





LEVEL 6 COURSE



Welcome to Level 6 – This is a pre-intermediate and intermediate English course for children which introduces more complex grammar, vocabulary and sentence forms. It provides children with communicative skills for talking about the past, comparing and contrasting things, talking about the future and using conditional sentences. The following units are covered:

-  Unit 1 – We Visited a Zoo
-  Unit 2 – Natural World
-  Unit 3 – World Travel Destinations
-  Unit 4 – Healthy Lifestyle
-  Unit 5 – Favorite Movies
-  Unit 6 – Young Scientist
-  Unit 7 – Different Jobs
-  Unit 8 – Weather Forecast
-  Unit 9 – Fire Drill
-  Unit 10 – After a Vacation





Unit 1- We Visited a Zoo

Objectives:

- Teach ESL learners how to describe events that took place in the past
- The lesson focuses on the use of the past simple tense.
- It also introduces the past progressive tense for talking about actions that were going on at a specific time frame in the past.
- The lesson also highlights the differences between the irregular and regular past tenses of verbs – regular past is formed by adding -ed or -d to the end of the verb.

Lesson Story:

Freddie and Lisa have just returned to the zoo where they had a lot of fun. They decide to go tell their friends, Bob and Sally. They are amused by the fact that Lisa lost her hat to a monkey at the zoo. Freddie impersonates the monkeys to help Bob and Sally visualize the event.

Vocabulary:

Adverbials of time

Yesterday	Last week	Last month
Two minutes ago	Two years ago	Last winter

Irregular Past Verbs & Sentences

have	had	We had a good time at the zoo yesterday.
do	did	What did you do at the zoo yesterday?
see	saw	We saw the pandas.
go	went	We went to the zoo by car yesterday.

Regular Past Verbs & Sentences

reach	reached
grab	grabbed
play	played
dance	danced
visit	visited

1. The monkey reached out and grabbed Lisa's hat.
2. The monkeys played with Lisa's hat.
3. We visited the zoo last week.

Present & Past Progressive in Sentences

<ul style="list-style-type: none">• The monkey is eating a banana.	<ul style="list-style-type: none">• The monkey was eating a banana.
<ul style="list-style-type: none">• They are swinging all over the branches.	<ul style="list-style-type: none">• They were swinging all over the branches.



Unit 2 – Natural World

Objectives:

- This lesson teaches ESL kids vocabulary related to the natural world.
- Students will learn how to use comparatives and superlatives to describe things in the natural world.
- After this lesson, kids should be able to compare and contrast things.

Lesson Story:

Ms. Ann's topic for the day is volcanoes. She teaches the students what a volcano is and about eruptions. Freddie asks if volcanic eruptions are dangerous. Ms. Ann tells them the story of a mountain in Italy that erupted with deadly consequences. Frightened by the new knowledge, the kids wonder whether this might happen to them. Ms. Ann promptly explains that most volcanic eruptions actually take place in the oceans.

Vocabulary:

volcano
lava
Earth's core
mountain
erupt
dangerous
ocean
ash
71% or 71 percent = 71/100
river

Comparatives & superlatives (use some objects to show)

long	longer	longest
big	bigger	biggest
small	smaller	smallest
colder	colder	coldest
hot	hotter	hottest
dry	drier	driest

Sentences with superlatives

What is the biggest ocean?
The Pacific Ocean is the biggest.
What is the longest river?
The Nile is the longest river.
What is the driest desert?
The Atacama Desert in Chile is the driest desert.
What is the coldest ocean?
The Arctic Ocean is the coldest. It is also the smallest ocean.



Unit 3 – World Travel Destinations

Objectives:

- Teach ESL learners the names of the world's most iconic structures and the countries in which they are found – Great Wall, Coliseum, Pyramids, Eiffel Tower etc.
- The lesson also teaches extreme forms of adjectives, otherwise known as non-gradable adjectives. Learning extreme adjectives will enable learners to further develop their vocabulary.
- The lesson also teaches the passive voice which is suitable for talking about historical objects and people – Ex. was built, was built by. In the passive voice the object of the sentence receives the action.

Lesson Story:

Lisa and Bob are reading books about travel in the school library. Lisa is looking for a place she would like to visit. The books provide interesting information about world famous ancient structures. They learn about the ages of iconic constructions like the Great Wall, Coliseum and the Eiffel Tower.

Vocabulary:

Man-made wonders

Pyramids of Egypt
Great Wall of China
Eiffel Tower of France
Coliseum of Rome
Taj Mahal of India
Terracotta Warriors of China

Extreme Adjectives

old	ancient (very old)
big	gigantic (very big)
good	wonderful (very good)
bad	terrible (very bad)
beautiful	stunning (very beautiful)

Talking about the Pyramids of Egypt

- When **were** the Pyramids of Egypt **built**?
- They **were built** over 5000 years ago.
- That's **ancient**!

Talking about the Great Wall

- When **was** the Great Wall **built**?
- It **was built** in 200 BC.
- It's **gigantic**!

Talking about the Taj Mahal

- **Who was** the Taj Mahal **built by**?
- It **was built by** Emperor **Shah Jahan**.
- It's **stunning**!



Unit 4 – Healthy Lifestyle

Objectives:

- Teach English learners how to talk about being healthy
- The lesson teaches vocabulary related to health, body and exercise.
- This lesson also teaches ESL learners adjective + preposition combinations – good + for, bad + for, used when talking about keeping the body healthy.

Lesson Story:

Mom and Dad are taking Freddie and Lisa to somewhere. The kids want to know where they are going. Their parents tell them they are off to the gym. A conversation about staying healthy ensues. Freddie and Lisa learn that staying health is a combination of eating healthy foods and doing exercise.

Vocabulary:

gym
exercise
body
heart
fruits
vegetables
sweets
dessert (ice cream)
run

Expression 'good for/bad for'

Exercise is good for you.

Eating fruits and vegetables is good for you.

What food is good for your body?

Eating too many sweets is bad for you.

What food is bad for your health?



Unit 5 – Favorite Movies

Objectives:

- This English lesson teaches young learners the names of different types of movies and how to describe movies.
- They will also learn how to express preference for different movies and give reasons using adjectives and other expressions.
- Learn how to make decisions and arrive at a compromise

Lesson Story:

Bob and Sally are at a video rental shop. They are trying to pick a movie to take home and watch. However, they must decide on a movie they both like. Bob likes action movies but Sally doesn't. Sally likes comedies but Bob doesn't. In the end, they settle for a cartoon because it is both funny and full of action.

Vocabulary:

action movie (James Bond)
cartoons
comedy (Mr. Bean)
westerns (cowboy movies)
sci-fi (like Star Wars & Aliens)
fantasy movie (like Harry Potter & Lord of the Rings)
documentary (National Geographic)
actor (man)
actress (woman)

Adjectives to describe movies

action movies	exciting
comedy	funny
documentary	boring
cartoons	funny, can laugh
documentary	informative, can learn a lot

Movie Sentences

- What's your favorite movie?
- I like action movies.
- Why do you like action movies?
- I like action movies because they are exciting.
- Do you like comedies?
- Yes, I do.
- Why do you like comedies?
- I like comedies because they are funny. They make me laugh.
- Do you like documentaries?
- No, I don't.
- Why do you not like documentaries?
- I don't like them because they are boring.
- Do you like documentaries?
- Yes, I do.
- Why do you like documentaries?
- I like documentaries because they are informative.
- What's your favorite cartoon?
- My favorite cartoon is Tom and Jerry.
- What's your favorite sci-fi movie?
- My favorite sci-fi movie is Star Wars.
- Who's your favorite actor?
- My favorite actor is Tom Cruise.
- Who's your favorite actress?
- My favorite actress is Angelina Jolie.



Unit 6 – Young Scientist

Objectives:

- This lesson teaches English learners, vocabulary and expressions related to the environment and environmental protection.
- Students will learn to use verbs with the prefix 're-' to talk about protecting the environment - recycle, reuse and replant.
- They will also review the use of the modal verb 'should', for giving advice.

Lesson Story:

Freddie walks into the room and asks Lisa if she wants to watch TV. Lisa is too busy doing some work. She is preparing for the 'Young Scientist Contest'. Lisa needs to come up with good ideas for protecting the environment in order to win the contest. They share some of the best ideas for protecting the environment. They also engage Mom in the idea generation process. Thanks to all the joint ideas from the family's brainstorming, Lisa wins the contest.

Vocabulary:

green energy	air
environment	water
polluting	solar panels
natural	windmills
paper	zero emission car
plastic	Earth
waste	scientist

Prefixes 're-' (again)

re cycle	waste
re use	waste
re plant	trees

Key Sentences:

Modals 'Should' & 'Shouldn't' for Environmental Advice

1. We should recycle waste.
2. We should reuse waste.
3. We should replant new trees.
4. We should stop polluting the air and water.
5. We should use zero emission cars.
6. We should walk to school or ride our bikes.
7. We shouldn't drive cars that pollute the air.
8. We shouldn't dump waste into the oceans.



Unit 7 – Different Jobs

Objectives:

- This lesson will expand on jobs and professions vocabulary.
- The students will also learn to talk about what people do in these jobs.
- The lesson reviews the use of the present simple tense used when talking about habitual job related actions.

Lesson Story:

Ms. Ann takes her students to the Space Museum where they meet a tour guide and see retired space crafts. A conversation about astronauts, space and jobs follows. Lisa wants to be an astronaut. Freddie wants to be a tour guide.

Vocabulary:

astronaut
scientist
space
tour guide
museum
chemicals
medicine
rockets
fossils
architect
engineer
sailor
reporter
vet
artist

Jobs & Description

astronaut	flies to space
scientist	invents new things
tour guide	shows people around
architect	designs buildings
engineer	builds things
sailor	steers ships across oceans
vet	takes care of animals
reporter	reports the news
artist	paints pictures

Sentences with Jobs

1. What do you want to be when you grow up, Lisa?
2. I want to be an astronaut when I grow up.
3. What does an astronaut do?
4. An astronaut flies rockets to space.
5. What do you want to be, Freddie?
6. I want to be a scientist.
7. What does a scientist do?
8. A scientist invents new things.



Unit 8 – Weather Forecast

Objectives:

- Teach children how to understand weather forecasts and talk about weather conditions.
- The lesson also teaches the use of future forms 'will' and 'be going to do' for talking about future occurrences.
- New words related to weather conditions will be introduced – thundering, lightning, rainstorm, warm, overcast skies
- After this lesson, students should be able to understand weather forecasts on TV.

Lesson Story:

Freddie and Bob are in their swimming trunks, about to go out. They ask Dad for permission to go swimming. Dad asks them to check the weather forecast on TV before going out. The forecast is not good as a rainstorm with lightning is not the perfect weather condition for swimming. They are happy they checked the weather forecast. They postpone going swimming for the next day with better weather conditions.

Vocabulary:

Weather conditions

rainstorm	cloudy
windy	showers
warm	breezy
sunny	thundering
lightning	

Other words

temperatures	zero degrees (0°) Fahrenheit
drop	rise
today	tomorrow
afternoon	evening
sky	forecast

Key Sentences:

Future form: 'be going to do'

- It **is going to rain** this evening.
- There **is going to be** a rainstorm this afternoon.

Future form: 'will do'

- It **will rain** later in the afternoon.
- The rain **will last** all afternoon.
- The weather man **will give** us the forecast for today.

Future form: 'will be'

- There **will be light showers** tomorrow morning.
- The afternoon **will be** mostly sunny with **clear skies**.
- There **will** probably **be** lightning and thundering to.
- Tomorrow **will be** a nice day to go swimming.

Other ways to describe weather

• beautiful day
• light showers
• overcast skies

Temperature Conversion

Degrees Fahrenheit	Degrees Celsius	How hot
100° F	38° C	hot
59° F	15° C	cool
41° F	5° C	cold



Unit 9 – Fire Drill

Objectives:

- Teach children how to be safe in the event of a fire.
- Learn new words related to fire safety, keeping safe.
- Learn how to use the conditional sentences to describe imaginary scenarios – if clause.
- Learn how to use the modal verbs 'should' and 'have to' for giving advice.

Lesson Story:

Ms. Ann brings in Fireman Dave to teach her students how to be safe in the event of a fire. Sally quickly declares her dislike for fires. Fires are simply too scary for her. Fireman Dave tells her that the more she learns about fires, the less scary it is. He used Sally to demonstrate what to do if fire gets on your body. The students learn that smoke rises and is the reason they should go down on their knees and crawl if there is a big fire inside the house. They also learn that in the event of a fire, they must feel the door before opening it. Sally is less scared of fires after the lesson.

Vocabulary:

fireman	lungs
fire	breathe
hot	knees
smoke	scared
crawl	feel the door (touch)
drop	fire extinguisher
roll	

Key Sentences:

Conditional Sentences

If there is a big fire, **call** the fire department.

If there is fire on you, **stop, drop and roll**.

If there is fire inside the house, **get on your knees and crawl**.

If it is a small fire, you can **put it out** with a fire extinguisher.

Modal 'Should' for giving advice

You **should** call the fire department, if there is a big fire.

You **should** stop, drop and roll if there is fire on you.

You **should** get on your knees and crawl if there is fire in the house.

Advice vs. Condition

You should call the fire department...	...if there is a big fire.
You should stop, drop and roll...	...if there is fire on you.
You should get on your knees and crawl...	...if there is fire inside the house.

Modal 'have to' for urgent advice

You **have to** feel the door before you open it.



Unit 10 – After a Vacation

Objectives:

- Give ESL young learners more practice on the use of the simple past tense for talking about activities in the past
- The lesson places particular emphasis on the simple past tense form of irregular verbs.

Lesson Story:

Students have just returned from their summer vacation. Ms. Ann asks them to get into a group and talk about their vacation. Bob and Sally went to London, where they saw Big Ben. Freddie and Lisa went to New York City where they saw the Statue of Liberty and watched a musical on Broadway. After the group discussion, Ms. Ann asks for a recommendation on where to go for her next vacation.

Vocabulary:

Irregular past tense

go	went
see	saw
meet	met
do	did
have	had
meet	met
take	took
eat	ate
fly	flew

Regular past tense (-ed /-d)

walk	walked
travel	traveled
visit	visited
dance	danced

Key Sentences

Visit to London

- Where **did** you **go** for your vacation?
- We **went** to London.
- What **did** you **see** in London?
- We **saw** Big Ben.
- Did you **meet** the Queen in London?
- No, we **didn't meet** the Queen.
- Yes, we **met** the Queen.
- Did you **have** a good time?
- Yes, we **had** a lot of fun.

Visit to New York

- How **did** you **travel** to New York City?
- We **traveled** by plane?
- What **places did** you **visit** in New York City?
- We **visited** the Statue of Liberty.
- What **did** you **eat** in New York City?
- We **ate** lots of good food.