

LEVEL 3 COURSE



Welcome to Level 3 - This is an elementary to pre-intermediate English course for children which introduces more complex sentences, expands on vocabulary and adds more question formats to improve a child's communicative skills. The following units are covered:



Unit 1 - Pets



Unit 2 - Sports



Unit 3 - Zoo Visit



Unit 4 - Places Around



Unit 5 - Months & Dates



Unit 6 - Directions



Unit 7 - Health & Sickness



Unit 8 - Telling Time, O'clock



Unit 9 - Telling Time, Quarter Past



Unit 10 - Days of the Week





Unit 1 - Pets

Objectives:

- The goal of this ESL lesson is to teach learners how to ask for and give reasons. They will learn vocabulary on pets and personality adjectives for describing pets.
- The purpose of this lesson is to teach students how to ask and answer 'why' questions and to give reasons using the subordinating conjunction 'because' to show the relationship between the independent clause and the dependent clause.

Lesson Story:

Freddie and Lisa are at a pet shop. They are trying to decide which pets they might get. A conversation about preference begins. Freddie likes dogs and Lisa likes cats. Freddie is not a fan of cats because he thinks they are lazy and boring.

They both give reasons for their preferences.

Vocabulary:

turtle, iguana, cat, dog, parrot, goldfish, hamster, snake, frog, rabbit, **personality adjectives** - cute, friendly, lazy, quiet

Key Sentences/Grammar

- What pets do you like?
- I like dogs.
- Why do you like dogs?
- I like dogs because they are friendly and cute.
- I don't like cats because they are lazy.

Subordinating conjunction 'because.'

- I like dogs **because** they are friendly.
- I don't like cats **because** they are lazy.

Adjectives (An adjective describes a noun. A personality adjective describes character and can be abstract.)

- a **lazy** cat
- a **friendly** dog
- a **cute** dog
- a **quiet** rabbit



Unit 2 - Sports

Objectives:

- In this ESL lesson, students will learn to express a preference of different kinds of sports.
- Students will learn words and expressions used when talking about their favorite sports.
- It also teaches learners how to talk about personal abilities using some adjectives followed by prepositions (good at, bad at) and the modal verb 'can.'
- The lesson also teaches students how to compare things in the most fundamental manner.
- To learn to conjugate verbs in the present tense while highlighting how the form changes in the third person singular.
- The lesson will teach compound words & nouns essential vocabulary building skills.

Lesson Story:

It's a sports and P.E. day at school. Freddie, Lisa, and the others are on the playground. Students are playing different kinds of games. A conversation begins about their sports preferences and an expression of their abilities. Freddie and Bob are amazed by a short boy outplaying the tall boys in basketball, which goes to teach kids to avoid stereotypical judgment of others.

Vocabulary:

basketball, volleyball, soccer, table tennis, badminton, tennis, running
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Key Sentences/Grammar

Sentence Structures:

- I like playing volleyball.
- Sally is good at playing volleyball.
- The short boy is good at playing basketball.
- He is better than the tall boys.
- I can run faster.

Grammar: Adjectives followed by prepositions (**good at, bad at**), comparatives (**better than, faster**)

1- Compound Words/Nouns (Words formed by combining two words)

- **basket + ball = basketball**
- **volley + ball = volleyball**
- **table + tennis = table tennis (compound noun)**

2- Verb 'to like' - present simple

(The verb 'to like' is a stative verb that describes a state, situation or condition. The focus will be on how the verb only changes in the 3rd person singular.)

- I like volleyball. (1st person singular)
- You like volleyball. (2nd person singular)
- She likes volleyball. (3rd person singular)
- Sally likes volleyball. (3rd person singular)
- We like volleyball. (1st person plural)
- You(many) like volleyball. (2nd person plural)
- They like volleyball. (3rd person plural)

3- Adjectives followed by prepositions

(Some adjectives are often followed by a preposition in particular circumstances. When talking about things we can do very well or very badly, we often use the adjective 'good' or 'bad' followed by the preposition 'at'.)

- I am **good at** volleyball.
- I am **good at** math.
- He is **good at** playing basketball.
- I'm **bad at** playing soccer.
- Are you **good at** playing soccer?
- What sports are you **good at**?



Unit 3 – Zoo Visit

Objectives:

- This lesson teaches English learners how to describe animals by what they look like and what they eat.
- The lesson teaches ESL/EFL students zoo animal vocabulary and adjectives.
- They will also learn to use 'like' to compare things by how they look.
- This lesson focuses on asking and responding to questions about descriptions of things. Therefore, it either reinforces or teaches new adjectives to describe appearance.
- Students will also learn to ask for descriptions of nouns using 'like.'
- The lesson also covers verbs in the simple present tense with a particular focus on the third-person singular.

Lesson Story:

Dad is taking Lisa and Freddie on a trip to the zoo. A zookeeper guides them through the zoo in a trolley. Freddie and Lisa have a lot of questions about the animals, which Dad and the zookeeper take turns answering. Lisa is so excited that she jumps out of the trolley to interact with the monkeys. She soon learns that monkeys can be great at mischief. Before she knows it, her hat is gone!

Vocabulary:

panda, bamboo, giraffe, ostrich, zebra, lion, tiger, meat, fruit, leaves, zookeeper, heavy, large, long, trunk, zoo, trolley, monkey, camel, elephant, rhino, hippo

Key Sentences/Grammar

- A panda is black and white.
- Pandas eat bamboo leaves.
- A giraffe is tall.
- An elephant's nose is called a trunk.
- Elephants eat fruit and leaves.
- Lions and tigers eat meat.
- Zebras look like black and white horses.
- Zebras have beautiful stripes.
- An ostrich can't fly.

LIKE - for questions about descriptions:

- What does a panda look **like**?
- It's **black** and **white**.
- What does a giraffe **look like**?
- It's **tall**.
- What's the weather **like**?
- It's **hot** and **sunny**.
- What's your mother **like**?
- My mother is **kind**.
- What does a zebra **look like**?
- It **looks like a black** and **white** horse.

We can also describe things by the actions they perform

- What does a panda **eat**?
- A panda **eats** bamboo.

Action verbs and the 3rd person singular

- A lion **eats** meat.
- Lions and tigers **eat** meat.
- They **eat** meat.



Unit 4 - Places Around

Objectives:

- This lesson will teach ESL students how to talk about places in the city. They will also learn to associate places around to people working in them and the actions people perform in different places.
- This lesson will teach places vocabulary and action verbs related to things we do in different locations and the people who work there.
- By association, this is a good lesson for reviewing and reinforcing jobs vocabulary.
- The lesson focuses on nouns related to jobs and places in the city. It, therefore, focuses on using the verb 'to work' in the present tense with emphasis on the third-person singular.

Lesson Story:

Freddie and Lisa are out in the city all by themselves. They go from one place to another. Lisa asks about different locations in the city.

Vocabulary:

Places in the city - bank, post office, stadium, restaurant, shopping mall, bookstore, park, airport, hospital, police station

Jobs - doctor, nurse, police officer, shop assistant, chef

Key Sentences/Grammar

- A doctor works in a hospital.
- A shop assistant works in a shopping mall.
- A pilot works at the airport.
- We send letters at the post office.
- We buy books at the bookstore.

Verb 'to work' simple present

- I **work** in a hospital. (1st person singular)
- A doctor **works** in a hospital. (3rd person singular)
- My dad **works** in a hospital. (3rd person singular)
- Doctors and nurses **work** in a hospital. (3rd person plural)
- They **work** in a hospital. (3rd person plural)



Unit 5 – Months & Dates

Objectives:

- In this lesson, ESL/EFL students will learn how to talk about months, dates and festivals.
- The focus will be on months of the year and dates on which different festivals occur.
- English learners will also learn cardinal and ordinal numbers from 1-31.
- This lesson teaches vocabulary for the twelve months of the year and festivals.

Lesson Story:

Freddie, Lisa and friends are coming home from school. Lisa, who is not so good at dates, invites Sally to her upcoming birthday party. A conversation on months of the year reveals that Lisa only knows her birthday. She gets to learn about the months of the year and the dates of different festivals like New Year's Day, Halloween and Christmas.

Vocabulary:

Months of the year- January, February, March, April, May, June, July, August, September, October, November, December. Festivals - Christmas, Halloween, New Year's Day, birthday.

Ordinal Numbers - First, second, third, fourth, fifth, twentieth, twenty-first.

Key Sentences/Grammar

- My birthday is on May 2nd.
- We are in April.
- When is your birthday, Freddie?
- My birthday is on August 31st.
- Christmas is on December 25th.
- Bob's birthday is just before Christmas.

Capital Letters for Months of the Year

This lesson also focuses on using capital letters at the beginning of the months of the year and names of festivals.

Ordinal vs. Cardinal Numbers

- Halloween is on October **31st**. (ordinal numbers)
- There are **31** days in October. (cardinal numbers)

Capital Letters at Start of Months & Festivals

- My birthday is on **M**ay 2nd. NOT My birthday is on **m**ay 2nd.
- When is **C**hristmas? NOT When is **C**hristmas?
- When is **H**alloween? NOT When is **H**alloween?

Suffixes of Ordinal Numbers

We add the suffix '-st, -nd, -rd, -th' to cardinal numbers to write ordinal numbers - example 1st, 2nd, 3rd, 4th. An ordinal number is used to show position or rank in a sequential order. When talking about dates, we often use ordinal numbers to indicate the position of a number relative to the others. For example there 31 days in December and Christmas is on the 25th day of December.



Unit 6 - Directions

Objectives:

- Children will learn how to ask for and give directions.
- English learners will learn how to ask for directions using the question formats 'Where is' and 'How do I get...?'.
- They will also learn to use the imperative mood to give directions - go straight, turn right, Walk down Maple Street.
- Students will also learn to use prepositions of place to respond to questions related to places and location.

Lesson Story:

Freddie and Lisa leave for the city with the expressed purpose of watching a game at the stadium. While in the city, they have difficulties finding the stadium. They stop and ask two strangers for directions who help them find their way to the stadium.

Vocabulary:

straight, right, left, intersection, street, turn, places around, bank, park, restaurant, bus stop, opposite

Key Sentences/Grammar

- Excuse me, where is the soccer stadium?
- It's on Maple Street.
- How do we get to Maple Street?
- Go straight and turn right at the intersection.
- It's opposite the next bus stop.

Prepositions of Place for Directions

It's **opposite** the bus stop.

It's **next to** the restaurant.

Question Word Questions for Places and Location

- **Where is** the stadium?
- **How do I get to** the stadium?

Imperative Sentences for Giving Instructions – The imperative mood usually begins with the base form of the verb.

- **Go straight.**
- **Turn right.**
- **Walk** down Maple Street.



Unit 7 - Sickness & Health

Objectives:

- This lesson will teach students how to talk about health problems and feelings of sickness/illness.
- Students will learn how to give advice and suggestions, using the modal verb 'should.'
- When describing health problems, we often use the verb 'to have' plus the name of the sickness which is the noun in the sentence. When giving advice, we often use the modal verb 'should' or 'shouldn't'.

Lesson Story:

- Dad has just left for work. After her leaves, Freddie comes down to the living room with a worried look on his face. It's Lisa! She is not feeling well. Mom rushes back into the room to find Lisa, lying in bed with a high fever. Mom takes her temperature and tries a natural method of bringing down her temperature.

Vocabulary:

headache, toothache, stomachache, fever, flu, cough, sore throat
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Key Sentences/Grammar

- What's the matter?
- I feel hot, Mom.
- You have a fever.
- Let me take your temperature.
- You should stay in bed.
- You shouldn't watch TV.

Auxiliary verb 'to have'

- I **have** a headache.
- She **has** a fever.

Modal Verb 'should' for giving advice

- You **should** stay in bed.
- You **shouldn't** watch TV.



Unit 8 - Telling Time, O'clock

Objectives:

- This lesson will teach ESL students how to tell the time English.
- This is the first lesson on telling the time in the most basic form using 'o'clock' and 'half past.' The lesson does not focus on 'quarter to' and 'quarter past'.
- This lesson also covers daily routines and the adverb of frequency 'usually'.

Lesson Story:

Dad is ready for work. He is surprised to find that the children are not ready for school. Mom goes to check and to her surprise, Freddie and Lisa are still sleeping way past waking time. She urges them to hurry and leave for school. It is clear they are going to be late for lessons.

Vocabulary:

Time, o'clock, half past, daily routines, get up, have breakfast, go to school, brush your teeth, go to work

Key Sentences/Grammar

- It's 7:00 a.m. You are going to be late for school.
- What time do lessons usually begin at school?
- It's 8 o'clock already.

Adverb of frequency - 'usually'

- I **usually** have breakfast at 7:00 a.m.
- I **usually** get up at 6 o'clock.



Unit 9 - Telling Time, Quarter Past

Objectives:

- This lesson extends the previous lesson on telling time by including 'quarter to' and 'quarter past.' The last lesson focused on 'o'clock' and 'half past'.
- It reviews basic ways of telling the time using o'clock and half past.
- This lesson aims to teach ESL young learners more ways of telling the time, while teaching more vocabulary on daily routines.
- This lesson also reviews the adverb of frequency 'usually' to talk about things we do on a regular basis.

Lesson Story:

This lesson continues from the previous one. In the last lesson on telling the time, Lisa and Freddie get up late. In this lesson, they arrive late for school and get punished by the school headmaster and end up coming home late as a consequence.

Vocabulary:

quarter past, quarter to, daily routines, get up, do homework, have lunch, have dinner, watch TV, go to bed

Key Sentences/Grammar

- It's a quarter past 8, and you are late for lessons.
- What time do you usually go to bed?
- We usually go to bed at a quarter to 11.
- It's 3:30 pm and our lessons are over for today.

Adverb of Frequency - usually

- What time do you **usually** go to bed?
- I **usually** go to bed at a quarter to eleven.



Unit 10 - Days of the Week

Objectives:

- This lesson will teach ESL/EFL young learners how to talk about days of the week and activities we do during the week.
- They will learn the days of the week vocabulary and describe weekly activities using adverbs of frequency.
- This lesson extends knowledge of adverbs of frequency by adding 'sometimes' and 'never' to 'usually' which was taught in earlier lessons.

Lesson Story:

Freddie, Lisa, Bob, and Sally are on their way home from school on a Friday. They are looking forward to the weekend with no lessons. A conversation about weekly activities begins.

Vocabulary:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow, usually, sometimes, never, play volleyball, play soccer, have a picnic

Key Sentences/Grammar

- Today is Friday.
- Tomorrow is Saturday.
- School is five days a week.
- What do you usually do on weekends, Sally?
- I usually stay at home and watch TV.
- We sometimes play volleyball at the park.
- We never have picnics.

Adverbs of Frequency

- We **usually** have picnics at the park.
- We **sometimes** play volleyball.
- We **never** have picnics.