time - Present Simple tense - Present Continuous tense - Present Simple and Present Contionuous tenses in comparison - Past Simple – *was/were*- regular verbs - irregular verbs - Past Continuous - actions in progress in the past - Going to - future plans and intentions - Will - simple future (offers, promises, decisions)

	- Present Perfect (basic use) - experiences - Present Perfect and Past Simple in comparison - Modals and semi-modals (*can/could, should, must, have to*) - Adjectives and Adverbs. Comparatives and Superlatives - Adverbs of frequency. Adverbs of manner (*quickly, slowly, well, badly*) - Imperatives – *Sit down! Don't touch that!*

FOCUS	**Grammar:** - Differentiation between the use of Present Simple and Present Continuous, Past Simple and Past Continuous, Present Perfect and Past Simple - Differentiation between the use of *will*-form and *going to* form - The right usage of degrees of comparison and constructions with adjectives - The right use of modal verbs for expressing *abilities, possibilities, prohibition and necessity* - Word order. The right positions of adverbs of frequency, time and manner in a sentence **Speaking:** - Phrases used to introduce oneself and other people - Description of people, things and places and exchanging information about them. Comparing things/people, etc. - Booking tickets, asking for directions, transport etc. Modal verbs - Reporting health problems and finding solutions. Modal verbs - Job descriptions. At work - Description of past experiences - Making future plans
	- Shopping habits - Expressing and exchanging opinions, giving reasons using simple language **Writing:** - Short messages on everyday topics - Expressing opinions and comparing things using simple vocabulary

	- Simple informal emails to a friend about personal news
TYPICAL MISTAKES	- False friends (***become*** *VS* ***bekommen***, ***spend*** *VS* ***spenden*** etc.) - The wrong position of adverbs of frequency and manner in a sentence - The incorrect use of prepositions *"I am good ~~in~~ ", „ "I live ~~in~~ the 3d floor", "spend money ~~for~~" etc.* -The incorrect use of present tenses (Present Simple and Present Continuous) - The incorrect use of past tenses (Past Simple and Present Continuous) - The incorrect use of Present Perfect and Past Simple - The incorrect use of ***musn't*** and ***don't have to*** - Making irregular verbs regular

VOCABULARY EXERCISES

I. A neighbourhood and its amenities.

A) Write the correct letter next to the definitions (a-f).

Places: a) **library** b) **train station** c) **supermarket** d) **hospital** e) **park** f) **post office**
Definitions:

1. You go there when you want to buy food and drinks.

2. You go there to read or borrow books.

3. You go there to catch a train.

4. You go there when you are sick.

5. You go there to send a letter or a package.

6. You go there to relax, walk, or have a picnic.

B) Write a short story about your native town or the place you live in. Use the vocabulary from A) and the construction *THERE IS/ARE*.

C) Ask your neighbour about his/her town/city and what tourists can visit there.

II. Shopping. Being polite.

A. Look at the picture and pay attention to the vocabulary:



B. Read the conversation and try to guess which words are missing. Then look at the the picture and check your answers.

A. Good morning.

B: Good morning. ____I help you?

A: Yes, please. I am looking _____a formal suit. B: What are you?

A: Medium.

B: What colour _____ you like? A: Blue, please.

B: Here you are.

A: Can I _it on?

B: Sure. The changing ____are over there. Behind you. A: I like the suit and I want to buy it. How much is it?

B: It is 180 Euros. How would you_____to pay?

A: Cash. Here you are.

B: Thank you. Would you ___a bag for that? A: Yes, please.

III. Write the words from the box into the correct places in the table.

apple, living room, train, ear, suit, ticket, shoulder, shirt, beans, arm, arm chair, trousers, head, biscuits, fridge, plane, cereal , skirt, vegetables, shelf, scarf, mouth, holiday

Foods	Home	Clothes	Travelling	Body parts

IV. Health. Focus: vocabulary "Body parts. Common health problems. Symptoms"

A) Complete the sentences with the correct word from the box*: [headache, medicine, cough, fever, cold, leg]*

1. I have a terrible _____after studying all day.
2. She has a _____and needs to rest in bed.
3. He took some _____to feel better.
4. My little brother has a bad _____and a sore throat.
5. When you have a _____, your body feels very hot.
6. I fell while running and hurt my _____.

B) Mini Speaking/Writing Task.

Write 3 sentences about your health using at least 3 words from this exercise.

V. Modern Life. Technology and Communication.

A). Match the words on the left with the definitions on the right

1. smartphone a. to send a message or email to someone
2. internet b. a small, portable computer you can carry everywhere
3. chat c. a device to make calls and use apps on the go
4. app d. a program you can download on your phone or tablet
5. email e. to talk or write to someone online in real time
6. tablet f. a network that connects computers all over the world

B). Complete the sentences with the correct word from the box:

[smartphone, email, download, social media, chat, internet]

1. I usually check my _____every morning to see new messages.
2. I like to ___with my friends on WhatsApp.
3. You can __new apps for free on your phone.
4. She spends a lot of time on like Instagram and TikTok.
5. I need to send an important to my teacher.
6. We use the to find information and watch videos.

C) Write 3 sentences about your life using at least 3 words from this exercise.

VI. Giving your opinion. Focus on commonly used phrases.

A) Choose the correct sentence:

1). I think/I thinks that pizza is very tasty.

2). In my opinion/My opinion, cats are better than dogs.

3). I don’t think/I doesn’t think football is boring.

4). I agree/I disagrees with you about the movie.

B) Complete the dialogue:

A: I really like summer because it’s warm.

B: _____(give your opinion) A: I think reading books is more fun than watching TV. B: _____(agree or disagree) A: In my opinion, spicy food is too strong.

B: _____(give your opinion)

C) Write your opinion on a) the weather today, b) the importance of learning English nowadays

Use phrases: "*I think …" "In my opinion …" "I don't like …"*

GRAMMAR EXERCISES

I. Past Simple. Focus: irregular verbs.

A). Continue the following sentences using negative Past Simple forms:

MODEL: I had a sandwich for breakfast yesterday but I didn't have any coffee.

1. I read a book last week but I _____any magazines.
2. Ann flew to Italy but she _____to Spain last year.
3. John spoke English yesterday but he _____German.
4. Mary bought some bread in the morning but she _____any milk.
5. They understood the rule but they _____the example.

B). Correct mistakes in the following sentences:

1. My friend not received a gift from her brother.
2. I design the slides for our last presentation.
3. They didn't wanted to help me.
4. She didn't travelled on business to Italy last month.
5. He ask his friends for help last night.

C) Choose the correct options to complete the sentences.

1. I *drove/finished/met* my best friend at university.
2. My sister *belonged/wrote/passed* her first blog post last year.
3. My teacher *got/won/met* married last month.
4. My best friend *passed/wrote/won* a prize for her essay.
5. I was so happy. I *wrote/passed/won* my driving test first time.
6. This house *belonged/got/finished* to my grandparents.

II. Adverbs of frequency. Focus on their position in a sentence.

A) Write the adverbs of frequency in the order from least to most frequent occurrence.

always - never - not often – often - sometimes – usually

B) Where does the adverb of frequency go, position (a) or (b)? Write the adverb in the correct place.

1. I (a) am (b) late for work. (never).
2. My sister (a) cooks (b) at the weekend. (always)
3. My grandmother (a) eats (b) fish. (often)
4. We (a) are (b) busy at the weekend. (usually)
5. My sister (a) has (b) a bath in the morning. (sometimes)
6. Min (a) is (b) early. (always)

III. Guess game. Focus: general questions with Present Continuous tense and giving short YES/ NO answers.

One of the students imagines a piece of clothes he/she is wearing at the moment. The group is trying to guess what piece of clothes it is. Only yes/no questions are allowed.

IV. Describe the picture using the Present Continuous tense form. If possible think of 1-2 suitable sentences with the Present Simple form.

Write about the people in the picture. Focus on what they are doing/what they are wearing/how they feel etc.:



V. Write an email to your friend about your last holiday. Use Past Simple tense and vocabulary on the topic "Travelling".

VI. Mixed Tenses. Focus: asking questions and giving answers using various tense forms

You are going to interview your classmates. Write questions to find the information below. Then ask your groupmates and write down a name for each activity.

Find someone who

1. goes running three times a week.
2. has a bath to relax.
3. went for a walk last weekend.
4. did shopping last Saturday.
5. is going to meet his friends soon
6. is looking for a job at the moment
7. has got an email today.
8. was watching a film at 8p.m. yesterday.

VII. WORD ORDER. Present Simple, Present Continuous, Past Simple, *there is/are have got/has got*

1. got / I / 've / sisters / two.
2. any / you / brothers / Have / or / sisters / got?
3. . My / got / have / grandparents / grandchildren / three.
4. Where / you / last / year / did / travel?
5. What / you / are/ at the moment / doing?
6. Is / any picture / there / the wall / on?
7. There / 5 glasses / on / are / table / the.
8. in /a lot of / museums / in Vienna / are / There.
9. you / like / Did / film / the?

VIII. Grammar overview. Focus: TYPICAL MISTAKES made by German speaking students.

A) Correct the mistakes in the following sentences:

1. I find a lot of interesting informations in books.
2. Childrens like to play outdoor.
3. There gives a picture on the wall.
4. Where is my sunglasses?
5. I moved to Vienna for 5 years.
6. I like to travel with plane.
7. It snows now.

8. I bought yesterday a new bike.

9. He has cooked lunch yesterday.

B) Translate the following sentences from German into English:

1. Ich wohnte in England fünf Jahre lang.

2. Meine neue Brille ist schön.

3. Die Kinder sind zu Hause.

4. War deine Jeanhose teuer?

5. Ich fahre in die Schule mit dem Bus.

6. Vor 5 Jahren habe ich im Büro gearbeitet.

7. Was machst du gerade?

8. Was machst du beruflich?

9. Es regnet gerade.

10. Heute trage ich ein schönes Kleid.

KEY TO THE VOCABULARY EXERCISES

I. A neighbourhood and its amenities.

A) Write the correct letter next tot he definitions (a-f).

1. c 2.a 3.b 4.d 5.f 6.e

B) Write a short story about your native town or the place you live in. Use the vocabulary from A) and the construction THERE IS / ARE.

Sample story:

I live in a small town. There is a big park near my house. There are many trees and flowers in the park. There is a playground for children. There are some supermarkets, restaurants and cafes in my town. There is a library next to the school. I like my town because there is always something to do, and there are friendly people.

C) Ask your neighbour about his/her town /city and what tourists can visit there. Suggested questions:

Is there any cinema /museum/ theatre etc. in your town? Are there any pet shops/ cafes etc. in your town?

II. Shopping. Being polite.

B. Read the conversation and try to guess which words are missing. Then look at the the picture and check your answers.

A. Good morning.

B: Good morning. May/Can I help you?

A: Yes, please. I am looking for a formal suit. B: What size are you?

A: Medium.

B: What colour would you like? A: Blue, please.

B: Here you are.

A: Can I try it on?

B: Sure. The changing rooms are over there. Behind you. A: I like the suit and I will buy it. How much is it?

B: It is 180 Euros. How would you like to pay? A: Cash. Here you are.

B: Thank you. Would you like a bag for that? A: Yes, please.

III. Write the words from the box into the correct places in the table.

Foods	*Home*	*Clothes*	*Travelling*	*Body parts*
apple, beans, bicuits, cereal, vegetables	**living room, arm chair, fridge, shelf**	**suit, shirt, trousers, skirt, scarf**	**train, ticket, plane, holiday**	**ear, shoulder, arm, head, mouth**

IV. Health. Focus: vocabulary "Body parts. Common health problems. Symptoms"

A) Complete the sentences with the correct word from the box:

[headache, medicine, cough, fever, cold, leg]

1. I have a terrible headache after studying all day.
2. She has a cough and needs to rest in bed.
3. He took some medicine to feel better.
4. My little brother has a bad cold and a sore throat.

5. When you have a fever your body feels very hot.
6. I fell while running and hurt my leg.

B) Mini Speaking/Writing Task

Write 3 sentences about your health using at least 3 words from this exercise.

Possible answer: *I had a headache, so I took some medicine and drank water.*

V. Modern Life. Technology and Communication.

A). Match the words on the left with the definitions on the right:

1.	smartphone	c. a device to make calls and use apps on the go
2.	internet	f. a network that connects computers all over the world
3.	chat	e. to talk or write to someone online in real time
4.	app	d. a program you can download on your phone or tablet
5.	email	a. to send a message or email to someone
6.	tablet	b. a small, portable computer you can carry everywhere

B). Complete the sentences with the correct word from the box:

[smartphone, email, download, social media, chat, internet]

1. I usually check my smartphone every morning to see new messages.
2. I like to chat with my friends on WhatsApp.
3. You can download new apps for free on your phone.
4. She spends a lot of time on social media like Instagram and TikTok.
5. I need to send an important email to my teacher.
6. We use the internet to find information and watch videos.

C) Write 3 sentences about your life using at least 3 words from this exercise.

Possible answers: *I usually **chat** with my friends on my **smartphone** every evening. I sometimes take photos in the park and share them on **social media**. I don't write **emails** to my friends, we write **messages** to each other.*

VI. Giving your opinion. Focus: commonly used phrases expressing opinion.

A) Choose the correct sentence:

1). I think/I thinks that pizza is very tasty.

2). In my opinion/My opinion, cats are better than dogs.

3). I don't think/I doesn't think football is boring.

4). I agree/I disagrees with you about the movie.

B) Complete the dialogue. Possible answers:

A: I really like summer because it's warm.

B: In my opinioin, it is too hot here in summer (give your opinion) A: I think reading books is more fun than watching TV.

B: I agree with you (agree or disagree). A: In my opinion, spicy food is too strong. B: I think it is (give your opinion).

C) Write your opinion on a) the weather today, b) the importance of learning English nowadays. Possible answers:

a) *I think the weather is nice today. The sun is shining. In my opinion, the sun is good for my mood. I don't like it when it is very windy.*

b) *I think learning English is very important. In my opinion, English helps people find jobs and travel. I don't like it when people don't try to learn new languages.*

KEY TO THE GRAMMAR EXERCISES

I. Past Simple. Focus: irregular verbs.

A). Continue the following sentences using negative Past Simple forms:

MODEL: I **had** a sandwich for breakfast yesterday but I **didn't have** any coffee.

1.I read a book last week but I didn't read any magazines.

2. Ann flew to Italy but she didn't fly to Spain last year.

3. John spoke English yesterday but he didn't speak German.

4. Mary bought some bread in the morning but she didn't buy any milk.

5. They understood the rule but they didn't understand the example.

B) . Correct mistakes in the following sentences:

1. My friend not received a gift from her brother. - My friend didn't receive a gift.

2. I design the slides for our last presentation. - I designed the slides.

3. They didn't wanted to help me. - They didn't want to help me.

4. She didn't travelled on business to Italy last month. - She didn't travel.

5. He ask his friends for help last night. - He asked his friends for help.

C) Choose the correct options to complete the sentences.

1. I *drove/finished/met* my best friend at university.

2. My sister *belonged/wrote/passed* her first blog post last year.

3. My teacher *got/won/met* married last month.

4. My best friend *passed/wrote/won* a prize for her essay.

5. I was so happy. I *wrote/passed/won* my driving test first time.

6. This house *belonged/got/finished* to my grandparents.

II. Adverbs of frequency. Focus on their position in a sentence.

A) Write the adverbs of frequency in the order from least to most frequent occurrence.

never –not often –sometimes –often –usually –always

B) Where does the adverb of frequency go, position (a) or (b)? Write the adverb in the correct place.

1. I (a) am (b) late for work. (never).

2. My sister (a) cooks (b) at the weekend. (always)

3. My grandmother (a) eats (b) fish. (often)

4. We (a) are (b) busy at the weekend. (usually)

5. My sister (a) has (b) a bath in the morning. (sometimes)

6. Min (a) is (b) early. (always)

III. Guess game.The focus: general questions with Present Continuous tense and giving short YES/ NO answers.

One of the students imagines a piece of clothes he/she is wearing at the moment. The group is trying to guess what piece of clothes it is. Only yes/no questions are allowed.

MODEL: A: Are you wearing a suit now?

B: No, I am not.

C: Are you wearing a skirt? B: No, I am not.

IV. Describe the picture using the Present Continuous tense form. If possible think of 1-2 suitable sentences with the Present Simple form.



Possible answer:

In the picture there are four people. They are wearing suits. Right now, they are taking a selfie. One man is holding the phone, and the others are standing close to him. They are laughing and posing for the photo.They look happy and are smiling at the camera. I think they are colleagues and like spending time with each other and sharing fun moments.

V. Write an email to your friend about your last holiday. Use Past Simple and vocabulary on the topic "Travelling".

Possible answer:

Hi Nick,

I hope you are well. I want to tell you about my last holiday.

Last summer, I went to Spain with my family. We stayed in a small hotel near the beach. The hotel was very comfortable, and the staff were friendly.

Every day, we visited different places. We went to the city centre, saw a museum, and took many photos. One day, we went to the mountains and hiked for three hours. It was very beautiful, but also very hot!

In the evenings, we ate in local restaurants and tried traditional food. I drank fresh orange juice every day, and it tasted amazing.

I really enjoyed my holiday, and I hope we can travel together one day! See you soon,

Jack

VI. Mixed Tenses. Focus on asking questions and giving answers using various tense forms.

Suggested questions:

1. Do you go running three times a week?

2. Do you have a bath to relax?
3. Did you go for a walk last weekend?
4. Did you do shopping last Saturday?
5. Are you going to meet your friends soon?
6. Are you looking for a job at the moment?
7. Have you got any email today?
8. Were you watching a film at 8 p.m. yesterday?

VII. WORD ORDER. Present Simple, Present Continuous, Past Simple, *there is/are, have got/has got*

1. I've got two sisters.
2. Have you got any brothers or sisters?
3. My grandparents have got three grandchildren.
4. Where did you travel last year?
5. What are you doing at the moment?
6. Is there any picture on the wall?
7. There are 5 glasses on the table.
8. There are a lot of museums in Vienna.
9. Did you like the film?

VIII. Grammar overview. Focus on TYPICAL MISTAKES made by German speaking students.

A) Correct the mistakes in the following sentences. Correct answers:

1. I find a lot of interesting **information** in books.
2. **Children** like to play outdoor.
3. There **is** a picture on the wall.
4. Where **are** my sunglasses?
5. I moved to Vienna ~~for~~ 5 years **ago**.
6. I like to travel **by** plane.
7. It **is snowing** now.

8. I bought ~~yesterday~~ a new bike yesterday .
9. He ~~has~~ cooked lunch yesterday.

B) Translate the following sentences from German into English.

Correct answers:

1. I lived in England for 5 years.
2. My new glasses are nice.
3. The children are at home.
4. Were your jeans expensive?
5. I go to school by bus.
6. I worked in an office 5 years ago.
7. What are you doing at the moment?
8. What do you do (for a living)?
9. It's raining at the moment.
10. Today I am wearing a nice dress.

B1 Overview

Intermediate student

- ❖ can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure situations, etc.
- ❖ can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- ❖ can express him/herself simply and coherently on familiar topics and areas of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- ❖ can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- ❖ can understand texts that consist mainly of high frequency everyday or job-related language.
- ❖ can write simple connected texts and personal letters on topics which are familiar or of personal interest letters describing experiences and impressions.

TOPICS	❖ **Living** Describing one's home and neighbourhood Life in the city vs. Countryside ❖ **My life** Personal information. Family, friends and colleagues Relationships Routine, leisure time and hobbies Life events ❖ **Work & Education** Jobs and careers School and studies Future plans and ambitions Learning new skills ❖ **Health & Lifestyle** Food and healthy living Sports and fitness Stress and relaxation ❖ **Holidays and travel experiences** Describing your town or country Transport and directions Cultural traditions and festivals ❖ **Modern life** Communication & Media Advantages and disadvantages of technology Creating art Television, films, and music Reading habits and books
	The importance of education. Online learning ❖ **Society & Environment** Throw-away society Pollution and recycling Helping others/volunteering

VOCABULARY	- Personality - Various emotional states. Feelings - Life events - Accomodation and facilities - Asking for advice/Giving advice - Agreement. Disagreement - Professions. Tasks at work - Making arrangements - Job interview - Parts of the body. Health issues - Weather conditions - Travel. Transport means - Means of communication - Common phrasal verbs used in everyday situations and in business contexts - Around money - Dealing with customers - *Make* VS *do* collocations - Types of art. Film/Book/Music genres - Electronic devices. Using the internet

GRAMMAR	- Personal, possessive, demonstrative, reflexive pronouns - Articles: definite, indefinite article *a (an*) and zero - Countable/Uncountable nouns. Plurals - Quantifiers *(some, a few, much/many, a lot of, too, enough*) - Prepositions of place *(next to, in front of, under, below, above, opposite, on, in*), direction and movement. Prepositions of time - Present Simple and Present Contionuous tenses in comparison - Construction *used to.* - Past Simple and Past Continuous in comparison - *Going to* and *will form* in comparison - Present Perfect. Signal words including *for* and *since* - Present Perfect and Past Simple in comparison - Past Perfect. Past Simple and Past Perfect in comparison - Different types of questions - Subordinate clauses of time - Defyning relative clauses - Reported speech - Modals and semi-modals (*can/could, be able to, should, must, have to*)
	- Adjectives and Adverbs. Comparatives and Superlatives. Comparative structures - Adverbs of frequency. Adverbs of manner (quickly, slowly, well, badly) - Conditionals: Type I and II - Passives: Present and Past Simple - Gerunds

FOCUS	**Grammar:** - Differentiation between the use of Present Simple and Present Continuous, Past Simple and Past Continuous, Present Perfect and Past Simple, Past Simple and Past Perfect - Differentiation between the use of *will-form* and *going to* form - The right use of degrees of comparison and constructions with adjectives - The right use of modal verbs for expressing abilities, possibilities, prohibition and necessity - Word order. The right positions of adverbs of frequency, time and manner in a sentence - Active and passive voice in informal and formal contexts - Possible changes when transforming direct speech into indirect - The use of gerunds **Speaking:** - Phrases used to introduce oneself and other people - Description of people, things and places and exchanging information about them. Comparing things/people etc. - Booking tickets, asking for directions, transport etc. - Job descriptions. Work responsibilities - Relationships at work - Description of past experiences - Making future plans and predictions - Shopping habits - Expressing and exchanging opinions, giving reasons using simple language - Using common phrasal verbs - Narrating a story. Telling about a book or a film/Describing your feelings and impressions

	Writing: - Simple connected texts on topics which are familiar or of personal interest - Personal letters describing experiences and impressions
TYPICAL MISTAKES	- False friends (**become** VS **bekommen**, **spend** VS **spenden** etc.) - The wrong position of adverbs of frequency and manner in a sentence - The incorrect use of prepositions in prepositional phrases with adjectives and with phrasal verbs - The incorrect choice of tenses - The incorrect use of *for* and *since* - The incorrect use of ***musn't*** and ***don't have to*** - The incorrect formation of Conditionals of the types I and II

VOCABULARY EXERCISES

I. Focus on tricky vocabulary. Choose the correct word in brackets:

1. I'm very (sensible/sensitive) to noise.
2. She was very (sympathetic/nice) to the problems of adult students.
3. I bought this novel at the (library/bookshop).
4. He said he would come, but (eventually/possibly) he didn't.
5. I (pretend/intend) that things are really okay when they're not.

Key to the exercise: 1. sensitive 2. sympathetic 3. bookshop. 4. eventually 5. pretend

II. Focus on the correct preposition. Rewrite the sentences correctly.

1. It depends **of** the situation.
2. Can you **explain me** this rule?
3. We will go to the park **in** the weekend.
4. I have to **make** my homework now.
5. Let's **do** a selfie!

Key to the exercise: 1. depends on 2. explain this rule to me 3.at the weekend

4. to do my homework 5. take a selfie

III. Focus on collocations with *make* and *do*. Fill in the blanks with either make or do (choose the correct verb and correct form).

1. We need to __plans for our holiday next month.
2. She always __her best in the exams.
3. Could you ____me a favour and pick up the parcel?
4. He _____a mistake by forgetting her birthday.
5. They _the dishes after dinner every evening.
6. She ___a lot of money from her business last year.
7. I want to _a phone-call before I leave.
8. He didn't want to ____the bed, so he left it messy.

Key to the exercise:

1. make plans 2. does her best 3. do me a favour 4. made a mistake 5. do the dishes 6. made a lot of money 7. make a phone-call 7. make the bed

GRAMMAR EXERCISES

I. Focus on typical mistakes made by German native speakers. Correct the grammar mistakes:

1. I'm agree with you.
2. If I will have time, I visit you.
3. She told that she was tired.
4. I've finished my homework yesterday.
5. He is married with my cousin.
6. People is sometimes rude in big cities.
7. I look forward to see you soon.
8. He didn't want to ____the bed, so he left it messy.

Answer key:

1. I agree.
2. If I **have** time, I'll visit you.
3. She **said** that she was tired.
4. I **finished** my homework yesterday.
5. He is married **to** my cousin.
6. People **are** sometimes rude in big cities.
7. I look forward to **seeing** you soon.

II. Focus is on various grammar mistakes relating to different grammar topics. Find and correct *five* mistakes:

I don't know where is she. Yesterday I have seen her at the park, but she doesn't told me nothing. She said me she was busy to study for her exams.

Key to the exercise:

I don't know **where she is**. Yesterday **I saw** her at the park, but she **didn't tell** me **anything**. She **told me** she was busy **studying** for her exams.

B2 Overview

Upper- intermediate student

- ❖ can express himself/herself clearly and in detail on a wide range of subjects
- ❖ can give opinions on current issues and discuss the advantages and disadvantages of various options
- ❖ can understand the main ideas of complex texts on both concrete and abstract topics
- ❖ can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- ❖ can understand most TV news and the majority of films in standard dialect
- ❖ can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
- ❖ can write clear, detailed texts on a wide range of subjects related to his/her interests, essays or reports, passing on information or giving reasons in support of or against a particular point of view
- ❖ can write formal and informal letters highlighting the personal significance of events and experiences

TOPICS	❖ **Education & Learning** Advantages and disadvantages of online learning Schools in the future The importance of lifelong learning ❖ **Work & Career** What makes a good leader? Leadership qualities Career choice. Jobs in the future Dealing with customers Work–life balance and teleworking

	❖ **Health & Lifestyle** Popular trends: vegetarian and vegan diets The importance of mental health How technology affects our sleep and fitness ❖ **Technology & Society** How social media influences communicatio Artificial intelligence: benefits and dangers Communication in the future ❖ **Environment & Sustainability** The impact of climate change How individuals can help protect the planet ❖ **Culture & Traditions** Cultural differences in communication How globalization affects local cultures The importance of preserving traditions
	❖ **Travel & Tourism** Pros and cons of mass tourism The benefits of learning languages when travelling Travel that changes your perspective ❖ **Media & Communication** Fake news and how to identify it The influence of advertising ❖ **Science & Innovation** Should we explore space or focus on Earth's problems? Genetic engineering — promise or danger? How innovation changes everyday life ❖ **Society & Global Issues** Gender equality and diversity
VOCABULARY	- Personal qualities - Asking for advice/Giving advice. Giving suggestions - Persuasive vocabulary - Agreement. Disagreement - Job responsibilities

	- Stress at work. Health issues - Making arrangements - Job interview - Telephoning - Climate change - Means of communication - Phrasal verbs used in everyday situations and in business contexts - Around money - Advertising - Making a complaint - *Make* VS *do* collocations - Science and technology - Electronic devices. Using the internet - Idiomatic language
GRAMMAR	- Narrative tenses - Present Perfect Continuous. Present Perfect VS Present Perfect Continuous - Future forms including Future Continuous, Future Perfect and Future Perfect Continuous - Present tenses for future - Constructions: *used to, would, get used to, be used to* - Passives. Passive constructions with *have and get* - Articles
	- Conditionals. Alternative to *if* in conditionals.*Wish* and *if only* - Countables/Uncountables. Irregular plurals - Determiners and quantifiers - Order of adjectives - Reported speech. Reporting verbs

	- Past modals of deduction - Gerund VS infinitive - Subordinate clauses - Defyning relative clauses
FOCUS	**Grammar:** - Differentiation between the uses of Present Simple and Present Continuous, Past Simple and Past Continuous, Present Perfect and Past Simple. - Differentiation between the uses of *will*-form and *going to* form - The differentiation between state and action verbs whilst learning Continuous tenses - The correct use of degrees of comparison in constructions with adjectives - The correct use of modal verbs for expressing abilities, possibilities, prohibition and necessity - Word order. The right positions of adjectives/adverbs of frequency, time and manner in a sentence **Speaking:** - Introducing oneself, meeting people and establishing contacts in formal situations - Description of people's qualities - Detailed description of things and places - Highlighting advantages and disadvantages - Reporting health problems and finding solutions - Job descriptions - Description of past experiences - Making future plans. Making future predictions

	- Interviewing people. Conducting a survey - Telephoning - Narrating a story - Reflecting on popular articles, recent news, blogs etc. - Expressing and exchanging opinions, giving reasons using simple language - Using phrasal verbs - Using idiomatic language
	Writing: - Clear, detailed texts on a wide range of subjects related to one‘s interests - Essays or reports, passing on information or giving reasons in support of or against a particular point of view - Formal letters highlighting the personal significance of events and experiences
TYPICAL MISTAKES	- False friends (*actually* VS *aktuell*, *eventually* VS *eventuel* etc.) - Tricky vocabulary (*sensitive* VS *sensible*) - The wrong position of adverbs of frequency and manner in a sentence - The incorrect use of prepositions in prepositional phrases with adjectives - The incorrect choice of tenses (~~I live in Vienna since 10 years~~) - The incorrect use of *for* and *since* -The incorrect use of *musn’t* and *don’t have to*

	-The incorrect formation of Conditionals of the types I and II - The incorrect choice of a preposition when using phrasal verbs + prepositions - The incorrect choice of a gerund or an infinitive after some verbs

VOCABULARY EXERCISES

I. Focus: phrasal verbs with prepositions

Match the phrasal verb + preposition to its meaning

Phrasal verbs: *1. break up with, 2. look forward to, 3. put up with, 4. get along with, 5. run into*

Definitions:

a. tolerate someone or something

b. encounter someone unexpectedly

c. end a romantic relationship

d. have a friendly relationship with

e. anticipate with excitement

Key to the exercise:

1. break up with → c. end a romantic relationship

2. look forward to → e. anticipate with excitement
3. put up with → a. tolerate someone or something
4. get along with → d. have a friendly relationship with
5. run into → b. encounter someone unexpectedly

II. Focus: phrasal verbs with prepositions. Insert the phrasal verbs in the gaps:

rely on, look after, deal with, get rid of, come up with, run out of

1. I don't know how to _____all these problems at once; it's overwhelming.
2. She always _____her younger brother when their parents are away.
3. We need to _____a solution to the traffic issue before it gets worse.
4. If you want to stay healthy, you should _____junk food.
5. You can always _____me if you need advice.
6. Hurry! We're almost _____time to finish the project.

Key to the exercise:

1. deal with. 2. looks after. 3. come up with. 4. get rid of. 5. rely on. 6. run out of

III. Complete the sentences with the correct form of the verb in parentheses (gerund or infinitive):

1. I enjoy __(read) novels in my free time.
2. She promised __(help) me with my homework.
3. He avoided _____(talk) about the problem.
4. They decided __(go) to the cinema tonight.
5. I can't stand ____(wait) in long lines.
6. We agreed _(meet) at 7 p.m.
7. She suggested (take) a break.

8. He forgot ___(lock) the door.

Key to the exercise:

1. reading 2. to help 3. talking 4. to go 5. waiting.6. to meet 7. taking 8. to lock

GRAMMAR EXERCISES

I. Rewrite the sentences using the words in brackets and make them complex:

1. She solved the problem. It was very difficult. (although/eventually)
2. He didn't want to help me. He was very kind. (although/sympathetic)
3. I do not like the library. I do not go there very often. (therefore/actually)
4. He spends all his money. He isn't careful. (if/sensible)

Key to the exercise:

1. She eventually solved the problem, although it was very difficult.
2. Although he didn't want to help me, he was very sympathetic.
3. Actually, I do not like the library; therefore, I do not go there very often.
4. If he were more sensible, he wouldn't spend all his money.

II. Focus on Conditionals. Choose the correct option (A, B, C, or D) to complete the sentences:

1. I would travel more often ____I had more free time.

a) if b) unless c) provided that d) I wish

2. She'll lend you her car ,you promise to drive carefully.

a) unless b) provided that c) I wish d) if

3. I _I could go to the concert, but I have to work.

a) if b) provided that c) wish d) unless

4. He won't pass the exam _____he studies harder.

a) unless b) provided that c) I wish d) if

5. We can go to the beach tomorrow ___it doesn't rain.

a) if b) unless c) provided that d) I wish

6. I'll call you tonight ___I finish my homework early.

a) unless b) if c) provided that d) I wish

7. I ____you were here with me now.

a) wish b) unless c) provided that d) if

Key to the exercise

1. a) if -2. b) provided that- 3. c) wish - 4. a) unless - 5. c) provided that - 6. b) if - 7. a) wish

II. Focus on reported speech. Rewrite in reported speech:

1. "I am very tired," she said. → She said she _____.
2. "I will call you later," he promised. → He promised he _____.
3. "I have already written the report," he said. → He said he _____.
4. "I am going to start a new job next week," she said. → She said she _____.

Key to the exercise:

1. was very tired 2. would call me later 3. had already written the report 4. was going to start a new job next week

3. Vocabulary and Grammar Constructs Set - Romania

Vocabulary and grammar construct set for English (A1–A2, with early B1 pathways)

The construct set presented in this section is based on:

A. Alignment with CEFR levels (A1–A2 + Early B1): Vocabulary and grammar items have been selected based on:

- CEFR can-do descriptors;
- Romanian curricular requirements;
- typical textbook progressions;
- communicative value for beginners;
- suitability for multilingual and low-Romanian settings.

B. Learnability principles: Constructs are prioritized according to:

- frequency in real communication;
- cognitive simplicity;
- transferability across themes;
- potential for chunk-based acquisition.

c. Multilingual accessibility: The selection considers:

- interference patterns between English, Romanian, and minority languages;
- avoidance of Romanian-heavy metalanguage;
- visual, auditory, and kinesthetic accessibility;
- multiple mediation pathways.

D. *Scaffolding stages*: Constructs are organized for use across three stages:

- high-support stage (intensive visuals, simplified Romanian mediation, heavy modelling);
- reduced-support stage (English-first explanations, bilingual glossaries, guided exercises);
- autonomy stage (mostly English, independent communicative tasks).

E. *Pedagogical functions*: Constructs are grouped by:

- communicative purpose (introducing oneself, describing routine, asking for information);

- linguistic system (vocabulary themes, grammar categories);
- cross-cutting skills (listening, reading, speaking, writing).

The **vocabulary sets** below provide:

- core lexical items
- extended options for higher-achieving or bilingual learners
- picture-friendly items for low-literacy learners
- interference notes
- chunked expressions for functional communication
- Romanian mediation notes (optional)
- teacher guidance for progression

Personal identity & social language

Core vocabulary

- name, age, birthday
- boy, girl
- student, friend, teacher
- mother, father, sister, brother
- address, phone number

Extended vocabulary

- surname/family name
- siblings, relatives
- hometown, home country
- occupation (child-friendly: doctor, engineer, driver, farmer)
- personality traits: kind, friendly, shy, confident

Functional CHUNKS

- My name is… / I'm…
- I am from… / I live in…
- This is my friend…
- I'm … years old.

Interference notes:

Romanian uses "Mă numesc…" and "Eu sunt…" → learners may overuse "I am named…"

Hungarian-speaking learners may omit "am/is/are" consistently

Daily life & routines

Core vocabulary

- wake up, get up, wash, eat, go to school
- read, write, play, sleep
- school, home, park
- morning, afternoon, evening, night

Extended vocabulary

- brush teeth, comb hair
- do homework, watch TV
- weekdays and frequency: always, usually, sometimes, never
- time markers: before, after, then

Functional chunks

- I wake up at…
- I go to school by… (bus, car, walking)
- After school, I…

Interference notes:

Romanian expresses routines with reflexive verbs (mă trezesc) → may cause confusion

Some minority languages use aspectual markers not present in English

School & learning environment

Core vocabulary

- pen, pencil, notebook, bag
- desk, chair, board
- teacher, student, class

Extended vocabulary

- ruler, rubber/eraser, markers
- subject names: Romanian, English, maths, science, history, geography
- classroom instructions: underline, circle, match, listen, repeat

Functional chunks

- Can you repeat, please?
- I don’t understand.
- What page?

- Open/close your book.

Interference notes

Romanian school terminology may not align with minority-language terms

"open/close" often replaced with L1 equivalents

Food, drinks & preferences

Core vocabulary

- water, bread, milk, apple, banana
- chicken, rice, soup
- breakfast, lunch, dinner

Extended vocabulary

- cheese, eggs, butter, juice, coffee
- fruit and vegetable sets (carrot, potato, tomato, pear)
- taste adjectives: sweet, salty, spicy, sour

Functional chunks

- I like/don't like…
- Can I have…?
- My favourite food is…

Interference notes

Romanian often puts *multe* or *foarte* before/after noun differently

Students may say: "I like very much apples."

Places, directions & prepositions

Core vocabulary

- home, school, shop, park, hospital
- in, on, under, between, behind, next to

Extended vocabulary

- cinema, swimming pool, supermarket
- near, far from, opposite, around the corner

Functional chunks

- Where is the…?
- Go straight / turn left / turn right
- It's next to… / across from…

Interference notes

Romanian la stânga (“to the left”) vs English “turn left”

Hungarian postpositions may create reversed order patterns

People, animals & descriptions

Core vocabulary

- big, small, long, short
- cat, dog, bird, fish

Extended vocabulary

- tall, short, strong, weak
- donkey, sheep, cow, horse
- colours (13+): maroon, turquoise, beige, gold

Functional chunks

- It is big/small.
- He/She has… (hair, eyes)
- It can/can’t… (run, jump, swim)

Interference notes

Romanian noun–adjective order aligns with English but agreement differs

Minority languages may use case marking absent in English

Grammar construct set (A1–A2 + optional early B1) expanded with examples, contrasts, and bilingual mediation guidance

A1 Grammar

A. Verb “to be”

I am, you are, he/she/it is

Negative: I’m not, you aren’t, he isn’t

Questions: Are you…?

Examples:

I’m 10 years old.

Are you from Romania?

Interference notes:

Romanian contractions do not parallel English

Hungarian often drops the copula → “She happy.”

B. Simple Present

Affirmative: I play, he plays

Negative: I don’t play, He doesn’t play

Questions: Do you like…?

Extended examples:

My cat sleeps every day.

He doesn’t eat breakfast in the morning.

Do they watch TV?

C. Imperatives

Sit down, Stand up, Listen, Write

Extended classroom commands:

Work in pairs.

Underline the correct answer.

D. Articles (a/an/the)

Examples:

A dog, an apple

The school is near.

Interference notes: Romanian suffix articles → confusion with English “the”.

E. Plurals

Regular: cats, buses

Irregular: children, feet

F. Pronouns

I, you, he, she, it, we, they

me, him, her

G. Prepositions

in, on, under, next to

Extended:

between, behind, in front of

H. There is/There are

There is a book on the table.

There are two dogs.

A2 Grammar

A. Past Simple (regular + irregular)

walked, played

was/were

ate, went, saw, had

B. Comparatives & superlatives

bigger, smaller, taller

the biggest, the smallest

C. Countable & uncountable nouns

some, any, much/many

a lot of, a little, a few

D. Future with "going to"

I'm going to visit my grandparents.

E. Adverbs of manner

slowly, quickly, carefully

Early B1 pathway (optional)

For high-achieving or bilingual learners.

Examples:

Present continuous

Past continuous

Basic connectors: because, so, but, although

Modal verbs: must, have to, should

First conditional

Scaffolding & support structures

1. Visual scaffolds

Icons, pictograms, timelines, color-coding

Before → during → after task charts

2. Bilingual supports

English → pictorial clue → simplified Romanian note

Bilingual mini-dictionaries

3. Chunk-based instruction

Teach: I like…, Can I…?, There is…

Avoid grammar-only teaching

4. Translanguaging routines

Short L1 brainstorming

Peer explanations in Romanian or L1

Multilingual glossaries

5. Multimodal modelling

Teacher gestures

Real objects

Short video examples

6. Progressive autonomy

High support → reduced support → low support.

Exercises for English learning in multilingual and limited-Romanian-proficiency contexts

Purpose and pedagogical foundation

The interactive exercises in WP4 are designed to:

- provide accessible English-language practice for students with diverse linguistic backgrounds.
- reduce reliance on Romanian-mediated instruction through multimodal, scaffolded design.
- promote functional, communicative competence rather than decontextualized drill work.
- support teachers with ready-made, adaptable resources compatible with low-tech classrooms, rural schools, and mixed-ability groups.
- enable progressive autonomy, moving from highly supported input to independent English use.

The exercises rely on:

- Task-Based Language Teaching (TBLT) principles
- translanguaging strategies
- sheltered instruction and comprehensible input
- scaffolding at multiple levels
- Universal Design for Learning (UDL) principles

Each exercise category includes:

- purpose
- required materials (including low-resources options)
- step-by-step procedures
- variations and extensions

- inclusion strategies for low-Romanian learners
- assessment opportunities

The interactive exercises are grouped into five major domains:

1. vocabulary-focused exercises
2. grammar-focused exercises
3. integrated skills exercises (listening, speaking, reading, writing)
4. communicative tasks and mini-projects
5. digital and technology-assisted activities (with low-tech alternatives)

Each category includes A1, A2, and early B1 variants, allowing differentiated instruction.

Vocabulary exercises (comprehensive catalogue)

Vocabulary exercises prioritize:

- picture-word association
- chunk-based acquisition
- multimodal input
- high-frequency, thematic vocabulary
- reduced dependence on Romanian explanations

Picture–word matching (Core A1 / universal beginner level) designed to build receptive vocabulary without needing Romanian mediation.

Materials:

Flashcards, drawings, printed icons, or digital slides

For low-tech schools: teacher sketches on board, cut-out magazine photos

Core procedure:

Show 4–6 images.

Say the English words slowly, pointing to pictures.

Students repeat chorally, then individually.

Students match cut-out words to images (individual or pair task).

Variations:

“Find and point” race (groups compete to point at the correct picture)

Memory pairs (card game using pictures and words)

Silent matching (teacher mouths the word; students guess)

Multilingual inclusion:

Allow students to whisper L1 equivalents to a partner

Include optional Romanian-only micro-glosses under images

Extension for A2:

Use adjective–noun combinations (big dog / small dog)

Add distractors

Categorization tasks (semantic sorting) help develop lexical organization and cognitive flexibility.

Categories:

Food vs. drinks

Animals vs. objects vs. people

Verbs vs. nouns vs. adjectives

Clothing by season (summer/winter)

Procedures:

Students drag images/words into group spaces (digital)

Students physically move flashcards to "category corners" in the classroom

Higher-level extensions:

Students propose their own categories

Odd-one-out discussions

Compare categories across languages

Total Physical Response (TPR)-based vocabulary practice

Examples:

"Touch something green."

"Pick up a book."

"Stand next to the desk."

Benefits:

No Romanian needed

Supports memory through kinesthetic involvement

Extensions:

Create simple obstacle courses with prepositions (under, behind)

Roleplay "robot commands"

Vocabulary wheels & turn-taking games designed for mixed-ability groups.

Examples:

Spin the wheel → say the word / make a sentence

Boardgame: each square contains a word/image; students say a phrase or sentence to stay on the square

Hot potato: pass an object; when music stops, say an English word from a category

Grammar exercises

Grammar exercises are chunk-based, visually supported, and low-text to accommodate low Romanian literacy.

Sentence building with tiles or cards – to teach SVO order, question formation, and basic grammar.

Materials:

Word cards: I, you, eat, play, a, an, the, dog, apple, at school, etc.

Steps:

Teacher models 2–3 sentences using coloured tiles (subject in blue, verb in red).

Students build sentences on desks or boards.

Students read sentences aloud.

Variations:

Error detection (teacher intentionally mis-orders a sentence)

Timed challenges

Pair-work story building

Extensions:

Add adverbs (usually, always)

Add prepositions (in/at/on)

Add connectors (and, but)

Gap-fill exercises with visual support

Example A1:

"I ___ (am/are) 10 years old."

"The cat is ___ the table." (under/on/next to, pictures provided)

Example A2:

"She ___ (doesn't / don't) like carrots."

"They are going to ___ (visit/play/call) their grandparents."

Multilingual support:

Optional Romanian hints (one-word clues only)

Bilingual word bank

Grammar sorting - students sort sentences into categories:

Examples:

there is vs. there are

a vs. an

he/she/it vs. they

comparative vs. superlative forms

Advanced options:

Students explain the rule in English, Romanian, or L1

Students create their own examples

Mini-dialogue reconstruction

Given a dialogue cut into lines:

Example A1:

Hello!

What's your name?

I'm Ana.

Nice to meet you!

Example A2:

Where are you going?

I'm going to the park.

Do you want to come?

Yes, I'd love to.

Students:

Reassemble the dialogue

Practice the intonation

Roleplay in pairs

Integrated skills exercises combine listening, speaking, reading, and writing.

Listening comprehension with visual choices

A1-level example:

Audio: "The girl is sitting under the tree."

Students choose one of four pictures.

A2-level example:

Audio: short story (4–6 sentences)

Students answer:

Who?

Where?

What?

Variations:

Students draw what they hear

Students act out what they hear

Reading tasks with tiered support

A1 Text:

A 20–30 word text, e.g.:

"Tom is 9 years old. He lives in a small village. He likes football and cats."

A2 Text:

A 60–90 word text:

"My friend Maria lives in a big city. She usually goes to school by bus…"

Tasks:

Match images to paragraphs

Complete table (Name, Age, From, Likes)

True/false

Put sentences in order

Scaffolding:

Pre-teach 3–5 key words

Provide bilingual glossary

Offer simplified Romanian summary

Guided writing frames

A1:

"My name is ___. I am ___ years old. I live in ___. My favourite food is ___."

A2:

Write a short daily routine (4–6 sentences) using:

first

then

after that

finally

Extensions:

Writing postcards

Writing a simple biography

Completing speech bubbles in comics

Speaking tasks with cue cards

Simple A1 cards:

Picture: boy + football → "He likes football."

Picture: schoolbag + pencil → "This is my schoolbag."

A2 cards:

Timetable card → "On Monday, I have English at 9."

Map card → "Go straight, then turn right."

Optional multilingual support:

Allow L1 brainstorm → English output

Communicative tasks & mini-projects

These promote authentic communication and can be used at all levels.

Information gap activities - Pairs receive different information. They must ask and answer questions to complete the missing pieces.

Types:

Spot the difference

Timetable gaps

Map navigation gaps

Profile cards (A has Ana's card; B has Andrei's card; they interview each other)

Role-plays

A1 Examples:

At the shop ("Can I have…?")

Meeting a new friend

At the doctor ("My head hurts")

A2 Examples:

Planning a trip

Giving directions

At a restaurant

Extensions:

Role reversal

Add time pressure

Add emotional tone (angry, excited, shy)

Class surveys

Students ask classmates:

Do you like…?

How often do you…?

What's your favourite…?

Then they produce a mini-report:

"Three students like apples. Two students don't like bananas."

Mini-projects (1–4 weeks)

Project A: My city / My village

Outputs: poster, labelled map, 5–6 sentences, short oral presentation

Project B: My week

Outputs: timetable, picture diary, recorded audio

Project C: My favourite animal

Outputs: research (picture-based), describe appearance + abilities

Project D: Class book "Our stories"

Outputs: shared digital book with pages from each student.

Technology-assisted exercises (with low-tech variants)

Digital options:

qr-code listening tasks

drag-and-drop sentence building

interactive picture dictionaries

online roleplay simulations

class polls (Mentimeter, Kahoot, Socrative)

Low-tech equivalents:

printed listening scripts

board-based drag-and-drop (using magnets)

paper surveys

"human sentences" (students hold word cards and stand in order)

paper-based gamified quizzes

Inclusion measures for students with limited Romanian proficiency

Visual-first design.

Every task includes: images, icons, color coding, step-by-step pictorial instructions

Chunk-based English

Grammar is embedded in usable phrases, not abstract rules.

Optional Romanian mediation

Only one-sentence summaries, bilingual word lists, and simplified cues.

Translanguaging points

Students may: draft ideas in L1, check meaning with peers, produce final output in English

Multi-level versions of the same exercise

Tier 1: Full support (icons, examples, bilingual glossary)

Tier 2: Partial support (English-first, fewer cues)

Tier 3: Independent (English only)

Assessment through interactive exercises

Interactive tasks provide embedded assessment opportunities:

A1 indicators: points correctly to vocabulary items, produces simple sentences with support, completes matching and TPR tasks.

A2 indicators: uses connectors, understands short texts, asks/answers simple questions independently

Early B1 indicators: participates in short dialogues, writes paragraph-level text, follows multi-step oral instructions

Teaching English to students with limited proficiency in the official language (Romanian)

A significant number of students in Romanian schools learn English while simultaneously developing proficiency in Romanian, the language of instruction and mediation. This group includes pupils from minority-language education streams (Hungarian, German, Ukrainian, Romani), recent immigrant or refugee children, and learners with limited academic Romanian despite conversational fluency. For these students, English becomes not only a foreign language (L3), but often their third linguistic system acquired in an institutional context.

The combined demands of learning Romanian and English at the same time can create cognitive overload, accessibility barriers, and slower progression rates, especially if learning materials assume high proficiency in Romanian. Therefore, English instruction must be adapted to reduce linguistic barriers and leverage students' full linguistic repertoires.

Three complementary approaches underpin WP4's methodology for this target group:

a. Third-Language Acquisition (L3A)

Research shows that learners acquiring an L3 rely heavily on knowledge from their L2—here, Romanian. When Romanian proficiency is weak, learning English becomes less efficient unless strategies reduce dependence on Romanian mediation.

b. Translanguaging

Translanguaging allows purposeful and strategic use of all languages available to the learner (L1, Romanian, and English) to build comprehension, activate background knowledge, and support meaning-making. This approach strengthens learner confidence and reduces frustration.

c. Scaffolding and sheltered instruction

Sheltered instructional techniques—simplified teacher input, modelling, visual tools, and chunked explanations—enable learners to understand new content even with limited Romanian. Scaffolding provides structured support that is gradually removed as learners gain autonomy.

Together, these frameworks ensure that English instruction is accessible, developmentally appropriate, and aligned with learners' linguistic realities.

Pedagogical strategies for multilingual and limited-Romanian contexts

1. Use of multimodal input

Because Romanian mediation may be insufficient, English lessons should rely heavily on:

- images, icons, and diagrams;
- gestures and real-world objects;
- short videos and audio;
- simple demonstration and modelling by the teacher.

This reduces dependence on Romanian explanations and promotes direct comprehension of English.

2. Simplified Romanian mediation (as needed)

When Romanian is used, it should be:

- short, clear, and simplified;
- limited to essential clarification of meaning;
- gradually reduced as comprehension improves.

This preserves access while avoiding overreliance.

3. Strategic translanguaging

When appropriate:

- students may discuss tasks briefly in their L1;

- teachers may accept answers formulated partially through another language;
- groups may work bilingually when solving problems.

This approach prevents cognitive bottlenecks created by Romanian-only mediation.

4. Pre-teaching vocabulary and grammar

Essential English words and grammar chunks should be introduced before reading or listening tasks. Techniques include:

- picture-word matching;
- bilingual mini-glossaries (English–Romanian);
- example sentences with visual cues;
- teacher modelling.

Pre-teaching reduces task complexity and enables meaningful participation even for low-Romanian learners.

5. Chunk-based grammar instruction

Grammar should be taught through functional chunks (e.g., *I want…, Can I…?, I am from…*) rather than abstract terminology requiring strong Romanian literacy. Chunk-based learning helps students understand and use grammar without advanced metalanguage.

6. Peer support structures

Pairing learners strategically (stronger Romanian/English with weaker peers) allows them to:

- clarify instructions;
- model English usage;
- support comprehension;
- build confidence.

Teachers should rotate pairs to avoid dependency and ensure inclusive participation.

7. Gradual reduction of mediation

WP4 recommends designing lessons in three phases:

- high mediation (visuals + simplified Romanian + modelling);
- moderate mediation (English-first input + optional Romanian support);
- low mediation (tasks carried out mostly in English with minimal Romanian cues).

This progression helps learners gain autonomy in both Romanian and English.

8. Low-stakes formative assessment

Assessment should distinguish between English competence (e.g., vocabulary recognition, simple dialogues) and Romanian proficiency used as mediation.

Tools include:

- brief picture-based comprehension checks;
- oral response tasks;
- short listening quizzes;
- simplified reading tasks.

This prevents unfair penalization of students with low Romanian proficiency.

Adaptation of materials

To make English accessible for learners with limited Romanian, WP4 recommends the following material adaptations:

- instructions using icons and simple English, with optional simplified Romanian glosses;
- pictorial vocabulary lists with dual coding (image + English word), followed by short Romanian notes for teachers;
- graded readers with very short, clear texts and parallel Romanian summaries;
- audio files at controlled speed with transcripts;
- templates for guided speaking and writing tasks, minimizing the need for Romanian explanations.

All WP4 materials will be designed for low-resource environments, ensuring usability in rural or under-equipped schools.

Classroom management and organization

Teachers working with mixed-Romanian-proficiency groups should adopt organisational practices that support multilingual learners, such as:

- predictable lesson routines;
- clear and consistent visual classroom displays;
- structured pair and group rotations;
- selective use of L1 support assistants (peer or staff);
- short, frequent breaks between cognitively demanding tasks.

Stable routines reduce the linguistic load and improve engagement.

Monitoring and evaluating learner progress

Progress monitoring should focus on both languages but evaluated separately. Recommended tools include:

- observation checklists for a1–a2 English functions;
- short performance tasks (e.g., introduce yourself, describe a picture);
- weekly comprehension snapshots (audio, reading, or vocabulary checks);
- teacher reflection templates that record which scaffolds were effective;
- tracking charts showing decrease in reliance on Romanian.

These tools help teachers adjust instruction while ensuring that Romanian limitations do not mask progress in English.

4. Vocabulary and Grammar Constructs Set - Sweden

Essential Lexical Set for Teaching English Using Swedish as the Base Language

When teaching English in Sweden, vocabulary instruction typically follows a communicative and functional approach. Since Swedish and English belong to the Germanic language family, many lexical similarities can be used to facilitate learning. Teachers often begin with high-frequency words that support everyday communication and encourage learners to compare Swedish and English vocabulary to develop metalinguistic awareness. Digital tools such as Quizlet, Wordwall, and Kahoot! are frequently used to reinforce vocabulary through repetition, games, and collaborative activities.

The following lexical categories represent the core vocabulary needed for basic communicative competence.

1. Personal and Social Vocabulary

This category introduces learners to language used for identifying themselves, expressing personal information, and participating in everyday social interactions. Since many expressions have direct Swedish equivalents, learners can quickly build confidence.

Example vocabulary

Swedish	English
jag	I
du	you
mitt namn	my name
vän	friend
familj	family
adress	address
telefonnummer	telephone number
ålder	age
språk	language

land	country

Example expressions

- Jag heter Anna. → **My name is Anna.**
- Jag kommer från Sverige. → **I come from Sweden.**
- Jag talar svenska och engelska. → **I speak Swedish and English.**

2. People and Relationships

Learners acquire vocabulary describing family members, occupations, and social relationships.

Example vocabulary

Swedish	English
mamma	mother
pappa	father
syster	sister
bror	brother
barn	child
lärare	teacher
elev	student
granne	neighbour
vän	friend
kollega	colleague

Example activity

Students describe their family using a family tree and compare Swedish and English kinship terms.

3. Numbers, Time, and Quantity

This vocabulary supports daily communication involving dates, schedules, shopping, and measurements.

Example vocabulary

Swedish	English
ett	one
tio	ten
hundra	hundred
idag	today
imorgon	tomorrow
vecka	week
månad	month
år	year
mycket	much
lite	little

Example expressions

- Klockan är två. → **It is two o'clock.**
- Jag har två böcker. → **I have two books.**
- Hur mycket kostar det? → **How much does it cost?**

4. Everyday Objects and Places

Learners develop vocabulary for common objects and locations encountered in everyday life.

Example vocabulary

Swedish	English
hus	house
rum	room

Swedish	English
skola	school
bok	book
stol	chair
bord	table
dator	computer
telefon	phone
affär	shop
park	park

Example activity

Students label classroom objects in both Swedish and English and create digital picture dictionaries.

5. Basic Actions

High-frequency verbs form the basis for communication.

Example vocabulary

Swedish	English
vara	be
ha	have
gå	go
komma	come
äta	eat
dricka	drink
läsa	read
skriva	write

se	see
prata	speak

Example sentences

- Jag går till skolan. → **I go to school.**
- Hon läser en bok. → **She reads a book.**
- Vi äter lunch. → **We eat lunch.**

Teachers often highlight similarities between Swedish infinitives and English verbs while introducing the third-person singular (*reads*, *goes*).

6. Descriptive Words

Adjectives enable learners to describe people, objects, and experiences.

Example vocabulary

Swedish	**English**
stor	big
liten	small
lång	long/tall
kort	short
gammal	old
ny	new
bra	good
dålig	bad
varm	warm
kall	cold

Example activity

Students compare pictures and describe differences using simple adjective pairs.

Example:

- Huset är stort. → **The house is big.**
- Boken är ny. → **The book is new.**

7. Food and Everyday Needs

Vocabulary related to meals, shopping, and daily routines is introduced through communicative situations.

Example vocabulary

Swedish	English
bröd	bread
mjölk	milk
vatten	water
äpple	apple
ost	cheese
kaffe	coffee
frukost	breakfast
lunch	lunch
middag	dinner
butik	supermarket/shop

Example expressions

- Jag vill ha vatten. → **I would like some water.**
- Kan jag få kaffe? → **Can I have coffee?**

Role-playing cafés and shops is a common classroom activity.

8. Travel and Directions

Learners practise language needed for moving around, asking for directions, and using public transport.

Example vocabulary

Swedish	English
buss	bus
tåg	train
station	station
gata	street
vänster	left
höger	right
karta	map
hotell	hotel
flygplats	airport
biljett	ticket

Example expressions

- Var är stationen? → **Where is the station?**
- Sväng vänster. → **Turn left.**
- Jag behöver en biljett. → **I need a ticket.**

9. Nature and Environment

This vocabulary supports discussion of weather, seasons, and the natural world.

Example vocabulary

Swedish	English
sol	sun
regn	rain
snö	snow
vind	wind
träd	tree

blomma	flower
sjö	lake
skog	forest
berg	mountain
hav	sea

Example expressions

- Det regnar idag. → **It is raining today.**
- Solen skiner. → **The sun is shining.**

Teachers often connect weather vocabulary to authentic weather forecasts and digital weather applications.

10. Functional Expressions

Functional language enables learners to participate in everyday conversations from the earliest stages.

Greetings

Swedish	English
Hej!	Hello!
God morgon!	Good morning!
Hej då!	Goodbye!

Politeness

Swedish	English
Tack	Thank you
Varsågod	You're welcome
Ursäkta	Excuse me
Förlåt	Sorry

Requests

Swedish	English
Kan du hjälpa mig?	Can you help me?
Jag förstår inte.	I don't understand.
Kan du upprepa?	Can you repeat that?

Classroom language

Swedish	English
Jag vet inte.	I don't know.
Hur säger man...?	How do you say...?
Vad betyder...?	What does ... mean?
Kan jag gå ut?	May I go out?

When teaching English through Swedish, vocabulary should be introduced according to the principles of **frequency**, **communicative value**, and **positive language transfer**. Teachers are encouraged to begin with cognates and familiar concepts that share similar forms in Swedish and English, thereby reducing cognitive load and strengthening learners' confidence. Vocabulary should be organized into meaningful semantic fields and practised through authentic communicative tasks rather than isolated memorization.

Digital technologies can reinforce lexical learning by providing multimodal input, immediate feedback, and opportunities for spaced repetition. Activities such as digital flashcards, picture dictionaries, interactive quizzes, collaborative vocabulary maps, and short speaking or writing tasks enable learners to use newly acquired vocabulary in realistic contexts. Finally, systematic comparison between Swedish and English helps learners recognize similarities and differences between the two languages, promoting metalinguistic awareness and facilitating long-term vocabulary retention.

Essential Grammar Set for Teaching English Using Swedish as the Base Language

Grammar instruction in Swedish schools is generally embedded within communicative language teaching rather than taught as isolated rules. Because Swedish and English belong to the West Germanic language family, many grammatical concepts are comparable and can be taught through **contrastive analysis**, allowing learners to build on existing knowledge of Swedish. Teachers typically introduce grammar inductively through meaningful contexts, supported by visual materials, collaborative tasks, and digital tools that encourage practice and immediate feedback.

1. Personal Pronouns and Subject–Verb Agreement

Description

Personal pronouns are among the first grammatical structures introduced because they are essential for communication. Swedish and English have highly comparable pronoun systems, making positive language transfer possible. However, learners must become familiar with English subject–verb agreement, particularly the third-person singular ending **-s**, which has no direct equivalent in Swedish.

Example pronouns

Swedish	English
jag	I
du	you
han	he
hon	she
den/det	it
vi	we
ni	you
de	they

Example sentences

Swedish	English
Jag spelar fotboll.	I play football.
Hon spelar fotboll.	She plays football.
Vi bor i Malmö.	We live in Malmö.

Teaching focus

Students compare Swedish and English verb forms to notice that English changes only in the third-person singular (*plays*, *lives*, *works*), whereas Swedish uses the same present-tense verb form for all persons.

2. Be and Have Verbs

Description

The verbs **be** and **have** are introduced early because they are among the most frequently used verbs in English. Swedish equivalents (*vara* and *ha*) provide a familiar basis for learning.

Examples

Swedish	English
Jag är glad.	I am happy.
Hon är lärare.	She is a teacher.
Vi har en hund.	We have a dog.
De har två barn.	They have two children.

Teaching focus

Learners practise different forms of **be** (*am, is, are*) and **have** (*have, has*) through short dialogues, picture descriptions, and personal information activities.

3. Simple Present and Present Continuous Tenses

Description

The Present Simple is introduced first because it describes routines, facts, and habits. The Present Continuous is taught later to express actions happening at the moment of speaking. Since Swedish generally uses the simple present for both meanings, this distinction requires explicit instruction.

Present Simple

Swedish	English
Jag går till skolan varje dag.	I go to school every day.
Hon läser mycket.	She reads a lot.

Present Continuous

Swedish	English
Jag läser nu.	I am reading now.
Barnen leker.	The children are playing.

Teaching focus

Learners compare:

- I read every day.
- I am reading now.

Teachers use pictures and real-life classroom activities to illustrate the difference between habitual and ongoing actions.

4. Simple Past Tense

Description

The Simple Past enables learners to describe completed events. Swedish and English both distinguish present and past, although English contains regular and irregular verb forms that require additional practice.

Examples

Swedish	English
Jag gick hem.	I went home.
Hon spelade tennis.	She played tennis.
Vi såg en film.	We watched a film.

Teaching focus

Students first learn regular **-ed** verbs before gradually expanding their knowledge of common irregular verbs such as *go–went*, *see–saw*, and *eat–ate*.

5. Questions and Negation

Description

Question formation and negation are essential for everyday communication. Swedish and English differ significantly in this area. Swedish forms many questions by placing the verb before the subject, whereas English frequently requires auxiliary verbs (*do, does, did*).

Questions

Swedish	English
Bor du här?	Do you live here?
Är hon hemma?	Is she at home?

Negation

Swedish	English
Jag gillar inte kaffe.	I do not like coffee.
Hon är inte här.	She is not here.

Teaching focus

Learners practise question-and-answer exchanges and compare Swedish verb inversion with English auxiliary verbs.

6. Modals for Basic Communication

Description

Modal verbs allow learners to express ability, permission, requests, advice, and obligation. Most English modals correspond closely to Swedish modal verbs.

Examples

Swedish	English
Jag kan simma.	I can swim.
Du måste vänta.	You must wait.
Får jag komma in?	May I come in?
Vi borde gå nu.	We should go now.

Teaching focus

Students learn that modal verbs are followed directly by the infinitive without *to*.

7. Articles and Determiners

Description

Although both languages use definite and indefinite articles, they differ structurally. Swedish often attaches the definite article to the noun (*boken*), while English places it before the noun (*the book*).

Examples

Swedish	English

en bok	a book
boken	the book
ett hus	a house
huset	the house

Determiners include:

- this
- that
- these
- those
- some
- any

Example sentences

- This is my book.
- I have some apples.
- Do you have any questions?

Teaching focus

Teachers use real classroom objects to illustrate article use and demonstratives.

8. Prepositions of Place, Time, and Movement

Description

Prepositions are among the most challenging areas because direct translation is often impossible. Instruction focuses on high-frequency prepositions used in everyday communication.

Place

Swedish	English
på bordet	on the table
i bilen	in the car
under stolen	under the chair

Time

Swedish	English
på måndag	on Monday
klockan tre	at three o'clock
i juli	in July

Movement

Swedish	English
till skolan	to school
från Sverige	from Sweden
genom parken	through the park

Teaching focus

Maps, classroom objects, and movement games provide concrete contexts for practising prepositions.

9. Conjunctions and Simple Connectors

Description

Learners use conjunctions to combine ideas into longer and more meaningful sentences.

Examples

Swedish	English
och	and
men	but
eller	or
därför att	because
så	so

Example sentences

- I like tea **and** coffee.

- She is tired **because** she worked late.
- We stayed home **because** it was raining.
- I wanted to go, **but** I was ill.

Teaching focus

Students expand simple sentences into compound sentences using connectors.

10. Basic Sentence Structures

Description

The ability to construct simple sentences is the foundation of communicative competence. Learners first master affirmative, negative, and interrogative sentences before progressing to more complex structures.

Affirmative

Swedish:

Jag bor i Stockholm.

English:

I live in Stockholm.

Negative

Swedish:

Jag bor inte här.

English:

I do not live here.

Question

Swedish:

Bor du här?

English:

Do you live here?

Subject–Verb–Object

Swedish	English
Hon läser en bok.	She reads a book.

Vi köper mat.	We buy food.
De spelar fotboll.	They play football.

Teaching focus

Teachers introduce sentence building through substitution tables, sentence strips, and digital drag-and-drop activities that allow learners to manipulate sentence elements and observe correct English word order.

When teaching English through Swedish, grammar instruction should proceed from **shared structures to language-specific differences**. Teachers are encouraged to exploit similarities between Swedish and English, such as personal pronouns, modal verbs, basic Subject–Verb–Object sentence structure, and the use of *be* and *have*, to establish an early sense of success. As learners become more confident, instruction should explicitly address grammatical features that differ from Swedish, including third-person singular verb agreement (*she works*), the Present Continuous (*I am reading*), auxiliary **do** in questions and negation, English article placement, and prepositional usage.

Grammar should be taught within meaningful communicative contexts rather than through isolated rule memorization. Dialogues, role plays, picture descriptions, storytelling, and collaborative tasks encourage learners to apply grammar while communicating. Digital technologies—such as interactive grammar exercises, online quizzes, collaborative writing platforms, and automated feedback tools—can further reinforce learning by providing repeated practice, immediate correction, and opportunities for self-assessment. This contrastive and communicative approach supports both grammatical accuracy and the development of practical communicative competence.

5. Vocabulary and Grammar Constructs Set - Turkiye

Essential Lexical Set for English — Turkish-Based Teaching Context

This set provides the foundational vocabulary needed for basic communicative competence in English, adapted for learners whose base language is Turkish. Each category includes a short description, core example vocabulary (English–Turkish), and notes on structural or lexical points specific to Turkish learners.

1. Personal and Social Vocabulary

Description: Words needed to introduce oneself, exchange basic personal information, and manage simple social interaction — the first layer of survival vocabulary for any learner.

Examples:

English	Turkish	Note
name	isim / ad	—
age	yaş	Turkish uses no verb "to be" here: *Yaşım 20* (my-age 20), not "I am 20" structurally
address	adres	cognate-like, easy to teach
nationality	milliyet / uyruk	—
hello / hi	merhaba / selam	*selam* is informal, closer to "hi"
goodbye	hoşça kal / güle güle	different forms depending on who is leaving vs. staying
please	lütfen	—
thank you	teşekkür ederim / sağ ol	second form informal
sorry / excuse me	özür dilerim / pardon	*pardon* is a direct loanword, easy entry point

Teaching note: Turkish has separate formal/informal greeting and thanking forms tied to social distance (*siz* register), while English marks the same social distance through word choice and tone rather than grammar — this needs explicit re-teaching (see earlier grammar table, Vocabulary Construct #6).

2. People and Relationships

Description: Vocabulary for family members, social roles, and basic relationship terms — essential for talking about oneself and others.

Examples:

English	Turkish	Note
mother / father	anne / baba	—
brother / sister	erkek kardeş / kız kardeş	Turkish *kardeş* is gender-neutral "sibling"; gender is added as a modifier
friend	arkadaş	—
husband / wife	koca / eş (or karı)	*eş* is gender-neutral "spouse"
child / children	çocuk / çocuklar	plural marked by suffix *-lar/-ler*
neighbor	komşu	—
teacher	öğretmen	—
boss	patron	direct loanword from French, easy cognate

Teaching note: Turkish kinship terms are often more specific than English by relative age (e.g., *abla* = older sister, *abi/ağabey* = older brother — no direct single-word English equivalent). Flag these as "many-to-one" mappings so learners don't expect symmetry.

3. Numbers, Time, and Quantity

Description: Cardinal/ordinal numbers, clock time, days, months, and basic quantity expressions — needed for transactions, scheduling, and daily communication.

Examples:

English	Turkish	Note
one, two, three	bir, iki, üç	—
first, second, third	birinci, ikinci, üçüncü	ordinal suffix *-inci*

today / tomorrow / yesterday	bugün / yarın / dün	—
what time is it?	saat kaç?	literally "hour how-much"
o'clock	saat	same word used for "hour" and "o'clock"
a lot / a little	çok / az	—
how much / how many	ne kadar / kaç tane	Turkish distinguishes mass ("ne kadar") vs. count ("kaç tane") more explicitly than English often does in casual speech

Teaching note: Turkish telling-time constructions are structurally different (e.g., *"saat üçte"* = "at three o'clock," with time marked by the locative/dative case suffix rather than a preposition — connects directly to the case-vs-preposition contrast point covered earlier).

4. Everyday Objects and Places

Description: Common nouns for household items, furniture, and everyday locations — the concrete vocabulary needed to describe one's immediate environment.

Examples:

English	Turkish	Note
house / home	ev	same word for both concepts in Turkish
table / chair	masa / sandalye	—
door / window	kapı / pencere	—
school	okul	—
hospital	hastane	—
shop / market	dükkan / market	*market* is a direct loanword
street	sokak / cadde	*cadde* = larger avenue, *sokak* = smaller street; distinction not always made in English

bathroom	banyo / tuvalet	Turkish often separates "banyo" (bath) from "tuvalet" (toilet) as different rooms — English "bathroom" can mean either

Teaching note: Location vocabulary should be paired directly with case-suffix drills (*evde* = "at home", *okula* = "to school") since these combine vocabulary and grammar contrast points simultaneously.

5. Basic Actions

Description: High-frequency verbs needed to describe daily activities and needs.

Examples:

English	Turkish	Note
go	gitmek	—
come	gelmek	—
eat / drink	yemek / içmek	*yemek* also means "meal" (noun)
sleep	uyumak	—
want	istemek	—
need	ihtiyacı olmak	expressed as a possessive construction ("to have a need"), not a single verb like English "need"
like	sevmek / beğenmek	*sevmek* also means "to love" — context distinguishes degree
can / be able to	-abilmek (suffix)	expressed as a suffix on the verb, not a separate modal word
work	çalışmak	—
speak / talk	konuşmak	—

Teaching note: "Can" is a strong contrast point — Turkish adds ability as a suffix directly to the verb root (*yapabilirim* = "I can do"), while English uses a separate modal verb. This should be taught as a structural transformation, not word-for-word substitution.

6. Descriptive Words

Description: Common adjectives for size, quality, emotion, and appearance — needed to describe people, objects, and situations.

Examples:

English	Turkish	Note
big / small	büyük / küçük	—
good / bad	iyi / kötü	—
happy / sad	mutlu / üzgün	—
hot / cold	sıcak / soğuk	same words used for weather and food temperature
new / old	yeni / eski	—
beautiful	güzel	frequently overused/generalized by learners since *güzel* covers "beautiful," "nice," and "good" broadly in Turkish
tired	yorgun	—
expensive / cheap	pahalı / ucuz	—

Teaching note: Turkish adjectives don't change form for number or gender and are placed directly before the noun, same as English — this is a rare point of structural similarity worth highlighting to build learner confidence.

7. Food and Everyday Needs

Description: Vocabulary for food, drink, shopping, and daily necessities — essential survival vocabulary for transactions.

Examples:

English	Turkish	Note
bread	ekmek	—
water	su	—
milk	süt	—
meat	et	—
vegetable / fruit	sebze / meyve	—

I am hungry / thirsty	karnım aç / susadım	Turkish expresses hunger idiomatically as "my stomach is empty" (karnım aç), not a direct adjective-based structure like English "I am hungry"
how much does it cost?	ne kadar? / kaç para?	—
I would like...	... istiyorum / rica etsem...	polite request forms differ structurally; "rica etsem" has no direct English equivalent word-for-word

Teaching note: Physical-state expressions (hunger, thirst, tiredness) are a recurring false-friend zone since Turkish often uses possessive/idiomatic constructions where English uses a simple adjective + "to be." Worth a dedicated micro-lesson.

8. Travel and Directions

Description: Vocabulary for asking and giving directions, transportation, and travel logistics.

Examples:

English	**Turkish**	**Note**
left / right	sol / sağ	—
straight ahead	dümdüz / direkt	—
near / far	yakın / uzak	—
bus / train / airplane	otobüs / tren / uçak	*otobüs* and *tren* are loanwords, easy cognates
ticket	bilet	direct loanword
where is...?	... nerede?	location question uses locative case suffix built into the question word structure
how do I get to...?	...'a nasıl giderim?	destination marked with dative case suffix (*-a/-e*), connecting to the case-vs-preposition contrast point

Teaching note: Direction-giving is a strong candidate for digital interactive exercises (map-based apps) precisely because it forces the case-suffix-to-preposition mapping that Turkish learners find persistently difficult.

9. Nature and Environment

Description: Vocabulary describing weather, seasons, natural surroundings, and basic environmental concepts.

Examples:

English	Turkish	Note
weather	hava	also means "air" in Turkish — context-dependent
rain / snow	yağmur / kar	—
sun / moon	güneş / ay	—
tree / flower	ağaç / çiçek	—
sea / mountain	deniz / dağ	—
season	mevsim	—
hot / cold (weather)	sıcak / soğuk	same adjectives as in Descriptive Words category — reinforce cross-category recycling

Teaching note: This category is a good place to recycle descriptive adjectives (Category 6) in a new context, reinforcing the "one word, many uses" pattern already present in Turkish and easing retention.

10. Functional Expressions

Description: Fixed phrases and functional chunks needed for basic conversational management — greetings, requests, clarification, agreement/disagreement — the "glue" phrases that let learners function in real interaction even before mastering full grammar.

Examples:

English	Turkish	Note
I don't understand	anlamıyorum	single suffixed verb form, no separate negation word needed in Turkish
Can you repeat that?	Tekrar edebilir misiniz?	formal register; note the *-ebilir* ability suffix + question particle *-misiniz*
What does ... mean?	... ne demek?	—

I agree / I disagree	katılıyorum / katılmıyorum	same root, negated by internal suffix, not a separate word
Yes / No	evet / hayır	—
Maybe	belki	—
Excuse me (getting attention)	Affedersiniz	more formal than *pardon*; register distinction worth teaching explicitly

Teaching note: Functional expressions are ideal for **chunk-based teaching** (whole-phrase memorization) rather than word-by-word grammatical analysis, since learners need them functional early, before they've internalized the underlying grammar (auxiliary "do," modal "can," negation rules) that would let them construct these phrases from scratch.

Cross-Category Design Principle

Several categories reinforce the same underlying contrast points identified in the grammar table (word order, case suffixes vs. prepositions, suffix-based negation/ability, absence of articles). Structuring the lexical set so these recur across categories — rather than being taught once and left behind — supports the kind of spaced, contrast-aware repetition that digital exercises can deliver more consistently than static print materials.

Turkish–English Contrastive Table: Vocabulary and Grammar Constructs

A reference table of structural contrast points between Turkish (L1/base language) and English (target foreign language), for use in designing digital exercises that target predictable L1-transfer errors.

Vocabulary Constructs

#	Construct	Turkish Feature	English Feature	Example	Notes / Common Error
1	Cognates / loanwords	Many French/Italian-derived loanwords	Native or Latinate equivalents	*otobüs* → bus; *televizyon* → television	Useful confidence-builders; fast vocabulary entry point
2	False friends	Loanword meaning has drifted	Original English	*aktüel* ("current/topical")	Learners assume 1:1 meaning

#	Construct	Turkish Feature	English Feature	Example	Notes / Common Error
			meaning differs	vs. "actual" ("real")	transfer; leads to mistranslation
3	Agglutinative words vs. multi-word phrases	One root + stacked suffixes	Separate words/phrases	*evlerimizde* = "in our houses" (1 word → 4 words)	Learners underestimate how many English words map to one Turkish word
4	Phrasal verbs	No particle-verb system; single verb + suffix	Verb + particle changes meaning	*look up*, *give in*, *put off*	Learners treat phrasal verbs as literal word-by-word translations
5	"Make" vs. "do"	One general verb: *yapmak*	Two distinct lexical items	*make a decision* vs. *do homework*	Learners default to one verb for both meanings
6	Grammaticalized politeness (*sen* vs. *siz*)	Formality built into pronoun/verb	No grammatical formality in pronouns	Formal request: modal + hedge ("Could you...", "Would you mind...")	Politeness must be re-taught as lexical/modal choice, not pronoun choice

Grammar Constructs

#	Construct	Turkish Structure	English Structure	Example	Notes / Common Error
1	Word order	SOV (Subject-Object-Verb)	SVO (Subject-Verb-Object)	TR: *Ben elmayı yedim.* (I apple-ACC ate) → EN: *I ate the apple.*	High-value early drill: sentence reordering exercises
2	Articles	No articles exist	Obligatory *a/an/the*	*"I saw dog in park"* → *"I saw a dog in the park."*	Persistent error even at advanced levels; needs explicit rule-based teaching
3	Tense-building (morphology)	Suffix stacking on verb root	Auxiliary + separate word	TR: *gidiyordum* (go-CONT-PAST-1SG) → EN: *I was going* (3 words)	Map "1 suffix = 1 function word" to decode analytic English tense
4	"To be" / existence	Suffixes for "to be"; separate *var/yok* for existence	Distinct verb "to be" + "there is/are" + "have/has"	*Param yok.* = "I don't have money" (lit. "my-money doesn't-exist")	Confusion between "there is/are" and "have/has"
5	Question formation	Question particle (*mi/mı/mu/mü*) near verb	Auxiliary "do/does/did" + inversion	TR: *Sen okula gidiyor musun?* → EN: *Do you go to school?*	Error: *"You go to school?"* (relying on intonation, omitting "do")
6	Negation	Suffix (*-me/-ma*) inserted into verb	Separate auxiliary + "not"	TR: *Gitmiyorum.* (go-NEG-PRES-1SG) → EN: *I am not going.*	Learners look for a suffix equivalent; auxiliary negation is a

#	Construct	Turkish Structure	English Structure	Example	Notes / Common Error
					genuinely new pattern
7	Possession	Marked twice: pronoun + noun suffix	Marked once: possessive pronoun only	TR: *Benim kitabım* (my book-my) → EN: *my book*	Learners may double-mark possession in English ("my book-my")
8	Case system vs. prepositions	Noun case suffixes (dative, locative, ablative)	Separate preposition words	*eve* (house-DAT) = "to the house"; *evde* (house-LOC) = "in/at the house"; *evden* (house-ABL) = "from the house"	One of the most persistent difficulty areas; needs dedicated recurring drills

Suggested Use in Digital Exercises

- **Word order (Grammar #1):** drag-and-drop sentence reordering (SOV → SVO)
- **Articles (Grammar #2):** article-insertion exercises with instant feedback
- **Tense-building (Grammar #3):** suffix-to-auxiliary matching games
- **Prepositions (Grammar #8):** case-suffix-to-preposition mapping drills, recurring across levels rather than taught once

Essential Grammar Set for English — Turkish-Based Teaching Context

This set provides the structural foundation needed for basic English communication, adapted for learners whose base language is Turkish. Each category includes a description, core examples, and notes on how the structure contrasts with — or maps onto — Turkish grammar.

1. Personal Pronouns and Subject-Verb Agreement

Description: The pronoun system and the way verbs change form to agree with the subject — foundational for forming any sentence.

Examples:

English	Turkish	Note

I / you / he / she / it / we / they	ben / sen / o / o / o / biz / onlar	Turkish uses **one** third-person pronoun (*o*) for "he," "she," and "it" — no grammatical gender in pronouns
I speak / He speaks	(ben) konuşurum / (o) konuşur	subject pronoun is often **dropped** in Turkish, since the verb suffix already marks person
She works	(o) çalışır	verb ending *-r* marks 3rd person; English adds *-s* to the verb instead

Teaching note: Two contrast points dominate here: (1) Turkish doesn't grammatically mark gender in third person, so *he/she/it* selection is a genuinely new decision for learners, often defaulting to "he" for all; (2) Turkish frequently omits the subject pronoun entirely (pro-drop language), while English requires it in nearly all cases — learners need explicit drilling that English sentences need an overt subject even when "obvious" from context.

2. Be and Have Verbs

Description: The verbs "to be" and "to have," used constantly for identity, description, existence, and possession — but expressed very differently in Turkish.

Examples:

English	**Turkish**	**Note**
I am a teacher	(Ben) öğretmenim	"to be" is a **suffix** (*-im/-sin/-dir* etc.), not a separate word
You are tired	(Sen) yorgunsun	suffix *-sun* attaches directly to the adjective
He is a doctor	O doktor(dur)	the *-dur* suffix is often optional/dropped in speech
I have a book	Kitabım var	literally "my-book exists" — possession uses *var* ("exists"), not a verb "have"
I don't have money	Param yok	*yok* ("doesn't exist") negates possession, not a "not have" structure

Teaching note: This is one of the highest-priority contrast points in the whole grammar set. Turkish has **no standalone verb** equivalent to "be" or "have" — both are expressed through suffixes or existential particles (*var/yok*). Learners need to be taught "am/is/are" and "have/has" as entirely new lexical items with their own conjugation, not as translations of an existing Turkish word.

3. Simple Present and Present Continuous Tenses

Description: The two tenses for habitual/general truths (simple present) versus actions happening now (present continuous) — a distinction English marks grammatically that Turkish marks somewhat differently.

Examples:

English	Turkish	Note
I work every day (simple present)	Her gün çalışırım	aorist suffix *-r/-ar/-er* marks habitual action
I am working now (present continuous)	Şimdi çalışıyorum	continuous suffix *-yor* — this one maps fairly directly onto English "-ing"
She drinks tea (habit)	Çay içer	—
She is drinking tea (right now)	Çay içiyor	—

Teaching note: This is a rare area of **structural similarity** — Turkish *-yor* and English "-ing" both mark ongoing action, so this tense pair is often easier for Turkish learners than most others. The harder part is usually the English auxiliary "do/does" needed for simple present questions and negatives (see Category 5), since Turkish's habitual suffix doesn't require any equivalent helper word.

4. Simple Past Tense

Description: The tense for completed past actions — one of the more direct grammatical parallels between the two languages, though pronunciation and irregular forms complicate it.

Examples:

English	Turkish	Note
I worked yesterday	Dün çalıştım	past suffix *-tı/-di* etc. — direct structural parallel to English "-ed"
She went home	Eve gitti	irregular verb in English ("go" → "went"); Turkish past tense is fully regular in form (suffix-based, no irregular past stems)
They ate breakfast	Kahvaltı ettiler	—

Teaching note: Turkish past tense is highly regular — every verb takes the same suffix pattern. English's large set of **irregular past-tense verbs** (go/went, eat/ate, see/saw) is therefore a genuinely new kind of difficulty with no L1 parallel; Turkish learners need memorization-

based drilling for irregulars specifically, since their instinct (regular suffixing, i.e., "goed") reflects their L1 pattern, not a random error.

5. Questions and Negation

Description: How to form yes/no questions, wh-questions, and negative sentences — an area with major structural differences from Turkish.

Examples:

English	**Turkish**	**Note**
Do you speak English?	(Sen) İngilizce konuşuyor musun?	Turkish uses a **question particle** (*mi/mı/mu/mü*) attached near the verb, not a separate auxiliary "do"
Did she go?	Gitti mi?	same particle system applies across tenses
I don't speak English	İngilizce konuşmuyorum	negation is a **suffix** (*-mı/-mi*) inside the verb, not a separate word "not"
Where do you live?	Nerede yaşıyorsun?	wh-word position is similar, but no "do" auxiliary needed in Turkish

Teaching note: The English auxiliary "do/does/did" for questions and negation is arguably the single most persistent structural gap for Turkish learners, because Turkish has no separate word doing this job — it's a suffix (negation) or particle (questions) system instead. This deserves dedicated, recurring drilling rather than a one-time grammar lesson, since the L1 offers no scaffolding for it at all.

6. Modals for Basic Communication

Description: Modal verbs (can, must, should, would, may) used for ability, necessity, advice, and politeness.

Examples:

English	**Turkish**	**Note**
I can swim	Yüzebilirim	ability expressed via suffix *-ebil/-abil* attached to the verb, not a separate modal word
I must go	Gitmem gerekiyor / Gitmeliyim	necessity expressed via a separate phrase ("gerekiyor" = "is necessary") or the suffix *-malı/-meli*

You should study	Çalışmalısın	suffix *-malı/-meli* marks advice/obligation
Could you help me?	Yardım edebilir misiniz?	ability suffix + formal question particle, used politely

Teaching note: Like "be/have," English modals are **separate words**, while Turkish expresses the same functions through suffixes attached directly to the verb. Learners often try to find a one-word Turkish equivalent for each modal and get confused when none exists as an independent word — better to teach each modal as a new structural unit with its own example sentences rather than a direct translation exercise.

7. Articles and Determiners

Description: The system of *a/an/the* and other determiners (this, that, some, any) marking definiteness and quantity — one of the most difficult areas for Turkish learners because Turkish has no articles at all.

Examples:

English	**Turkish**	**Note**
I saw a dog	Bir köpek gördüm	*bir* (literally "one") sometimes functions like "a," but is optional and not a true grammatical article
I saw the dog	Köpeği gördüm	definiteness is marked by the **accusative case suffix** (*-i*) on the object, not a separate word like "the"
This book / that book	Bu kitap / o kitap	demonstratives map fairly directly
some water	biraz su	—

Teaching note: This is one of the highest-priority, highest-persistence error zones in the whole grammar set. Because Turkish marks definiteness through case suffixes and word order rather than a dedicated article word, learners frequently omit articles entirely in English ("I saw dog") well into intermediate and even advanced levels. Explicit rule-based teaching (with recurring digital drills rather than a single lesson) is strongly recommended.

8. Prepositions of Place, Time, and Movement

Description: Words like *in, on, at, to, from* marking location, time, and direction — expressed in Turkish through case suffixes rather than separate words.

Examples:

English	Turkish	Note
in the house	evde	locative suffix *-de/-da*
to the house	eve	dative suffix *-e/-a*
from the house	evden	ablative suffix *-den/-dan*
at 3 o'clock	saat üçte	locative suffix attached to the time expression
on Monday	Pazartesi günü	no preposition needed in Turkish; day name + "günü" ("day of")

Teaching note: This connects directly to the case-suffix vs. preposition contrast identified in earlier materials. Since one Turkish suffix can correspond to several different English prepositions depending on context, and vice versa, this category benefits from **paired suffix-to-preposition mapping drills**, ideally recurring across multiple lesson levels rather than taught once.

9. Conjunctions and Simple Connectors

Description: Words that link clauses and ideas — *and, but, or, because, so* — needed to build compound and complex sentences.

Examples:

English	Turkish	Note
and	ve	direct equivalent, straightforward
but	ama / fakat	two near-synonyms in Turkish; both map to "but"
or	veya / ya da	—
because	çünkü	placed at the **start** of the reason clause in Turkish, same as English — a rare structural match
so (result)	bu yüzden / yani	—

Teaching note: Basic coordinating conjunctions are one of the easier categories for Turkish learners since word order for these connectors is broadly similar in both languages. The main teaching need here is expanding **register range** (formal *fakat* vs. informal *ama*, both just "but" in English) so learners understand that English doesn't always require choosing a formality-marked version of a connector the way Turkish does.

10. Basic Sentence Structures

Description: How simple, compound, and basic complex sentences are built — tying together word order, verb position, and clause combination.

Examples:

English	Turkish	Note
I eat breakfast. (SVO)	Kahvaltı ederim. (SOV — literally "breakfast I-eat")	core word order contrast underlying nearly every sentence-building error
I eat breakfast and I go to school.	Kahvaltı ederim ve okula giderim.	compound sentences follow similar connector logic once basic clauses are mastered
Because I was tired, I slept.	Yorgun olduğum için uyudum.	Turkish typically places the **subordinate/reason clause first**, structured very differently internally (nominalized clause + suffix), even though the overall clause order (reason before result) matches English here

Teaching note: Basic sentence structure is where all previous categories converge — word order (Category 1's implicit SVO requirement), "be/have" (Category 2), tense marking (Categories 3–4), and prepositions (Category 8) all combine here. It's useful as a **capstone category**: exercises that require learners to build full sentences from scratch reveal which underlying structural gaps still need reinforcement.

Cross-Category Design Principle

The recurring theme across this grammar set is that Turkish expresses many functions English handles with **separate words** (be, have, do, modals, articles, prepositions) through **suffixes or particles attached to existing words** instead. This is the single biggest structural gap driving predictable Turkish-learner errors, and it argues for a teaching sequence that explicitly contrasts "Turkish suffix → English separate word" across categories, rather than treating each grammar point in isolation. Digital exercises that recur this pattern across levels (question formation, negation, modals, articles, prepositions) will likely have more impact than one-time grammar lessons for each topic.