STEVE'S STUDY HOUSE

Curriculum Guide for Parents

What your child will learn, unit by unit, and how it helps

8 levels · 70 units · ages 3 to 14

Welcome

Steve's Study House is a British-style after-school English programme. Every child follows one clear path, from a first "hello" at age 3 to confident speaking, reading and writing at IELTS Band 4.0 level in the early teens.

This guide shows you, for every level and every unit, what your child will learn and why it matters, so you always know what is behind the homework and how to help at home.

The whole path at a glance

Level	Ages	Focus	Units
🌱 **Sprout**	Ages 3–4	First words, songs and play	9
🌿 **Sapling**	Ages 5–6	Everyday conversations	9
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How every lesson works

Core vocabulary

Eight carefully chosen words per unit (twelve in Sapling), taught with pronunciation and example sentences, not a glossary to memorise.

Sentence patterns

Three reusable speaking frames per unit, so children stop translating in their head and can fit any idea into a pattern.

Four skills

Speaking, Reading, Writing and Listening practice in every unit, built like the real IELTS tasks but at each child's level.

Weekly speaking homework

Each unit has three speaking questions that change angle: a personal question, a longer talk, then a bigger opinion question. This keeps homework fresh and builds different skills.

About the weekly homework

Each week your child answers one speaking question by recording a short video (or using the Family Portal). You can download a printable homework sheet with the question, key words and step-by-step instructions, so no computer skills are needed.

Your teacher reads or watches the answer and gives friendly feedback. Progress is described in encouraging terms: Emerging, Satisfactory and Beyond Satisfactory.

How you can help at home

- Ask the weekly question in English at dinner, and give your child a calm minute to think.
- Praise the attempt first. A short answer with a reason is real progress.
- Record in a quiet room, phone held horizontally, face and shoulders in view.
- Let your child re-record once if they wish. Do not aim for perfect.
- Revisit the key words for five minutes a few times a week rather than one long session.

Level Sprout

First words, songs and play

Ages: Ages 3–4 | CEFR (approx.): Pre-A1 | Target: Pre-A1

Children fall in love with English through songs, movement and games. There is no writing and no pressure, just listening, copying and joyful talking.

By the end of this level your child can

- Say and recognise 5 to 6 new English words in every topic
- Join in songs and action games in English
- Answer simple questions such as "What is this?"
- Feel curious, relaxed and confident when they hear English

How this level works

Short playful lessons with songs, movement games, and a home activity for parents. There is no formal homework: the tasks are for playing together.

S1 👋 Hello & Goodbye

WHAT YOUR CHILD WILL LEARN	Say and wave "hello" and "goodbye", use "please" and "thank you", and name a friend, all through a wave-and-clap song.
WHY IT MATTERS	Polite words are the first English children need. Learning them through a song gives a warm, no-pressure start and helps shy children say their first English word.

Key words: Hello, Goodbye, Please, Thank you, Friend

S2 🧸 My Toys

WHAT YOUR CHILD WILL LEARN	Name and point to five favourite toys (teddy, ball, blocks, car, doll) and say "It's my teddy!" in a hands-on play game.
WHY IT MATTERS	Naming their own things builds the first sense of "my" in English and links new words to objects children love, which makes them stick.

Key words: Teddy, Ball, Blocks, Car, Doll

S3 🎨 Colours & Shapes

WHAT YOUR CHILD WILL LEARN	Recognise and say red, blue, yellow, circle and square through a pointing game and a sing-along.
WHY IT MATTERS	Colours and shapes are a child's first describing words. They prepare the ground for later sentences such as "a red ball".

Key words: Red, Blue, Yellow, Circle, Square

S4 🐶 Animal Sounds

WHAT YOUR CHILD WILL LEARN	Name five animals (dog, cat, cow, duck, sheep) and make their sounds in a giggly guessing game.
WHY IT MATTERS	Animal sounds are natural and funny, so children join in without fear of mistakes, and they practise listening for a word before answering.

Key words: Dog, Cat, Cow, Duck, Sheep

S5 🙆 My Body

WHAT YOUR CHILD WILL LEARN	Touch and name head, shoulders, hands, tummy, knees and toes with "Head, Shoulders, Knees and Toes" and copy-me games.
WHY IT MATTERS	Moving while learning is ideal at this age. Body words are easy to check (child touches the right part) and are useful for health and safety later.

Key words: Head, Shoulders, Hands, Tummy, Knees, Toes

S6 👨‍👩‍👧 Family Faces

WHAT YOUR CHILD WILL LEARN	Say mummy, daddy, sister, brother, baby and grandma using real family photos, and answer "Who is this?"
WHY IT MATTERS	Using photos of the people children love makes the words personal and memorable, and gives parents an easy way to practise every day.

Key words: Mummy, Daddy, Sister, Brother, Baby, Grandma

S7 🍎 Yummy Snacks

WHAT YOUR CHILD WILL LEARN	Name snacks (apple, banana, milk, bread, juice, biscuit) and say their first opinion, "I like apples!", with real or play food.
WHY IT MATTERS	This is the first time children express a preference in English, a big step towards real conversation.

Key words: Apple, Banana, Milk, Bread, Juice, Biscuit

S8 🛝 Playground Fun

WHAT YOUR CHILD WILL LEARN	Learn action words (run, jump, slide, swing, climb) and say "I'm jumping!" while moving outside.
WHY IT MATTERS	Action verbs are learned best with the whole body. Burning energy while speaking keeps young children happy and attentive.

Key words: Run, Jump, Slide, Swing, Climb, Ball

S9 🛁 Bath & Bedtime

WHAT YOUR CHILD WILL LEARN	Learn evening-routine words (bath, water, towel, pyjamas, book, sleep) and the idea of "first… then…" with a goodnight song.
WHY IT MATTERS	A calm routine topic that parents can repeat every night, and it introduces sequencing, the seed of storytelling.

Key words: Bath, Water, Towel, Pyjamas, Book, Sleep

Level Sapling

Everyday conversations

Ages: Ages 5–6 | CEFR (approx.): Pre-A1 – A1 | Target: Pre-A1 to A1

Children move from single words to full simple sentences and short two-line conversations about their daily world: home, food, school, weather, friends and trips.

By the end of this level your child can

- Use 12 new words per topic in simple sentences
- Take part in short question-and-answer dialogues
- Use sequencing words: first, then, next, finally
- Say what they can do, what they see and (in the last topic) where they went

How this level works

Songs, action games and dialogues in class, plus a short home-practice card with a conversation to try together.

L1 🏠 My House

WHAT YOUR CHILD WILL LEARN	Name 12 things in the house (rooms, door, window, stairs…) and build full sentences such as "This is my kitchen" and "I play in the garden".
WHY IT MATTERS	Children move from single words to their first complete sentences using the space they know best, their own home.

Key words: Kitchen, Bedroom, Bathroom, Living room, Garden, Door, Window, Roof, Stairs, Wall, Floor, Chair

Sentence patterns: "This is my ___." · "I play in the ___."

L2 👕 Getting Dressed

WHAT YOUR CHILD WILL LEARN	Name 12 clothing words and say "I am wearing a red T-shirt", then order a morning routine with "First I put on my…, then my…".
WHY IT MATTERS	Describing what you wear is a natural daily speaking task, and sequencing words prepare children to retell events in order.

Key words: T-shirt, Trousers, Socks, Shoes, Jumper, Hat, Coat, Scarf, Gloves, Dress, Boots, Belt

Sentence patterns: "I am wearing a ___." · "First I put on my ___, then my ___."

L3 🍽️ At the Table

WHAT YOUR CHILD WILL LEARN	Learn mealtime words (plate, cup, spoon, fork, hungry, thirsty…) and ask politely "Can I have some juice, please?"
WHY IT MATTERS	Real manners practised at every meal turn English into a daily habit, and polite requests are among the most useful sentences a child can own.

Key words: Plate, Cup, Spoon, Fork, Hungry, Thirsty, Delicious, Knife, Napkin, Bowl, Sweet, Sour
Sentence patterns: "Can I have some ___, please?" · "I am hungry / thirsty."

L4 🎒 My School Day

WHAT YOUR CHILD WILL LEARN	Talk about the school day with first, then, next and finally, and name people and things at school (teacher, lunch, homework, backpack…).
WHY IT MATTERS	A child's own day becomes the story. Sequencing words are the foundation for every later "tell me about…" question.

Key words: Wake up, Breakfast, School, Teacher, Friends, Lunch, Home, Classroom, Homework, Playtime, Backpack, Bell
Sentence patterns: "First I ___, then I ___." · "At school I see my ___."

L5 🌦️ Weather & Seasons

WHAT YOUR CHILD WILL LEARN	Describe the weather with "It is sunny today", name the four seasons, and talk about hot and cold.
WHY IT MATTERS	Looking out of the window becomes a daily mini-lesson, and describing what you can see is the first step to observation skills.

Key words: Sunny, Rainy, Cloudy, Windy, Snowy, Hot, Cold, Spring, Summer, Autumn, Winter, Rainbow
Sentence patterns: "It is ___ today." · "In summer / winter it is ___."

L6 🌻 In the Garden

WHAT YOUR CHILD WILL LEARN	Name garden life (flower, tree, butterfly, bee, seed…) and use simple plurals: "one flower, two flowers".
WHY IT MATTERS	Plurals are a first grammar milestone, and watching a plant grow builds curiosity and patience.

Key words: Flower, Tree, Butterfly, Bee, Seed, Grow, Bug, Leaf, Grass, Ladybird, Worm, Petal
Sentence patterns: "I can see a ___. / I can see two ___s." · "The seed will grow into a ___."

L7 🧹 Helping at Home

WHAT YOUR CHILD WILL LEARN	Learn household jobs (tidy up, sweep, wash up, set the table…) and say "I can tidy up the toys", using "can" for the first time.
WHY IT MATTERS	"Can" is a major grammar step. Children also feel proud when they say what they are able to do.

Key words: Tidy up, Sweep, Wash up, Feed the pet, Set the table, Make the bed, Water the plants, Vacuum, Dust, Fold the laundry, Put away toys, Wipe the table

Sentence patterns: "I can ___." · "Can you help me ___, please?"

L8 😄 Fun with Friends

WHAT YOUR CHILD WILL LEARN	Name feelings (happy, sad, angry, excited…) and use polite give-and-take language: "Can I have a turn, please?" and "Sorry".
WHY IT MATTERS	Feelings and sharing are the heart of Sapling. These phrases help children make friends and solve small problems with words.

Key words: Happy, Sad, Share, Turn, Sorry, Friend, Play together, Excited, Angry, Kind, Hug, Laugh

Sentence patterns: "I feel ___." · "Can I have a turn, please?"

L9 🚗 Trips & Outings

WHAT YOUR CHILD WILL LEARN	Learn transport and places (car, bus, train, zoo, beach…) and describe an outing with "We went to the zoo" and "I saw a lion".
WHY IT MATTERS	The capstone topic: a gentle first taste of the past tense, exactly where Bridge A picks up, so children move on smoothly.

Key words: Car, Bus, Train, Park, Zoo, Beach, Shop, Aeroplane, Bicycle, Museum, Playground, Farm

Sentence patterns: "We went to the ___." · "I saw a ___ at the ___."

Level Bridge A

Family and everyday life · Band 3.0 to 3.5

Ages: Ages 6–7 | CEFR (approx.): A1 | Target: Band 3.0–3.5

Bridge A carries children from Sapling's short sentences to their first real speaking turns. Every unit stays close to family life and places they know, so they always have something to say.

By the end of this level your child can

- Answer a personal question in two or three connected sentences
- Describe a person, place or thing using 3 clear details
- Give a simple reason with "because"
- Read a short passage and answer True / False / Not Given and gap-fill questions
- Write 3 to 5 sentences on a familiar topic

How this level works

Each unit has 8 core words, 3 sentence patterns, and a full set of Speaking, Reading, Writing and Listening tasks. A weekly speaking homework rotates through three different questions.

BA1 Visiting Family

SPEAKING	Say who they visit and when, describe a relative's home (where it is, what it looks like), and explain why families like to visit each other.
READING AND WRITING	Reads a short story about a Sunday visit to grandma, answers True / False and gap-fill questions, and writes a few sentences about a present they would give.
WHY IT MATTERS	Gives your child the first family words and the "I visit… on…" pattern they will use every week, and the confidence to speak about people they love in full sentences.

Key words: Grandma, Grandpa, Visit, Cousin, Hug, Present, Garden, Family

Sentence patterns: “I visit my grandma on Sundays.” · “My favourite relative is my grandma because she is kind.”

BA2 🧹 Helping at Home

SPEAKING	Name the jobs they do at home, talk about a chore they do not like and what makes it easier, and explain why helping at home is good.
READING AND WRITING	Reads about a boy who helps his mum before school and writes who helps them most at home and how to say thank you.
WHY IT MATTERS	Turns everyday chores into English practice, teaches children to describe feelings about tasks politely, and builds responsibility and gratitude at the same time.

Key words: Broom, Sweep, Wash, Dishes, Tidy, Bin, Bed, Help

Sentence patterns: "I help my mum by sweeping the floor." · "Every day, I tidy my room before breakfast."

BA3 🛒 At the Supermarket

SPEAKING	Say what the family buys at the supermarket, describe a favourite food (what it looks like, where to find it, why they like it), and explain why a shopping list is useful.
READING AND WRITING	Reads a story about a Saturday shopping trip and writes which three things they would choose and why.
WHY IT MATTERS	Prepares your child for real situations such as shopping and choosing, and builds the habit of giving a reason ("because...") for every choice.

Key words: Trolley, Basket, List, Fruit, Queue, Pay, Bag, Shelf

Sentence patterns: "We buy fruit at the supermarket." · "I help my mum by pushing the trolley."

BA4 🏫 At School

SPEAKING	Talk about favourite school subjects, describe a teacher they like (looks, what they teach, how they help), and explain why friends matter at school.
READING AND WRITING	Reads about a child's morning at school and writes their own school day using first, next and last.
WHY IT MATTERS	Gives your child the everyday classroom language they need, and the first sequencing words (first, next, last) that make retelling a day clear and easy to follow.

Key words: Teacher, Classroom, Friend, Pencil, Playground, Subject, Homework, Break

Sentence patterns: "My favourite subject is art because it is fun." · "At break time, I play with my friends."

BA5 At the Doctor

SPEAKING	Explain what happens at the doctor, describe how they feel when sick (what hurts, what they do, who helps), and say why it is important to see a doctor.
READING AND WRITING	Reads about a child with a cough and writes two or three ideas for staying healthy and strong.
WHY IT MATTERS	Prepares your child to say clearly how they feel, an important safety skill, and links English to healthy habits.

Key words: Doctor, Sick, Nurse, Medicine, Temperature, Cough, Waiting room, Better

Sentence patterns: "I feel sick so I go to the doctor." · "The doctor checks my temperature and my heartbeat."

BA6 At the Park

SPEAKING	Say what they like to do at the park, plan an imaginary picnic (who, what food, which games), and explain why children like to play outside.
READING AND WRITING	Reads about a Saturday at the park and writes safety rules for children at the park, with reasons.
WHY IT MATTERS	Teaches "I would like to..." for making plans and "because..." for giving reasons, two patterns children use in nearly every future conversation.

Key words: Park, Swing, Slide, Sandpit, Ball, Bench, Run, Friend

Sentence patterns: "I like to play on the swing at the park." · "My friend and I run and play together."

BA7 Animals Around Us

SPEAKING	Talk about pets, describe the animal they would like to have (looks and how they would look after it), and explain why caring for animals is important.
READING AND WRITING	Reads about a girl and her dog and writes a fun "if my pet could talk" message.
WHY IT MATTERS	Encourages imagination and kindness to animals while stretching vocabulary for describing (soft, small, long, white) — the base of all later descriptive speaking.

Key words: Pet, Dog, Cat, Feed, Walk, Garden, Water, Care

Sentence patterns: "I have a pet dog at home." · "Every day, I feed my pet."

BA8 🤝 Playing Together

SPEAKING	Talk about games with friends, tell a short story about a problem while playing and how it was fixed, and explain why sharing matters.
READING AND WRITING	Reads about two friends who share and take turns, and invents and writes a new game with simple instructions.
WHY IT MATTERS	Builds social language such as "Let's take turns" and "Sorry", and teaches children to solve small conflicts with words, a skill for school and life.

Key words: Friend, Share, Turn, Game, Team, Kind, Together, Smile

Sentence patterns: “I like to play football with my friends.” · “It is my turn to go first.”

BA9 🏖️ At the Beach

SPEAKING	Talk about the beach, describe what they would pack in a beach bag and what each thing is for, and explain why sun safety matters.
READING AND WRITING	Reads about a family beach day and writes a postcard to a friend saying what they see and do.
WHY IT MATTERS	Teaches present-tense description ("I can see… I am playing…") through a real-life writing task, and adds sun-safety vocabulary useful on holidays.

Key words: Beach, Sea, Sand, Swim, Sun, Hat, Sandcastle, Wave

Sentence patterns: “I like to swim at the beach.” · “I wear a hat to stay safe in the sun.”

Level Bridge B

My favourites and feelings · Band 3.5 to 4.0

Ages: Ages 6–7 | CEFR (approx.): A1 | Target: Band 3.5–4.0

Bridge B lets children talk about what they love and feel: people, rooms, food, school, animals and hobbies. They learn to compare, to give reasons and to explain how they feel.

By the end of this level your child can

- Compare two things ("kinder than…", "more interesting than…")
- Talk about feelings and explain why
- Tell a short past story and describe a future wish
- Give an opinion with two reasons
- Write a short paragraph of 4 to 6 sentences

How this level works

Same routine as Bridge A with longer answers and more opinion questions. Each week the homework question changes angle so children practise different skills.

BB1 My Favourite People

SPEAKING	Say who their favourite person is and why, tell a story about a family member who taught them something, and explain why family matters to children.
READING AND WRITING	Reads a paragraph about a much-loved grandmother and writes whether children should spend more time with family or friends, giving reasons.
WHY IT MATTERS	Introduces comparing with "kinder than…" and giving reasons, and lets children talk warmly about people they love, which makes speaking practice feel natural.

Key words: Kind, Funny, Patient, Favourite, Grandmother, Share, Smile, Cheerful

Sentence patterns: "My grandmother is kinder than most people because she always helps me." · "My favourite person is my grandmother because he/she always makes me laugh."

BB2 🛏 My Favourite Room

SPEAKING	Name their favourite room and say why, describe an imaginary dream bedroom, and explain why keeping a room tidy is important.
READING AND WRITING	Reads about a cosy bedroom and writes their opinion on whether children should have their own room.
WHY IT MATTERS	Builds vocabulary for describing places (cosy, comfortable, tidy) and shows children how to move from a fact to an opinion with a reason.

Key words: Bedroom, Cosy, Shelf, Poster, Curtain, Messy, Tidy, Comfortable

Sentence patterns: "My bedroom is cosier than the kitchen because it has my favourite things." · "I like my room because it has a soft bed and my favourite toys."

BB3 🍎 Healthy & Unhealthy Food

SPEAKING	Say what they usually eat, tell a story about trying a new food, explain why some children eat too much unhealthy food, and give an opinion on healthy-eating lessons.
READING AND WRITING	Reads a breakfast passage and writes whether schools should teach more about healthy eating.
WHY IT MATTERS	Teaches "healthier than..." comparisons and a real-life topic: choosing food wisely. Children can talk about it at the table with the whole family.

Key words: Healthy, Unhealthy, Vegetable, Fruit, Sugar, Snack, Balanced, Energy

Sentence patterns: "Fresh fruit is healthier than sugary snacks because it gives us energy." · "I try to eat fruit every day because it gives me energy."

BB4 🎒 My Favourite School Things

SPEAKING	Name a favourite subject, talk honestly about a difficult subject and how they try to improve, and explain why children like different subjects.
READING AND WRITING	Reads about a favourite art class and writes whether children should choose their own subjects.
WHY IT MATTERS	Encourages a growth mindset: children practise saying "this is hard for me, and this is what I do about it", which builds resilience as well as English.

Key words: Subject, Timetable, Pencil case, Playground, Classmate, Textbook, Interesting, Break time

Sentence patterns: "Art is more interesting than maths because it is fun." · "My favourite thing at school is my pencil case because it is fun."

BB5 😊 How I Feel

SPEAKING	Describe how they usually feel at school, tell the story of a very happy day, and explain why talking about feelings helps.
READING AND WRITING	Reads about an exciting birthday and writes ideas for helping a friend who feels sad.
WHY IT MATTERS	Gives your child a rich set of feeling words (proud, nervous, calm, bored) so they can name emotions instead of only saying "good" or "bad", helpful for confidence and friendships.

Key words: Happy, Sad, Excited, Nervous, Proud, Tired, Calm, Bored

Sentence patterns: "I feel happy when I see my friends because it makes me smile." · "Playing with my friends makes me happier than staying inside."

BB6 🎈 My Favourite Places

SPEAKING	Say where the family goes at the weekend, describe a place they like to visit, and explain why people enjoy quiet places.
READING AND WRITING	Reads about a special school library and writes whether they would rather holiday at the seaside or in the mountains.
WHY IT MATTERS	Builds place vocabulary (quiet, peaceful, comfortable) and gives practice choosing between two options and defending the choice.

Key words: Place, Garden, Library, Quiet, Comfortable, Corner, Favourite, Relax

Sentence patterns: "My favourite place is the garden, because it is quiet." · "The library is more comfortable than the classroom, so I like it better."

BB7 🦁 Wild Animals

SPEAKING	Talk about a zoo visit, describe a wild animal they find interesting, and explain why endangered animals must be protected.
READING AND WRITING	Reads a fact-filled paragraph about elephants and writes three ideas for how children can help wild animals.
WHY IT MATTERS	Combines science curiosity with English: facts about habitats and protection, plus the reading and speaking skills for giving three clear ideas.

Key words: Wild, Jungle, Ocean, Dangerous, Protect, Habitat, Endangered, Strong

Sentence patterns: "Tigers live in the jungle, because they need space to roam." · "Elephants are much bigger than tigers, but the smaller animals can often move faster."

BB8 ⚽ My Favourite Activities

SPEAKING	Talk about after-school activities, describe a hobby they would like to learn (why, who could teach them), and explain why hobbies are good for children.
READING AND WRITING	Reads about new after-school clubs and writes whether it is better to do activities alone or with friends.
WHY IT MATTERS	Lets children talk about what excites them, so speaking becomes joyful, and introduces "would like to" for wishes and goals.

Key words: Activity, Hobby, Team, Practice, Exciting, Skill, Energetic, Compete

Sentence patterns: "Football is more fun than homework, because it is exciting." · "I practise football every day, so I am getting better at it."

BB9 🗺️ My Favourite Places to Visit

SPEAKING	Say where they would like to visit one day, tell about a place they have visited, and explain why people like new places.
READING AND WRITING	Reads about a family mountain trip and writes what to pack for a weekend trip and why.
WHY IT MATTERS	Practises both future (would like to visit) and past (visited) in one topic, and prepares children for real travel conversations.

Key words: Visit, Journey, Beach, Mountain, Souvenir, Explore, View, Culture

Sentence patterns: "I would like to visit the beach, because I want to explore." · "The beach is more interesting than my hometown, because it has a beautiful view."

Level Phase A

Solving everyday problems · Band 4.0 foundation

Ages: Ages 7–9 | CEFR (approx.): A1 – A2 | Target: Band 4.0

Children learn the English they need when something goes wrong: needing help, losing things, feeling ill, getting lost. These are useful real-life skills as well as classic IELTS topics.

By the end of this level your child can

- Ask for help, apologise and make polite requests
- Give directions and describe lost or missing things clearly
- Tell a short story with a beginning, middle and end
- Give advice and offer an opinion with reasons
- Read short passages and find exact evidence for True / False / Not Given

How this level works

Nine units, each with 8 key words, 3 sentence patterns and four-skill practice. Speaking questions move from personal facts to stories to opinions.

A1 SOS I Need Help

SPEAKING	Ask for help politely, describe a time they helped someone else, and explain who is the best person to ask in an emergency and why.
READING AND WRITING	Reads a short story about a child asking a teacher for help, and writes an opinion on solving problems alone or asking adults.
WHY IT MATTERS	Teaches "Excuse me, I have a problem... Can you help me?", a safety skill as well as an English one, and shows children that asking for help is brave and polite.

Key words: Help, Problem, Ask, Explain, Accident, Urgent, Police, Safe

Sentence patterns: "Excuse me, I have a problem with ___. Can you help me?" · "I do not understand this topic, so I need someone to explain it."

A2 🔍 Something Is Missing

SPEAKING	Describe something missing, tell a story about finding something that belonged to someone else, and suggest what public places can do about lost things.
READING AND WRITING	Reads about a boy who cannot find his wallet and writes why people lose things today.
WHY IT MATTERS	Teaches children to describe an object and where they last saw it — exactly the language needed when something really is lost — and encourages honesty and responsibility.

Key words: Missing, Wallet, Search, Remember, Notice, Pocket, Return, Valuable

Sentence patterns: "I cannot find my ___, and I last saw it in the classroom." · "It is a ___ ___ ___, and it is very important to me."

A3 🍽️ I Don't Like This Food

SPEAKING	Talk about foods they do not like, describe a dish their family is proud of, say politely what to tell a waiter about food they do not like, and give an opinion about fast food.
READING AND WRITING	Reads about a family ordering soup in a cafe and writes whether fast food replacing traditional food is good or bad.
WHY IT MATTERS	Builds taste words (salty, spicy, bitter) and polite complaint language, so your child can speak up respectfully in a restaurant instead of staying silent.

Key words: Taste, Spicy, Salty, Sweet, Bitter, Fresh, Allergy, Order

Sentence patterns: "I really dislike ___ because it is too spicy." · "In my opinion, ___ tastes much better than ___."

A4 🎒 I Forgot My School Things

SPEAKING	Say what is in their school bag, tell about a time they forgot something, give advice to a friend who often forgets, and share an opinion about tablets and paper books.
READING AND WRITING	Reads about a boy who forgets his pencil case and writes whether students should use digital tablets instead of paper books.
WHY IT MATTERS	Teaches how to apologise and borrow politely ("I am sorry, but I forgot my..."), and practical organisation habits children can use tomorrow morning.

Key words: Forget, Borrow, Lend, Backpack, Textbook, Stationery, Apologize, Prepare

Sentence patterns: "I am sorry, but I forgot to bring my ___ today." · "Could you please lend me your ___ for a moment?"

A5 🤒 I Don't Feel Well

SPEAKING	Say what they do when they catch a cold, describe the person who looks after them when they are unwell, and discuss how schools can build healthy habits.
READING AND WRITING	Reads about a girl feeling ill at school and writes an opinion on free healthcare for everyone.
WHY IT MATTERS	Teaches symptom vocabulary (fever, headache, stomach) so your child can tell a teacher or doctor exactly what is wrong, an important real-life skill.

Key words: Fever, Headache, Stomach, Medicine, Rest, Doctor, Symptom, Recover

Sentence patterns: "I feel sick today because I have a bad headache." · "The doctor told me to take ___ and drink ___."

A6 📍 Where Is It?

SPEAKING	Talk about using maps, explain step by step how to walk from home to school, and compare finding directions with a phone and a paper map.
READING AND WRITING	Reads about a boy asking for the library and writes whether it is better to live in a city with tall buildings or open spaces.
WHY IT MATTERS	Teaches giving and following directions (straight, left, opposite, between), practical language for exploring a new place with confidence.

Key words: Straight, Opposite, Corner, Between, Behind, Map, Distance, Cross

Sentence patterns: "Excuse me, can you tell me the way to ___?" · "You just need to go straight, and then turn left at the ___."

A7 🐾 Lost Animal

SPEAKING	Talk about pets, tell what they did when they saw a lost or hurt animal, and explain why people must look after their pets carefully.
READING AND WRITING	Reads about a girl who finds a stray dog and writes whether cities should build shelters for homeless animals.
WHY IT MATTERS	Practises describing a lost animal (size, colour, features) with clear word order, and teaches children to act kindly and safely when they meet an animal in trouble.

Key words: Pet, Fur, Collar, Bark, Rescue, Stray, Owner, Feed

Sentence patterns: "The lost animal is a ___ ___ dog with ___." · "If I find a stray pet, I will give it food."

A8 👏 Sharing

SPEAKING	Talk about sharing toys, tell a story about a time someone shared with them, and discuss things people dislike sharing.
READING AND WRITING	Reads about a child offering coloured pencils and writes whether children should be taught to share everything.
WHY IT MATTERS	Builds the language of generosity and fairness (share, divide, borrow, thank) and helps children understand that sharing has limits, a healthy social balance.

Key words: Share, Generous, Selfish, Divide, Together, Experience, Borrow, Thank

Sentence patterns: “I like sharing my things with my friends because ___.” · “When I was a child, my parents taught me to share ___ with my siblings.”

A9 📦 Lost

SPEAKING	Say whether they know their address and a parent's phone number, tell a story about being lost, and explain how parents can prevent children getting lost.
READING AND WRITING	Reads about a boy separated from his family in a station and writes an opinion on whether navigation technology has stopped people getting lost.
WHY IT MATTERS	Practises exactly what a child should say if lost ("I am lost. My name is..."), building safety, calm and clear speech together.

Key words: Lost, Crowd, Strange, Panic, Recognize, Guide, Station, Safe

Sentence patterns: “I felt afraid when I got lost because I didn't know the streets.” · “I stayed calm and asked a police officer for help.”

Level Phase B

Kindness and cooperation · Band 4.0

Ages: Ages 9–10 | CEFR (approx.): A2 | Target: Band 4.0

Children practise the language of friendship, family, teamwork and community, and learn to support opinions with reasons and examples.

By the end of this level your child can

- Explain a point of view and support it with an example
- Compare the past with the present
- Describe teamwork, fairness and kindness in English
- Weigh good and bad points before giving an opinion
- Write a clear, connected paragraph with linking words

How this level works

Nine units continuing the four-skill format, with longer Part 2 speaking turns (about a minute) and a Part 3 discussion question every third week.

B1 👋 Making Friends

SPEAKING	Talk about making new friends, describe their best friend, compare online friends with real friends, and give advice to a shy child.
READING AND WRITING	Reads about a new student joining an art club and writes advice for a shy child who wants friends.
WHY IT MATTERS	Gives children the exact words to start a friendship (say hello, ask about hobbies) and teaches them to give advice, a higher-level speaking skill.

Key words: Friend, Introduce, Hobby, Polite, Similar, Trust, Chat, Smile

Sentence patterns: "To make new friends, I usually start by saying hello and asking about their hobbies." · "A good friend should be kind and always willing to ___."

B2 🏠 Helping My Family

SPEAKING	Talk about housework, describe a family member they help, explain how family life has changed since their grandparents' time, and give an opinion on sharing housework equally.
READING AND WRITING	Reads about a girl who helps her busy parents with Saturday chores and writes whether housework should be shared equally when both parents work.
WHY IT MATTERS	Adds comparing past and present to your child's toolkit and turns family chores into a conversation about fairness and teamwork.

Key words: Chore, Clean, Cook, Sweep, Wash, Support, Busy, Care

Sentence patterns: "Every weekend, I help my family by cleaning the house." · "My parents work hard, so I want to ___ to save their time."

B3 🍛 Eating Together

SPEAKING	Say whether they eat alone or with others, describe a memorable family meal, suggest ways to make dinner time more enjoyable, and give an opinion on fast food eaten alone.
READING AND WRITING	Reads about a Sunday family meal and writes whether eating fast food alone is a positive or negative trend.
WHY IT MATTERS	Uses family meals to practise storytelling (memories) and suggestions, and quietly encourages the habit of talking together at the table.

Key words: Meal, Gather, Delicious, Traditional, Celebrate, Conversation, Table, Special

Sentence patterns: "My family usually eats dinner together at ___ every evening." · "Eating together is important because we can talk about our day."

B4 🛠️ Working Together

SPEAKING	Say whether they prefer working alone or in a team, describe a group project, explain what makes a good team leader, and discuss group-work problems and solutions.
READING AND WRITING	Reads about four students planning a science project and writes problems that can happen in group work and how to solve them.
WHY IT MATTERS	Builds teamwork language (agree, cooperate, leader) and the problem-and-solution structure that is central to good writing.

Key words: Team, Project, Member, Leader, Cooperate, Agree, Result, Success

Sentence patterns: "In our team project, my job was to search information." · "Working in a team is great because we can finish the work faster."

B5 🧡 Being Kind

SPEAKING	Talk about how people show kindness, describe a time someone was kind to them, suggest how schools can teach kindness, and compare big cities with small villages.
READING AND WRITING	Reads about a classmate helping pick up dropped books and writes whether people care less in big cities than in villages.
WHY IT MATTERS	Gives children words for kindness (compliment, forgive, respect), supporting good character as well as English.

Key words: Kind, Smile, Compliment, Patient, Forgive, Respect, Feeling, Gentle

Sentence patterns: "Being kind means helping people without expecting a reward." · "A small act of kindness, such as holding the door, can make someone's day."

B6 🙋 Helping People

SPEAKING	Talk about volunteering, describe a community helper such as a nurse or firefighter, explain why young people should help older people, and discuss community service.
READING AND WRITING	Reads about a class helping in a community garden and writes an opinion on required community service for students.
WHY IT MATTERS	Introduces community language (volunteer, neighbour, donate) and shows children that their English can be used to make a positive difference.

Key words: Volunteer, Community, Elderly, Charity, Donate, Offer, Neighbour, Grateful

Sentence patterns: "In my free time, I like to help elderly neighbours." · "Whenever I see someone struggling with ___, I always offer to help."

B7 🐕 Being Kind to Animals

SPEAKING	Talk about wild animals and pets, tell a story about an experience with an animal, explain how to show kindness to animals every day, and discuss animals in entertainment.
READING AND WRITING	Reads about a girl visiting an animal shelter and writes an opinion on banning animals in circuses.
WHY IT MATTERS	Combines compassion with argument skills: children learn to state an opinion about animal welfare and support it with reasons.

Key words: Animal, Protect, Cruel, Shelter, Adopt, Harm, Habitat, Care

Sentence patterns: "Animals have feelings too, so people should treat them with kindness." · "It is cruel to keep wild animals in small cages."

B8 ⚖️ Playing Fairly

SPEAKING	Talk about games with friends, describe a time fair play mattered, explain how players should behave when they lose, and give an opinion on whether winning is the most important goal.
READING AND WRITING	Reads about a football match and a fair-play moment and writes an opinion on winning in competitive sports.
WHY IT MATTERS	Teaches sportsmanship language (rules, honest, respect) and helps children handle winning and losing gracefully, a lesson for life.

Key words: Rule, Fair, Cheat, Winner, Loser, Respect, Honest, Referee

Sentence patterns: "In any sport or game, it is important to follow the ___." · "Winning is great, but playing ___ is much more important."

B9 🚌 Travelling Together

SPEAKING	Talk about how they travel to school, describe a group trip, weigh the good and bad points of travelling in a group, and give an opinion on free public transport.
READING AND WRITING	Reads about a train journey with polite behaviour and writes whether public transport should be free in big cities.
WHY IT MATTERS	Builds travel and manners vocabulary (queue, passenger, timetable) and introduces pros-and-cons thinking, a core skill for balanced opinions.

Key words: Journey, Passenger, Queue, Polite, Seat, Luggage, Timetable, Delay

Sentence patterns: "When taking public transport, people should always wait in a queue." · "I prefer travelling with friends because we can share memories."

Level Phase 1

Foundation topics for exam skills · Band 4.0

Ages: Ages 10–12 | CEFR (approx.): A2 – B1 | Target: Band 4.0

Children discuss big modern topics (pollution, AI, health, the internet, climate, jobs, travel and the future) using the structure of IELTS Speaking Parts 1 to 3 and Writing Task 2.

By the end of this level your child can

- Answer Part 1 questions with a reason and an example
- Speak for about a minute on a Part 2 cue card
- Discuss abstract Part 3 questions: causes, effects, solutions, predictions
- Write a short opinion paragraph in the Task 2 style
- Use topic vocabulary accurately

How this level works

Eight units with 8 key words and 3 patterns each. Speaking homework rotates through Part 1, Part 2 and Part 3 questions. Classroom answers are teaching models, not exam scores.

1.1 Environmental Pollution

SPEAKING	Say whether pollution is a problem where they live, describe a clean place they would like to protect, explain how pollution affects health and daily life, and argue whether governments or individuals should solve it.
READING AND WRITING	Reads about a city troubled by traffic and factory smoke and writes an opinion on who can fix environmental pollution.
WHY IT MATTERS	Introduces cause-and-effect ("smoke from motorbikes causes…") and the balanced opinion writing style used in IELTS, on a topic children genuinely care about.

Key words: Pollution, Smoke, Trash, Factory, Harmful, Clean, Breath, Litter

Sentence patterns: "The main cause of air pollution in my city is smoke from motorbikes." · "Pollution is very harmful to human health because it causes ___."

1.2 Artificial Intelligence

SPEAKING	Talk about AI apps they use, describe a time a smart app gave a wrong answer, explain how to use AI safely and honestly for homework, and discuss whether teachers can be replaced.
READING AND WRITING	Reads about a class testing an AI assistant and writes about how AI might reduce or create jobs.
WHY IT MATTERS	Prepares children for a world of AI: how to use it, when to check it, and how to speak and write about technology fluently and critically.

Key words: Artificial, Robot, Smart, Replace, Translate, Fast, Future, Assistant

Sentence patterns: "I often use AI tools like translation apps to help me study." · "AI can process data very quickly, but it cannot replace human feelings."

1.3 Healthy Living

SPEAKING	Talk about how they stay physically active, describe an unhealthy habit they want to change and how, discuss whether parents or schools are more responsible for children's health, and argue about a tax on sugary drinks.
READING AND WRITING	Reads a story about a boy building healthy habits (exercise, diet, sleep) and writes an opinion on taxing sugary drinks and fast food.
WHY IT MATTERS	Turns health into a real personal goal ("I want to change… by…"), teaches the language of habits and responsibility, and gives children a way to talk about their own choices.

Key words: Diet, Exercise, Habit, Junk food, Energy, Fresh, Sleep, Fitness

Sentence patterns: "To stay healthy, I try to exercise at least ___." · "Eating too much junk food causes weight gain."

1.4 Internet, Social Media

SPEAKING	Talk about how much time they spend online, describe something useful they learned online, give advice on staying safe online, and weigh the advantages and disadvantages of social media.
READING AND WRITING	Reads about a girl who studies online and uses social media to stay in touch with friends, and writes on whether social media's advantages outweigh its disadvantages.
WHY IT MATTERS	Teaches digital-safety vocabulary (privacy, password, screen time) and practises balanced "advantages versus disadvantages" writing, useful every day and in exams.

Key words: Online, Social media, Screen, Connect, Privacy, Password, Share, Dangerous

Sentence patterns: "I spend about ___ hours on social media every day, mainly checking TikTok." · "Social media is great for ___, but it can also waste ___."

1.5 🌍 Climate Change

SPEAKING	Talk about changing weather, describe something their family does to help the environment, discuss whether individuals or companies should do more, and give an opinion on how serious climate change is.
READING AND WRITING	Reads a science-class passage about climate change and writes whether they agree that it is one of the world's most serious problems.
WHY IT MATTERS	Gives children accurate science vocabulary (greenhouse gas, temperature, melt) and the language for "agree or disagree" opinions, and shows that small actions matter.

Key words: Climate, Warm, Earth, Melt, Temperature, Greenhouse gas, Sea, Action

Sentence patterns: "Climate change means the temperature of the Earth is ___." · "Because the Earth is warmer, the polar ice is ___."

1.6 🚀 Future Jobs

SPEAKING	Talk about the jobs people in their family do, describe their dream job, discuss whether machines will take all human jobs, and give an opinion on salary as the most important factor.
READING AND WRITING	Reads about a boy who dreams of becoming an engineer and writes whether a high salary is the most important thing when choosing a job.
WHY IT MATTERS	Helps children imagine their future and describe it in English: career and skill vocabulary, "I want to work as... because I like...", and thoughtful opinions about work.

Key words: Career, Skill, Technology, Engineer, Programmer, Salary, Remote, Dream

Sentence patterns: "In the future, I want to work as a ___ because I like ___." · "To get a good job, young people must learn English."

1.7 ✈️ Travelling Around the World

SPEAKING	Talk about travelling abroad, tell the story of a memorable trip, explain how travellers can respect local culture, and give an opinion on the effects of mass tourism.
READING AND WRITING	Reads about a girl planning a trip to Japan and writes whether mass tourism damages local cultures and monuments.
WHY IT MATTERS	Builds travel vocabulary (passport, flight, sightseeing), teaches cultural respect, and prepares children for real travel with confidence in English.

Key words: Travel, Airport, Passport, Culture, Tourist, Flight, Souvenir, Sightseeing

Sentence patterns: "If I have the chance, I would love to travel to ___ because ___." · "Travelling is beneficial because it teaches us about ___."

1.8 🚀 The Future World

SPEAKING	Compare the technology they use with what their grandparents had, describe a futuristic technology they would like to see, discuss whether people will live on Mars, and argue whether progress makes life better or worse.
READING AND WRITING	Reads about a class drawing a future city and writes whether scientific progress will make life better or worse.
WHY IT MATTERS	Stretches imagination and prediction language ("people will… / might…") and teaches children to separate real possibilities from wishes, a habit of critical thinking.

Key words: Future, Satellite, Space, Predict, Vehicle, Planet, Automatic, Change

Sentence patterns: "In the year 2050, I believe that people will live in smart houses." · "In the future, robots will do most of the ___."

Level Phase 2

Environment and sustainability · Band 4.0 practice

Ages: Ages 12–14 | CEFR (approx.): B1 | Target: Band 4.0

The final stage of the programme: children build an argument about the environment (energy, plastic, forests, water, animals, sea levels, weather and recycling) and practise every skill together.

By the end of this level your child can

- Speak on a topic with facts, causes and effects
- Use "if… would…" for hypothetical situations
- Propose solutions and argue for or against a policy
- Read longer passages with exact evidence
- Write a Task 2 style opinion paragraph with reasons and examples

How this level works

Eight units on real environmental challenges. Homework rotates between describing, explaining and arguing, so children practise the full range of Speaking Part 1, 2 and 3.

2.1 Renewable Energy

SPEAKING	Talk about saving electricity, describe a clean energy source, suggest how a school or community could use more clean energy, and argue whether fossil fuels should be banned.
READING AND WRITING	Reads about a school visiting a solar farm and writes an opinion on banning fossil fuels completely.
WHY IT MATTERS	Explains renewable energy in clear English and trains children to move from describing to suggesting solutions to arguing a position, the full IELTS Speaking journey.

Key words: Renewable, Solar, Wind, Electricity, Clean, Coal, Power, Save

Sentence patterns: “Renewable energy comes from the ___, so it never runs out.” · “Solar power is much cleaner than ___.”

2.2 🐢 Plastic Pollution

SPEAKING	Talk about plastic in daily life, describe a time they saw plastic pollution, explain how plastic waste harms animals and oceans, and argue whether single-use plastic should be banned.
READING AND WRITING	Reads about a beach visit and plastic waste and writes an opinion on banning straws and single-use cups.
WHY IT MATTERS	Teaches cause-and-effect vocabulary (decompose, marine, waste) and gives children the language to speak about solutions with facts, not just feelings.

Key words: Plastic, Ocean, Turtle, Waste, Reusable, Bottle, Decompose, Ban

Sentence patterns: "Plastic bags are dangerous for marine animals because they mistake them for ___." · "Instead of using plastic bags, shoppers should carry ___."

2.3 🌳 Deforestation

SPEAKING	Talk about forests and parks, describe a tree-planting event, explain what would happen to animals and people if forests disappeared, and argue whether companies clearing forests should be penalised.
READING AND WRITING	Reads about a class visiting a forest and learning why trees give us oxygen, and writes an opinion on penalties for forest-clearing companies.
WHY IT MATTERS	Builds "if… would…" language for consequences and the vocabulary to talk about trees, oxygen and soil, essential for higher-level speaking and writing.

Key words: Forest, Tree, Oxygen, Cut down, Plant, Soil, Damage, Paper

Sentence patterns: "Trees are vital because they absorb ___ and produce ___." · "When companies cut down forests, many animals lose their natural homes."

2.4 💧 Water Scarcity

SPEAKING	Say where their water comes from, describe a time of water shortage, explain what families can do to save water, and give an opinion on whether fresh water should be free.
READING AND WRITING	Reads about a town facing drought and writes whether fresh water should be free for everyone.
WHY IT MATTERS	Connects English to a real global issue, teaches practical water-saving language, and helps children see that everyday habits have big consequences.

Key words: Water, Clean, Drought, Shortage, Waste, Shower, Tap, Precious

Sentence patterns: "Clean water is essential for human life because we need it for ___." · "During a drought, farmers cannot grow crops because there is no ___."

2.5 🐘 Endangered Species

SPEAKING	Talk about animal documentaries, describe a rare or endangered animal, suggest what ordinary people can do to protect endangered animals, and discuss spending on animals versus human needs.
READING AND WRITING	Reads about endangered animals and their habitats and writes an opinion on funding for endangered species while poverty exists.
WHY IT MATTERS	Trains children to handle a difficult "which is more important?" question fairly, giving both sides before choosing, a top-level skill.

Key words: Endangered, Extinct, Hunt, Rare, Protect, Survive, Habitat, Reserve

Sentence patterns: "Animals like pandas are endangered because people destroy their habitats." · "If we do not protect rare animals, they will become ___ soon."

2.6 🌊 Rising Sea Levels

SPEAKING	Talk about living near the sea, explain how they would prepare a home or town if the sea level rose, describe the problems coastal cities will face, and give an opinion on relocating coastal residents.
READING AND WRITING	Reads about sea levels and coastal flooding and writes whether governments should relocate people away from flood risks.
WHY IT MATTERS	Introduces hypothetical language ("if the sea level rose, I would…") and strengthens explaining, a big step in a child's grammar and problem solving.

Key words: Sea level, Coast, Flood, Land ice, Island, Danger, Rise, Wall

Sentence patterns: "When polar ice melts, the sea level ___." · "People who live near the beach might lose their ___."

2.7 🌪️ Extreme Weather

SPEAKING	Talk about weather they dislike, tell about an extreme-weather experience, explain how a family can prepare for a storm or flood, and discuss warning systems versus rebuilding.
READING AND WRITING	Reads about a town that receives a radio storm warning and prepares, and writes whether governments should spend more on warnings or on rebuilding.
WHY IT MATTERS	Teaches safety and preparation language (warning, shelter, emergency) so children can understand weather alerts and speak calmly about emergencies.

Key words: Storm, Typhoon, Heatwave, Wind, Damage, Warning, Emergency, Shelter

Sentence patterns: "During a heavy storm, it is safest to stay indoors." · "Extreme weather is becoming more frequent because of ___."

2.8 ♻️ Recycling

SPEAKING	Talk about recycling at home, describe something they would make from recycled materials, explain why some people do not recycle, and argue whether recycling should be compulsory.
READING AND WRITING	Reads about a girl learning to separate waste and writes an opinion on making recycling compulsory by law.
WHY IT MATTERS	Ends the Band 4.0 programme by combining every skill: describe, explain a barrier, propose solutions and argue a position, with a topic children can act on tomorrow.

Key words: Recycle, Bin, Separate, Waste, Material, Reduce, Reuse, Environment

Sentence patterns: “At home, we separate our trash into ___.” · “The rule of the three R's is: ___.”

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