

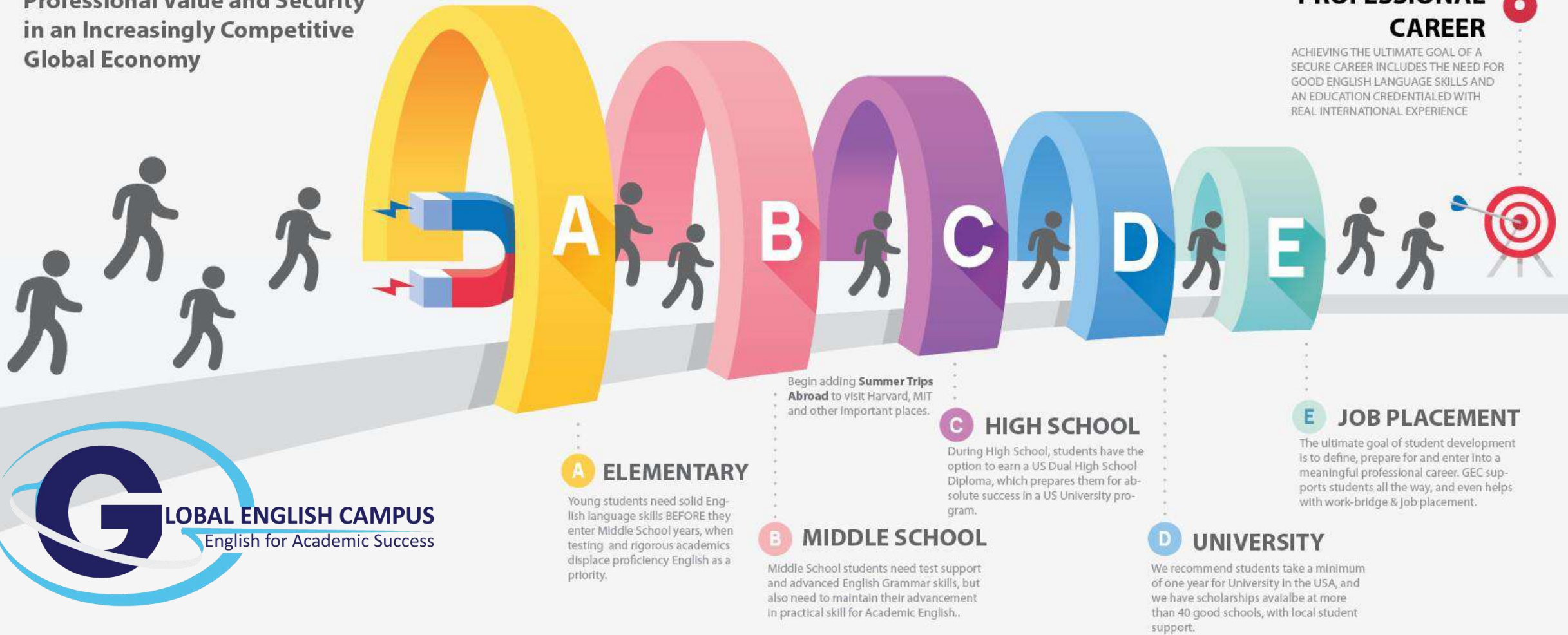
GEC STUDENT DEVELOPMENT FROM KINDERGARTEN TO WORKFORCE

We Prepare Students for High Professional Value and Security in an Increasingly Competitive Global Economy



PROFESSIONAL CAREER

ACHIEVING THE ULTIMATE GOAL OF A SECURE CAREER INCLUDES THE NEED FOR GOOD ENGLISH LANGUAGE SKILLS AND AN EDUCATION CREDENTIALLED WITH REAL INTERNATIONAL EXPERIENCE



**Early Grade Language Training leads to
Late Grade Education Opportunities and Career Entry Opportunities**



EFFECTIVE PROGRAM DESIGN

Steps to Creating Successful Programs

Kinder - G2

Each level requires 30 hours of guided classroom time

Level 1
Level 2
Level 3

G2 - G6

Each level requires 60 hours of guided classroom time

Level 1
Level 2
Level 3

G7 - G9

Each level requires 120 hours of guided classroom time

Level 1
Level 2
Level 3

G10 - G12

Each level requires 120 hours of guided classroom time

Level 1
Level 2
Level 3

Univeristy

Each level requires 120 hours of guided classroom time

Level 1
Level 2
Level 3

Adult

Each level requires 120 hours of guided classroom time

Level 1
Level 2
Level 3

CONTENT

Specialized, coordinated content supports student and teachers

VIDEOS
PRINT
DIGITAL PROBLEMS
TESTING

VIDEOS
PRINT
DIGITAL PROBLEMS
TESTING

VIDEOS
PRINT
DIGITAL PROBLEMS
TESTING

VIDEOS
PRINT
DIGITAL PROBLEMS
TESTING

VIDEOS
PRINT
DIGITAL PROBLEMS
TESTING

VIDEOS
PRINT
DIGITAL PROBLEMS
TESTING

CUSTOMIZATION

TECHNOLOGY

Automated learning and increased learning efficiency

USER MANAGEMENT
CONTENT MANAGEMENT
CLASS MANAGEMENT

USER MANAGEMENT
CONTENT MANAGEMENT
CLASS MANAGEMENT

USER MANAGEMENT
CONTENT MANAGEMENT
CLASS MANAGEMENT

USER MANAGEMENT
CONTENT MANAGEMENT
CLASS MANAGEMENT

USER MANAGEMENT
CONTENT MANAGEMENT
CLASS MANAGEMENT

USER MANAGEMENT
CONTENT MANAGEMENT
CLASS MANAGEMENT

CUSTOMIZATION

DELIVERY

Delivery model affects progress pace

SELF STUDY
CLASSROOM
ONLINE TUTOR

SELF STUDY
CLASSROOM
ONLINE TUTOR

SELF STUDY
CLASSROOM
ONLINE TUTOR

SELF STUDY
CLASSROOM
ONLINE TUTOR

SELF STUDY
CLASSROOM
ONLINE TUTOR

SELF STUDY
CLASSROOM
ONLINE TUTOR

CUSTOMIZATION

1. Define student age or grade level
2. Define language skill targets
 - a. What rate of improvement is required?
3. Select Content
 - a. Phonics and Early Reading
 - b. Functional Language
 - c. CLIL Academics
4. Define course duration and pacing
5. Define delivery model

GEC supports students of all ages and ability levels.

All programs can be customized to meet each partner's needs.



Kinder Through Grade 2



LINKS

Early Birds - BOOK 1

Lesson 1: [Awesome Ants](#)

Lesson 2: [Buzzing Bees](#)

Lesson 3: [Cute Cats](#)

Identify [Lowercase letters \(abc\)](#)

Identify [Uppercase letters \(abc\)](#)

Lesson 4: [Dancing Dad](#)

Lesson 5: [Eating Eggs](#)

Lesson 6: [Football Fun](#)

Identify [Lowercase letters \(def\)](#)

Identify [Uppercase letters \(DEF\)](#)

Lesson 7: [Grumpy Gramps](#)

Lesson 8: [Review A - G](#)

Lesson 9: [Happy Horses](#)

Lesson 10: [Icy Igloo](#)

Identify [Lowercase letters \(ghi\)](#)

Identify [Uppercase letters \(GHI\)](#)

Lesson 11: [Jiggly Jello](#)

Lesson 12: [Krazy Kangaroo](#)

Lesson 13: [Licking Lollipops](#)

Identify [Lowercase letters \(jkl\)](#)

Identify [Uppercase letters \(JKL\)](#)

Lesson 14: [Monster Maps](#)

Lesson 15: [Review H - M](#)

Early Birds - BOOK 2

Lesson 1: [New Newt](#)

Lesson 2: [Orange Octopus](#)

Identify [Lowercase letters \(mno\)](#)

Identify [Uppercase letters \(MNO\)](#)

Lesson 3: [Popping Popcorn](#)

Lesson 4: [Quilted Queen](#)

Lesson 5: [Racing Rabbit](#)

Identify [Lowercase letters \(pqr\)](#)

Identify [Uppercase letters \(PQR\)](#)

Lesson 6: [Seven Seas](#)

Lesson 7: [Tent Trick](#)

Lesson 8 : [Review N - T](#)

Lesson 9: [Umbrella Up](#)

Lesson 10: [Visiting Vet](#)

Identify [Lowercase letters \(stuv\)](#)

Identify [Uppercase letters \(STUV\)](#)

Lesson 11: [Wishing Well](#)

Lesson 12: [Foxes in Boxes](#)

Lesson 13: [Yellow Yo-yo](#)

Lesson 14: [Zig Zag Zebras](#)

Lesson 15: [Review U - Z](#)

Identify [Lowercase letters \(wxyz\)](#)

Identify [Uppercase letters \(WXYZ\)](#)

Letter Sounds

Letter sounds: [ABC](#)

Letter sounds: [DEF](#)

Review: [ABCDEF](#)

Letter sounds: [GHI](#)

Letter sounds: [JKL](#)

Review: [GHIJKL](#)

Letter sounds: [MNO](#)

Letter sounds: [PQR](#)

Review: [MNOPQR](#)

Letter sounds: [STUV](#)

Letter sounds: [WXYZ](#)

Review: [STUVWXYZ](#)

Blended Sounds

[Sheep -ee](#)

[Rescue - ue](#)

[Sparkle Vowel Sounds](#)

[Crab blends R-L-S](#)

[Frog Blends](#)

[Path th](#)

[Sing ng](#)

[Stories Blend](#)

[Sure blends](#)

[Surf blends](#)

[Chimp ch th wh sh](#)

[Ships sh](#)

Language

Short [Vowel A](#)

Short [Vowel E](#)

Short [Vowel I](#)

Short [Vowel O](#)

Short [Vowel U](#)

Review [A - I](#)

Review [E, O, U](#)

Vocabulary

[Animal Words 1](#)

[Animal Words 2](#)

[Ocean Animals 1](#)

[Ocean Animals 2](#)

[Jobs 1](#)

[Jobs 2](#)

[Colors](#)

[Action Words 1](#)

[Action Words 2](#)

[Action Words 3](#)

[Action Words 4](#)

[Action Words 5](#)

[Action Words 6](#)

[School 1](#)

[School 2](#)

[Body Parts 1](#)

[Body Parts 2](#)

[Home 1](#)

[Home 2](#)

[Clothes 1](#)

[Clothes 2](#)

[Fruit 1](#)

[Fruit 2](#)

[Vegetables 1](#)

[Vegetables 2](#)

[Months 1](#)

[Months 2](#)

[Food 1](#)

[Food 2](#)

[Farm 1](#)

[Farm 2](#)

[Weather](#)

[Feelings 1](#)

[Feelings 2](#)

[Nature 1](#)

[Nature 2](#)

[Toys 1](#)

[Toys 2](#)

[Transportation 1](#)

[Transportation 2](#)

[Music 1](#)

[Music 2](#)

[Numbers 1](#)

[Numbers 2](#)

[Sports 1](#)

Video Samples are on the next slide. Many lessons have videos (songs and dialog)



Primary English



Runway Series

Book 1

- Lesson 1: [What's Your Name](#)
- Lesson 2: [It's His Face](#)
- Lesson 3: [It's My Toe](#)
- Lesson 4: [I Like Dogs](#)
- Lesson 5: [I Like Yellow](#)
- Lesson 6: [I Like Frogs](#)
- Lesson 7: [The Hat is Blue](#)
- Lesson 8: [Do You Like Red?](#)
- Lesson 9: [There Are Two](#)
- Lesson 10: [It's a Man](#)

Book 2

- Lesson 1: [I Can Sit](#)
- Lesson 2: [The Big Dog](#)
- Lesson 3: [Do You Want?](#)
- Lesson 4: [Party Activities](#)
- Lesson 5: [Let's Eat](#)
- Lesson 6: [Fruit Store](#)
- Lesson 7: [How Old?](#)
- Lesson 8: [So Many](#)
- Lesson 9: [Where is Karen?](#)
- Lesson 10: [In the Kitchen](#)

Book 3

- Lesson 1: [The Pink Kettle](#)
- Lesson 2: [I Play Tennis](#)
- Lesson 3: [I Have a Pen](#)
- Lesson 4: [Can You Draw?](#)
- Lesson 5: [Going to Sea](#)
- Lesson 6: [I Can Swim](#)
- Lesson 7: [I See Green](#)
- Lesson 8: [Where Are You?](#)
- Lesson 9: [Go Outside](#)
- Lesson 10: [I Go Home](#)

Book 4

- Lesson 1: [Who is She?](#)
- Lesson 2: [How Do You Feel?](#)
- Lesson 3: [It's My Nose](#)
- Lesson 4: [Where's the Dog?](#)
- Lesson 5: [What color is it?](#)
- Lesson 6: [I Like Monkeys](#)
- Lesson 7: [Which Do You Like?](#)
- Lesson 8: [What Color Are They](#)
- Lesson 9: [There are Three](#)
- Lesson 10: [What do you see?](#)

Book 5

- Lesson 1: [How is He?](#)
- Lesson 2: [Who is She?](#)
- Lesson 3: [I Like to Eat Meat](#)
- Lesson 4: [Do You Like to Eat?](#)
- Lesson 5: [Like for Lunch](#)
- Lesson 6: [How Old is He?](#)
- Lesson 7: [Many Blue Dogs](#)
- Lesson 8: [3 Oranges](#)
- Lesson 9: [Where's the Cat?](#)
- Lesson 10: [What is she doing?](#)

Book 6

- Lesson 1: [The Ball is on the Bed](#)
- Lesson 2: [Open Your Book](#)
- Lesson 3: [They're Blue](#)
- Lesson 4: [Who is That?](#)
- Lesson 5: [Favorite Color](#)
- Lesson 6: [Kick a Ball](#)
- Lesson 7: [I Like Tennis](#)
- Lesson 8: [When Did You?](#)
- Lesson 9: [How Did You?](#)
- Lesson 10: [Where is Kevin](#)

Book 7

- Lesson 1: [Hello and Goodbye](#)
- Lesson 2: [What's your name?](#)
- Lesson 3: [The Alphabet](#)
- Lesson 4: [Numbers](#)
- Lesson 5: [Colors](#)
- Lesson 6: [Can you help me please?](#)
- Lesson 7: [Toys](#)
- Lesson 8: [Big and Small](#)
- Lesson 9: [Family](#)
- Lesson 10: [Family and Friends](#)

Book 8

- Lesson 1: [I love my pets](#)
- Lesson 2: [I love Colors](#)
- Lesson 3: [Look at me!](#)
- Lesson 4: [I'm Happy Today](#)
- Lesson 5: [It's a Fashion Show](#)
- Lesson 6: [This is me](#)
- Lesson 7: [I like fruit](#)
- Lesson 8: [Favorite Food](#)
- Lesson 9: [Ready for school](#)
- Lesson 10: [Stand Up](#)

Book 9

- Lesson 1: [The Apple Tree](#)
- Lesson 2: [Look at my garden](#)
- Lesson 3: [Photo Fun](#)
- Lesson 4: [She can sing](#)
- Lesson 5: [It's Party Time](#)
- Lesson 6: [She Likes Chocolate](#)
- Lesson 7: [Let's go to the zoo](#)
- Lesson 8: [Smile Crocodile](#)
- Lesson 9: [At Home](#)
- Lesson 10: [Where is Karen?](#)

Book 10

- Lesson 1: [Where's Kevin](#)
- Lesson 2: [Your Classroom](#)
- Lesson 3: [On the Farm](#)
- Lesson 4: [It Can Fly](#)
- Lesson 5: [Photos of My Family](#)
- Lesson 6: [We Love Fashion](#)
- Lesson 7: [At the Restaurant](#)
- Lesson 8: [Time for Lunch](#)
- Lesson 9: [Where are my Friends](#)
- Lesson 10: [The Big Red Bus](#)

Book 11

- Lesson 1: [Let's Make a Smoothie](#)
- Lesson 2: [Welcome to my shop](#)
- Lesson 3: [Looking at the Animals](#)
- Lesson 4: [Animals all around](#)
- Lesson 5: [My Mobile Phone](#)
- Lesson 6: [Hurry Up! It's time to go](#)
- Lesson 7: [Books are Cool!](#)
- Lesson 8: [There's a Monster](#)
- Lesson 9: [Hobbies](#)
- Lesson 10: [We like Playing Sports](#)

Book 12

- Lesson 1: [It's the Weekend](#)
- Lesson 2: [Time to do your chores](#)
- Lesson 3: [What does she do everyday](#)
- Lesson 4: [My Dad's Daily Routine](#)
- Lesson 5: [On the Beach](#)
- Lesson 6: [The Sea is Nice and Blue](#)
- Lesson 7: [On My Street](#)
- Lesson 8: [They are Sitting in the Sun](#)

All lessons have videos (songs and dialog)



Primary English



Liftoff Series

Book 1

- Lesson 1: [Who is the Boy?](#)
- Lesson 2: [What is Kevin Like?](#)
- Lesson 3: [What Do You Do?](#)
- Lesson 4: [What's Your Father Like?](#)
- Lesson 5: [Is He Lazy?](#)
- Lesson 6: [How is the Cake?](#)
- Lesson 7: [How Many Apples?](#)
- Lesson 8: [More Apples](#)
- Lesson 9: [More Than](#)
- Lesson 10: [What's the Matter?](#)

Book 2

- Lesson 1: [What Happened?](#)
- Lesson 2: [How Bad?](#)
- Lesson 3: [To the Park](#)
- Lesson 4: [Watch a Movie](#)
- Lesson 5: [I Love Bees](#)
- Lesson 6: [Go Camping](#)
- Lesson 7: [To the Beach](#)
- Lesson 8: [Winter Sports](#)
- Lesson 9: [Twelve Noon](#)
- Lesson 10: [Wake Up](#)

Book 3

- Lesson 1: [It's on Two](#)
- Lesson 2: [In the Winter](#)
- Lesson 3: [Sunny and Hot](#)
- Lesson 4: [Snowy Blizzard](#)
- Lesson 5: [Bare Tree](#)
- Lesson 6: [Help My Mom](#)
- Lesson 7: [Finished Homework](#)
- Lesson 8: [What's He Doing?](#)
- Lesson 9: [Camping Trip](#)
- Lesson 10: [On the Weekend](#)

Book 4

- Lesson 1: [Where is It?](#)
- Lesson 2: [How Often?](#)
- Lesson 3: [Which Do You Prefer?](#)
- Lesson 4: [Why is He?](#)
- Lesson 5: [What Would You Like?](#)
- Lesson 6: [What to Do?](#)
- Lesson 7: [Tens and Ones](#)
- Lesson 8: [One Plus One](#)
- Lesson 9: [The Sum Total](#)
- Lesson 10: [Like to Be](#)

Book 5

- Lesson 1: [What Do They Do?](#)
- Lesson 2: [How Do You Feel?](#)
- Lesson 3: [Movie Night](#)
- Lesson 4: [Tie My Laces](#)
- Lesson 5: [Take Some Popcorn](#)
- Lesson 6: [Furry Rabbits](#)
- Lesson 7: [The Countryside](#)
- Lesson 8: [Beach Activities](#)
- Lesson 9: [Weather on Monday](#)
- Lesson 10: [My Busy Week](#)

Book 6

- Lesson 1: [Time for Class](#)
- Lesson 2: [The Best Weather](#)
- Lesson 3: [What to Wear](#)
- Lesson 4: [Stormy Weather](#)
- Lesson 5: [Where in Town?](#)
- Lesson 6: [Watch a Movie](#)
- Lesson 7: [Find a Game](#)
- Lesson 8: [Granny's Farm](#)
- Lesson 9: [At the Beach](#)
- Lesson 10: [Seeing Animals](#)

All lessons have videos (songs and dialog)



Secondary English



LINKS



In Flight - BOOK 1

- Unit 1: [The Arctic](#)
- Unit 2: [The Earth's Poles](#)
- Unit 3: [Needs and Desires](#)
- Unit 4: [Breakfast](#)
- Unit 5: [Routines](#)
- Unit 6: [Space Travel](#)
- Unit 7: [Fun and Games](#)
- Unit 8: [Baseball](#)
- Unit 9: [Astronauts and Firefighters](#)
- Unit 10: [Visitors](#)

In Flight - BOOK 2

- Unit 1: [Body and Animal Nouns](#)
- Unit 2: [Clothing and People](#)
- Unit 3: [Foods and Numbers](#)
- Unit 4: [Home and Recreation](#)
- Unit 5: [School and Neighborhood](#)
- Unit 6: [Body and People](#)
- Unit 7: [Animals and Foods](#)
- Unit 8: [Clothing and School](#)
- Unit 9: [Numbers and Home](#)
- Unit 10: [Recreation and School](#)

In Flight - BOOK 3

- Unit 1: [Days of the Week](#)
- Unit 2: [Time and Duration](#)
- Unit 3: [Wants, Needs, Prefer](#)
- Unit 4: [Describing Objects/People](#)
- Unit 5: [Wants, Needs, Preferences](#)
- Unit 6: [Describing Actions/Numbers](#)
- Unit 7: [Instructions/Directions](#)
- Unit 8: [Not Enough, Enough, Plenty](#)
- Unit 9: [Describe Objects and Actions](#)
- Unit 10: [Relative Pronouns](#)

Grammar Lessons

- [Identify Relative Pronouns](#)
- [Identify Relative Pronouns and Their Antecedents](#)
- [Use 'which' and 'that' correctly](#)
- [Use 'Who' and 'Whom' Correctly](#)
- [Identify Relative Adverbs](#)
- [Differentiate Between Helping Verbs and Main Verbs](#)
- [Identify Statements Written in Progressive Tenses](#)

In Flight - BOOK

- Unit 1: [Person, Number, Gender](#)
- Unit 2: [Statements, Questions, Commands](#)
- Unit 3: [Clauses and Phrases](#)
- Unit 4: [Coordinate and Correlative Conjunctions](#)
- Unit 5: [Complex Sentence](#)
- Unit 6: [Conjunction Adverbs](#)
- Unit 7: [Adverb Clauses](#)
- Unit 8: [Relative Pronouns and Determiners](#)
- Unit 9: [Conditionals](#)
- Unit 10: [Complex Tense Forms](#)

In Orbit - BOOK

- Unit 1: [Time Phrases and Directions](#)
- Unit 2: [Wants & Needs](#)
- Unit 3: [Cause and Effect Comparison](#)
- Unit 4: [Reason and Reference](#)
- Unit 5: [Relative Pronouns](#)
- Unit 6: [Conditionals Future](#)
- Unit 7: [Certainty Modals](#)
- Unit 8: [Noun Phrases – Noncount](#)
- Unit 9: [Reference Preference](#)
- Unit 10: [Change Duration](#)

In Orbit - BOOK 2

- Unit 1: [Describe Your Expertise](#)
- Unit 2: [Gender, Politeness, & Cultural Norms](#)
- Unit 3: [Personal Finances & Best Practices](#)
- Unit 4: [Your Lifestyle & Relationship](#)
- Unit 5: [Relative Pronouns](#)
- Unit 6: [Best Mental Process](#)
- Unit 7: [Your Reading Habits](#)
- Unit 8: [Language Change](#)
- Unit 9: [Advanced Situations](#)
- Unit 10: [Political Issues](#)

- [Form the Present Participle of Regular Verbs](#)
- [Form the Present Participle of Special Rule Verbs](#)
- [Form the Present Progressive Tense](#)
- [Form The Past Progressive Tense](#)
- [Form the Future Progressive Tense](#)
- [Identify Modal Verbs](#)
- [Use Modal Verbs to Show Ability](#)
- [Use Modal Verbs to Show Permission](#)
- [Use Modal Verbs to Show Need](#)

Social Studies

- [Forests and Deserts: Contrasts of Nature](#)
- [Grasslands and Meadows: Nature's Open Spaces](#)
- [Tundra and Arctic: Life in the Frozen Wilds](#)
- [Different Landscapes: Discovering Earth's Diversity – Summary](#)
- [River Routes: Pathways Through Nature](#)
- [Life of Lakes: Exploring Freshwater Worlds](#)
- [Clouds: Nature's Sky Travelers](#)
- [Moving Water: The Power of Flow – Summary](#)
- [Scandinavia: Land of Vikings, Fjords, and Rich Culture](#)
- [The Low Countries: Exploring the Flatlands of Northern Europe](#)
- [UK and Ireland: Islands of History and Heritage](#)
- [Western Europe: Exploring Culture, History, and Landscapes – Summary](#)
- [The Arctic: Exploring the Frozen Frontier](#)
- [Canada and Alaska: Vast Wilderness and Scenic Wonders](#)
- [United States of America: Exploring Its Landscapes and Legacy](#)
- [North America: A Continent of Diversity and Discovery - Summary](#)

Social Studies

- [Art: Expressions of Creativity](#)
- [Architecture: Designing the World Around Us](#)
- [Clothes and Fashion: Expressions of Style and Identity](#)
- [People on Earth: Celebrating Creativity – Summary](#)
- [The Language of Sound and Emotion](#)
- [Exploring the Magic of Symphonic Music](#)
- [A Journey Through Dramatic Traditions](#)
- [Exploring Diverse Ways We Enjoy Life – Summary](#)
- [Building Skills, Unity, and Competition](#)
- [Embracing Adventure and Nature](#)
- [The Thrill of Watching the Game](#)
- [Games That Unite the World](#)

Science

- [Koala Craze: Australia's Cuddly Icon](#)
- [Bouncing Marsupials: Jumping Into Fun!](#)
- [Tasmanian Devils: Wild and Wacky Creatures](#)
- [Marsupials: Pouch-Bearing Wonders](#)
- [Exploring Cool Caves: Nature's Hidden Wonders](#)
- [Bat Echolocation: Nature's Sonic Superpower](#)
- [Cave Spiders: Unraveling Their Hidden World](#)
- [Life in Caves – Summary](#)
- [Dinosaur Extinction: Unraveling the Event That Changed the World](#)
- [The Victims of Extinction: Species Lost to Time](#)
- [Volcanic Activity: The Forces That Shape Our Earth](#)
- [Dinosaur Extinction: The End of an Era – Summary](#)
- [Nose: Discovering the Power of Smell](#)
- [Taste: Exploring How We Experience Flavor](#)
- [Skin: Discovering the Sense of Touch](#)
- [Senses: Exploring Taste, Smell, and Touch – summary](#)
- [Your Amazing Body: Exploring How It Works](#)
- [What Makes You You: Uncovering the Science of Identity](#)
- [Building Blocks: Understanding the Foundations of Life](#)
- [Your Body: A Journey Through Its Wonders - Summary](#)

Science

- [Kinetic Energy: The Power of Motion!](#)
- [Nuclear Energy: Unlocking the Power of the Atom!](#)
- [Electrical Energy: The Flow That Fuels Our Lives!](#)
- [Powering the World Around Us! – Summary](#)
- [Gutenberg: Transforming Communication and Knowledge](#)
- [Leonardo: The Genius of Innovation and Discovery](#)
- [Edison: Illuminating the Path to Modern Innovation](#)
- [Revolutionary Inventions – Summary](#)
- [Louis Pasteur: Pioneering the Science of Microbiology](#)
- [Karl Landsteiner: Discovering Blood Group](#)
- [Conrad Röntgen: Unveiling the Invisible with X-Rays](#)

Video Samples are on the next slide. Many lessons have videos (songs and dialog)



Business English



LINKS



Book 1

- Lesson 1: [Meeting New People](#)
- Lesson 2: [Where do you work?](#)
- Lesson 3: [People in the Office](#)
- Lesson 4: [Talking about your schedule](#)
- Lesson 5: [Showing someone around the office](#)
- Lesson 6: [Describing teams](#)
- Lesson 7: [Describing a product](#)
- Lesson 8: [Explaining how to use office equipment](#)
- Lesson 9: [Scheduling a meeting](#)
- Lesson 10: [Opening a meeting](#)
- Lesson 11: [Solving communication problems](#)
- Lesson 12: [Solving problems](#)
- Lesson 13: [Talking about your strengths and skills](#)
- Lesson 14: [Describing your work history](#)
- Lesson 15: [Talking about your career plans](#)

Book 2

- Lesson 1: [Conversations with new people](#)
- Lesson 2: [Talking about the organization of a company](#)
- Lesson 3: [Giving details about job history](#)
- Lesson 4: [Introducing someone to the office](#)
- Lesson 5: [Talking about a company](#)
- Lesson 6: [Talking about products and services a company offers](#)
- Lesson 7: [Discussing the history of a company](#)
- Lesson 8: [Talking about the future of a company](#)
- Lesson 9: [Talking about commuting](#)
- Lesson 10: [Describing the area around the office](#)
- Lesson 11: [Talking about office policies and procedures](#)
- Lesson 12: [Talking about schedules](#)
- Lesson 13: [Participating in meetings](#)
- Lesson 14: [Agreeing and disagreeing](#)
- Lesson 15: [Asking for clarification](#)

Book 3

- Lesson 1: [Starting a Phone Conversation](#)
- Lesson 2: [Messages](#)
- Lesson 3: [Scheduling](#)
- Lesson 4: [Voice Message](#)
- Lesson 5: [Going Out](#)
- Lesson 6: [Culture](#)
- Lesson 7: [Cultural Differences](#)
- Lesson 8: [At a Restaurant](#)
- Lesson 9: [Problems](#)
- Lesson 10: [Speculating](#)
- Lesson 11: [Advice](#)
- Lesson 12: [Favors](#)
- Lesson 13: [Project Pitch](#)
- Lesson 14: [Dream Team](#)
- Lesson 15: [Charts](#)

Book 4

- Lesson 1: [Opening a Meeting](#)
- Lesson 2: [Communication Problems](#)
- Lesson 3: [Discussions](#)
- Lesson 4: [Closing a Meeting](#)
- Lesson 5: [Starting a Presentation](#)
- Lesson 6: [Slide Transitions](#)
- Lesson 7: [Visuals](#)
- Lesson 8: [Ending a Presentation](#)
- Lesson 9: [How to start a conversation](#)
- Lesson 10: [Talk about your services](#)
- Lesson 11: [Products and Services](#)
- Lesson 12: [Ending a conversation](#)
- Lesson 13: [Project pitch](#)
- Lesson 14: [Business plan](#)
- Lesson 15: [Tell me more](#)

Book 5

- Lesson 1: [Asking for help](#)
- Lesson 2: [Making appointments](#)
- Lesson 3: [Asking about convenient times](#)
- Lesson 4: [Rescheduling meetings](#)
- Lesson 5: [Stating what you want](#)
- Lesson 6: [Talking about plans](#)
- Lesson 7: [Making suggestions](#)
- Lesson 8: [Giving directions](#)
- Lesson 9: [Inviting someone out to eat](#)
- Lesson 10: [Chatting with someone you haven't seen in awhile](#)
- Lesson 11: [Placing an order at a restaurant](#)
- Lesson 12: [Paying the check](#)
- Lesson 13: [Expressing large numbers](#)
- Lesson 14: [Pie Charts](#)
- Lesson 15: [Line Charts](#)

Book 6

- Lesson 1: [Concerns](#)
- Lesson 2: [Viewpoints](#)
- Lesson 3: [Making Changes](#)
- Lesson 4: [It's Important](#)
- Lesson 5: [Rules](#)
- Lesson 6: [Generalizations](#)
- Lesson 7: [Responsibility](#)
- Lesson 8: [Goals](#)
- Lesson 9: [New Idea](#)
- Lesson 10: [Discussing Ideas](#)
- Lesson 11: [Organizing Ideas](#)
- Lesson 12: [Certainty](#)
- Lesson 13: [Memories](#)
- Lesson 14: [Interruptions](#)
- Lesson 15: [Knowledge](#)

Video Samples are on the next slide. Many lessons have videos (songs and dialog)



Travel English



Travel Lessons

Boston

- Chapter 1: [Homestay](#)
- Chapter 2: [School](#)
- Chapter 3: [Transportation in Boston](#)
- Chapter 4: [Shopping in Boston](#)
- Chapter 5: [Restaurant](#)
- Chapter 6: [Museum](#)
- Chapter 7: [Small Talk](#)
- Chapter 8: [Saying Goodbye](#)

Destination Lessons

- [Harvard Museum of Natural History](#)
- [Beacon Hill](#)
- [Boston Common](#)
- [MIT Museum](#)
- [Fenway Park](#)
- [Boston Public Library](#)
- [Massachusetts Institute of Technology](#)
- [Boston Museum of Fine Arts](#)
- [Prudential Center](#)
- [Harvard University](#)
- [American Independence Tour](#)

Other Locations

- Singapore
- Sydney
- Vancouver
- Tokyo
- Seoul
- Toronto
- New York

Video Lessons

Level 1

- [Introducing Yourself](#)
- [Weekend Plans](#)
- [Sports and Exercise](#)
- [Talking About Your Family](#)
- [Daily Routines](#)
- [Going to the Park](#)
- [Hobbies and Free Time](#)
- [Simple Feelings and Emotions](#)
- [Describing Your Home](#)
- [Dream Job or Future Plans](#)
- [Food and Favorite Meals](#)
- [Talking About Your Friends](#)
- [Describing Your Town or City](#)
- [School and Learning](#)
- [Weather and Seasons](#)
- [Animals and Pets](#)
- [Shopping for Clothes](#)
- [Favorite Colors and Items](#)
- [Travel and Places You Want to Visit](#)
- [Birthday Celebrations](#)

Level 3

- [Tim's Road Trip](#)
- [Cooking an Omelet](#)
- [Pets](#)
- [Living in Australia](#)
- [Weight Loss](#)
- [Back Home](#)
- [Kerri's House](#)
- [Kevin's Childhood](#)
- [Conrad's Favorite Sport](#)
- [Flying Home](#)
- [Talking about Music](#)
- [Kevin's Favorite Sport](#)
- [Welcome to Montreal](#)

Level 2



- [Travel to London](#)
- [Summer Vacation](#)
- [Sweet Home](#)
- [The Guy from Tennessee](#)
- [Shopping for Clothes and Describing Styles](#)
- [Making Comparisons and Talking About Preferences](#)
- [Talking About Technology and Social Media](#)
- [Talking About Travel Experiences and Destinations](#)
- [Describing Your School and Subjects You Enjoy](#)
- [Weather and Seasonal Activities](#)
- [Talking About Favorite Foods and Trying New Foods](#)
- [Describing Daily Life in Your Country](#)
- [Sharing Stories About Childhood and Memories](#)
- [Talking About Health, Exercise, and Healthy Habits](#)
- [Giving Directions and Talking About Locations](#)
- [Talking About Family Traditions and Celebrations](#)
- [Describing Your Dream Job and Why](#)
- [Talking About Your Hometown or Favorite Place](#)
- [Describing Your Favorite Movie, TV Show, or Book](#)
- [Making Weekend Plans](#)
- [Expressing Likes, Dislikes, and Preferences](#)
- [Talking About Hobbies and Interests](#)
- [Describing People's Appearance and Personality](#)
- [Talking About Your Daily Routine](#)

Level 4

- [Parents](#)
- [Visiting Sydney](#)
- [Visiting Zimbabwe](#)
- [Charlotte's Job](#)
- [Jay Jay's Roommates](#)
- [Jaimie's Favorite Movie](#)
- [Traveling Through Russia](#)
- [Leath's Uninvited Guest](#)

Lowercase - a

TRACE THE LETTER - a

Trace The Line

Lowercase a

Awesome Ants
Cognitive Sheet

Color the 'A' words red.



Say the word and trace the letters.

Ash

Alligator

Ape

4

What Did You Do?
Vocab & Key Phrase Integration

Teacher's Choice: Teacher Directed (Teacher leads the class and students follow), Teacher-Supported (Students conduct with close teacher support and supervision), Student Directed (Students lead the classroom activities and manage classroom performance; teacher evaluates).

I in the morning.

I lunch at noon.

I my bike in the

What did you do in the morning?

Place Students race to see who can find

What's Your Name?
Vocab & Key Phrase Integration

Teacher's Choice: Teacher Directed (Teacher leads the class and students follow), Teacher-Supported (Students conduct with close teacher support and supervision), Student Directed (Students lead the classroom activities and manage classroom performance; teacher evaluates).

My name is Kevin.

What's your name? My name is Bill.

Per Q and A: Make student partner pairs to exchange a Q & A set. 1st student gives the prompt, 2nd student gives the response. Go to next partner pair.

02

What Do Animals Need?

survive: live, keep living

breathe: inhale, blow

space: area, room

food: locate, discover

LEGEND: Word, Synonyms

1. What are two needs that all animals share?
1. Animals need some things to survive. If we are hungry we need food. If we are thirsty we need water.
2. Besides food and water, what do animals need?
2. Animals need more than food and water. We can't hold our breath very long. Air is another thing that all animals need.
3. What do we need to move around?
3. Animals also need space to move. Or else we couldn't find food or water. We couldn't do many other things as well.

Foods Around the World

location: place, region

religion: belief, faith

healthy: strong, well

wheat: cereal, grain

LEGEND: Word, Synonyms

1. What influences determine the diet of a certain culture?
1. Where you live can determine the food you like and what your family eats. If you live near an ocean, seafood will be a big part of your diet. Religion can influence diets too.
2. How is food more than a way to keep our bodies in good health?
2. Food involves more than our health because meals are cultural and we share experiences with friends and family. Food is cultural and a way to learn about others.
3. What are some differences in food from China, Europe and Africa?
3. In Europe, people like bread, a traditional European food. In China, lots of rice grows and not much wheat, so bread is not traditional. African food has special meats and spices.

REVIEW QUESTIONS:
a. What influences determine the diet of a certain culture?
b. How is food more than a way to keep our bodies in good health?
c. What are some differences in food from China, Europe and Africa?

When have you experienced new food and culture together?

Explain about something that influences food where you live.

Alphabet and Phonics

CEFR and Functional Language

CLIL Academics

Intermediate English

Recommend for Grades 3-6



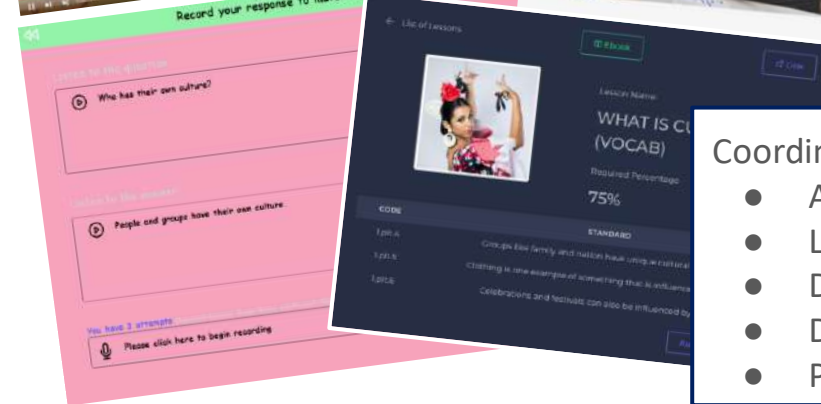
FUNCTIONAL LANGUAGE



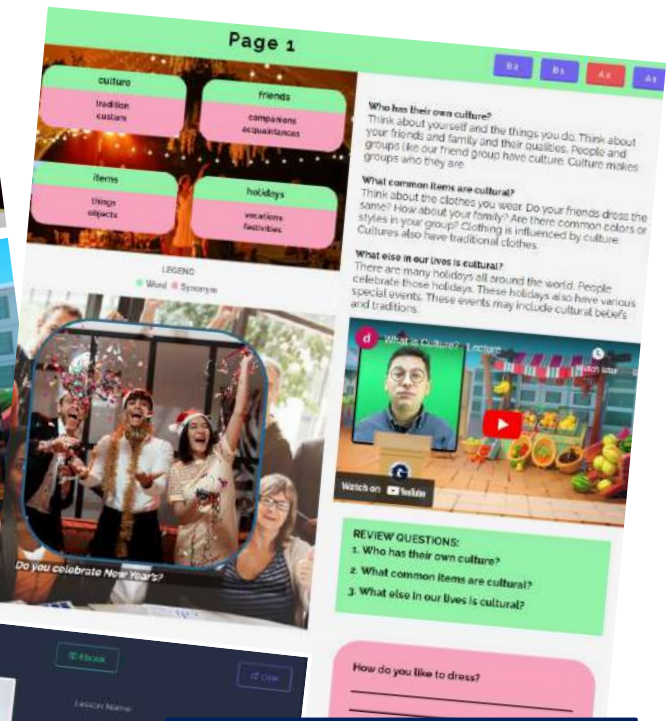
Unit 2 - It's His Face



- Coordinated Materials
- Songs with Dances
 - Animated Videos
 - Digital Problems
 - Printable Worksheets



CLIL ACADEMICS



- Coordinated Materials
- Animated Videos
 - Lecture Videos
 - Digital Problems
 - Digital Vocab Lessons
 - Printable Books

Early English Learning Assets



Advanced English

Recommend for Grades 7-12



CLIL ACADEMICS

ADVANCED CEFR LESSONS

- Coordinated Materials
- Digital Problems
 - Printable Worksheets

- Coordinated Materials
- Lecture Videos
 - Digital Vocab Lessons
 - Digital Problems
 - Printable Books
 - Essay Builder

LANGUAGE FOCUS: INTRO
Days of Week - Means - Frequency

Circle the Best Word(s) for the Sentence. Write the Correct Word in the Blank.
Match the Pictures and the Phrases.

On Saturday and Tuesday I don't go to school.
Every Wednesday is the first day of school.
Every Thursday is the last day of school.
Tuesday and Sunday we can sleep late in the morning.
Father always goes to work on Monday.
Thursday through Friday we have to go to school.

1. My father goes to work _____
2. I go to school _____
3. Grandma came from the airport _____
4. I go to my friend's house _____

by bus by taxi by car

human ancestors
 by hunting wild meat
 by harvesting every fall
 about 10,000 years ago
 grandparents

Record your response to match the answers.

Listen to the question.

1. Name something you do every day?

Listen to the answer.

1. Everyday I wake up and eat breakfast.

You have 3 attempts



List of Lessons

Lesson Name
HEREDITY (VOCAB)

Required Percentage
75%

Points: 100
High Points: No feedback yet
Your Points: 0 (Maximum)

Problem: 13825-75-01-134
Skill Type: Reading
Correct Problems: 1 of 13

Fill in the blank

Humans have thousands of _____ genes. We inherit half from each parent. We are unique because our combination of genes can't be duplicated. We have similar genes, though.

Submit an answer

Level: Attention

Page 1

Individuals
orbis
parans

Duplicated
coped
replicated

Possees
ven
have

Oldier
earlier
olier

1. Why are all humans unique individuals?
Humans have thousands of genes. We inherit half from each parent. We are unique because our combination of genes can't be duplicated. We have similar genes, though.

2. We possess many genes, but which are expressed?
Genes are dominant or recessive. We express our dominant genes when they are present. We express recessive genes if they are not. Dominant and recessive traits both pass down.

3. How can we see inheritance across generations?
Traits of older generations pass down. We receive



Essay Builder

Preview

Humans inherit genes from their parents.

Lectures ...for older students



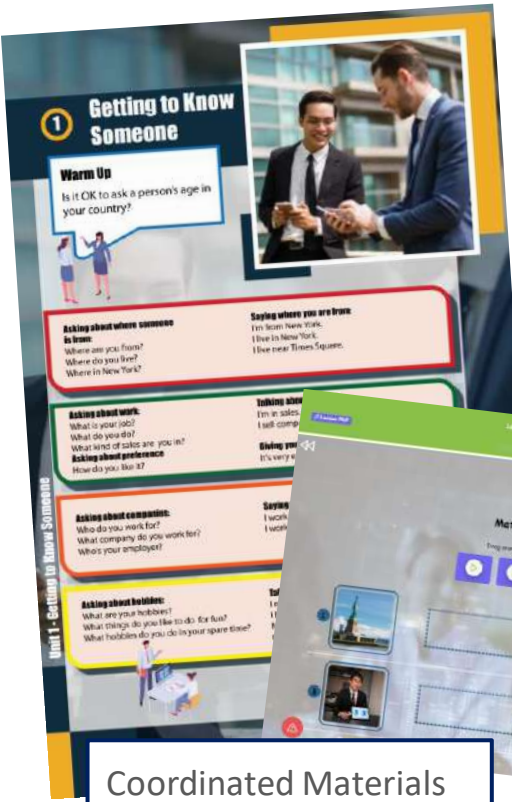
Animations ...for younger students



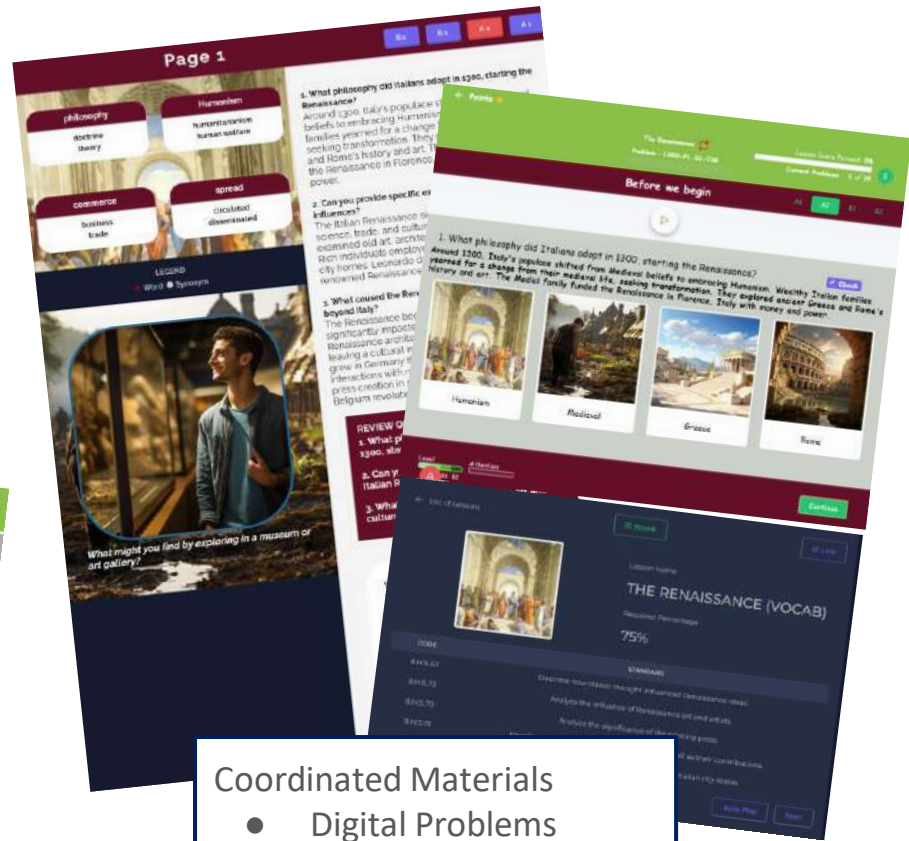
BUSINESS ENGLISH

ADVANCED ACADEMICS

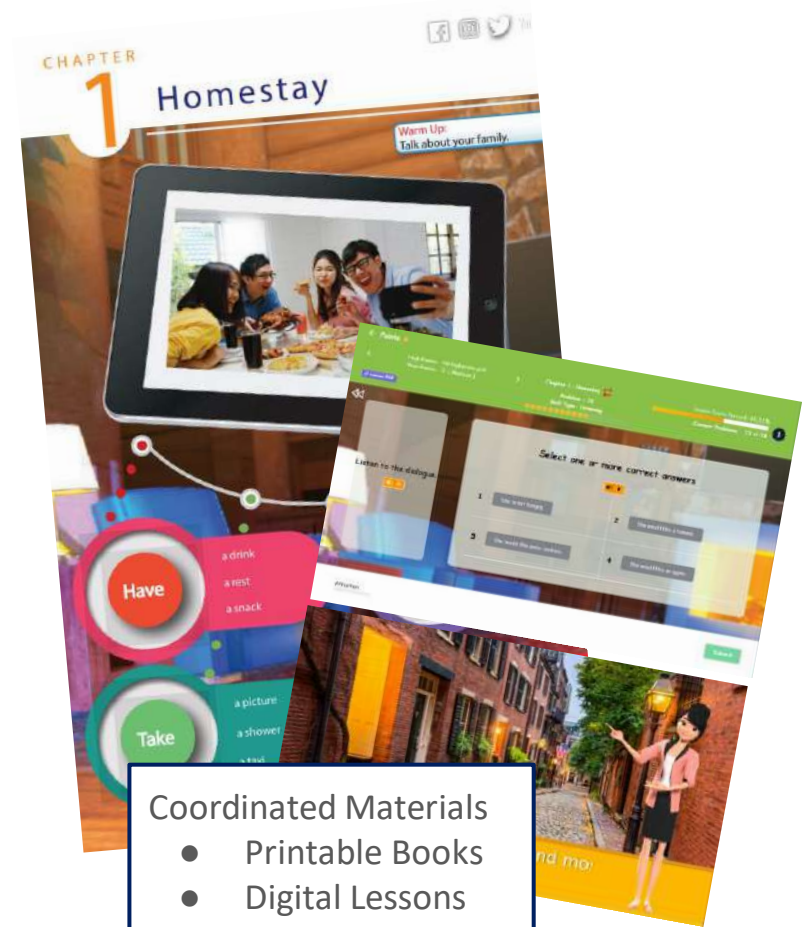
TRAVEL ENGLISH



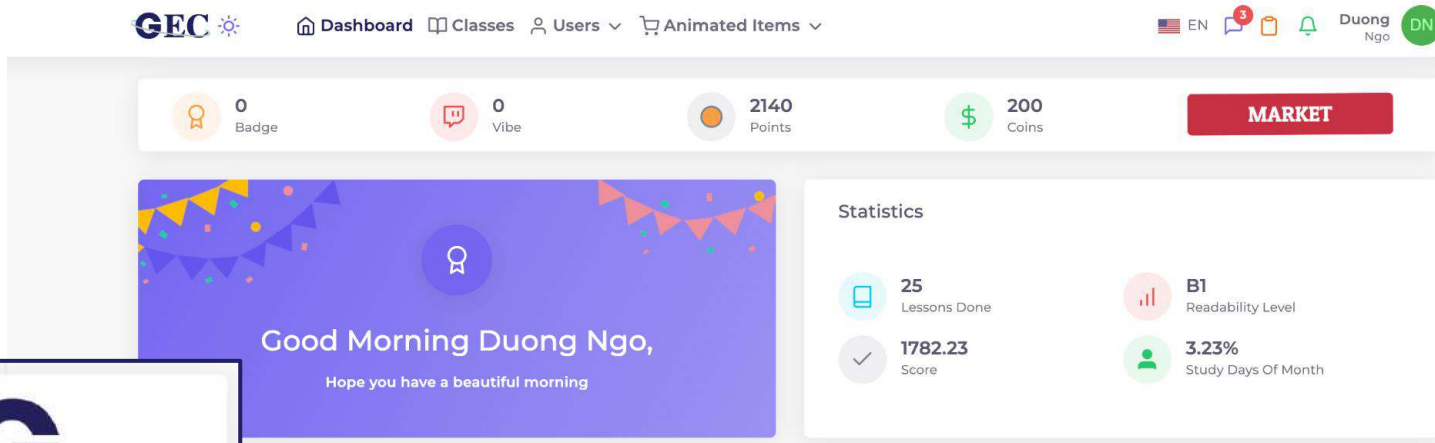
- Coordinated Materials
- Digital Lessons
 - Printable Books



- Coordinated Materials
- Digital Problems
 - Digital Vocab Lessons
 - Printable Books



- Coordinated Materials
- Printable Books
 - Digital Lessons
 - Videos



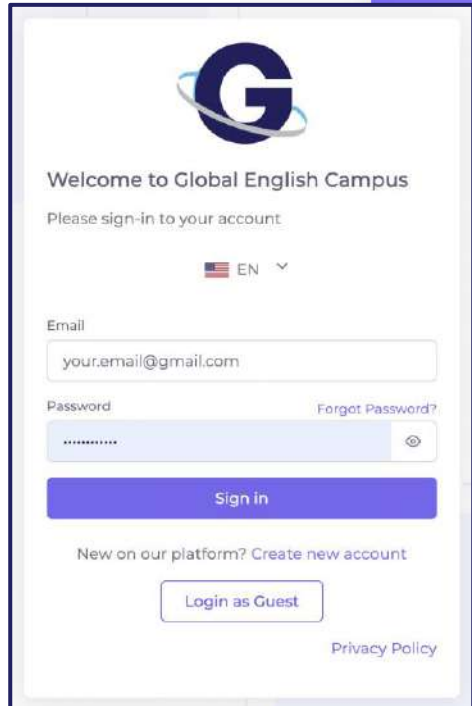
GEC | Dashboard | Classes | Users | Animated Items | EN | Duong Ngo

0 Badge | 0 Vibe | 2140 Points | 200 Coins | MARKET

Good Morning Duong Ngo,
Hope you have a beautiful morning

Statistics

- 25 Lessons Done
- 1782.23 Score
- B1 Readability Level
- 3.23% Study Days Of Month



Welcome to Global English Campus
Please sign-in to your account

EN

Email
your.email@gmail.com

Password
Forgot Password?

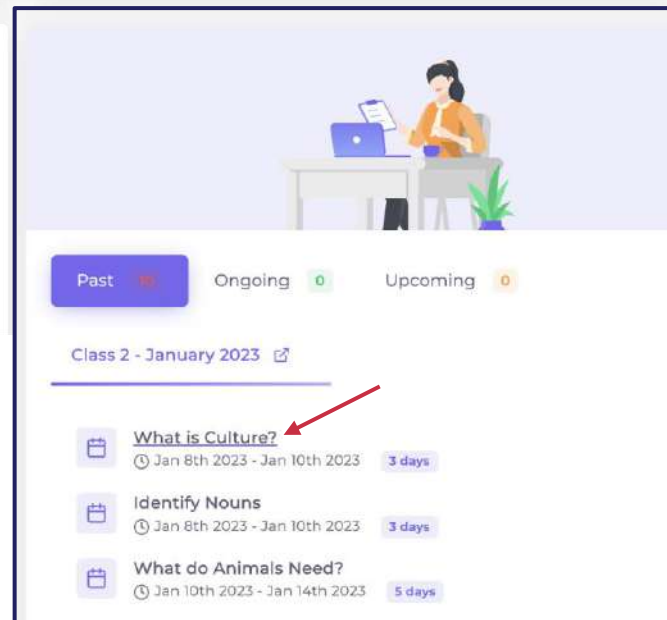
Sign in

New on our platform? Create new account

Login as Guest

Privacy Policy

Login to access student dashboard

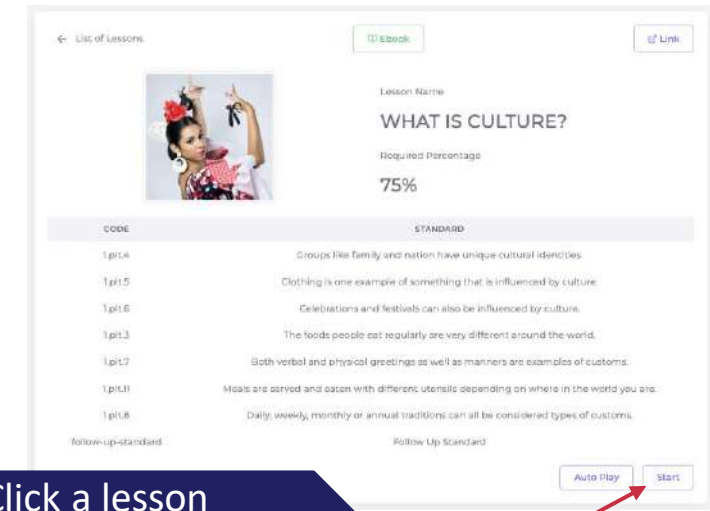


Past | Ongoing 0 | Upcoming 0

Class 2 - January 2023

- What is Culture?** (Jan 8th 2023 - Jan 10th 2023) 3 days
- Identify Nouns (Jan 8th 2023 - Jan 10th 2023) 3 days
- What do Animals Need? (Jan 10th 2023 - Jan 14th 2023) 5 days

Click a lesson and get started



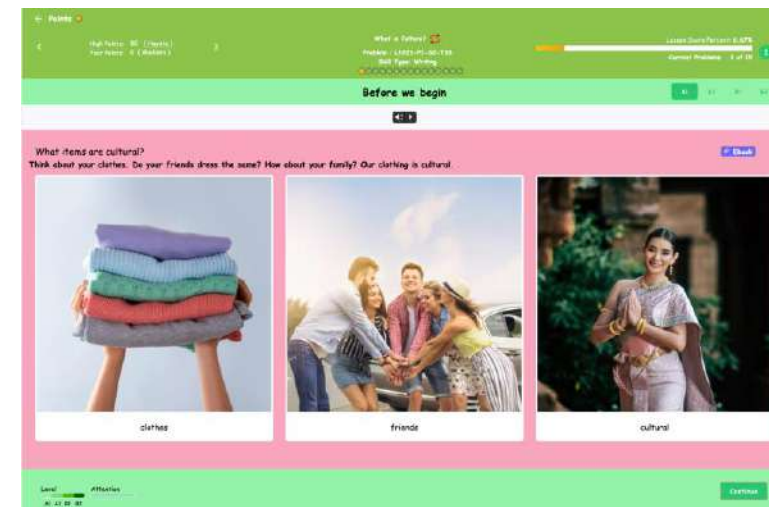
List of Lessons | Ebook | Link

Lesson Name: **WHAT IS CULTURE?**
Required Percentage: 75%

CODE	STANDARD
1.p1.4	Groups like family and nation have unique cultural identities.
1.p1.5	Clothing is one example of something that is influenced by culture.
1.p1.6	Celebrations and festivals can also be influenced by culture.
1.p1.3	The foods people eat regularly are very different around the world.
1.p1.7	Both verbal and physical greetings as well as manners are examples of customs.
1.p1.11	Meals are served and eaten with different utensils depending on where in the world you are.
1.p1.8	Daily, weekly, monthly or annual traditions can all be considered types of customs.

Follow-up-standard | Follow Up Standard

Auto Play | Start



Before we begin

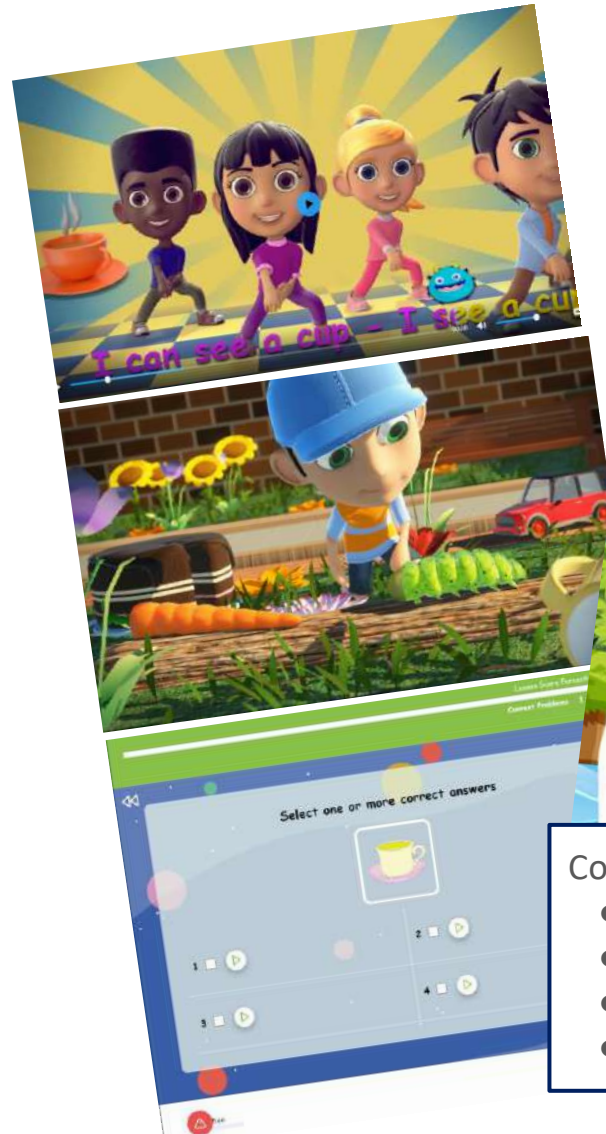
What items are cultural?
Think about your clothes. Do your friends dress the same? How about your family? Our clothing is cultural.

clothes | friends | cultural

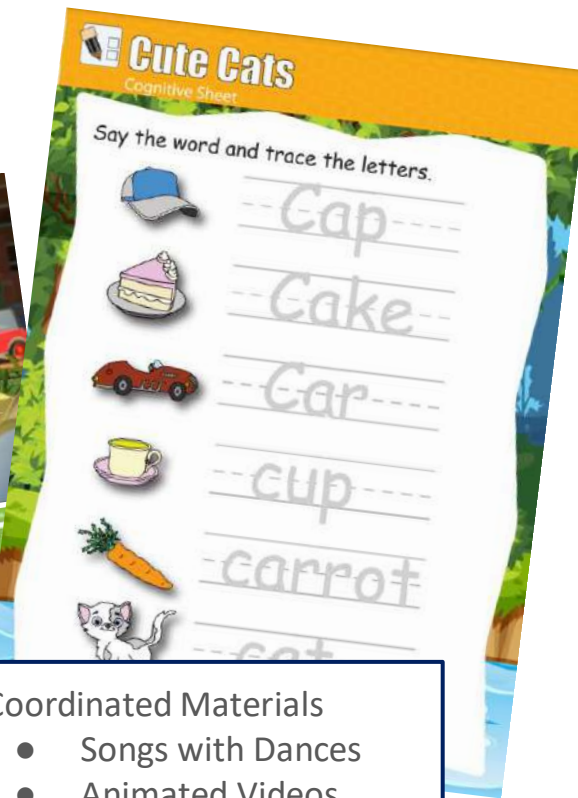
Beginner English

Recommend for Kindergarten - Grade 2

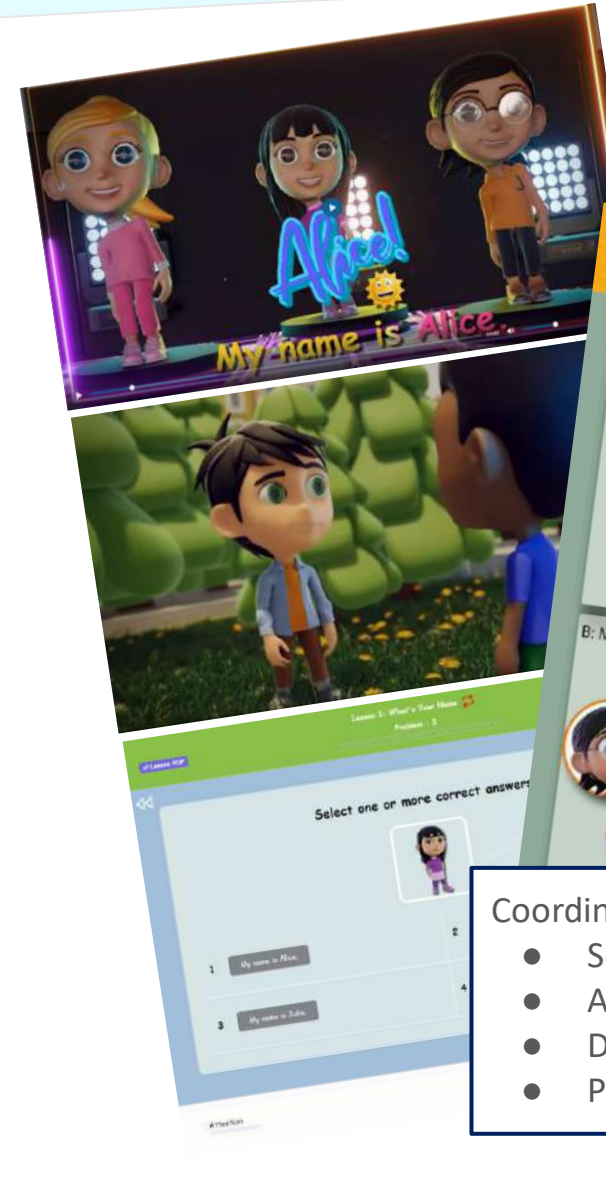
PHONICS



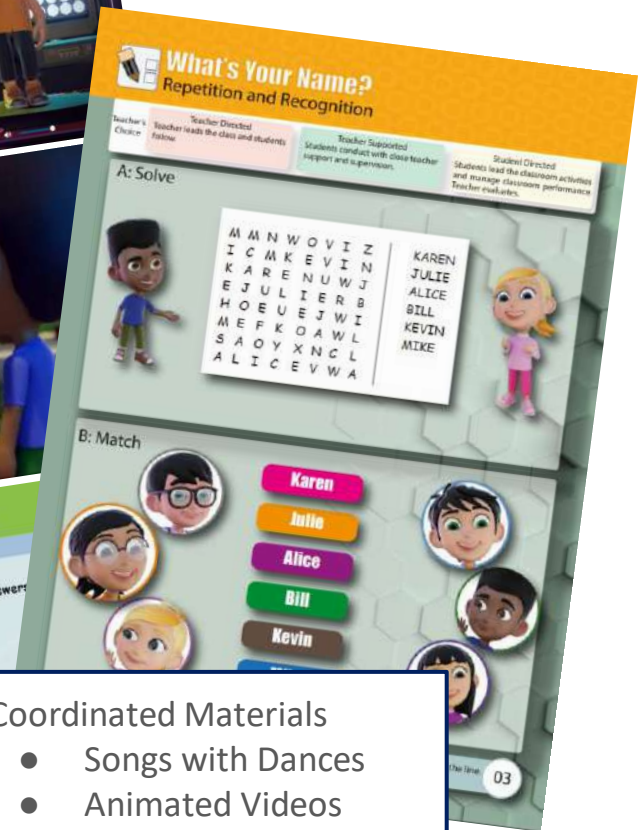
- Coordinated Materials
- Songs with Dances
 - Animated Videos
 - Digital Problems
 - Printable Worksheets



FUNCTIONAL LANGUAGE



- Coordinated Materials
- Songs with Dances
 - Animated Videos
 - Digital Problems
 - Printable Worksheets



SAMPLE LESSONS IN THE DEMO-SYSTEM

Use Control -> Click on the image if not in presentation mode.
In Presentation mode, just click. There is no need to use the Control button.



Phonics



Grammar



Functional (ES)



Functional (MS)



Academic English



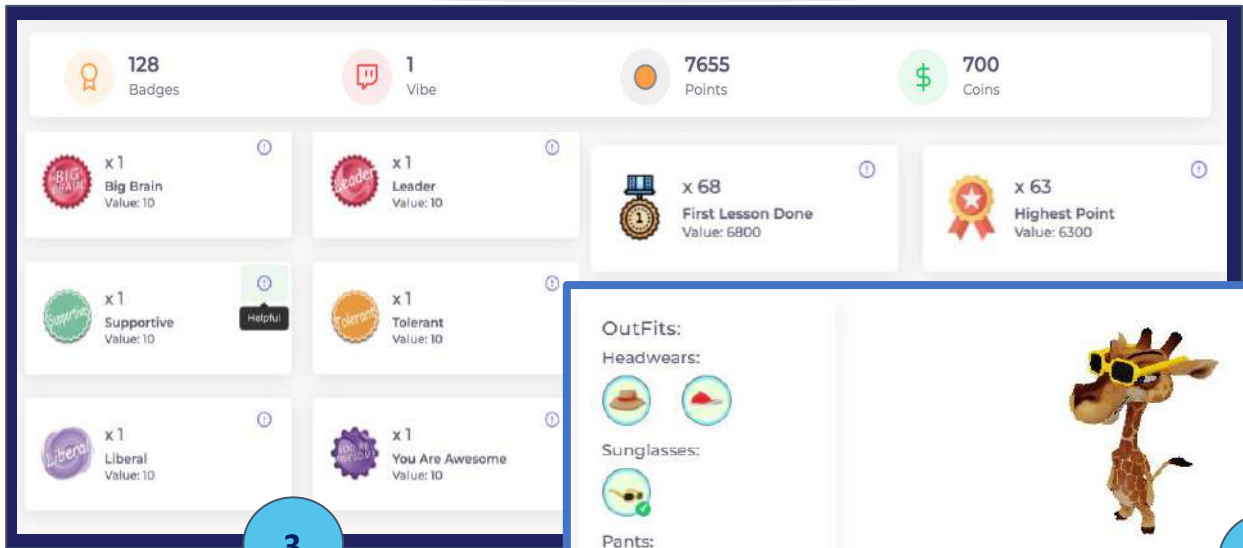
CEFR Test



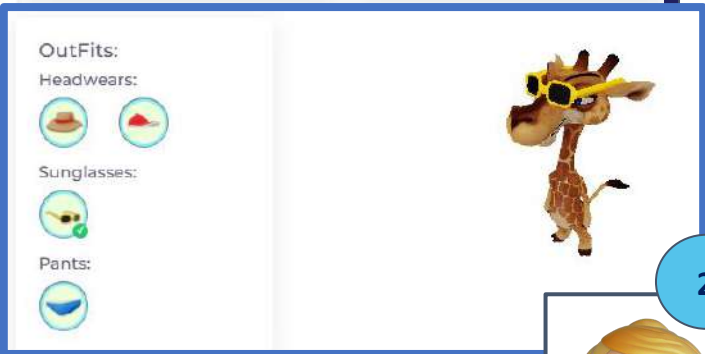
Travel



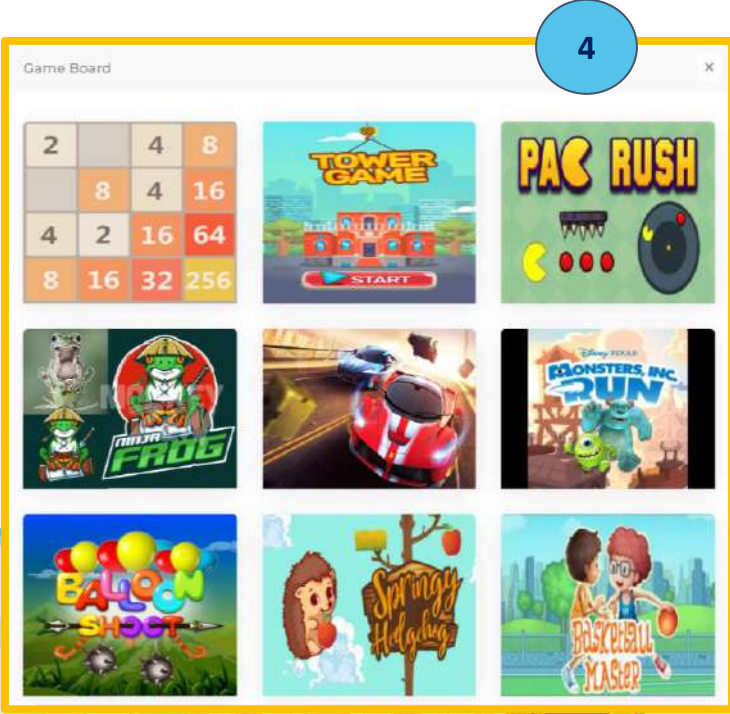
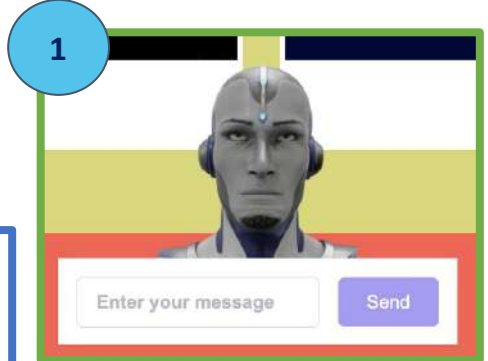
Business English



3



2



5

1. AI Learning Coach
2. Companion Avatar
3. Points / Awards / Badges / Vibes
4. Games
5. Animated Themes
6. Touchscreen Keyboard





Classroom Calendar

Calendar settings allow teachers to...

- add lessons, tests and instructions.
- customise course scope and sequence.
- apply templates for simplified scheduling.
- adjust delivery settings for each assignment.

Sun	Mon	Tue	Wed	Thu
28	29	30	1	2
5	6 Identify Nouns What is Culture? (VOCAB)	7 What is Culture?	8	
12	13 Customs (VOCAB) Identify Action Verbs	14 Customs	15	
19	20 Identify Adjectives Sharing Culture (VOCAB)	21 Sharing Culture	22	Journal Assignment 3
26	27 Foods Around the World Identify a Complete Sent	28 Foods Around the World	29	30 Class Test - Culture Unit Journal Assignment 4

Add Event

Lessons Tests Instructions

Grade: 1 Course: Social Studies Level 1

Lesson Group: People Living Together

Lesson: What is Culture?

Start Date: Tuesday, May 7, 2024 End Date: Friday, May 10, 2024

What is Culture?
Weakest Skill Delivery Options @

Add Lesson Plans

Select Schedule Type:
 Sequenced
Sequential homework is delivered based on a set schedule. Students cannot access the content before the assigned date, but they can view and attempt the lesson on the same day it's assigned.
 Non-Sequenced
Students can access the lesson before the assigned date.
 UnLockable Sequenced
UnLockable Sequenced lessons are arranged sequentially, with the next lesson unlocking upon completion of the previous one. In contrast, other lessons are only available on their scheduled date date

Add

Calendars are visible to all users and contribute to student rubrics and reports.

SHOW DETAILS	RUBRIC TITLE	EXPECTED	ACTUAL	% COMPLETE	DUE	ACTIONS
Show	Attendance	32	27	84%	5	Automatic
Show	Attendance	0	0	0%	0	
Show	Social Studies 1	3	3	100%	0	
Show	Science 1	3	3	100%	0	
Show	Science 3	2	2	100%	0	
Show	Social Studies 3	3	3	100%	0	
Hide	Social Studies 4	3	1	33%	2	

Lesson Name	Due Date	Status	Completed On
Classify and Categorize	Nov 29th 22	Late	Dec 16th 22
Cause and Effect	Dec 6th 22	Not Completed	-
Compare and Contrast	Dec 10th 22	Not Completed	-

Student Rubrics



Skill Charts

Tomohiro
2022-12-7 13:6:19

Work Diary Block View
Nov,26 2022

1 hour 10 minutes

40 minutes

15:00 PM

Activity 5, Attention Level A1, Score 0%

Activity 67, Attention Level A1, Score 0%

Activity 46, Attention Level A1, Score 0%

Activity 51, Attention Level A1, Score 0%

Work Diary

Course Report

Academic Skills | Language Skills | Study Skills | Social Skills | Game Report | Class Test Report

Social Studies 1

What is Culture?

LESSON NAME: What is Culture?

STUDENT NAME	PROBLEM	CEFR RATE	LANG LEVEL	POINTS	TIME SPENT
Kairi	1	64.64	B1	105	00:30:32
Mizuki	2	75.85	B1	110	00:43:20
Shou	3	75.85	B1	110	00:43:20

Course Name: Social Studies 1

STUDENT NAME	LESSON	CEFR RATE	LANG LEVEL	POINTS	TIME SPENT	ACTIONS
Kairi	1	64.64	B1	105	00:30:32	

LIST OF LESSONS

LESSON	ATTEMPTS	PROBLEM	CEFR RATE	LANG LEVEL	PASS SCORE	SCORE POINTS	TIME	COMPLETED AT	STATUS	ACTIONS
Sharing Culture	1	1	29.09%	B1	95.00%	105	00:25:30	2022-09-18 15:54:04	Passed	
Customs	1	1	38.86%	B1	95.00%	95	00:26:59	2022-09-18 06:42:39	Passed	
What is Culture?	1	1	29.09%	B1	95.00%	105	00:25:30	2022-09-18 15:54:04	Passed	

Course Reports

Lesson Summary

Score Summary

Time Summary

List of Problems

PROBLEM	LANG LEVEL	PROBLEM TYPE	SKILL TYPE	CORRECT	STATUS	TIME
1 - Vocabulary	B1	blank	reading	100%	✓	00:03:38
2 - Vocabulary	B1	matching	listening	100%	✓	00:00:30
3 - Vocabulary	B1	matching	listening	100%	✓	00:00:29
4 - Vocabulary	B1	multiple	reading	100%	✓	00:00:34
5 - Vocabulary	B1	blank	reading	100%	✓	00:01:27

AVERAGE LEVEL: A1 A2 B1 B2

STANDARDS

NAME	CODE	STATUS
Compare and contrast culture in different communities	1.ESS.8	✓
Compare and contrast different cultures from around the world	1.ESS.6	✗
Community Culture	CEC.BELT.2.3	✓
Describe how CUSTOMS are learned	1.ESS.4	✓

Detailed Lesson Reports

Download PDF | Download Excel

STUDENTS	ACADEMIC		LANGUAGE SKILLS		STUDY SKILL		SOCIAL SKILL	
	LESSON COMPETITION	PROBLEM SOLVING	AVERAGE LANGUAGE SKILL	ATTENDANCE SCORE	NOTE SCORE	ATTENDANCE SCORE	NOTE SCORE	
Class room: Class 1 - September 2022								
Kairi	100.00	94.53	62.29	78.13	28.57	78.13	28.57	
Mizuki	100.00	96.49	62.68	93.75	85.71	93.75	85.71	
Shou	100.00	92.80	49.56	87.50	100.00	87.50	100.00	
Average	100.00	94.33	57.41	82.05	78.57	82.05	78.57	

Language Level Of Students

Language Skill Level Of Students

Comparative Reports

184 Badges

8 Vibes

11485 Points

1100 Coins

PROGRAMS

[← Back](#)

- Course Report**
- Academic Skills
- Language Skills
- Study Skills
- Social Skills
- Game Report
- Class Test Report

Grammar 1 [View](#)

Science Level 1 [View](#)

Science Level 5 [View](#)

Science Level 8 [View](#)

Social Studies Level 1 [View](#)

Social Studies Level 3 [View](#)

Social Studies Level 8 [View](#)

COURSE NAME: Grammar 1 TOTAL LESSON: 31
TOTAL STUDENTS: 4

STUDENT NAME	LESSON	CEFR RATE	LANG LEVEL	POINTS	TIME SPENT	ACTIONS
Saya Ijuin	0 0 31	85.13%	4	2863	02:57:30	
Mutsuki Saito	0 0 31	77.66%	4	2766	04:58:05	
Sophia Hana Tominaga	0 0 31	82.02%	4	2795	03:45:49	
Mikoto Kanaya	0 0 31	79.14%	4	2804	02:18:04	

Export PDF

Lesson Summary

Lesson Type
 Problems in Lesson
 Required Percentage
 Total Standards

Readability
 15
 75%
 3

Score Summary

Problems Attempted
 Problems Passed
 Problems Failed
 Obtained Percentage

15
 14
 1
 93.33%

Time Summary

Started at
 Completed at
 Total Problem Statement Time
 Total Problem Body Time
 Total Problem Feedback Time

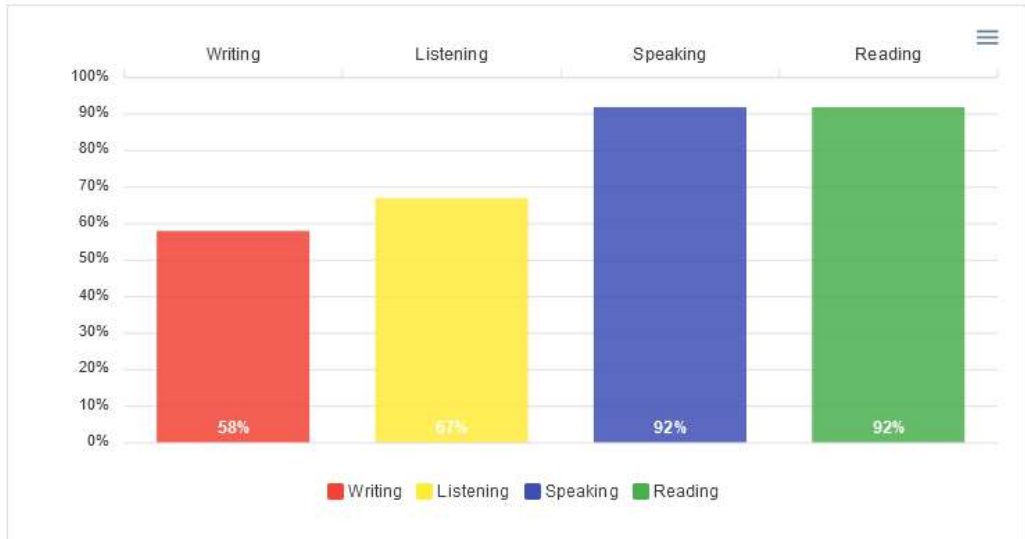
2024-08-18 10:51:37
 2024-08-18 11:03:12
 00:00:37
 00:08:17
 00:00:35

List of Problems 15

Type to Search

Export Excel

PROBLEM	LANGUAGE LEVEL	PROBLEM TYPE	SKILL TYPE	CORRECT	STATUS	TIME
L892-P2-S3-T40	4	matching_listening	listening	100 %	✓	00:00:10
L892-P3-S1-T16	4	blank	writing	100 %	✓	00:00:57
L892-P3-S2-T24	4	speech	speaking	100 %	✓	00:00:56
L892-P3-S3-T16	4 3	blank	writing	33 %	✗✗	00:02:08
L892-P4-S1-T34	3	fib_dropdown	reading	100 %	✓	00:00:09
AVERAGE LEVEL	77.09%		PROBLEM SOLVING TIME	00:09:29		



Note: Please click on status icon to view student input ✓ ✗

« < 1 2 3 > »

Student struggled and did not pass.

PROBLEM	ATTEMPTS
L892-P3-S3-T16	2

Study Pattern Of Student





DIGITAL PROBLEMS

Experience the Student Learning Lab

Key Features

All problems supported by AI tutor.

Adaptive nature provides a customized learning experience.

1. Student attempts problem
 - a. Problem Statement: Informs
 - b. Problem Body: Checks for understanding
 - c. Problem Feedback: Reviews
2. Platform identifies and adapts to student language level and weakest skill.
3. Student attempts the next problem

a

AI Tutor

Level Indicator

b

c

Page 1

families buy households purchase acquire stores producers shops markets manufacturers creators

LEGEND Word Synonym

1. What do families buy?
Families need many things. They buy food. They buy internet. They buy home goods. Goods help families live.

2. Where do families buy products?
Families buy from stores. Grocery stores have food. Other stores have home goods. Some families shop online.

3. What are consumers and producers?
Consumers buy products. Producers sell products. Families are consumers. Stores are producers.

REVIEW QUESTIONS:
1. What do families buy?
2. Where do families buy products?
3. What are consumers and producers?

What is your favorite store?

Does your family shop online?

A1

Page 1

families buy households purchase acquire stores producers shops markets manufacturers creators

LEGEND Word Synonym

1. What products and services do families buy?
Families need to buy many things. They buy food to eat. They buy internet for their homes. They buy home goods like plates and cups. These goods help families live their lives.

2. Where do families buy these products from?
Families buy these products from stores. Grocery stores have food and drinks. Department stores and supermarkets have home goods. Some families shop for things online.

3. Explain what consumers and producers are.
Consumers buy products like food and home goods. Producers sell these products to consumers. Families are consumers. They buy products. Stores are producers. They sell products.

REVIEW QUESTIONS:
1. What products and services do families buy?
2. Where do families buy these products from?
3. Explain what consumers and producers are.

What is your favorite store?

Does your family shop online?

A2

Page 1

families buy households purchase acquire stores producers shops markets manufacturers creators

LEGEND Word Synonym

1. What kind of products and services do families typically buy?
Families typically need to buy many things. They must buy food and drinks to have every day. They often buy internet for their homes and cell phones. They also buy home goods like plates and cups or toothpaste and soap. Families use these goods each day of their lives.

2. Where do families usually buy these products from?
Families usually buy these products from stores. Grocery stores have many types of food and drinks. Department stores and supermarkets have various home goods. Some families shop for things using online stores. Services like internet are purchased through businesses.

3. How do families relate to consumers and producers?
Consumers buy products like food, home goods and internet. Then, they make use of these products. Producers source and sell these products to consumers. Families are consumers because they buy products. Stores are producers because they sell products.

REVIEW QUESTIONS:
1. What kind of products and services do families typically buy?
2. Where do families usually buy these products from?
3. How do families relate to consumers and producers?

What is your favorite store?

Does your family shop online?

B1

Page 1

families buy households purchase acquire stores producers shops markets manufacturers creators

LEGEND Word Synonym

1. What kind of products and services do families typically buy and use?
Families typically need to buy many things to support their lives. They must buy food and drinks to consume every day. They often buy internet service for their homes and cell phones. They also buy home goods like plates and cups for the kitchen or toothpaste and soap for the bathroom. Families use these goods continuously as they perform activities of daily living.

2. Where do families usually buy these products and services from?
Families usually buy these products and services from stores, other businesses or online. Grocery stores have many types of food and drinks for sale. Department stores and supermarkets have various home goods for sale. Some families shop for goods using online stores and have them delivered. Services like internet are purchased from other businesses.

3. Divide families and stores into consumers and producers.
Consumers buy products like food, home goods, internet, and other things. Then, they make use of these products in their daily lives. Producers source and sell these products to a market of consumers. Families are consumers because they buy and use products. Stores are producers because they source and sell products. These two groups rely on one another.

REVIEW QUESTIONS:
1. What kind of products and services do families typically buy and use?
2. Where do families usually buy these products and services from?
3. Divide families and stores into consumers and producers.

What is your favorite store?

Does your family shop online?

B2

Fill in the blanks

Every _____ has an economy. An economy is _____ moving. Wealth can be _____ . Wealth can be things.

Level: A1 A2 B1 B2

Fill in the blanks

Every _____ has its own economy. An economy is all the wealth in a place. Wealth can be _____ or things. Money and things keep moving _____ . The movement is what makes an economy work.

Level: A1 A2 B1 B2

Fill in the blanks

Every _____ in the world has its own economy. An economy is all the wealth that exists in a place. Wealth can be either _____ or _____. Money and assets keep moving _____ groups of people. The constant movement of wealth is what drives an economy.

Level: A1 A2 B1 B2

Fill in the blanks

Every _____ in the world has its own economy, because an economy is all the wealth that exists in a place. Wealth can be either _____ or assets, and these things move _____ groups of people. The constant movement of wealth is what drives an economy. If money and _____ stop moving, the economy crashes and big problems arise.

Level: A1 A2 B1 B2

Language Levelled eBooks and Digital Problems
One Lesson
Four Versions

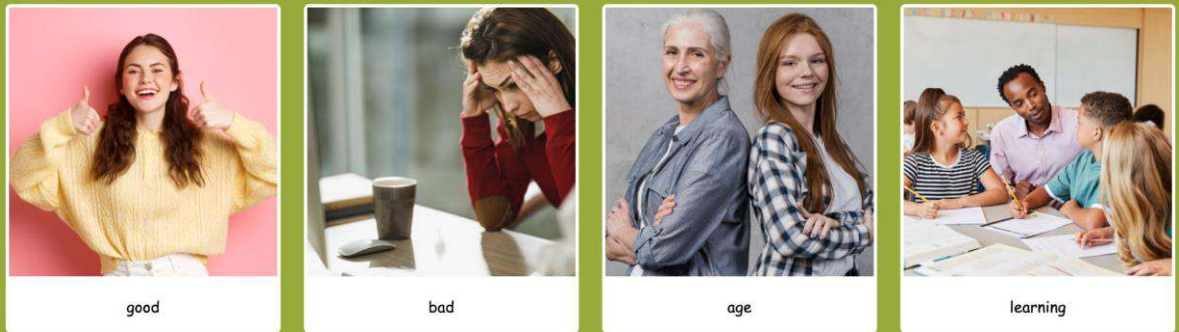


Adaptive Path
continuously adjusts to
student language level



1. What do many people begin learning from a very young age?

People begin learning good and bad from a young age. We often need to choose between a good or bad decision. Sometimes, we must decide between two good choices, noting each's negatives.



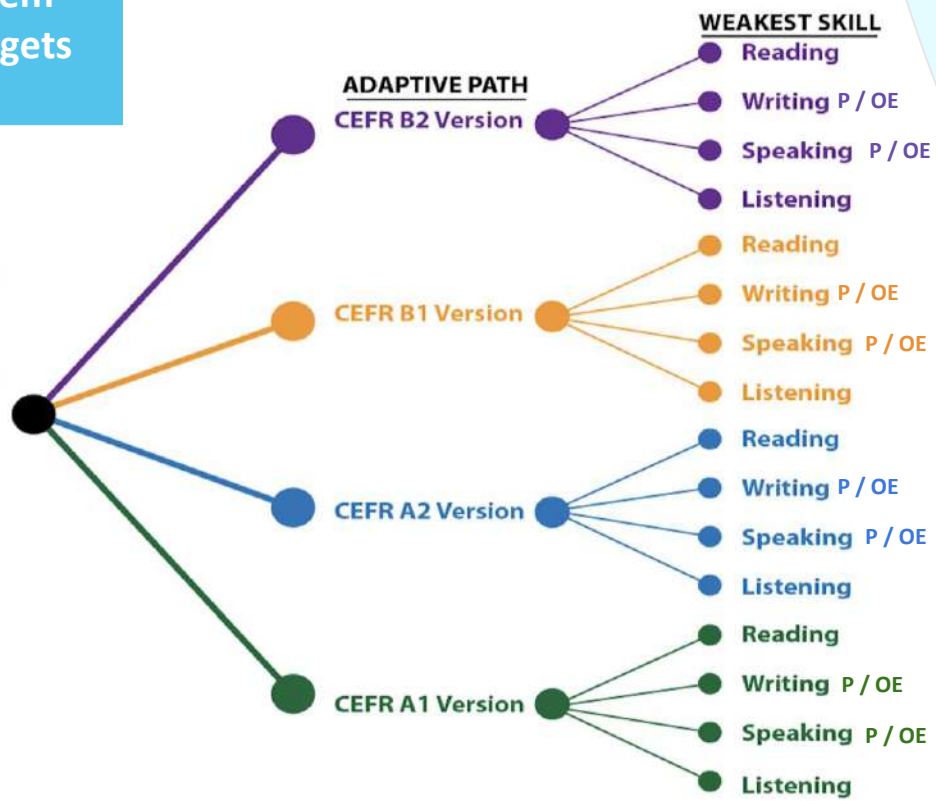
good bad age learning

[Ebook](#)

**One Problem
Six Skill Targets**



Text Heavy Concept Lesson
(Natural or Social Science)



**Adaptive Engine
Continuously Targets
Weakest Skill**

- Reading**
- Listening**
- Prompted Writing**
- Prompted Speaking**
- Open Ended Writing**
- Open Ended Speaking**

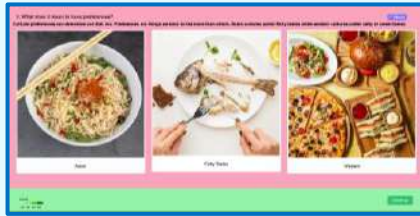


Assessment and Intervention Strategy

Simplifying the Teacher and Student Experiences

Online Lessons

continuously assess and report on student performance, eliminating the need for snapshot tests.

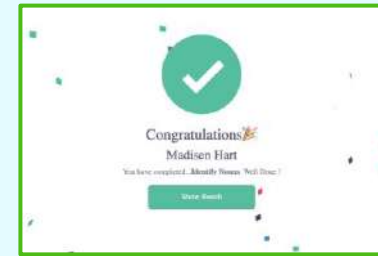


Level

A1 A2 B1 B2

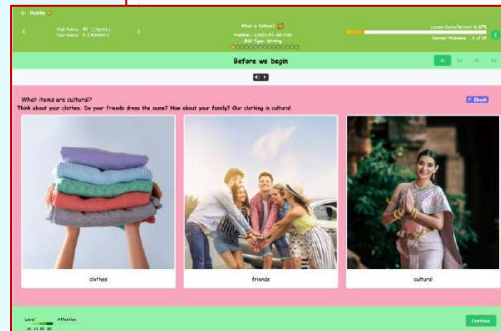
WEAKEST SKILL

- Reading
- Writing
- Speaking
- Listening



Selected Follow Ups : 4

- L1262-P1-S1-T34-Persuade - fib_dropdown (reading)
- L1262-P1-S2-T39-Resolve - multiple_listening (listening)



1. Student attempts problem
2. Platform assesses and adapts to student's language level and weakest skill
3. Automatic intervention occurs
 - a. Missed problems are delivered again
 - b. Student re-attempts problems until passing score is reached
4. Follow up lessons assigned to target weak skill. Follow up lessons can be...
 - a. Teacher generated
 - b. System generated

Standardized Assessments

can be delivered in addition to online lessons.

Tests can be...

- Language Assessments
 - Single Skill
 - Multi-Skill
- Topical Assessments
 - Single Lesson
 - Lesson Group
 - Course
- Generated by
 - Teachers
 - The System
- Delivered to
 - Individual Students
 - Full Classes





AI SCORING

For Prompted and Open Ended Problems

AI Feedback for Prompted Problems

- Utilizes speech to text technology
- Scores pronunciation of each word
- Demonstrates correct pronunciation of each word
- Saves to student reports for later reference

Ai Score

Accuracy Score: 36

Completeness Score: 40

Fluency Score: 46

Pronounce Score: 39

Score popup: Mispronunciation /bay axz / d

writing always includes bias

Buttons: Cancel, OK

Report

LABEL	SCORE	DESCRIPTION
Relevance	10 / 10	The answer gives a direct and concise explanation of what DNA is and its role in the human body.
Fluency	9 / 10	The answer is well-phrased and fluent, but could possibly be a bit more elaborate.
Clarity	10 / 10	The answer is very clear and can be easily understood.
Coherence	10 / 10	The answer is coherent, providing a logical explanation.
Accuracy	8 / 10	Although the answer is generally accurate, it could have been more comprehensive, explaining that DNA is the key for genetic inheritance.
Grammar	10 / 10	The answer is grammatically correct, with no mistakes observed. Average total score: 9.5/10.
Word Count	10 / 10	
Total Score	9.57 / 10	-

Sentence Count

Total Sentence: 1

Sentence 1 :- 21 Words

AI scoring enhances adaptive learning and improves overall student outcomes.

AI Feedback for Open Ended Problems

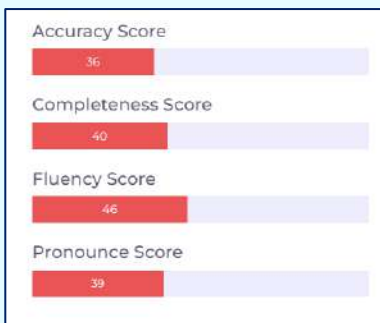
- Provides immediate feedback
- Gives score and feedback for seven different criteria
- Calculates overall score
- Saves to student reports for later reference
- Can be overridden by teacher



Additional AI Services


The **student platform** offers...

- an AI learning coach.
- AI driven pronunciation training.
- AI scoring for open-ended speaking and writing problems.



LABEL	SCORE	DESCRIPTION
Relevance	10 / 10	The answer gives a di
Fluency	9 / 10	The answer is we
Clarity	10 / 10	The answer is ver
Coherence	10 / 10	The answer is col
Accuracy	8 / 10	Although the ans
Grammar	10 / 10	The answer is gre
Word Count	10 / 10	
Total Score	9.57 / 10	

Score

"/>

Mispronunciation

/ bay axs /

The **teacher platform** offers...

- AI generated follow up lessons.

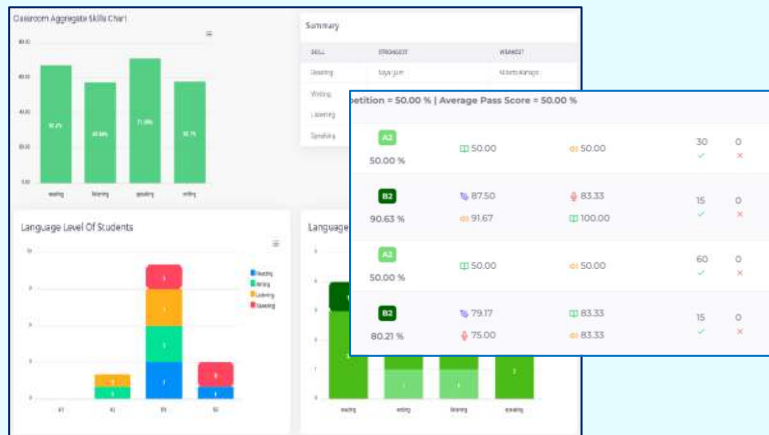
3. What if you don't agree?
Don't make someone change. Be respectful to avoid conflict. Don't force your opinion.

Selected Follow Ups : 4

- L1262-P1-S1-T34-Persuade - fib_dropdown (reading)
- L1262-P1-S2-T39-Resolve - multiple_listening (listening)
- L1262-P1-S3-T34-Together - fib_dropdown (reading)
- L1262-P2-S3-T39-Respectful - multiple_listening (listening)

The **teacher and administrator platforms** offer...

- AI compiled reports.



The **curriculum platform** offers...

- AI generated dictionaries that provide...
 - simple definitions.
 - images.
 - synonyms.
 - example sentences.
- AI generated, standards-based lesson content.

Word: garden
Vocab: Words: garden, park
Synonyms: yard, park

Word: creations
Vocab: Words: innovations, productions
Synonyms: crafts, artistry

Word: land
Vocab: Words: terrain, ground
Synonyms: terrain, ground

Word: workers
Vocab: Words: laborers, employees
Synonyms: laborers, employees

Word: altitudes
Vocab: Words: elevations, height
Synonyms: elevations, height

Word: rain
Vocab: Words: precipitation, downpour
Synonyms: precipitation, downpour

Word: power
Vocab: Words: authority, capability
Synonyms: authority, capability

Language

- Language Arts
- Social Studies
- Science
- Math
- Language Arts - CI (Deprecated)

Roles and Responsibilities (Curriculum Builder)

Page 1

Change Question Background Image

Change Question Background Image

Upload Question Top Image

Change Question Radius Image

GEC proudly offers
**Customized
Programming**
for all partners.



Getting started is easy!

Step 1: Choose your grade level(s).

Step 2: Choose your program target(s).

Step 3: Choose your delivery model.

1

Choose Your Grade Level(s)

Lower Elementary

Kindergarten
Grade 1
Grade 2

High School

Grade 10
Grade 11
Grade 12

Upper Elementary

Grade 3
Grade 4
Grade 5
Grade 6

Adult

University
Adult Beginner
Adult Business

Middle School

Grade 7
Grade 8
Grade 9

2

Choose Your Program Target(s)

Training

Language Training
Academic Training
Workforce Training

Testing

Language Testing
Academic Testing

3

Choose Your Delivery Model

Classroom

Online
In-Person
Hybrid

Teacher

GEC Teacher
Native Teacher
Hybrid





Additional Client Services

GEC supports partners every step of the way.

Development

- Customized technology and feature development
- Customized User Interface (UI) Settings
- Customized content and course development
 - Academic Courses
 - Workplace Training Courses
 - English Language Training
 - Other Language Training
 - Tests

Planning

- Customized course overviews
 - Scope
 - Schedule
 - Sequence
- Multi-year program planning
- Customized pedagogy design
- Customized blended learning strategy
- Customized lesson plans

Delivery

- Orientation and training for
 - Administrators
 - Teachers
 - Parents
 - Students
- Online GEC teacher management
 - recruitment
 - training
 - scheduling
- Customized Reporting

Initial Planning

Discussion between teams. Outlining client requirements and development needs. Contract signing.

Development of high priority platform features and deliverables that are critical to program launch.

Development Phase 1

Pilot Program Launch

Soft launch of programming with a small group of students. Highly monitored and supported by GEC teams. Bugs and problem areas identified.

Development of low priority features and deliverables. Feature updates and bug fixes in response to pilot program feedback.

Development Phase 2

Full Program Launch

Official launch of programming. Monitored and managed by local teams. Continuously supported by GEC as needed.

Account Management
Made Simple
on our Multi-User Platform



User Management from Top Down

Upper Admin

Managed by GEC.
All powerful.

Administrators

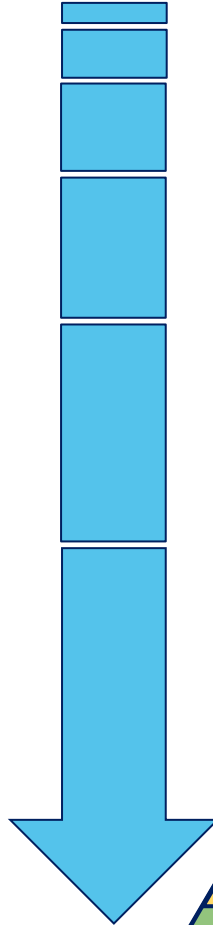
Managed by partnering teams.
Control user accounts, classrooms, calendars, UI and delivery settings, plus access to high level reports.

Teachers

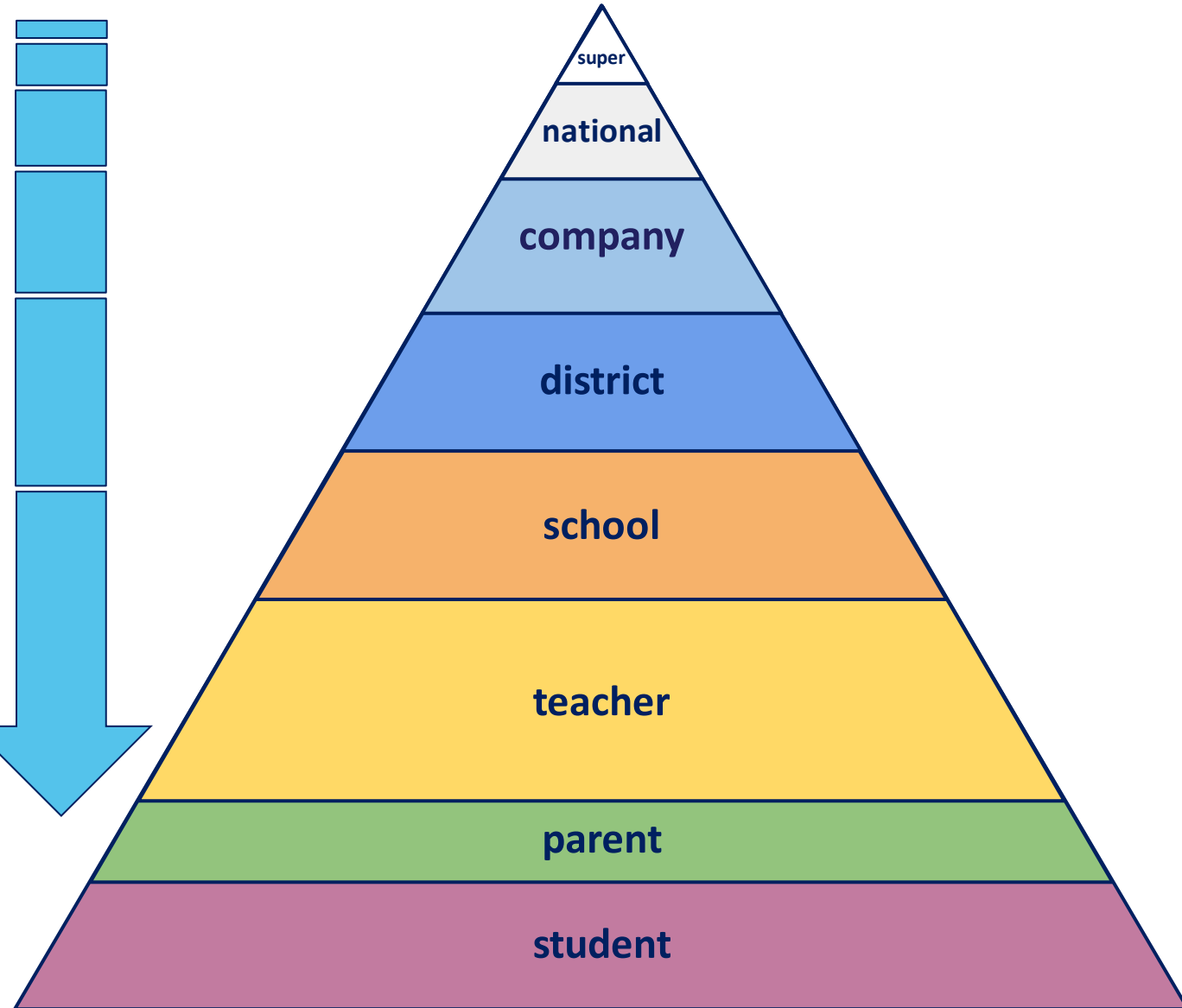
Most versatile.
Access to countless features and reports.

Basic Users

Access to lesson content, communication tools and basic reports.



GEC User Hierarchy





Collaboration Features

Notes

1. How long does it take the Moon to revolve around the Earth?
 1. Moons are smaller than *planets* and the planet's *gravity* holds them. It takes 27 days for the Moon to orbit Earth, and we call that time period one month.
 2. *Compare* an Earth day to one day on the Moon.
 2. The moon *spins* on an axis the same way Earth does. It also takes about 27 days for the moon to

Teacher Notes
 Visible to teacher
 Visible to all students

Student Notes
 Visible to teacher
 Visible to paired students

Groups

Student Groups
 Allow group communication.
 Allow assignment collaboration.
 Can be monitored by teacher.

Real Time Monitor
 Visible to teacher
 Shows live student / group progress

& Group Monitoring

STUDENT	1	2	3	4	5	6	7	8	9	10	11	12	13
Momoko	1	2	3	4	5	6	7	8	9	10	11	12	13
Tomohiro	1	2	3	4	5	6	7						



Scheduling and Reservation System

Teacher Schedule **Calendar**

< > December 2022 **Month** Week Day

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29 ● Madisen Hart	30	1	2	3 ● Madisen Hart
4	5	6 ● Madisen Hart	7	8	9	10 ● Madisen Hart
11	12	13	14	15	16	17
18	19	20	21	22	23	24

Create Schedule

Week Start Date: Wednesday, November 2, 2022
Week End Date: Wednesday, November 2, 2022

No Repeat Daily Repeat Weekly Repeat

DAY	START TIME	END TIME
Wednesday Nov 2nd 22	11:00 AM	01:00 PM
	02:30 PM	02:00 PM

Teacher Schedule **Create Schedule**

2022-12-06 / (7:00 PM-9:00 PM)

START TIME	END TIME	CLASSROOM	ACTION?
07:00 PM	08:00 PM	Class 1	🗑️
08:00 PM	09:00 PM	Class 2	🗑️
09:00 PM	09:30 PM	Class 2	🗑️

Class Schedule **Save Schedule**

Teachers Create Personal Schedules
Classes Scheduled During Teaching Hours
Notifications Sent Before Scheduled Classes
Attendance Automatically Recorded

Scheduling

Reservations

Schools Create Programs

Parents Reserve and Pay for Student Enrollment

Update Program

Program Name: Test student limit

Start Date: Wednesday, September 1, 2021
End Date: Friday, September 12, 2025

Type: Scheduled Student Limit: 10 School User: jaac school

Age Group: Grade 6- Minimum Age: 6 Maximum Age: 8 Working Days: 5 Time Interval (Min): 30

Descriptions: Conversational English Lessons

Calendar Template: Middle School Program 1

Cancel **Save**

Reservation form.

Please enter the required information.

Parent Email: madisen.hart@gmail.com Number of children: 3

Child 1 Child 2 Child 3

School: Any Student email: Student email (optional)

Select Programs Schedule

default_school default January 16th 2023 - April 21st 2023 Days per week: 3 Elementary English 1 Duration: 20 min sessions Price: \$120 Reserve	default_school default March 1st 2023 - May 31st 2023 Days per week: 3 Middle School English Duration: 30 min sessions Price: \$150 Reserve	JAAC School July 17th 2023 - July 26th 2023 Days per week: 4 School reservation Duration: 22 min sessions Price: \$12 Reserve
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