










LEVEL 2 COURSE



Welcome to Level 2 – This is an elementary English course for children. Kids will learn more simple and complex sentences and how to ask and answer a number of questions mostly relating to themselves, their activities and things around. The following units are covered:

-  Unit 1 - **Actions - Dolphins Show**
-  Unit 2 - **Shapes**
-  Unit 3 - **Art Class (stationery)**
-  Unit 4 - **Clothes & Weather**
-  Unit 5 - **Food & Drinks**
-  Unit 6 - **Jobs**
-  Unit 7 - **Transportation**
-  Unit 8 - **Vegetables**
-  Unit 9 - **Weather**
-  Unit 10 - **Home & Actions**





Unit 1 - Actions - Dolphin show

Objectives:

- This lesson teaches ESL/EFL young learners action verb vocabulary and the use of the modal verb 'can/cannot' to talk about abilities.
- The lesson also teaches children action verbs in the present simple tense.
- The lesson also introduces the pronoun 'they' which is used in the 3rd person plural.

Lesson Story:

Freddie, Lisa and parents are watching a dolphin show. It is an exciting day out for the kids as they watch in amazement at some of the things dolphins can do. Lisa is so excited she tries to feed the dolphins and a happy dolphin makes a big splash.

Vocabulary:

action verbs - jump, swim, write, read, stand, fly, can, can't, cannot, walk

Key Sentences/Grammar

- I can't jump that high.
- They can swim and jump at the same time.
- Dolphins can do many things.
- Dolphins can't fly.
- Can they read and write?

Expressions with modal verbs 'can'.

- Dolphins **can** swim.
- Dolphins **can't** fly.

Contractions:

- Dolphins **can't** fly. / Dolphins **cannot** fly.

Pronoun 'they' for 3rd Person Plural

- **They** can't fly.



Unit 2 - Shapes

Objectives:

- This lesson will teach ESL/EFL kids how to use basic adjectives to describe things by shape, size and color. An adjective (big, small, red, and black) describes a noun or thing.
- Learn to use basic adjectives to describe things and also learn to use adverbs of sequence to talk about a process - first, next, then, finally.
- In this lesson, children will learn the names of shapes and how to describe them.

Lesson Story:

Lisa and Freddie are in their room looking at a book about shapes. Lisa asks Freddie to teach her the names of shapes. She wonders what we can do with shapes. Freddie shows her how to draw a clown using shapes of different sizes and colors.

Vocabulary:

square, rectangle, oval, triangle, circle, big, small, colors

Key Sentences/Grammar

- It's a circle. A circle is round.
- It's an oval.
- A square has four equal sides.
- We draw things with shapes.

Adverbs of Sequence

Though not the main focus for low levels, this lesson also introduces adverbs of sequence which is useful for describing a process.

- First, draw a big circle.
- Next, draw an oval for his mouth.
- Finally, draw a big rectangle.

Basic Adjectives:

- a **big red** circle
- a **small black** circle



Unit 3 - Art Class (Stationery)

Objectives:

- This lesson teaches learners how to make simple and polite requests in English.
- This lesson will teach kids how to use the imperative mood to make simple requests and commands.
- Children will also learn to associate school supplies with action verbs they are often used with.
- It also focuses on using modal verbs 'may' and 'can' to make requests sound more polite.

Lesson Story:

Freddie, Sally, and Bob are in an Art lesson with Miss Sue. Freddie forgot his pencil box and needs to borrow these materials to draw, color and stick his shark on the board. He makes some polite requests in the process.

Vocabulary:

eraser, glue, crayons, pencil, pen, pencil box, scissors, pass, give, cut, draw, book, paper etc.

Key Sentences/Grammar

- What picture are we going to draw?
- We are going to draw a big shark.
- I forgot my pencil box.
- I have an extra pencil.
- Pass me the crayons, please.
- Cut out your sharks and stick them on the board.
- Draw your shark's head again, Bob.

- Can I use your crayons, please?
- May I borrow your scissors?

Modal Verbs for Polite Questions:

- **Can I use** your crayon?
- **May I borrow** your scissors?

Imperatives for giving commands and making requests

- **Pass** me the pencil.
- **Give** me the eraser.
- **Draw** a shark.
- **Cut** out your shark.

Action verbs & School Supplies Noun Association

- We **draw** with a pencil.
- We **color** with crayons.



Unit 4 - Clothes & Weather

Objectives:

- This English lesson will teach ESL/EFL young learners expressions used when giving advice about dressing for the weather.
- The lesson will also focus on common phrasal verbs and verbs used when talking about clothes – put on/take off.
- This lesson teaches students how to use the verb 'to wear' in the present progressive. The lesson also looks at a few new contractions with the auxiliary verb 'to be'.

Lesson Story:

Freddie and Lisa are about to head out to the park when Mom notices they are not wearing the right clothes for the weather. She asks them to change their clothes and dress up appropriately for the weather.

Vocabulary:

clothes, T-shirt, shorts, sweater, pants, skirt, hat, shoes, put on, take off, hot, sunny, sunglasses

Key Sentences/Grammar

- It's hot and sunny outside.
- Put on your T-shirt.
- Take off your sweater.
- I'm wearing my yellow T-shirt.
- You should put on your sunglasses.

Present Progressive & Contractions

- I **am wearing** a pair of sunglasses. / **I'm wearing** a pair of sunglasses.
- She **is wearing** a pair of sunglasses. / She's **wearing** a pair of sunglasses.

Other Contractions

- It is **hot**. / It's **hot**.
- You **are** right. / You're right.



Unit 5 - Food & Drinks

Objectives:

- The purpose of this lesson is to teach English learners how to order food in a restaurant and to express desire.
- To learn to use the expressions 'I want' and 'I would like' to make a request. The modal verb 'would' is used to make requests sound more polite.
- The lesson also introduces food and drinks vocabulary.
- The lesson will also teach students how to use the modal verb 'would' to make a polite request.
- This unit also teaches the use of the partitives - 'a bowl of,' 'a piece of.'

Lesson Story:

Freddie and Lisa are out playing at a park. Lisa feels hungry, and they decide to get some food. A conversation about food begins in the fast food restaurant.

Vocabulary:

food and drink - sandwich, cake, pizza, ice cream, hamburger, bread, egg, hot dog, coke, lemonade, orange juice, bowl, bar, slice, piece

Key Sentences/Grammar

- I'm starving.
- Let's get something to eat.
- What would you like to eat?
- I'd like an ice cream and a burger.
- I'd like a glass of coke, please.

Modal Verb 'Would' for Polite Requests

- What **would** you like to eat?
- I **would** like a burger.
- **I'd** like a burger.

Verb 'to want' when ordering food

- I **want** a burger.
- He **wants** a burger.

Food Partitives for Quantities

- a **glass of** orange juice
- a **piece of** cheese
- a **bottle of** coke
- a **carton of** orange juice
- a **cup of** coffee
- a **slice of** orange
- a **bowl of** noodles
- a **bar of** chocolate



Unit 6 - Jobs

Objectives:

- In this lesson, children will learn to talk about what they want to be when they grow up.
- The lesson will teach ESL/EFL young learners vocabulary on jobs and occupations.
- This lesson focuses on the expression 'want to be' for talking about future intentions.
- It also teaches verbs for describing the roles people fill in different jobs.

Lesson Story:

Freddie is at home when he notices smoke rising from Bob's house. Mom orders Freddie to call the fire department. Firefighters arrive quickly to both to put out the fire. They also rescue Bob and Sally, who are trapped inside the house. Freddie phones Dad, who is a doctor, to come home and help. Mom is also a trained nurse, and her expertise comes in handy. Impressed by the timely intervention of the firefighters, a doctor, and a nurse, the children express their future job intentions.

Vocabulary:

jobs vocabulary, firefighter, police officer, postal worker, doctor, nurse, taxi driver, zookeeper, pilot, dentist, lawyer

Key Sentences/Grammar

- When I grow up, I **want to be** a firefighter.
- I **want to be** a doctor like your dad.
- I **want to be** a nurse.

Want to be

- I **want to be** a doctor.
- What do you **want to be**?

Job Description Verbs

- What **does** a firefighter **do**?
- A firefighter **puts out** fires.
- A doctor **takes care** of sick people.

The verb 'to want' in 1st and 3rd person singular.

- I **want** to be a doctor.
- Sally **wants** to be a nurse.
- She **wants** to be a nurse.



Unit 7 - Transportation

Objectives:

- This lesson will teach students how to talk about means of transportation in English.
- Students will learn means of transportation vocabulary and expressions.
- This lesson will teach students how to ask a number of 'how,' 'where' and 'when' questions – a focus on three question words.

Lesson Story:

Dad is about to leave for the city. The children want to come. They are going to the airport to pick up Freddie's aunt, Mona. On the way, they choose different means of transportation and talk about it. They also ask many questions relating to the length of time.

Vocabulary:

walk, car, taxi, bus, subway, train, van, bike, plane, truck, airport, car park

Key Sentences/Grammar

- Are you going by car?
- How do we get to the subway?
- Where does this train go, Dad?
- When does Aunt Mona arrive?
- She arrives in five minutes.
- How is she going to arrive?
- By plane.

'How' questions

- **How do you** come to school? (if you want to know the means)
- By **bus**.
- **How long** does it take? (if you want to know the amount of time)
- It takes ten minutes.
- **How old** are you? (if you want to know the age)
- I am three years old.
- **How** are you? (to ask about someone's well-being)
- I am fine.

'When' questions

- **When is** your birthday? (Time of the year question)
- It's on **May 10th**.
- **When** does the plane arrive? (General time question)
- It arrives **in five minutes**.
- **When** do we go home? (Time question)
- At three o'clock.
- **How long** does it take to get to the car park?



Unit 8 - Vegetables

Objectives:

- This lesson will teach children how to shop for things in English.
- The lesson will build vocabulary on vegetables.
- This lesson teaches the use of 'How much' to ask about the prices of things.
- It also introduces measurements in kilograms.
- Students will learn the difference between 'How much' for uncountable nouns and 'How many' for countable nouns.

Lesson Story:

Freddie and Lisa are accompanying Mom to a fruit and vegetable market. They ask for prices and buy different vegetables to take home. A struggle over who carries the shopping bag arises between Freddie and Lisa.

Vocabulary:

tomatoes, carrot, broccoli, lettuce, potato, mushroom, tomato, cabbage, cucumber, onion, chili pepper, garlic, eggplant, kilogram, dollar

Key Sentences/Grammar

- How much are the carrots?
 - They are two dollars a kilo.
 - How much are the tomatoes?
- How much - with uncountable nouns
- How **much** water?
 - How **much** milk?
 - How **much** bread?
- How many - with countable nouns
- How **many** tomatoes?
 - How **many** onions?



Unit 9 - Weather

Objectives:

- This lesson will teach ESL/EFL students how to talk about the weather.
- The lesson will also teach kids how to ask and describe the weather using weather adjectives.
- Students will learn how some weather adjectives get formed from nouns.
- The lesson also highlights the use of 'like' at the end of a question to ask for an adjectival response.

Lesson Story:

Freddie and Lisa are about to set out for school. It is raining heavily outside. Dad offers to drive the kids to school today because of the heavy rain.

Vocabulary:

rain, sun, cloud, hot, snow, wind, cold, wet, rainy, sunny, cloudy, snowy, windy

Key Sentences/Grammar

- What's the weather like?
- It's rainy and wet.
- It's raining heavily outside.

Noun to Adjectives: wind-windy, cloud-cloudy, sun-sunny



Unit 10 – Home/Actions

Objectives:

- This lesson will teach ESL/EFL students how to talk about progressive actions.
- This lesson focuses on action verbs in the present progressive tense.
- The context of the lesson is in a home environment. Therefore, vocabulary relating to the rooms at home are taught.
- Students will also learn a few nouns that often collocate with particular verbs – reading a book, watching TV, etc. The result is to develop a learner's vocabulary prediction skills.
- This lesson also contrasts the use of the present simple for habitual actions versus the present progressive for on-going actions.

Lesson Story:

Bob comes to visit Freddie, who is watching TV at home. Mom orders Freddie and Bob to watch TV in the room because Dad is reading. When they get to the room, they find Lisa sleeping on her painting.

Vocabulary:

reading, watching TV, painting, cooking, writing, sleeping, drinking, eating, walking, running, dancing, singing, bedroom, living room, bathroom, kitchen, dining room

Key Sentences/Grammar

- What are you doing?
- I am watching TV.
- She's painting a picture.
- Your father is reading.

Present Simple versus Present Progressive

- I paint every day. / I am painting now.
- She cooks every day. / She is cooking now.
- We watch TV every day. / We are watching TV now.

Verb & Noun Collocations

- Watch – TV
- Listen – to music
- Do – homework
- Paint – a picture
- Cook – lunch or dinner
- Read – a newspaper