

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

**BRITISH ENGLISH
LESSONS**

#	Lesson plan	Objectives	Structures	Key vocabulary	Grammar focus
1.	Introductions and classroom objects “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"> • Simple present “to be” • Why and Yes/No questions with “to be” • Preposition of location: on, in
2.	Classroom objects and spelling things “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"> • Present simple singular and plurals (there is/are) • Simple adjectives • Using a phonetic chart • Answering yes/no questions
3.	Pronouns and personal details “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"> • Personal pronouns • Present simple Wh and Yes / No questions
4.	Things we can and can’t do “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"> • Using “can” for ability • Using quantifiers to say how well you can do things
5.	Describing your home “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"> • Present simple “to be” questions (Is there a/an, Are there any?)

			people living in my home.	balcony, terrace, stairs, garage, ground floor, 1 st ~10 th floor.	
6.	Nationalities and describing your town "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"> • Adjectives for nationalities • Present simple positive and negative "to be" (There's a / There isn't a) • Present simple "to be" questions (Is there a/an, Are there any?) • Prepositions of location: in, at, on
7.	Places and geographical features "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"> • Present simple questions and statements • Simple adjectives for describing a geographic features.
8.	Describing your bedroom "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"> • Personal pronouns, possessive adjectives & possessive pronouns (e.g. I – my – mine) • Demonstratives (that / those)
9.	Talking about family members "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"> • "to be" present simple for family relationships (e.g. I'm, she's, etc.)
10.	Describing the	Describing different weather	"What weather do you like?", "What's	rain(y), wind(y), snow(y), sun(ny),	<ul style="list-style-type: none"> • Nouns vs adjectives for

	weather "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.	School subjects and timetables "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"> Nouns for school subjects (e.g. History). 'have' in the present simple to talk about schedules (e.g. Mark has History at 9 o'clock on Mondays")
12.	Daily routines (1) "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"> Using the present simple for daily routines 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"). Using the 3rd person "s" (She <u>plays</u> outside)
13.	Daily routines (2) "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"> Using the present simple for daily routines Using linking phrases (e.g. after, after that)
14.	Food and drink "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"> Asking questions with "which" in the present simple

				onion, carrot, lemon, apple, grape, melon, orange, potato, garlic, cabbage, pineapple, banana, toast, chicken, pizza.	
15.	Dishes from around the world "Famous dishes"	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"> Using tag questions with "to be" (Egg is a dairy, <u>isn't it?</u>) Using articles (a/an, the) for countable and uncountable nouns Using plural "s" with countable nouns (six <u>apples</u>)
16.	Cooking and recipes "In the kitchen"	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"> Using imperatives to give cooking instructions (add flour, pour in the milk)
17.	Toys and furniture / Prepositions of place "Where is my game console?"	Saying the names of furniture and toys, saying where something is using on, in, under, reading about and describing a room.	"Where is my game console?", "The skateboard is under the bed", "There are two pillows in the room".	game console, markers, sofa, skateboard, puzzle, Lego bricks, closet, desk, armchair, scooter, skipping rope, TV, pillow, VR glasses, boardgame, on, in, under.	<ul style="list-style-type: none"> Using prepositions of location to ask and say where things are
18.	Prepositions of place and shopping "Let's go to the supermarket"	Reviewing the names of food, saying where things are using prepositions of place, describing what there is around you in a supermarket.	"Where is the cat?", "It's behind the box", "What is behind you?".	yoghurt, garlic, milk, rice, butter, orange, banana, watermelon, cheese, grapes, pasta, lettuce, apple, egg, fish, potato, fruit, meat, vegetables, cornflakes, cart, basket, in front of, behind, to the right/left.	<ul style="list-style-type: none"> Using prepositions of place to ask and say where things are in a supermarket

19.	Means of transport “How do you get to school?”	Saying names of transport, saying the correct preposition when using transport, writing about your country and how you get to school.	“How do you get to school?”, “I go to school by bike.”, “I go to school on foot.”, “Children usually go to school on foot.”	skateboard, ship, taxi, rocket, motorcycle, train, bike, aeroplane, bus, hoverboard, car, rocket, by, on.	<ul style="list-style-type: none"> Using the correct preposition when talking about transport Using adverbs of frequency (usually, sometimes and rarely)
20.	Explaining rules with must “Let’s go to the amusement park”	Learning words on the topic of amusement parks, Speaking about favourite rides, explaining rules with “must”.	“It is very high.”, “You must wash your hands.”	roller coaster, swings, water slide, queue, bumper cars, arcade games, haunted house, snack stand, gate, ticket booth, map, Ferris wheel.	<ul style="list-style-type: none"> Using adjectives to describe rides Using the modal “must” to explain rules
21.	Explaining rules with must and mustn’t “Snow day”	Learning words and verbs associated with winter, explaining rules with “must” and “mustn’t”, speak about favourite winter activities.	“You mustn’t be late for school.”, “You must wear goggles when you ski.”, “I like to throw snowballs.”	skate, make a snowman, sled, snowboard, throw snowballs, ski, helmet, ice-skates, snowflake, goggles, hot chocolate, mittens, cable car, fireplace, overalls.	<ul style="list-style-type: none"> Using the modals “must” and “mustn’t” to explain rules
22.	Places and things you need “I am going to the beach”	Learning about different places, talking about wearing different clothes, speaking about the things you have in your bag.	“Let’s get ready”, “I like to go to the beach”, “I am going to the skating rink”, “I need a hat, mittens, ice-skates and a jacket”, “What is in your bag?”, “I have sunglasses and a cap.”	beach, skating rink, amusement park, gym, swimming pool, school, T-shirt, backpack, shorts, school uniform, swimsuit, flip-flops, sunglasses, jacket, scarf, cap, trainers, hat.	<ul style="list-style-type: none"> Using the present continuous to say where you are going. Using “I have” to talk about possessions
23.	Present continuous “Costume party”	Learning about different costumes, using the present continuous to say what you are wearing.	“I am wearing a mask”, “We are drinking juice”, “Are you wearing a cape?”	mask, wig, feather, wing, sword, magic wand, cape, shield, gloves.	<ul style="list-style-type: none"> Using the present continuous to say what you are wearing and doing
24.	Adjectives for describing clothes “What to wear?”	Describing clothes with adjectives, using opposite adjectives, writing about different clothes	“The small T-shirt is very comfortable”, “I like it very much.”	big, small, clean, dirty, warm, cold, long, short, new, old, bright, dark.	<ul style="list-style-type: none"> Using adjectives to describe clothes

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