

LEVEL 4 COURSE



Welcome to Level 4 – This is another elementary to pre-intermediate English course for children which introduces complex sentences and expressions, expands on vocabulary and teaches more question formats to improve a learner's communicative abilities. The following units are covered:



Unit 1 - School Subjects



Unit 2 - Amusement Park



Unit 3 - Public Notices



Unit 4 - Things in the House



Unit 5 - Seasons & Activities



Unit 6 - Favorite Mobile App



Unit 7 - Going for Gold Olympic Sports



Unit 8 - My Gadgets



Unit 9 - Festivals & Holidays



Unit 10 - Computer Parts





Unit 1 - School Subjects

Objectives:

- Teach ESL/EFL young learners the names of school subjects and expressions used when talking about preference for different subjects.
- Build vocabulary by associating related words with related school subjects.
- This lesson also teaches students the difference between 'learn about something' and 'learn how to do something'.
- Learn to give reasons for preferring something using the conjunction 'because'.
- By the end of the lesson students should be able to ask and answer questions about school subjects.

Lesson Story:

Bob simply does not like math and is hoping Miss Ann comes late to class today. While waiting for the teacher to arrive, the students engage in a conversation about their favorite subjects. They also learn to give reasons for liking different subjects. Miss Ann arrives and Bob gets to learn why math is a very important subject. He develops a liking for math after today's lesson.

Vocabulary: School Subjects

geography
history
art
math
science
P.E
biology
English

Word Association

geography	maps, countries, cities, continents
history	moon landing, wars, inventions
art	painting, gallery, drawing
math	numbers, count, add, subtract
science	experiments, inventions, lab
P.E	sports, exercise
biology	plant, animal, body parts
English	ABC, words, sentences

Key Sentences:

Learn about something / Learn how to do something

1. We **learn about** maps and countries in Geography.
2. We **learn about** famous inventions in History.
3. We **learn about** plants and animals in biology.
4. We **learn how to** add and subtract numbers in math.
5. We **learn how to** conduct experiments in science.
6. We **learn how to** draw and paint in art.

Favorite Subjects

1. **What is** your **favorite subject**, Sally?
2. I like **art**.
3. **Why** do you like art?
4. I like art **because** I like to draw.
5. Sally **likes** art **because** she likes to draw.
6. Bob **dislikes** math.
7. Math is Bob's **least favorite** subject.
8. **Why** do we have math every day?
9. We have math every day **because** it is a very **important** subject.



Unit 2 - Amusement Park

Objectives:

- Teach English learners how to talk about their favorite rides in an amusement or theme park.
- The lesson also seeks to tacitly introduce EFL/ESL young learners to the concept of a gerund, which is the -ing form of a verb that is used as a noun. Examples include: enjoy riding, like doing. Since it is not often clear when to use a gerund versus the infinitive form of a verb (to ride, to do), it is best to tacitly introduce them within the contexts of different lessons so students form a habit of using them without thinking about the grammar.
- In learning to talk about their favorite rides, ESL/EFL learners also learn to use comparatives and superlatives to express preference.
- Students will also learn to use the conjunction 'because' to give reasons for preference.

Lesson Story:

Mom, Dad, Freddie and Lisa are out on a fun trip to the amusement park. They start with riding on the roller coasters and in the process, express their preference for different amusement rides. The day ends with the family going on a ride aboard the Ferris wheel.

Vocabulary:

Amusement Park Rides

roller coaster
Ferris Wheel
log flume
dodgem cars
merry-go-round
bumper cars

water raft slide
monorail

Comparatives

good	better	best
fast	faster	fastest
slow	slower	slowest

Key Sentences:

Gerunds (-ing) 'like doing' / enjoy doing

1. What's your favorite ride, Freddie?
2. I like riding on the roller coaster best.
3. Why do you like riding on the roller coaster, Freddie?
4. I like them because they are fast and fun.
5. What other ride do you enjoy?
6. I also enjoy riding on the bumper cars.
7. Riding on bumper cars is good fun.
8. What about you, Lisa?
9. I like riding on the merry-go-round, better.



Unit 3 - Public Notices

Objectives:

- Teach ESL/EFL learners how to read public notices using the imperative mood and imperative sentences.
- The imperative mood is a verb form which is used when giving instructions, advice, commands or making requests. Imperatives are usually formed by using the infinitive form of the verb without 'to'. Negative imperatives use 'do not' or 'don't'.
- Since imperative sentences do not generally sound polite, this lesson also teaches students to translate imperative sentences into fuller more polite sentences using modal verbs like 'should' and 'be allowed to'. In imperative sentences, the subject of the sentence is not always clear.
- The lesson also focuses on forming authoritative phrases starting with 'no'.

Lesson Story:

On rare occasions Freddie becomes the bad boy and today is one of them. Miss Ann walks into class to find Freddie eating his granola bar at the desk. She tells Freddie not to eat in class. She points to the sign on the board. It says eating is not allowed in class. Then, Miss Ann takes the class to the library and shows the children the signs. The students get together and start making rules for different places in the school.

Vocabulary:

sign
eating
quiet
public
classroom
library
bathroom
granola bar
men's restroom
women's restroom
food
cafeteria
smoking
gas station
art room

Verb noun collocations

read	the signs
be quiet	in the library
public	notices
put on	your shoes

Key Sentences:

Forming Imperative Sentences

Public Notices

Public Places

Be quiet	in the library
Do not eat	in the classroom
No smoking	at the gas station
No running around	in the art room
Don't throw food	in the cafeteria
No talking	in the library

Imperative form

Full Sentences (should & allowed)

1. Be quiet in the library.	1. You should be quiet in the library.
2. No eating in the classroom.	2. Eating is not allowed in the classroom.
3. No smoking at the gas station.	3. Smoking is not allowed at the gas station.
4. No running around in the art room.	4. You shouldn't run around in the art room.
5. Don't throw food in the cafeteria.	5. Throwing food is not allowed in the cafeteria.
6. No talking in the library.	6. Talking is not allowed in the library.



Unit 4 - Things in the House

Objectives:

- Teach ESL/EFL young learners how to talk about things in a house.
- Build vocabulary by associating rooms in a house to related household items.
- Review the use of simple prepositions of place – in, on
- Learn to use 'There is' and 'There are' when referring to objects in the singular and plural.
- Learn to use different questions words (what, who, where) to ask about things, people and location of things.
- Reinforce the use of the verb 'to be' in the 3rd person singular and 3rd person plural when talking about objects.

Lesson Story:

Lisa's friend, Jane, has come over for a visit. To make her feel at home, Lisa is giving her a tour of the house and showing her where different things are kept. She starts with the living room and later all the other rooms. Jane likes Lisa's home a lot.

Vocabulary:

Rooms and things in the house

living room	TV	rug	sofa	cupboard	
bedroom	bed	wardrobe	mirror		
bathroom	toothbrush	toothpaste	shower	toilet roll	bathtub
kitchen	fridge	microwave	cooker	utensils	
dining room	table	chairs			
study	computer	chair	bookshelf		

Key Sentences:

What's in...?

What's **in** the living room?

- There is a **TV in** the living room.
- There is a **sofa in** the living room.

What's **in** the dining room?

- There are **chairs in** the dining room.
- There are **utensils in** the kitchen.

What's on...?

What's **on** the study room table?

- There is a **computer on** the table.

Who is in...?

Who's **in** the study?

- **Dad** is **in** the study.

Where is...? / Where are...?

Where **is** the cupboard?

- It's **in** the **living room**.

Where **are** your clothes?

- My clothes are **in** the **wardrobe**.

Singular versus Plural

There is ...	There are ...
<ul style="list-style-type: none">• There is a TV in the living room.• There is a microwave in the kitchen.	<ul style="list-style-type: none">• There are four chairs in the dining room.• There are books on the bookshelf.



Unit 5 - Seasons & Activities

Objectives:

- To teach ESL/EFL young learners the names of the four seasons and related vocabulary and expressions on seasons.
- To build vocabulary by associating different seasons with different weather conditions, common activities and related words.

Lesson Story:

It's a snowy day in 'Freddie's Ville' and Freddie and Lisa are out making a snowman. The setting leads to a conversation on different seasons and their preferred season. Lisa dives into the snow and it reminds Freddie of when she dives into the leaves in fall.

Vocabulary:

Four Seasons

winter
spring
summer
fall (autumn)

Winter words

snow
cold
frozen
skiing

Spring words

flowers
warm
rain
pick flowers
green

Summer words

hot & sunny
Swimming by the beach
building sand castles
sweating

Fall words

cool
leaves falling
harvest pumpkins

Key Sentences:

Seasons Weather Talk

1. In **winter**, it is **snowy** and **cold**.
2. In **spring**, it is **rainy** and **warm**.
3. In **summer**, it is **hot** and **sunny** outside.
4. In **fall**, it is **cool**.

Seasons Activities

1. In **winter**, we can **go skiing** on the snow.
2. In **spring**, we can **pick flowers** outside.
3. In **summer**, we can **go swimming** by the beach.
4. In **fall**, we can **harvest pumpkins** and **play in the leaves**.



Unit 6 - Favorite Mobile App

Objectives:

- Teach English learners how to talk about their favorite mobile apps on a tablet or smart phone.
- ESL/EFL learners will learn basic adjectives to describe the feeling of using a mobile app, and to use the present progressive to talk about actions they are carrying out on apps.
- Build vocabulary by associating certain action verbs with different mobile apps.
- Give basic instructions on how to use an app using action verbs that are specific to the mobile app use context.

Lesson Story:

Dad is taking Lisa and Freddie out for a car ride across town when he hears them chatting about their favorite apps. Lisa and Freddie like music and gaming apps. Dad says he likes the news app but Lisa quickly declares her dislike for boring news apps.

Vocabulary:

New words

mobile apps
mapping apps
music app
game app
news app
tablet
tap
match
drag and drop

App verb collocation

music app	listen to songs
music app	find music in the stores
game app	play games
game app	learn how to do many things
news app	read the news
news app	watch news reports
mapping app	find a location

Key Sentences:

1. News apps are boring.
2. Gaming apps are more fun.
3. What's your favorite app?
4. The game app is my favorite. It's fun.
5. The news app is my least favorite. It's boring.
6. What game are you playing?
7. I'm playing a game about shapes.
8. How do you play the game?
9. You tap to match all the squares.
10. You drag and drop to make a match.



Unit 7 - Going for Gold

Objectives:

- To get learners thinking about Olympic sports and the different ways of talking about them.
- To teach ESL/EFL young learners vocabulary about the Olympics and how to express preference.
- This lesson is meant to open up a bigger conversation about students' favorite Olympic sports and to introduce classifications of sports under two main heading – indoor vs. outdoor sports.

Lesson Story:

Freddie and Lisa are watching the Olympics on TV. Freddie's favorite sport is swimming. Lisa also likes swimming, but she likes synchronized swimming because of the way the women dance in the water. Freddie and Lisa talk about the different kinds of swimming races. Freddie roots for one of the swimmers to win. Then, the TV turns to gymnastics. Freddie likes watching the gymnasts flip in the air. Finally, Freddie and Lisa watch track and field. They watch the sprinters run really fast. Lisa cheers for them.

Vocabulary:

Olympics
swimming
synchronized swimming
races
indoor sport
outdoor sport
sprinting
gymnastics

flip
track and field

Key Sentences:

Expressing 'like'

1. I like swimming.
2. I love swimming.
3. I like their outfit and the way they dance.

Expressing preference using 'prefer' & 'like more'

1. I prefer the races.
2. I prefer watching them flip.
3. I prefer running to swimming.
4. I like the synchronized swimming more.
5. I like running more than swimming.



Unit 8 - My Gadgets

Objectives:

- Teach ESL/EFL young learners the names of electronic devices or gadgets.
- Practice using adverbs of sequence to describe a process.
- Teach basic verb noun collocations which relate to actions involved in the use of electronic devices.

Lesson Story:

Freddie, Bob, Sally, and Lisa are at Freddie's house. Freddie just had a birthday. He tells the friends that he got a laptop for his birthday from his parents. They talk about how to use the laptop. Bob says he got a tablet from his parents for his last birthday. Sally and Lisa do not want to talk about the laptop or the tablet. They decide to play a game on the game console. They play a game called **Frogger** on the game console. Bob and Freddie go on the internet on the laptop. They find a movie to watch. Sally and Lisa finish the game and want to watch the movie on the laptop too.

Vocabulary:

Electronic devices

laptop
smart phone
tablet
game console
power button
internet
web browser
gadgets (electronic devices)

Verb/Noun collocation

open	a laptop
press	the power button
turn on	a laptop
surf	the internet
play	a game
watch	a movie

Tablet/Laptop actions

type in	a password
drag and drop	objects
tap	buttons

Key Sentences:

How to use a laptop - Adverbs of sequence

First,	open the laptop.
Next,	press the power button to turn it on.
Then,	surf the internet, watch a movie or play a game.
After that,	close your web browsers.
Finally,	shut down the laptop.



Unit 9 - Festivals & Holidays

Objectives:

- Teach English learners the names of different festivals and celebrations across the globe.
- Teach ESL/EFL young learners key vocabulary, actions verbs and expressions used when talking about the things we do during festivals.
- Enable learners to quickly associate specific actions with specific festivals.
- Tacitly introduce the idea that statements can be turned into questions in conversations by use of an inflectional intonation at the end – Example: Eight days of presents? Such questions are usually exclamatory and rhetorical in nature.

Lesson Story:

Freddie, Lisa and their parents are unwrapping Christmas presents sent by Santa. A conversation about different festivals begins. Freddie and Lisa get to learn a lot about different festivals from Mom and Dad.

Vocabulary:

Festivals

Christmas
Valentine's Day
Thanksgiving
Hanukkah
Diwali
Spring Festival
Easter
St. Patrick's Day

Verb-noun collocations

celebrate	Christmas
get	presents
unwrap	presents
play	a game
exchange	cards
eat	turkey
give	money
dress up	in costumes

Key Sentences:

1. We celebrate Christmas in December.
2. We get presents from Santa.
3. We unwrap the presents on Christmas morning.
4. During Hanukkah we play a game called dreidel.
5. On Valentine's Day, we exchange cards.
6. On Thanksgiving, we eat a big turkey.
7. Parents give money to children in red packets during the Spring Festival.
8. On St. Patrick's Day, we dress up in green costumes.



Unit 10 - Computer Parts

Objectives:

- Teach English learners the names of computer accessories and how to talk about their different functions.
- The lesson is also meant to introduce EFL/ESL young learners to a number of action verbs that are specific to the computer environment.

Lesson Story:

Dad is in his study and working on the computer when Lisa comes in. She is keen to learn the names of different computer accessories. As Dad talks her through the different computer accessories, the sound of the printer scares her off. During the conversation, a call comes in from Dad's boss through the web camera and Lisa gets to chat online.

Vocabulary:

Computer Accessories

mouse
keyboard
web camera
monitor
speakers
printer
scanner
headphones
microphone

Computer Action Verb/Noun Collocation

type	a report
browse	the web
press	a key
display	on a monitor
point and click	on things
print	onto paper
turn on	the web camera
hear or listen	to sound

Noun & Verb Association

keyboard	to type a report
mouse	to browse the web
monitor	to display things on a screen
mouse	to point and click on things
printer	to print text onto paper
web camera	to chat with friends
speakers	to hear things on the computer
microphone	to talk over the internet

Key Sentences:

1. We use a keyboard to type a report.
2. We use a mouse to browse the web.
3. We use a mouse to point and click on things.
4. We use a printer to print onto paper.
5. We use a web camera to chat with friends.
6. We use a monitor to display things on the screen.
7. We use a scanner to scan things onto the computer.
8. We use a speaker to hear things on the computer.