

GRADE PROFILES FOR ELEMENTARY - 3rd Grade

GRADE	CEFR LEVEL	GENERAL COMPETENCE	SPECIFIC COMPETENCES PER GRADE	GRAMMAR	VOCABULARY
3	A1-	<p>This foundational stage sets the ground for further development of oral and literacy skills, preparing students to advance confidently toward future competences.</p> <p>Learners can give personal information about themselves and the immediate family context. They can also express simple daily habits and actions in progress in the present tense.</p> <p>Share ideas, feelings, and information related to everyday life, personal experiences, and the school context.</p> <p>Recognition and use of basic grammar such as simple present tense, pronouns and basic</p>	<p>A student at the A1- level in English will be able to:</p> <ul style="list-style-type: none"> ✓ Make affirmative and negative statements in the present simple to talk about values. ✓ Express how they feel when someone shows certain attitudes. ✓ Follow and write a recipe using countable and uncountable nouns. ✓ Use simple present (negative form) to express healthy and unhealthy habits responding to the question: What do you normally eat?: "I eat a lot of fruit" "I eat some candy" "I don't eat ANY vegetables." 	<ul style="list-style-type: none"> ✓ Makes simple affirmative and negative statements of positive attitudes in the classroom related to moral values in the classroom: "I respect my classmates", We "Some people do not clean their table" ✓ Recognize feelings and emotions: E.g When people don't respect me, I feel _____. ✓ Use action verbs for cooking a simple recipe using simple present tense. 	<ul style="list-style-type: none"> ✓ Verbs for social values: respect, help, give, care, collaborate, clean etc. ✓ Food vocabulary basic countable and uncountable objects: water, milk, rice, flour, sugar, butter, cocoa powder, candy, eggs, basic fruits and vegetables, sweets, ✓ Basic vocabulary for occupations: doctor, policeman, firefighter, etc. ✓ Introduce action verbs to describe what people do: work, study, do, make etc.

	<p>questions.</p> <p>Acquisition of basic, high-frequency vocabulary focused on personal information, feelings, family, school, and everyday environments.</p> <p>Growing ability to participate in simple oral and written activities, including songs, rhymes, short stories, and basic dialogues.</p> <p>Use of English primarily in contextualized situations, supported by visuals, gestures, and group interaction.</p> <p>Develops social awareness by participating in classroom projects that promote coexistence, values, and community well-being.</p> <p>Engage with English through artistic, cultural, and recreational activities to strengthen confidence and enjoyment.</p>	<ul style="list-style-type: none"> ✓ Describe actions in progress in present using to be as auxiliary. ✓ Recognize and use basic familiar expressions to communicate sensations, emotions, feelings, and immediate needs. ✓ Participate in listening and reading of simple songs, rhymes, and short stories, focusing on phonetic awareness and word recognition. ✓ Engage in collective writing of simple rhymes and texts. ✓ Express simple descriptions of themselves and peers related to physical and personality traits. ✓ Participate in dialogues about everyday environments. ✓ Understand and reproduce simple instructions for projects and activities. 	<ul style="list-style-type: none"> ✓ Ask questions in full and contracted forms. ✓ Identify and apply quantity expressions: A box, a cup, a spoonful, a litre etc. a lot of, a little, some (any for negative) ✓ Use family members to talk about occupations to respond to the questions What does your mother do? ✓ Introduce interrogative questions with verb to be, full and contracted forms: "Is she a doctor"? Yes, she is/ No she is not. They're firefighters ✓ Answer questions about actions in progress occupations. What is he doing? What are they doing? ✓ Describe actions in progress: "He is writing 	<ul style="list-style-type: none"> ✓ Vocabulary for feelings and emotions: scared, nervous, anxious, worried etc. ✓ Vocabulary related to scary things: ghosts, animals, dentist, injections, needles, clowns, monsters, spiders, scary movies. ✓ Basic personal data: name, age, family members ✓ Common feelings and sensations: happy, sad, tired, hungry, hot, cold ✓ Simple expressions of needs: I want..., I like..., I don't like... ✓ Adjectives and physical descriptions. ✓ Family Members: Father, mother, brother, sister, baby, grandmother,
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