

# Lesson syllabus – Level 4 GOLDEN BEARS (Ages 9-12)

BRITISH ENGLISH  
LESSONS

#	Lesson plan	Objectives	Structures	Key vocabulary	Grammar focus
1.	<b>Introductions and classroom objects</b> “Hello!”	Greetings, asking for and giving personal information, naming and spelling classroom objects, saying where things are.	“Hello (there)”, “What’s your name?”, “My name is / I’m”, “Nice to meet you”, I’m ___ years old, I like / love, My favourite colour is”, I’m from, I live in”.	first name, surname, favourite, colour, pencil, rubber, waste bin, pen, chair, teacher, notebook, whiteboard, pencil case, ruler, pencil sharpener, book, desk, chair, paper, floor, door, wall, blackboard, bookcase, bag, coat, mobile phone.	<ul style="list-style-type: none"> <li>• Simple present “to be”</li> <li>• Why and Yes/No questions with “to be”</li> <li>• Preposition of location: on, in</li> </ul>
2.	<b>Classroom objects and spelling things</b> “How do you spell that?”	Spelling things, saying and writing the alphabet, describing objects with colours, asking personal questions.	“How do you spell that?”, “How do you pronounce that?”, “What colour is it?”, “Where are you from?”, “What’s your address?”, Yes, I am / No, I’m not.	Different colours, happy, address.	<ul style="list-style-type: none"> <li>• Present simple singular and plurals (there is/are)</li> <li>• Simple adjectives</li> <li>• Using a phonetic chart</li> <li>• Answering yes/no questions.</li> </ul>
3.	<b>Pronouns and personal details</b> “Penguins at home”	Talking and reading about penguins and puffins, asking and answering personal questions.	“His / Her name is”, “He / She lives in”, “His / Her favourite colour is”, He / She likes”.	penguin, bird, fly, swim, ice, waddle, cute, suit, handsome, he / she, his / her.	<ul style="list-style-type: none"> <li>• Personal pronouns</li> <li>• Present simple Wh and Yes / No questions</li> </ul>
4.	<b>Things we can and can’t do</b> “We can do it”	Asking about and saying what animals and people can and can’t do, saying how well you can do things.	“Can you?”, “Yes, I can / No, I can’t”.	swim, fly, walk, jump, dive, play (a musical instrument, cook (delicious meals), drive (a car), ride (a bike), speak (another language), run (very fast), touch (your toes), eat, climb (trees), very / quite / not very well.	<ul style="list-style-type: none"> <li>• Using “can” for ability</li> <li>• Using quantifiers to say how well you can do things</li> </ul>
5.	<b>Describing your home</b> “House and home”	Saying the rooms of a house, describing your home, reading and writing about homes.	“Is there (an attic)?”, “Are there any (bedrooms)?”, There is/are ...”, “on the (ground) floor”, There are (four)	home, house, flat, living room, hall, kitchen, bathroom, bedroom, attic, garden, landing, laundry room, toilet,	<ul style="list-style-type: none"> <li>• Present simple “to be” questions (Is there a/an, Are there any?)</li> </ul>

			people living in my home.	balcony, terrace, stairs, garage, ground floor, 1 <sup>st</sup> ~10 <sup>th</sup> floor.	
6.	<b>Nationalities and describing your town</b> "Where we live"	Identifying and discussing national flags and countries, saying facilities in a town, saying where things are in a town, writing about your hometown.	"What's your nationality / country?", "What can we see in the town?", There's a (bank) / There isn't a (cinema).", "There's a car park at the supermarket", "My home is (London)".	different countries and nationalities, town, bank, school, library, church, bus stop, restaurant, sports area, park, hotel, supermarket, hospital, cinema, train station, museum, shopping centre, airport, car park.	<ul style="list-style-type: none"> <li>• Adjectives for nationalities</li> <li>• Present simple positive and negative "to be" (There's a / There isn't a)</li> <li>• Present simple "to be" questions (Is there a/an, Are there any?)</li> <li>• Prepositions of location: in, at, on.</li> </ul>
7.	<b>Places and geographical features</b> "City and country"	Identifying capital cities and geographical features, matching countries to continents, reading a text about a country for specific information.	"Which countries can you see?", "Which country / continent do you live in?".	forests, rivers, sea, mountains, prairies, coasts, lakes, island, capital city, continent, population, small, vast, huge, high, spectacular, long, big.	<ul style="list-style-type: none"> <li>• Present simple questions and statements</li> <li>• Simple adjectives for describing a geographic features.</li> </ul>
8.	<b>Describing your bedroom</b> "An ideal room"	Saying bedroom objects and describing your bedroom.	"What that / those?", "It's a (bed).", "They're curtains", " <u>Her</u> bedroom is pink", " <u>Their</u> house is beautiful".	bedroom, bed, toys, telescope, lamp, pillow, desk, light, bookshelf, curtains, clothes, bedcover, wardrobe, cupboard.	<ul style="list-style-type: none"> <li>• Personal pronouns, possessive adjectives &amp; possessive pronouns (e.g. I – my – mine)</li> <li>• Demonstratives (that / those)</li> </ul>
9.	<b>Talking about family members</b> "My family"	Talking about family members, reading a text about a family, writing a short text about your family.	"She's Mark's sister", "Meet my family".	father, mother, son, daughter, brother, sister, grandfather, grandmother, parents, children, grandparents, grandchildren, cousin, uncle, aunt, nephew, niece, husband, wife.	<ul style="list-style-type: none"> <li>• "to be" present simple for family relationships (e.g. I'm, she's, etc.)</li> </ul>
10.	<b>Describing the</b>	Describing different weather	"What weather do you like?", "What's	rain(y), wind(y), snow(y), sun(ny),	<ul style="list-style-type: none"> <li>• Nouns vs adjectives for</li> </ul>

	<b>weather</b> "Warm and sunny"	conditions, saying temperatures, making a weather poster, reading and writing about the climate in different seasons.	the weather like today?", "How's the weather?", "What's it like in (London)?", "It's (warm and sunny) today".	cloud(y), mist(y), hot, warm, cool, cold, boiling, chilly, freezing, flower, butterfly, hill, tree, umbrella, leaf, kite, sky, snowflake, star, winter, spring, summer, autumn.	weather conditions (e.g. rain vs rainy).
11.	<b>School subjects and timetables</b> "School days"	Saying the time and days of the week, talking about school subjects, writing a school, timetable.	"What time is it now?", "It's (ten past eleven)", "What day of the week is it today?", "Today is (Friday)", "I love (Biology)", "(Art) is my favourite subject", "I have (Physics) on (Tuesday morning) at (11 o'clock)".	Sunday~Saturday, o'clock, Maths, English, History, Biology, Portuguese, Physics, Chemistry, French, Geography, Art, morning, afternoon.	<ul style="list-style-type: none"> <li>Nouns for school subjects (e.g. History).</li> <li>'have' in the present simple to talk about schedules (e.g. Mark has History at 9 o'clock on Mondays").</li> </ul>
12.	<b>Daily routines (1)</b> "Things we do"	Saying 4 times of the day, saying what time you do daily routines, describing your school routine, reading about an animal's daily routine.	"I (brush my teeth) at (half past seven) (in the morning)", "I (do classwork) every day", "Do you play outside at breaktimes?", "I don't play outside at breaktimes".	(in the) morning, (in the) afternoon, (in the evening), (at) night, brush my teeth, get dressed, have lunch, go to sleep, do classwork, read coursebooks, work at my desk, write texts, talk to my classmates, ask my teacher, play outside, tidy the classroom, go home, do homework, walk to school, get the bus, finish quickly, draw a picture.	<ul style="list-style-type: none"> <li>Using the present simple for daily routines</li> <li>Using "do" ask Yes/No questions (<u>Do</u> you brush your teeth?) and to create negatives (I <u>don't</u> brush my teeth after lunch").</li> <li>Using the 3<sup>rd</sup> person "s" (She <u>plays</u> outside).</li> </ul>
13.	<b>Daily routines (2)</b> "Every day"	Reading texts about daily routines, saying when you do things, talking and writing about your daily routine.	"I have dinner at 6 o'clock", "After that I do homework".	every day, wake up, get up, have a shower, have breakfast, drive to school, start lessons, pick up (in a car), have sports practice, watch TV, talk to friends, play with friends.	<ul style="list-style-type: none"> <li>Using the present simple for daily routines</li> <li>Using linking phrases (e.g. after, after that)</li> </ul>
14.	<b>Food and drink</b> "Tastes great!"	Saying the names of food and drink, reading about a local market, making questions for a food quiz.	"What food do / don't you like?", "What's your favourite food?", "What did you have for breakfast / lunch / dinner?".	soup, meat, milkshake, toast, salmon, vegetables, fruit, meat, fish, biscuit, yoghurt, lettuce, pasta, rice, cheese, salad, butter, watermelon, coffee,	<ul style="list-style-type: none"> <li>Using the present simple for timetables</li> </ul>

				onion, carrot, lemon, apple, grape, melon, orange, potato, garlic, cabbage, pineapple, banana, toast, chicken, pizza.	
15.	<b>Dishes from around the world</b> <b>"Famous dishes"</b>	Discussing food categories, reading and writing about dishes from around the world.	"Egg is a dairy, isn't it?", "(India) is famous for (curry)", "(Italian) people eat a lot of (pasta)".	Dairy, egg, asparagus, spice, herb, starter, main meal, dessert, popular, traditional, ingredients.	<ul style="list-style-type: none"> <li>• Using tag questions with "to be" (Egg is a dairy, <u>isn't it?</u>)</li> <li>• Using articles (a/an, the) for countable and uncountable nouns</li> <li>• Using plural "s" with countable nouns (six <u>apples</u>)</li> </ul>
16.	<b>Cooking and recipes</b> <b>"In the kitchen"</b>	Learning words and phrases for cooking, reading and writing a blog profile and recipe, saying how to prepare a dish.	"Add plain flour to the bowl", "Pour the milk in", "Peel potatoes".	kitchen, scale, mixing bowl, fridge, spoon, knife, fork, toaster, oven, mixer, kettle, frying pan, dishwasher, wooden spoon, blender, dishes, pan, cup, microwave, cup, table spoon, butter, margarine, sugar, flour, baking powder, milk, chocolate chips, add, preheat, put, pour, use, chop, cut, peel, boil, mash, fry.	<ul style="list-style-type: none"> <li>• Using imperatives to give cooking instructions (add flour, pour in the milk)</li> </ul>

- All lesson plans, flashcards, worksheets, craft sheets, readers and songs used in these lesson plans can be downloaded at [eslkidstuff.com/esl-kids-lesson-plans.html](http://eslkidstuff.com/esl-kids-lesson-plans.html)
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