

### GRADE PROFILES FOR ELEMENTARY - 5th Grade

GRADE	CEFR LEVEL	GENERAL COMPETENCE	SPECIFIC COMPETENCES PER GRADE	GRAMMAR	VOCABULARY
<b>5</b>	<b>A1</b>	<p>In this stage students begin using English as a tool for self-expression and interaction, laying the foundation for more independent communication.</p> <p>Learners have a basic repertoire of words and simple phrases related to personal details and particular concrete situations including the use of present and simple past tense.</p> <p>Growing control of basic grammar, including present simple, present continuous, WH-questions, and simple descriptions.</p> <p>A developing vocabulary base related to personal identity, school life, emotions, health, and</p>	<p>A student at the A1 level in English will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use like /love listening to +types of music and don't like listening to etc.</li> <li>✓ Use regular verbs in past tense in affirmative and negative to express what people did and didn't do in the past in their community.</li> <li>✓ Understand and use familiar everyday expressions and very basic phrases to communicate feelings, emotions, preferences, and ideas.</li> <li>✓ Ask and answer simple questions about themselves and others using oral and written language.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use like and don't like+ gerund to express hobbies.</li> <li>✓ Expresses how life was in their community using regular verbs in past affirmative and negative.</li> <li>✓ Understand and use the correct sentence structure while writing.</li> <li>✓ Produce simple affirmative, negative, and interrogative sentences using be, have, and can.</li> <li>✓ Personal pronouns: Use I, you, he, she, it, we, they correctly in context.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Review common vocabulary, such as:               <ul style="list-style-type: none"> <li>- Daily routines and time (get up, go to bed, breakfast, etc.)</li> <li>-School subjects and classroom objects</li> <li>-Weather and seasons</li> <li>-Food and nutrition (healthy/unhealthy food, meals of the day)</li> <li>-Feelings and opinions: excited, impressed, amused, happy.</li> </ul> </li> <li>✓ Adjectives to describe characters:</li> </ul>

		<p>the natural world.</p> <p>Increasing ability to use English in guided, meaningful contexts such as games, short presentations, interviews, and classroom tasks.</p> <p>Participate in cooperative activities that involve sharing ideas, solving problems, and making decisions.</p> <p>Collaborate with peers using English in short tasks and projects.</p> <p>Demonstrate increasing confidence using English in daily and academic situations.</p> <p>Understands and produces simple and multimodal texts (e.g., brochures, posters, dialogues, instructions) with a specific purpose.</p>	<ul style="list-style-type: none"> <li>✓ Read and understand short, simple texts such as stories, descriptions, and informational materials.</li> <li>✓ Express themselves through short oral or written texts, such as anecdotes, reflections, or descriptions, using basic vocabulary and simple sentence structures.</li> <li>✓ Participate in interactive tasks like role-plays, games, interviews, and short performances in English.</li> <li>✓ Spell common, familiar words and follow simple instructions for creative activities (e.g., crosswords, word searches, or board games)</li> <li>✓ Understand basic information in multimedia content and engage in simple reporting tasks related to their community and interests.</li> <li>✓ Work collaboratively to gather, compare, and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use basic adjectives for description (color, size, emotion, quantity).</li> <li>✓ Identify Comparatives and superlatives: bigger, smaller, the best, the worst</li> <li>✓ Begin using adverbs of frequency (always, sometimes, never) and manner (slowly, happily).</li> <li>✓ Form and answer simple yes/no and WH-questions using do/does, what, where, when, who, how.</li> <li>✓ Use a/an, with familiar nouns.</li> <li>✓ Form regular plurals and begin recognizing irregular plurals.</li> <li>✓ Use common prepositions of place and time (in, on, under, at, next to, in front of).</li> </ul>	<p>amusing, funny, brave.</p> <ul style="list-style-type: none"> <li>✓ Adjectives that describe virtues: kind, helpful, honest, friendly, brave, generous, hard working, committed, intelligent.</li> <li>✓ Action verbs / body movements: clap, stomp your feet, whistle, snap your fingers, smack your lips.</li> <li>✓ Vocabulary to express likes and dislikes related to music genres: pop, country, jazz, rock, ballades etc.</li> <li>✓ Vocabulary to express hobbies: dancing, swimming, reading, hiking, skating, playing soccer etc.</li> </ul>
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			<p>share basic information through interviews, questions, or class presentations.</p> <ul style="list-style-type: none"> <li>✓ Understand and use familiar everyday expressions and basic phrases to communicate feelings, emotions, preferences, and ideas.</li> <li>✓ Identifies main points and specific details in short audios.</li> <li>✓ Identifies the main idea and some details in written texts.</li> <li>✓ Begins to infer meaning from context in familiar topics.</li> <li>✓ Uses models or prompts to produce simple structured texts (recipes, descriptions, personal reflections, fill out simple forms.)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognize and use common nouns related to familiar topics.</li> <li>✓ Present Simple: for routines, facts, and general truths (e.g., <i>I eat vegetables every day.</i>)</li> <li>✓ Begin using Present Continuous: for current actions (e.g., <i>I am washing my hands.</i>)</li> <li>✓ Simple past: recounting short events (e.g., <i>We visited the museum.</i>)</li> <li>✓ <i>Modals &amp; Auxiliaries:</i> <i>Should / Shouldn't:</i> for giving advice (e.g., <i>You should drink more water.</i>)</li> <li>✓ <i>Modals &amp; Auxiliaries:</i> <i>Have to / Want to / Need to:</i> for expressing obligation or desire</li> </ul>	<ul style="list-style-type: none"> <li>✓ Healthy habits.</li> <li>✓ Regular verbs in the past: use, listen to, watch, study, live, work, walk.</li> <li>✓ Places in town and nature.</li> <li>✓ Jobs and community workers.</li> <li>✓ Life stages: Prenatal stage, early childhood, childhood, adolescence, youth, adulthood, old age</li> <li>✓ Environmental Issues: Land pollution, water pollution, noise pollution, smog, chemical reactions, factory waste, oil spills, loud music, cutting down trees, forest fire, plastic bags, smoking, sewage.</li> <li>✓ Solar System.</li> </ul>
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