












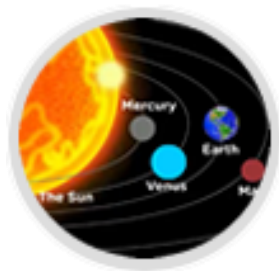
LEVEL 7 COURSE



Welcome to Level 7 – This is an intermediate English course for children which teaches and reinforces complex grammar, vocabulary and sentence forms. Kids will develop more sophisticated language skills around the use of conditional sentences, the passive voice, past & future tenses, comparatives and superlatives, adjectival descriptions, modal verbs and more. The following units are covered:

-  Unit 1 – **Space Museum**
-  Unit 2 – **World Food**
-  Unit 3 – **Physical Description**
-  Unit 4 – **Inside Me**
-  Unit 5 – **Product Materials**
-  Unit 6 – **Natural Disasters**
-  Unit 7 – **Good Manners**
-  Unit 8 – **World Cultures**
-  Unit 9 – **Summer Holiday**
-  Unit 10 – **At the Airport**
-  Unit 11 – **Chinese New Year**





Unit I- Space Museum

Objectives:

- This English lesson teaches children vocabulary about our solar system and the eight planets.
- The lesson also teaches ESL kids how to compare and contrast the 8 planets using comparatives and superlatives – bigger/biggest/farther/farthest.

Lesson Story:

Ms. Ann has just brought her students to the space museum, where they get to learn a lot from each other about the eight planets and our solar system. Lisa, Freddie, Bob and Sally take turns asking and answering questions. Lisa gets to learn more about space than she knew before.

Vocabulary:

8 Planets:

| | | | | | | | |
|---------|-------|-------|------|---------|--------|--------|---------|
| Mercury | Venus | Earth | Mars | Jupiter | Saturn | Uranus | Neptune |
|---------|-------|-------|------|---------|--------|--------|---------|

Space words:

Sun, heat, planets, atmosphere, star, rings, solar system

Comparatives & Superlatives

| | | |
|------|---------|----------|
| big | bigger | biggest |
| hot | hotter | hottest |
| thin | thinner | thinnest |
| cold | colder | coldest |
| near | nearer | nearest |
| far | farther | farthest |

First 4 Planet Facts

| Planet | Distance from the sun | Fact |
|---------|-------------------------------------|-----------------------------------|
| Mercury | nearest to the Sun | but not the hottest |
| Venus | 2 nd planet from the Sun | hottest planet |
| Earth | 3 rd planet from the Sun | not too hot, not too cold |
| Mars | 4 th planet from the Sun | red, dusty, not hot, not too cold |

Sentences: Comparatives & Superlatives

Superlatives: First 4 Planets

- Mercury is the **nearest** planet to the Sun.
- Venus is the **second nearest** planet to the Sun.
- Venus is the **hottest** of all eight planets.
- We live on Earth. It is **one of** the **hottest** planets in our solar system.

Venus Fact: Why is Venus the **hottest** planet, not Mercury?

- Venus is the **hottest** because it has a **thick** atmosphere that traps the heat from the Sun.
- Mercury is **nearest** to the Sun but not the **hottest** because its **atmosphere** is **thinner** than that of Venus.
- A **thinner** atmosphere allows some of the Sun's heat to escape.
- A **thicker** atmosphere keeps much of the Sun's heat.

Superlatives: Last 4 Planets

- Jupiter is the **biggest** planet in our solar system.
- Saturn is the **second biggest** planet in our solar system.
- Neptune is the **coldest** planet in our solar system.
- Neptune is also the **farthest** planet from the Sun.

Facts about the Sun

- The Sun is a star, not a planet. It is the biggest thing in our solar system.
- Without the Sun, there would be no life on Earth.
- The Sun is a dying star.



Unit 2 – World Food

Objectives:

- This lesson teaches ESL kids vocabulary related to world food and different food cultures.
- In this English lesson, kids also learn how to use adjectives to describe different types of food by taste, texture and country of origin.
- The lesson also focuses on the use of 'like' as a preposition in questions, for prompting an adjectival response.
- This lesson builds on the countries and nationalities lesson from Level 5, Unit 7. It is recommended that children quickly review Level 5 Unit 7 as a good basis for this lesson.

Lesson Story:

Students from different countries are visiting Freddie's Ville. Lisa's family plays host to many of them. It is dinner time and Mom has prepared a typical American meal for the kids, featuring hamburgers. A conversation about what students eat in their countries begins.

Vocabulary:

Countries and food

| Chinese food | dumplings | noodles | |
|----------------------|---------------|-----------|---------|
| Japanese food | sushi | sashimi | |
| Indian food | chicken curry | | |
| Italian food | pasta | spaghetti | lasagna |
| American food | hamburger | hot dog | |

| word | opposite |
|-----------|----------------|
| sweet | bitter |
| sweet | sour |
| spicy | bland |
| word | synonym |
| delicious | tasty yummy |

| Food Taste | |
|---------------------------|-------------|
| • chicken curry | • spicy |
| • noodles, sashimi, sushi | • bland |
| • candy | • sweet |
| • lemon | • sour |
| • pasta | • tasty |
| • hot dog | • yummy |
| • lasagna | • delicious |

Sentences – Preposition 'like' to ask for description

1. What does curry **taste like**?
It's **spicy** and **delicious**.
2. What does sushi **taste like**?
Sushi is **bland**.
3. What does lemon **taste like**?
Lemon is **sour**.

Food texture (how it feels when touched)

| | |
|---------|-----------|
| crumbly | cake |
| crunchy | carrot |
| creamy | ice cream |

4. What is **cake like**?
It's **crumbly**.
5. What is **ice cream like**?
It's **creamy**.
6. What is **carrot like**?
It's **crunchy**.



Unit 3 – Physical Description

Objectives:

- This lesson teaches English learners how to ask and provide physical descriptions of people and things.
- ESL kids will learn new adjectives to describe appearance.
- The lesson teaches the use of the preposition 'like' to ask for description.
- The grammatical focus of the lesson is on the past progressive tense.

Lesson Story:

Freddie and Lisa are at home when they hear banging at Bob's house. The children look through the window to find a burglar loading Bob and Sally's things into a blue car. They call the police who do not arrive in time. An officer later asks Freddie and Lisa for description of the burglar. Thanks to their description, the police are able to catch the thief and recover the stolen items.

Vocabulary:

Adjectives: physical appearance

| |
|-----------------|
| • tall |
| • fat |
| • bald |
| • bearded |
| • moustache |
| • brown hair |
| • curly hair |
| • straight hair |
| • blond hair |
| • short hair |
| • spiky hair |

Other words to describe

| |
|--------------|
| • scar |
| • cheek |
| • blue jeans |
| • burglar |
| • police |
| • low |
| • noise |
| • drive |

Using the preposition 'like' to ask for description

What did he look **like**?

- He was **tall** and **fat**.

What was his hair **like**?

- He had **short curly hair**.

Other ways to describe

What was he **wearing**?

- He was wearing **blue jeans**.

How did he drive his car?

- He drove his car **very fast**.

Grammar: Past progressive

What was he wearing?

- He **was wearing** blue jeans.

What washe driving?

- He **was driving** a blue car.

| Present progressive | Past progressive |
|---------------------|------------------|
| • is wearing | • was wearing |
| • is driving | • was driving |



Unit 4 - Inside Me

Objectives:

- This English lesson for children teaches vocabulary about internal body organs and their functions.
- This ESL lesson also teaches children basic actions by a doctor during a health check.
- The lesson also focuses on the use of the third person singular and plural to talk about the functions of internal body parts.

Lesson Story:

Mom has just brought Lisa to the hospital for a health check. During the visit, Lisa asks the doctor several questions about internal body parts. The poster of a liver and gallbladder in the doctor's office catches her attention and leads to yet another question.

Vocabulary:

Internal body organs

| |
|-------------|
| heart |
| heartbeat |
| blood |
| brain |
| liver |
| lungs |
| gallbladder |
| intestines |
| oxygen |

Internal body organs and functions

| | |
|-----------------------|---------------------------|
| • heart | • to pump blood |
| • brain | • to think |
| • blood | • to carry oxygen |
| • liver & gallbladder | • to break down food |
| • lungs | • to breathe |
| • intestines | • to digest & expel waste |

Sentences

1. The heart pumps blood to the rest of the body.
2. We think with the brain.
3. We breathe through the lungs.
4. The blood carries oxygen to the rest of the body.
5. The intestines help to digest food in the body.
6. The intestines also help to expel waste from the body.
7. The liver & gallbladder help to break down food.
8. The body needs oxygen.

Doctor's actions

1. A doctor checks your heartbeat with a stethoscope.
2. A doctor makes sure the heart is beating at a normal pace.
3. A doctor uses a stethoscope to check your heartbeat.



Unit 5 – Product Materials

Objectives:

- This lesson teaches English learners the raw materials different things are made of or made from, and where they are made.
- This English lesson for kids also focuses on vocabulary related to product materials such as plastic, leather, wood, gold diamond etc.
- The communicative objective of the lesson is to enable English learners to ask and answer questions about different manufactured items.
- The grammar objective of the lesson is to teach children the subtle differences between made of, made from, made out of and made in, which are used in the passive voice.
- Another grammar objective is to introduce the use of tag questions, used when asking for confirmation.

Lesson Story:

Freddie, Lisa and Mom are at a shopping mall. Curiosity gets the better of the kids as they try to learn what different items in the shop are made of. Mom gets to answer many questions from the kids, which helps them learn.

Vocabulary:

Materials

| | | |
|----------------|---------|--------|
| gold | clay | sand |
| rubber | plastic | |
| diamond | glass | milk |
| wood | clay | grapes |
| iron and steel | leather | cocoa |

Sentences & Grammar:

Made of: We use 'made of' when the basic or raw material is still very evident in the final product.

1. **What is** this table **made of**?

It is **made of** wood.

2. **What is** this belt **made of**?

It is **made of** leather.

Made from: We use 'made from' when the connection between the raw material and the final product is not so evident. Think of it as the opposite of 'made of'.

3. **What is** cheese **made from**?

Cheese is **made from** milk.

4. **What is** chocolate **made from**?

Chocolate is **made from** cocoa.

Made out of: We use 'made out of' when referring to the main or specific material used in making a product.

5. What is glass **made out of**?

Glass is **made out of** sand.

Made in: We use 'made in' when asking about the place a product was made.

6. **Where** are BMW cars **made**?

They are **made in** Germany.

7. **Where** are your pencils **made**?

They are **made in** China.

Tag Questions – Sentences

When the sentence is in the negative, the ending tag question is in the affirmative. When the sentence is in the affirmative, the ending tag question is in the negative.

8. This **isn't** a Toyota car, **is it**?

9. This **is** made of glass, **isn't it**?



Unit 6 – Natural Disasters

Objectives:

- This lesson teaches English learners vocabulary about natural disasters.
- The lesson teaches ESL kids how to talk about disaster safety before, during and after.
- Its grammatical objective is to reinforce the use of the modal verb 'should' for giving advice.
- The lesson also teaches the use of 'if clause' and 'main clause' in zero conditional sentences. Zero conditionals are commonly used to talk about established facts or truths.
- This English lesson also reviews the use of the conjunction 'because', which is used when giving reasons.

Lesson Story:

Today at school, the teacher is leading a disaster drill to help students learn how to be safe during a tornado. Ms. Ann explores possible scenarios during a tornado and recommended actions for staying safe. The students also want to know why these actions are important. Ms. Ann does the good job of explaining the reasons to the students.

Vocabulary:

Natural disasters

| |
|-------------------|
| tornado |
| earthquake |
| lightning |
| thunderstorms |
| volcanic eruption |
| tsunami |
| typhoon |

Other Words

| |
|-----------|
| drill |
| siren |
| get ready |
| outside |
| indoors |
| funnel |
| cloud |
| sound |
| wall |
| spin |
| safe |
| destroy |
| winds |

Sentences

Disaster Advice – Using modals 'should/shouldn't'

- You **should** stay indoors during a tornado.
- You **should** get to the corner of room.
- You **shouldn't** go outside during a tornado.
- You **shouldn't** stand near windows during a tornado.

Earthquake Advice: Before, During & After

1. **Before** an earthquake, you **should** do preparatory drills.
2. **During** an earthquake, you **should** move away from tall buildings.
3. **After** an earthquake, you **shouldn't** go into damaged buildings.

If clause + main clause in conditional sentences

1. **If** there is a tornado, you should hide under a table.
2. **If** you see clouds forming a funnel, it's a tornado.
3. **If** you feel the ground shaking, it's an earthquake.

Giving reasons - because

- **Why** should we put our heads down on our knees?
- **Because** if something flies by, it wouldn't hit your head.
- **Why** should we protect our heads?
- **Because** your head is the most important part of your body.

Extended Vocabulary - Word Association

| | |
|-------------------|---------------|
| tornado | funnel cloud |
| earthquake | shake/tremors |
| volcanic eruption | lava flow |
| tsunami | big wave |
| typhoon | strong winds |



Unit 7 – Good Manners

Objectives:

- In this lesson, ESL kids learn how to talk about good and bad manners.
- The lesson teaches a number of adjectives followed by prepositions, used when talking about polite and rude behavior.

Lesson Story:

Freddie is feeling very hungry and decides to eat his snack during lessons. Ms. Ann is not amused and teaches Freddie and the other students about good and bad manners. Freddie is not at his best today and doubles down on his bad behavior by spilling his crumbs everywhere. Ms. Ann asks that he clean up the mess. Lisa helps him to do it quickly. These actions derail the math lesson of the day, leading Ms. Ann to teach them about good and bad manners instead.

Vocabulary:

| |
|----------------|
| • snack |
| • eating |
| • crumbs |
| • mess |
| • hungry |
| • good manners |
| • bad manners |
| • polite |
| • rude |
| • quiet |
| • interrupt |
| • apology |

Collocations - verb and noun

| | |
|---------|--------------|
| accept | your apology |
| raise | your hand |
| pick up | the mess |

Sentences - adjectives followed by prepositions & infinitive

| |
|------------------------------------------------------------------|
| It is polite to say 'thank you'. |
| It is rude to interrupt someone when they are talking. |
| It is rude to talk when the teacher is talking. |
| It is right for you to say you're sorry when you make a mistake. |
| It is right of you to help Freddie. |



Unit 8 – World Cultures

Objectives:

- This ESL lesson aims to teach kids words and expressions related to different cultures.
- The lesson teaches basic cultural taboos in different countries and students learn how to give advice when visiting another country.
- The lesson's grammar focus is on adjectives followed by 'to' which is part of the verb in the infinitive, and the modal 'should/shouldn't' for making cultural recommendations.

Lesson Story:

Freddie and Bob are watching TV when a program about world cultures comes on. They learn that Japanese people bow as a form of greeting and it is polite to return a bow. Freddie and Bob find these cultural tips fun, and take turns practicing them.

Vocabulary:

Countries

| |
|------------|
| • Japan |
| • Canada |
| • China |
| • Thailand |
| • USA |

Actions

| |
|----------------------------|
| • bow |
| • give tips |
| • touch someone's head |
| • stick chopsticks upright |
| • eat with chopsticks |

| |
|-------------------------|
| • point your finger |
| • offer someone a clock |

Good adjectives

| |
|----------|
| • polite |
| • normal |
| • nice |

Bad adjectives

| |
|-------------|
| • rude |
| • impolite |
| • offensive |
| • bad |

Cultures Sentences - Adjectives followed by infinitive 'to'

| | |
|-----------------|--------------------------------------------------------------|
| It is polite | to bow in Japan. |
| It is normal | to eat with chopsticks in most Asian countries. |
| It is rude | to stick your chopsticks upright in a bowl of rice in China. |
| It is polite | to say sorry when you bump into someone in Canada. |
| It is rude | to touch someone's head in Thailand. |
| It is impolite | to point your finger at someone in most cultures. |
| It is offensive | to give tips to waiters in Japan. |
| It is nice | to leave a 20% tip to waiters in the USA. |
| It is bad | to offer someone a clock for a present in China. |

Be a culture expert - Advice using 'should' & 'shouldn't'

| |
|-------------------------------------------------------------------|
| You should bow when someone bows to you in Japan. |
| You should say sorry when you bump into someone in Canada. |
| You shouldn't touch someone's head in Thailand. |
| You shouldn't point your finger at someone. |



Unit 9 – Summer Holiday

Objectives:

- This lesson teaches ESL kids the different ways of talking about future plans.
- The lesson also introduces English learners to words and expressions used when talking about holiday and travel.

Lesson Story:

Dad arrives with very good news. The family are going away to New Zealand for the summer holiday. Dad has made plans and bought tickets for everyone. Freddie and Lisa are asked to pack their bags and get ready for the trip.

Vocabulary: Holiday & Travel Words

| |
|------------------|
| • New Zealand |
| • holiday |
| • travel |
| • Island |
| • lakes |
| • oceans |
| • hotels |
| • plane ticket |
| • book tickets |
| • flight |
| • pack |
| • bungee jumping |
| • swimming |
| • travel guide |
| • airport |

Word Association

| | |
|----------------|------------------------------------------|
| • holiday | • travel, hotels, pack |
| • plane | • tickets, flight, airport |
| • New Zealand | • Islands, country, kiwi, bungee jumping |
| • oceans/lakes | • swimming |

Future forms

| will do | going to do | plan to do | doing |
|---------|-------------|------------|-------|
|---------|-------------|------------|-------|

1. We are **going** to New Zealand on holiday.
2. We are **going to stay** at a hotel.
3. We **plan to visit** New Zealand for five days.
4. We **will leave** the day after tomorrow.



Unit 10 – At the Airport

Objectives:

- This English lesson teaches students words and expressions related to travel and going through the airport.
- The lesson also teaches English learners different collocations relating to airports and flights.
- Students also learn how to give important advice using the expression 'make sure'. This expression is used to show that unpleasant consequences may arise if advice is not heeded.

Lesson Story:

Freddie, Lisa and their parents have arrived at the airport to catch a flight to New Zealand. They are going through security checks. Freddie is alarmed by the metal detector's beeping when he attempts to go through. The security officer does a pat down just to make sure he is not carrying anything dangerous. It turns out it was the metal on Freddie's belt that caused the alarm to go off.

Vocabulary:

| | | |
|----------------|---------------------|---------------|
| security check | flight delay | luggage |
| passport | ticket | boarding pass |
| take off | land | bad weather |
| metal detector | announcement | pat down |
| lounge | airplane | flight number |
| boarding gate | flight cancellation | airport |

Collocations with 'have/get/go'

| | |
|--------------|-------------------|
| • have your | • luggage |
| • have your | • passport |
| • get your | • ticket |
| • get on | • the plane |
| • go through | • security checks |
| • go to | • New Zealand |

Collocations with 'flight'

| | |
|----------|----------------|
| • flight | • tickets |
| • flight | • delay |
| • flight | • cancellation |
| • flight | • number |
| • flight | • booking |

Collocations with 'boarding'

| | |
|----------|------|
| boarding | pass |
| boarding | gate |
| boarding | time |

What the plane does

- The plane is **taking off** soon.
- The plane is **landing** soon.

Giving advice using 'make sure'

- **Make sure** you have your ticket ready.
- **Make sure** you arrive at the airport on time.
- **Make sure** you have your luggage.
- **Make sure** you listen to flight announcements.



Unit II – Chinese New Year

Objectives:

- This English lesson teaches students words and expressions related to Chinese New Year celebrations.
- The lesson also teaches a number of verb/noun collocations used when talking about festivals.
- It teaches ESL kids the use of tag questions to confirm information.

Lesson Story:

At Freddie's school, teaching children about different cultures is important. Today the lesson focuses on the Chinese New Year or Spring Festival. Ms. Ann teaches students how the Chinese New Year is celebrated and offers lucky money in red packets to the students. Freddie is delighted.

Vocabulary:

| |
|-------------------|
| • Chinese |
| • red envelope |
| • lucky money |
| • fireworks |
| • dumplings |
| • firecrackers |
| • chopsticks |
| • lunar calendar |
| • Spring Festival |
| • parade |
| • celebration |
| • fork |
| • calendar |

Verb/noun collocation

| | |
|-------------|--------------------|
| • celebrate | • Chinese New Year |
| • get | • lucky money |
| • give | • lucky money |
| • have | • a feast |
| • eat | • dumplings |
| • open | • the red envelope |
| • go | • to school |

Spring Festival Celebration

- The Chinese celebrate Spring Festival according to the lunar calendar.
- Children do not go to school during the Spring Festival.
- Married people give lucky money to children.
- Families usually have a feast.
- Chinese people eat dumplings with chopsticks.
- Children open the red envelope to find lucky money.

Spring Festival Events: There is.../There are...

- There is a parade during the Chinese New Year.
- There is a show during the Chinese New Year.
- There are fireworks during the Chinese New Year.
- There are feasts in different homes.