

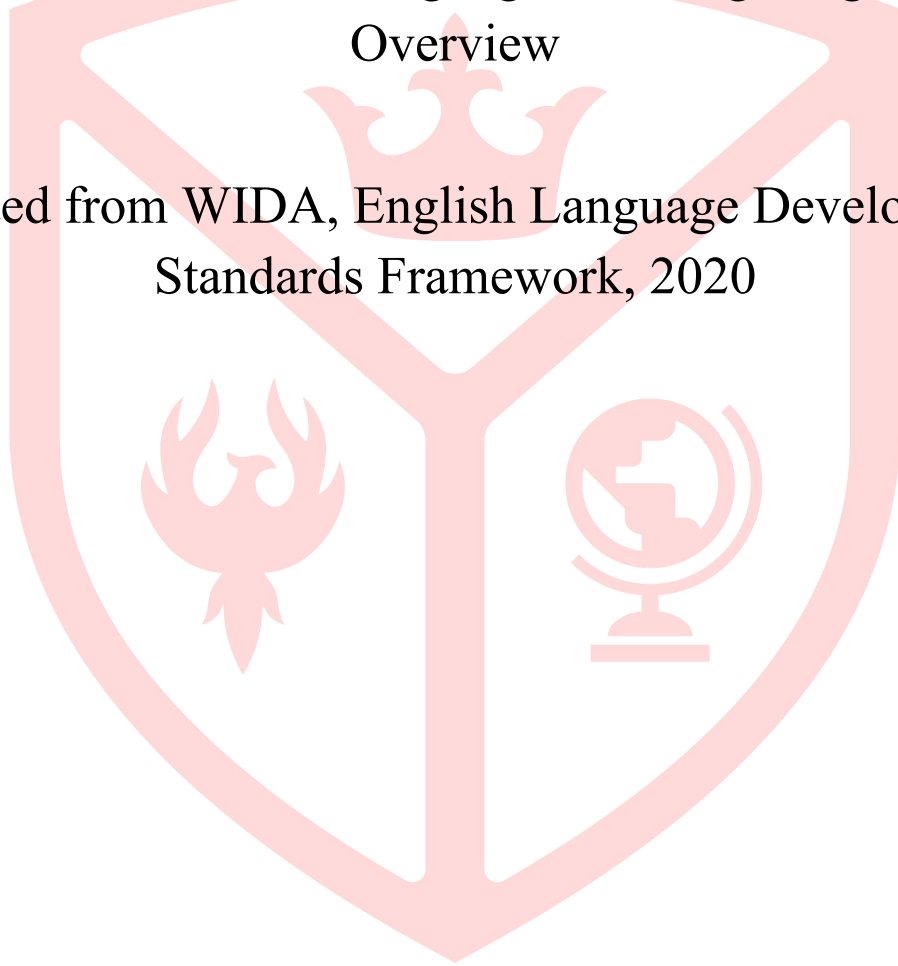


Knightsbridge House International School

Knightsbridge House International School  
English as a Second Language Learning Programme

Overview

Adapted from WIDA, English Language Development  
Standards Framework, 2020





# Knightsbridge House International School

## ESL Programme Preamble

Ideas interwoven throughout this document support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs.

ESL students, new to English, work through a series of Standards that support English acquisition, confidence, and development from one standard to the next. The ESL standards entered into do not relate to the year group the student is in, but the standard of English they are in. As such, students entering the KBH ESL programme are assessed for English proficiency and are then assigned a teacher to support the English learning.

### Placement into the KBH ESL Programme

- Upon admission to KBH, students may be required or identified as needing additional language support.
- KBH administers a reading test to ascertain the standard the student is at.
- If a child has no English, they must be placed in the ESL programme.
- The class English teacher will lead in the ESL English support, whilst the Teachers Assistant will deliver the ESL content, guided by the class English Teacher.
- ESL lessons will take place in class, with the ESL student being supported in the classroom, or as individual or small group withdrawal sessions with students who are at the same ESL Standard.
- ESL support lessons last for one period during the day.
- The class English teacher with the support of the Teacher's Assistant will prepare all resources, worksheets and lesson content for each student.

KBH ESL Standard	Standard Descriptor
Standard 1	Students are complete beginners or they are students who have had little

	experience or limited exposure to English.
Standard 2	Students have a basic knowledge of English structures covered in Standard 1. Students have completed Standard 1. Students may commence the KBH ESL programme at this standard as they have been assessed as competent at Standard 1.
Standard 3	Students who have a basic knowledge of English structures covered in Standard 1 and Standard 2 and have completed the first two standards. Students may commence the KBH ESL programme at this standard as they have been assessed as competent at Standards 1-2.
Standard 4	Students have either completed Standards 1 to 3 or have a basic knowledge of grammar and vocabulary introduced in the first three standards. Students may commence the KBH ESL programme at this standard as they have been assessed as competent at Standards 1-3.
Standard 5	Standard 5 follows on from Standards 1 - 4. Standard 5 expands on what has been taught in Standards 1 - 4, and introduces opportunities to express more complex ideas. Students may commence the KBH ESL programme at this Standard as they have been assessed as competent at Standards 1 - 4.
Standard 6	Students have completed Standard 1 - 5 or or have been assessed as being at Standard 6 competency. Standard 6 will continue to build on what they have already been taught whilst also introducing more vocabulary and encouraging more independent sentence creation.



Students gain proficiency as they move through each Standard. At each Standard, students are assessed against the specific learning objectives. How long they require KBH ESL lessons/support will depend on how quickly students acquire English Language proficiency skills.

<b>KBH ESL Key Standard Competencies</b>	
Standard 1	<ul style="list-style-type: none"> <li><input type="checkbox"/> Simple greetings, emotions and "How are you?"</li> <li><input type="checkbox"/> Numbers and "How old are you?"</li> <li><input type="checkbox"/> Some countries and "Where are you from?"</li> <li><input type="checkbox"/> Classroom objects and "What is it?"</li> <li><input type="checkbox"/> Fruit and vegetables and, "What are they?" to introduce plural forms.</li> <li><input type="checkbox"/> Friends and family words, as well as "Who is it?" and "Who are they?"</li> <li><input type="checkbox"/> Colours and, "What colour is it?"</li> <li><input type="checkbox"/> Animals and "What's your favourite animal?"</li> <li><input type="checkbox"/> Body parts and "What is this?"</li> <li><input type="checkbox"/> Shapes and, "Yes it is," or "No, it isn't."</li> </ul>
Standard 2	<ul style="list-style-type: none"> <li><input type="checkbox"/> He/she/they pronouns and different emotions and countries.</li> <li><input type="checkbox"/> 'Can' for ability and asking and answering questions with 'can'.</li> <li><input type="checkbox"/> 'Like' in the present simple and asking and answering questions about food.</li> <li><input type="checkbox"/> Adjectives and nouns, with the question, "What is it?"</li> <li><input type="checkbox"/> There is/there are alongside kitchen vocabulary.</li> <li><input type="checkbox"/> Simple prepositions of place are introduced with technology vocabulary.</li> <li><input type="checkbox"/> Introduction to the present continuous with the structure, "What are you doing?"</li> <li><input type="checkbox"/> Demonstrative pronouns: this, that, these, and those.</li> <li><input type="checkbox"/> Imperatives with useful classroom instructions.</li> <li><input type="checkbox"/> Clothes vocabulary with a recap of the present continuous and different pronouns.</li> </ul>
Standard 3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Numbers from 20 to 100.</li> <li><input type="checkbox"/> Telling the time and parts of the day.</li> <li><input type="checkbox"/> Days of the week and schedules.</li> <li><input type="checkbox"/> Weather.</li> <li><input type="checkbox"/> Months of the year and seasons.</li> <li><input type="checkbox"/> Daily routines with time.</li> <li><input type="checkbox"/> Like + ing with different outdoor sports and activities.</li> <li><input type="checkbox"/> 'How often' with verbs and different activities like cleaning the</li> </ul>

	<p>house and buying a new phone.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepositions of place relating to places in the community.</li> <li><input type="checkbox"/> There is/there are.</li> </ul>
Standard 4	<ul style="list-style-type: none"> <li><input type="checkbox"/> School subjects and descriptive adjectives with the questions, “What is your favourite...?” and “What is your least favourite...?”</li> <li><input type="checkbox"/> Past simple tense with common regular and irregular verbs.</li> <li><input type="checkbox"/> Birthday party vocabulary and the verb ‘to be’ in past simple form - was and were.</li> <li><input type="checkbox"/> Places and activities with the questions, “Where did you go?” and “What did you do?”</li> <li><input type="checkbox"/> Health and giving appropriate advice using modal verbs - should and shouldn’t.</li> <li><input type="checkbox"/> Sea creatures under the sea and at the aquarium with articles - a and an.</li> <li><input type="checkbox"/> Quantifiers, countable and uncountable nouns in the context of shopping and ingredients.</li> <li><input type="checkbox"/> Jobs and third person auxiliary verbs using the question, “What does he/she do?” and “What do they do?”</li> <li><input type="checkbox"/> Personal items using the possessive ‘s’ to answer the question, “Whose is this?”</li> <li><input type="checkbox"/> Countable nouns with the question, “How many are there?” in the context of different animals, environments and places.</li> </ul>
Standard 5	<ul style="list-style-type: none"> <li><input type="checkbox"/> The future tense with will/won’t.</li> <li><input type="checkbox"/> Personal descriptions with the question ‘What do/does they/he/she/look like?’.</li> <li><input type="checkbox"/> The structure ‘Have you got...?’ within the context of shopping.</li> <li><input type="checkbox"/> Getting to know you and countable/uncountable nouns.</li> <li><input type="checkbox"/> Dreams and Aspirations with focal questions of ‘What do you want to be?’ and ‘What do you want to do?’</li> <li><input type="checkbox"/> Comparative and superlative adjectives.</li> <li><input type="checkbox"/> Future tense with ‘going to’ and travel plans.</li> <li><input type="checkbox"/> Restaurant scenarios and international foods.</li> <li><input type="checkbox"/> Parts of speech.</li> </ul>
Standard 6	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensifiers using very, really, extremely etc.</li> <li><input type="checkbox"/> Using ‘I’d like’ to give an order or request.</li> <li><input type="checkbox"/> Expressing the modals ‘could/couldn’t’</li> <li><input type="checkbox"/> Speaking about life experiences in the past perfect tense.</li> <li><input type="checkbox"/> Prepositional phrases of movement such as ‘to’, ‘across’, ‘along’, etc.</li> <li><input type="checkbox"/> Prepositions of time such as ‘in’, ‘at’, ‘on’.</li> <li><input type="checkbox"/> Differentiating between adverbs of place, manner, time, frequency and purpose.</li> </ul>

	<input type="checkbox"/> Using 'wh-' questions in the past tense. <input type="checkbox"/> Learning how to speak about possible situations using the zero conditional.
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## KBH ESL Lesson Structure

- Each lesson begins by presenting the key structures that are to be learnt, before some guided reinforcement
- Exercises such as gap fills, matching exercises or reference to previous learning will occur
- Speaking practice with structured dialogues is part of each KBH ESL lesson format
- Revision of what they have learnt in each lessons consists of completing true or false activities, dialogue creations or worksheets that pair with the lesson focus
- Each KBH ESL lesson features opportunities for confidence building in speaking, reading, writing and listening in English. Some activities will be undertaken with other KBH ESL students who are at a similar standard of English, under teacher guidance

## KBH ESL Lesson Content

Standard 1 Lesson Content	Focused sentence work	Key focused vocabulary
Lesson 1	Hello, What's your name? How are you?	(I'm) happy, sad, angry, tired, hungry, sick, scared, worried My name is ... / Hello / Hi
Lesson 2	How old are you?	I'm xxx years old Numbers 1 - 20
Lesson 3	Where are you from?	I'm from... Mexico, the UK, the USA, Spain, South Korea, Turkiye, China, Morocco, Brazil, Japan
Lesson 4	What is it?	It's a... pencil, chair, bag, notebook, pencil case, table, pen, computer, teacher, screen, keyboard, mouse
Lesson 5	What are they?	They are... apples, oranges, bananas, tomatoes, grapes, avocados, potatoes, eggs,

		olives, cucumbers
Lesson 6	Who is this?	This is my... / They are... family, Mum, Dad, parents, brother, sister, grandma, grandpa, teacher, teachers, friend, friends
Lesson 7	What colour is it?	It's... red, blue, yellow, white, pink, green, purple, grey, brown, orange, black
Lesson 8	What's your favourite animal?	My favourite animal is a... cat, dog, elephant, rabbit, dolphin, lion, horse, monkey, tiger, shark
Lesson 9	What is that? What are they?	This is my... / These are my... body, nose, mouth, head, stomach, eyes, arms, legs, feet, hands, ears
Lesson 10	Is it a...?	Yes it is No it isn't Triangle, square, circle, rectangle, oval, star, heart
*Progression to Standard 2 takes place when mastery of Standard 1 is evidenced		

Standard 2 Lesson Content	Focused sentence work	Key focused vocabulary
Lesson 1	Review of standard 1 Sentences: Where are you from? How are you? How old are you? Subject Pronouns: he/she/they	I am (from) / He is (from) / She is (from) / They are (from)... annoyed, embarrassed, thirsty, nervous Poland, France, Argentina, Nigeria, Vietnam, South Africa
Lesson 2	Can for ability: Can you...?	I can... Jump, swim, run, fly, walk, sing, dance, read, write, drive Yes, I can. / No, I can't.
Lesson 3	Do you like...? What do you like?	I like... pizza, hamburgers, sandwiches, fizzy drink, juice,



		coffee, tea, ice cream, hotdogs, cake, milk, cheese Yes, I do. / No, I don't.
Lesson 4	What is it?	It's a/an (adjective + noun) small, big, tall, short, cute, scary, car, bus, giraffe, panda, wolf
Lesson 5	Is there a/an...?	There is / There isn't... There are / There aren't... Kitchen objects: plates, spoons, knife, fork, chopsticks, bowl, refrigerator, microwave, oven, cup, mug
Lesson 6	Prepositions of place: in, on, under, next to, in between Where is ...?	Desk objects/tech: phone, tablet, laptop, speaker, mouse, keyboard, charger, camera
Lesson 7	Verb + ing (Present continuous) What is he/she doing? What are they doing? What are you doing?	I am... / He is... / She is... / They are... running, hiking, riding, driving, playing, swimming, writing, reading, cooking
Lesson 8	Transport What is that?/What are those?/What are these?/What is this?	This is a... / That is a... / These are ... / Those are ... skateboards, roller skates, bikes, plane, helicopter, cars, bus, taxi, subway, train, truck, drones
Lesson 9	Imperatives & Classroom Instructions	Sit down, stand up, open/close your book, turn your computer on/off, turn your mic on/off, do your homework
Lesson 10	What is she wearing? What are they wearing? What are you wearing?	He/She is wearing... T-shirt, trousers, jeans, trainers, shoes, jumper, dress, skirt, jacket, hat, shorts, socks
*Progression to Standard 3 takes place when mastery of Standard 2 is evidenced		

Standard 3 Lesson Content	Focused sentence work	Key focused vocabulary
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Lesson 1	How old is ....?	My brother is ... years old. 20 - 100 Focus on 20, 30, 40, 50, 60, etc.
Lesson 2	What time is it?	1 o'clock - 12 o'clock Midnight, noon, afternoon, morning, evening
Lesson 3	What day is it today? What do you do on ...?	On Mondays, I... play football, go to the cinema, go to English class, go to school, clean the house, visit my grandma, play with friends, go to the park Once a week, twice a week, three times a week
Lesson 4	What's the weather like today?	Rainy, windy, hot, cold, foggy, sunny, snowy, stormy, cloudy, partly cloudy
Lesson 5	What month is it? What season is it?	Months: January - December Seasons: spring, summer, autumn, winter
Lesson 6	Daily routines What time do you...?	After, before, go to bed, wake up, brush my teeth, go to school, do my homework etc At, early, late
Lesson 7	What do you like doing?	I like... skiing, skydiving, longboarding, mountain biking, snowboarding, rock climbing, scuba diving, snorkelling, kayaking, surfing, horse-riding, bungee jumping
Lesson 8	How often do you...?	I (always, never, often, sometimes) ... clean my room, walk the dog, cut my hair, buy a new phone, visit my grandma, visit the dentist
Lesson 9	Places Where is the...?	Shop, school, police station, park, train station, bus stop, shopping centre, hotel, library, hospital (Prepositions of places); behind, opposite, near to, next to, in front of, between, near
Lesson 10	Hotel room What is there?	There is a... / There are... wardrobe, bed, lamp, balcony, desk, bath, TV,

		window, hairdryer, sink, mirror
*Progression to Standard 4 takes place when mastery of Standard 3 is evidenced		

Standard 4 Lesson Content	Focused sentence work	Key focused vocabulary
Lesson 1	What's your favourite subject? What's your least favourite subject? Why?	My favourite subject is... Science, Math, English, History, Geography Because it's... difficult, boring, fun, exciting, easy, terrible, good, bad
Lesson 2	Past Simple Tense: What did you do yesterday?	Regular verbs: bake, play, watch, call Irregular verbs: eat, drink, take, read
Lesson 3	Past Simple Tense: was/were How was the birthday cake?	It was amazing. Balloon, clown, gift, music, invite, birthday cake, card, games, ribbon, candle, gift bag
Lesson 4	Past Simple Tense: Where did you go? What did you do?	I went to the... Theme park, museum, beach, water park, zoo, science centre, restaurant, shopping Centre Irregular verbs: Ride, Go, See, Eat, Buy
Lesson 5	Modal Verb: Should / Shouldn't	I have a... toothache, stomach ache, headache, fever, sore throat. You should (take/eat/visit/get)... medicine, vegetables, a dentist, rest.
Lesson 6	Articles Review: A / An What is at the aquarium? What is under the sea?	There is a/an... starfish, squid, eel, otter, shark, dolphin, whale, fish, octopus, turtle, aquarium, sea
Lesson 7	Quantifiers, Countable and Uncountable Nouns: How much? How many?	There is a (bag) of... sugar, flour, butter, oil, jam, eggs, nuts, bananas, carrots, chocolate bars Quantifiers: bag, bottle, block, dozen,

		jar
Lesson 8	Third person auxiliary: What does he/she do? What do they do?	He/She is a... / They are... scientist, delivery person, cleaner, doctor, dentist, lawyer, vet, firefighter, police officer, chef
Lesson 9	Possessive 's: Whose is necklace this?	This is my mother's/brother's/grandma's... necklace, watch, scooter, board game, perfume, medicine, handbag, sunglasses
Lesson 10	Countable Nouns: How many are there?	There are ... at/in the ... Zoo: tigers, snakes, giraffes Beach: umbrellas, seagulls, sandcastles Museum: paintings, sculptures, Botanical Garden: flowers, trees, fountain Theme Park: roller coasters, tickets Aquarium: sharks, squid, seahorses City: supermarkets, restaurants, park, subway station, trains, maps
*Progression to Standard 5 takes place when mastery of Standard 4 is evidenced		

Standard 5 Lesson Content	Focused sentence work	Key focused vocabulary
Lesson 1	Future Tense - Will/won't	What will you do? What will you wear? Where will you go? I will... Space, moon, rocket, flying car, spacesuit, VR headset
Lesson 2	Appearances What do they/he/she look like?	He has/She has... He's wearing glasses... He is/She is... Glasses, tall, short, freckles, curly, straight, bald
Lesson 3	Shopping	Yes, we do/No, we don't

	Have you got....?	Suitcase, sleeping bag, map, cricket bat, tennis racket, rugby ball, guitars piano, drumset, flute, paper, paint, paintbrushes, glue
Lesson 4	Countable and uncountable nouns How much/how many?	How much time do you spend exercising? How many siblings do you have? Time, water, tea, exercise, pets, siblings, languages
Lesson 5	Desires/hopes/dreams What do you want to be? What do you want to do?	I want to (be a)... Singer, dancer, actor, lecturer, diplomat, president, artist, athlete
Lesson 6	Comparatives Who is younger? Who is taller? I am younger than...	She/He is taller than... Superheroes, fast, slow, strong, weak, smart, brave, baby, child, teenager, adult taller, shorter, older, younger.
Lesson 7	Superlatives with Nature and Landmarks What is the tallest mountain on Earth?	Mount Everest is the tallest mountain on Earth. Fast, slow, strong, weak, long, short, cheetah, seal, spider, bear, fox, gorilla, owl, chicken, cow, mouse, fish, sloth, tail
Lesson 8	Travel Plans What are you going to do...?	I'm going to... Suitcase, hotel, hammock, barbecue, friends, shopping, food, pack, stay, relax, have, make, go, try
Lesson 9	Foods around the world Can I have..?	Tacos, curry, ramen, kimchi, pho, pasta, paella, kebabs, escargots...
Lesson 10	Parts of speech Nouns, verbs, adjectives	Book, mobile phone, shoes, flower, South Korea, SpaceX, beautiful, colourful, new, awesome, funny, cool, excitedly, quickly, gracefully, quietly, neatly, skilfully, joyfully....
*Progression to Standard 6 takes place when mastery of Standard 5 is evidenced		

Standard 6	Focused sentence work	Key focused vocabulary
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Lesson Content		
Lesson 1	Intensifiers - How do you feel?	very, really, quite, extremely
Lesson 2	Making requests - I'd like What would you like? What wouldn't you like? How can I help you?	towels, wifi password, volleyball, watermelon, fan, boat, room service, blanket
Lesson 3	Modals - could/couldn't What could you do? What couldn't you do?	catch, fix, carry, climb, smell, understand, ball, fish, bed, table, language, bag, rock/mountain, tree, laptop, bicycle, bread, flowers
Lesson 4	Present Perfect Tense Have you...?	Europe, Paris, London, village, countryside, fantastic, waterfall
Lesson 5	Present Perfect Tense What have...? How long have...? Where have...?	castle, huge, adventure, journalist
Lesson 6	Prepositional phrases - in, on, along The bee flies to the flowers.	duck, bee, cow, horse, frog, mouse to, from, along, across, over, through
Lesson 7	Prepositions of Time - in, at, on When do you...?	morning, night, summer, weekend, birthday
Lesson 8	Adverbs - Time, Manner, Frequency, Place, Purpose Where? When? How? How often? Why?	suitcase, hotel, hammock, barbecue, friends, shopping, food, pack, stay, relax, have, make, go, try
Lesson 9	Wh- questions in Past Tense sentences Which? Where? Who? What? When? Why?	pancake, meatballs, sausages, pie, mango, milkshake
Lesson 10	Zero Conditional If/When...	prize, gym, goal, cry, team, tired

# Examples of KBH ESL Work Activities

## Standard 1 Lesson 1

Focus: Hello, What's your name? How are you?









Vocabulary: (I'm) happy, sad, angry, tired, hungry, sick, scared, worried My name is ... /Hello / Hi

**Lesson-1-Worksheet**

Activity 1: Trace the sentences.

1. Hello!
2. Hi!
3. What's your name?
4. My name is Eva.
5. How are you?

Activity 2: Match the emotions with the faces.

	1. worried	
	2. sad	
	3. happy	
	4. angry	
	5. scared	
	6. sick	
	7. tired	
	8. hungry	

## Standard 2 Lesson 10

Focus:

What is she wearing? What are they wearing? What are you wearing?

Vocabulary:

He/She is wearing...

T-shirt, trousers, jeans, trainers, shoes, jumper, dress, skirt, jacket, hat, shorts, socks

**Activity 1: Label the images.**

**Word Bank**

shorts	shoes	dress	jeans	t-shirt	trousers
jumper	skirt	hat	jacket	socks	trainers



## Standard 5 Lesson 5

Focus: Desires/hopes/dreams

What do you want to be?

What do you want to do?

Vocabulary: I want to (be a)...


Singer, dancer, actor, lecturer, diplomat, president, artist, athlete

**Activity 1: Write the correct profession next to each picture. Use the words in the word bank to guide you.**

dancer	athlete	singer	lecturer
artist	diplomat	president	actor

1.  \_\_\_\_\_

2.  \_\_\_\_\_

3.  \_\_\_\_\_

4.  \_\_\_\_\_

5.  \_\_\_\_\_

6.  \_\_\_\_\_