

LEVEL 5 COURSE



Welcome to Level 5 – This is a pre-intermediate English course for children which introduces more complex grammar, vocabulary and sentence forms. It provides children with communicative skills for describing, comparing and contrasting things, talking about the future, describing events in a sequence, talking about the past and much more. The following units are covered:

-  Unit 1 - **Animal Comparisons**
-  Unit 2 - **Planting a Flower**
-  Unit 3 - **Marine Animals**
-  Unit 4 - **Futurologist**
-  Unit 5 - **Emotions**
-  Unit 6 - **Hobbies & Activities**
-  Unit 7 - **Countries Attractions**
-  Unit 8 - **Emergencies**
-  Unit 9 - **Farm Mystery**
-  Unit 10 - **Shopping for Shoes**
-  Unit 11 - **When I was**





Unit I- Animal Comparisons

Objectives:

- Teach children how to compare animals using comparatives and superlatives.
- The lesson also teaches English learners other ways of describing animals using essential vocabulary.

The skills learned in this lesson will enable EFL/ESL young learners to be able to compare and contrast people, objects, animals and more. Learning comparisons in English is an essential communication skill every learner needs.

Lesson Story:

Mom, Dad, Freddie and Lisa are visiting the zoo. They are delighted to see swimming turtles and otters. This leads to a conversation on the differences between the animals in the zoo.

Vocabulary:

Adjectives - Opposites

big	small
small	large
fast	slow
tall	short
colorful	plain

Comparing Animals

big	bigger	biggest
small	smaller	smallest
fast	faster	fastest
tall	taller	tallest
playful	more playful	most playful
colorful	more colorful	most colorful

Key Sentences:

1. Elephants are **bigger than** lions.
2. Elephants are **the biggest** animals in the zoo.
3. The angelfish is **smaller than** a turtle.
4. The angelfish is **the smallest** animal in the zoo.
5. Giraffes are **taller than** zebras.
6. Giraffes are **the tallest** animals in the zoo.
7. Otters **swim faster than** turtles.
8. Turtles **swim slower than** otters.
9. The sailfish is **the fastest** swimmer in the world.
10. Monkeys are **more playful than** otters.
11. Monkeys are **the most playful** animals in the zoo.

Comparing using 'as'

1. Zebras are **as big as** horses.
2. The angelfish is **as big as** my thumb.

More ways to describe animals

1. Tigers and zebras have **stripes**.
2. Horses **do not have stripes** but zebras do.
3. A lion's **roar** sounds **scary**.



Unit 2 - Planting a Flower

Objectives:

- Learn to use adverbs of sequence to describe a process.
- Teach EFL/ESL learners the names of flowers and vocabulary related to planting and growing crops.
- To teach students verb noun collocations relating to growing crops.

Lesson Story:

Freddie and Lisa are out walking when they come across roses. Lisa rushes to pick a flower but does not realize that rose plants have thorns. Freddie tries to caution her but it is too late. She gets pricked by a thorn. Freddie teaches her how to grow flowers.

Vocabulary:

Names of flowers

roses	daffodils	tulips
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Other words

thorns
water
soil (dirt)
plant
hole
seed
grow out
wait
sun

Verb/Noun Collocations

plant	seeds
pick	roses
water	plants
dig	a hole
bury	seeds in the soil

Key Sentences:

Adverbs of sequence – How to plant flowers

1. **First**, dig a hole in the soil.
2. **Then** plant the seeds.
3. **Next**, you water the seeds every day.
4. **After that**, a plant will grow out.
5. **Finally**, wait a few weeks for flowers to come out.



Unit 3 - Marine Animals

Objectives:

- Learn the names of animals that live in the sea and some of their unique characteristics.
- Spark curiosity in the lives of sea animals and teach essential English vocabulary and phrases for talking about their unusual lifestyles.
- To learn to ask and give descriptions of sea animals.

Lesson Story:

Lisa and Sally are in the school library reading about marine animals. Lisa is particularly surprised to learn that seahorses are cared for by their dads and not moms. The two girls also learn that the tilapia fish carries its eggs in the mouth and that turtles lay their eggs in nests like birds. Miss Ann arrives in time to teach them more about other sea animals. Lisa is saddened by the fact that the mother octopus dies after delivering her baby.

Vocabulary:

Sea animal vocabulary

seahorse
crab
dolphin
shark
seal
turtle
octopus
lobster
whale
shrimp
tilapia fish

Other words

eggs
pouch
nest
legs
birds
sea (marine)

Animal features

seahorses	carry eggs in dad's pouch
octopuses	have eight legs
sharks	have sharp teeth
crabs	have two long claws
turtles	lay eggs in nests
tilapia fish	carry eggs in their mouth

Key Sentences:

Asking about marine animals

1. Where do seahorses carry their eggs?
2. Seahorses carry their eggs in a pouch.
3. How many legs do octopuses have?
4. Octopuses have eight legs.
5. What do sharks look like?
6. They have sharp teeth.
7. Where do turtles lay their eggs?
8. Turtles lay their eggs in nests.



Unit 4 - Futurologist

Objectives:

- Teach English learners how to talk about the future using the future tense.
- Teach ESL/EFL learners the use of 'will' and 'might' when talking about future possibilities.
- Teach English learners that 'won't' is the contracted form of 'will not'.
- Teach a few new words relating to modern technology.

Lesson Story:

Dad takes Lisa and Freddie to the Science museum where they have a conversation about how technology will change the future. Lisa is surprised to learn that when Dad was growing up there was no internet. Lisa wonders how they lived without the internet. Dad tells Lisa, they read books instead. Dad also tells them that technology is always changing. They discuss other future possibilities.

Vocabulary:

New Words

Science museum
internet
technology (phone, cars, planes)
smartphone
health
pocket
future (tomorrow, next year, next 20 years)
driverless car

Key Sentences:

Using 'will & won't' to predict the future

1. Our smartphones **will become** even smarter in the future.
2. Smartphones of the future **will be able** to monitor our health.
3. People **will live** longer and happier lives because of technology.
4. Planes **will fly** faster and cleaner in the future.
5. Cars of the future **will not pollute** the environment.
6. Cars of the future **won't need** a driver. They **will be** driverless.

Using 'might' for future possibilities

1. We **might be able** to better protect ourselves from tornadoes.
2. We **might travel** to another planet.
3. We **might be able** to find life on other planets.



Unit 5 - Emotions

Objectives:

- Teach children how to talk about feelings using adjectives of emotion.
- EFL/ESL learners will learn basic adjectives for describing an emotional state. Adjectives of emotion usually describe intangible sentiments. The adjectives used in this lesson are those that are most common and easily perceived. After this lesson, a student should be able to perceive and describe a number of emotional states of others.
- The lesson also teaches the extreme forms of these adjectives. Therefore, instead of always using 'very' before adjectives, they will expand their vocabulary by learning synonyms that describe the same feelings but in an extreme form.
- Learn to give reasons or show causes of different feelings while using the conjunction 'because'.

Lesson Story:

Mom is taking Freddie and Lisa to the mall. Freddie is happy because he is going to get a new hat. He ruined his old hat and felt very sad. The shopping is nearly a whole day's event and they get hungry, tired and sleepy as a result. Lisa is happy because Mom orders pizza for lunch.

Vocabulary:

Adjectives Relating to Feelings

happy
sad
angry
hungry
thirsty
tired
sleepy
afraid

Adjectives – Extreme Synonym

happy	delighted (very happy)
sad	devastated (very sad)
angry	furious or mad (very angry)
hungry	starving (very hungry)
tired	exhausted (very tired)
afraid	terrified (very afraid)

Key Sentences:

Feelings & Reasons ‘because’

- I am **happy because** we are going to the mall.
- Freddie is **sad because** he ruined his hat.
- Lisa is **hungry because** she did not eat much for breakfast.
- Freddie is taking a nap **because** he is **tired**.
- Lisa is drinking water **because** she is **thirsty**.

Sentences using extreme adjectives

- Freddie is **delighted (very happy) because** he got a new hat.
- Lisa is **starving (very hungry) because** she did not eat much for breakfast.



Unit 6 - Hobbies & Activities

Objectives:

- Get learners describing their favorite pastime.
- Teach ESL/EFL learners how to describe activities, with a particular focus on summer outdoor activities.
- Teach gerunds which are verbs ending in 'ing, but acting as nouns. The names of most activities are formed using gerunds.

Lesson Story:

Freddie and his family are at the beach. They swim and watch people surfing and waterskiing. Although Freddie likes to surf, he likes swimming more.

Freddie's Dad likes jet skiing, but Lisa doesn't. She thinks it is too fast, so she likes building sand castles instead. It's not very dangerous, but she thinks it's fun.

Vocabulary:

Hobbies

swimming
skiing
water skiing
surfing
building sandcastles
jet skiing
wind surfing
cycling
fishing

Other Words

ocean

bucket

sunscreen

beach

surfer

summer

hot

Key Sentences:

Gerunds 'ing'

1. I enjoy wind surfing.
2. Surfing is fun.
3. Mom likes waterskiing.
4. My uncle loves to go fishing.
5. Swimming is my favorite hobby.
6. Sally likes listening to music.
7. Lisa enjoys playing the violin.



Unit 7 - Countries, Nationality, Attractions

Objectives:

- Teach children the names of countries and how to introduce themselves by their nationality. For those whose countries are not mentioned in the lesson, it provides an opportunity for them to start asking similar questions about their country of origin and nationality.
- The lesson also helps EFL/ESL young learners to not only learn the names of countries but to identify major attractions across countries of the world.
- After this lesson, every learner should, at least, be able to introduce themselves by country and by nationality.

Lesson Story:

It is a special day in school as Miss Ann has invited students from different countries to join Freddie and the other classmates in talking about their countries of origin. Students from China, Japan, Australia, Russia, India and Italy are called up to introduce themselves and their countries of origin. They also identify a major attraction in their countries and tell others a brief history of these attractions. Freddie gets to ask many questions and is thankful to Miss Ann for such a cool lesson.

Vocabulary:

Countries – Nationalities

Japan	Japanese
China	Chinese
Italy	Italian
Russia	Russian
Australia	Australian

India	Indian
Egypt	Egyptian
Kenya	Kenyan
Korea	Korean
America	American
Britain	British
Spain	Spanish
Turkey	Turkish
Thailand	Thai
France	French

Countries – Attractions

Japan	Mount Fuji
China	Great Wall
Italy	Leaning Tower of Pisa
Russia	Kremlin
Australia	Sydney Opera House
India	Taj Mahal
Egypt	Pyramids

Key Sentences:

Where are you from?

- I am from China. I'm Chinese.
- I am from Japan. I'm Japanese.
- I am from Spain. I'm Spanish.
- I am from Turkey. I'm Turkish.
- I am from Russia. I'm Russian.

About Zhang Wei

- Zhang Wei is a student from China.
- He's Chinese from Beijing.
- Beijing is the capital of China.
- In Beijing, you can see the Great Wall.
- The Great Wall was built to keep out invaders.
- This is China on the map. It shares borders with Russia, India and Vietnam.



Unit 8 - Emergencies

Objectives:

- Teach children how to talk about health emergencies in English.
- EFL/ESL learners will learn different ways of giving advice and instructions. Modal verbs such as 'should' and 'must' are used in conjunction with imperative forms to give advice or instructions depending on the seriousness of the situation. Advice or instructions using 'must' and imperatives indicate seriousness and possible consequences if they are not heeded.

Lesson Story:

Lisa and Sally are playing on the monkey bars. Lisa is high up the monkey bars and invites Sally to climb up. Sally starts climbing, but as she nears the top of the bars, she falls and injures her leg. She is rushed to the hospital where the doctor puts a cast around her leg and gives her some good advice and a few instructions.

Vocabulary:

New Words

broken leg
broken arm
fell off
hurt (in pain)
ambulance
playground
cast
monkey bars

Key Sentences:

Emergency conditions

My head hurts.

My leg hurts.

My arm hurts.

You have broken your leg.

You have broken your arm.

Doctor's advice - using imperatives

Do not move your leg.

Do not take the cast off.

Do not walk on your leg.

Doctor's advice - using modal verbs

You should not walk on your leg.

You must give it time to heal.

You must be more careful on the playground.



Unit 9 - Farm Mystery

Objectives:

- Teach children language used when talking about a mysterious phenomenon.
- EFL/ESL learners will learn how to use impersonal pronouns to talk about things or people who are yet to be revealed or unknown.
- They will also be introduced to related words like 'maybe' which are commonly used in similar circumstances.
- By learning to ask and answer questions relating to solving a mystery, English learners will develop a valuable communication skill.

Lesson Story:

Freddie and Lisa have just arrived at Uncle Joe's farm. Uncle Joe is happy to get a helping hand. He asks them to help him gather the eggs. When they arrive at the chicken coop, the chickens and the eggs are nowhere to be found. Perhaps the chickens and eggs have been stolen. Lisa finds footprints and chicken prints on the floor and they begin following the trail of footsteps that leads to a noisy kitchen door. When they open the door, they find Aunt Jill and the chickens safe and sound. The two young detectives help Uncle Joe solve the farm mystery.

Vocabulary:

New Words

farm
gather eggs
footprints
chickens
noise
kitchen
mystery

scrambled eggs

stolen

Impersonal pronouns

someone (person)	something (like a chair)
somebody (person)	something (like a table)
anyone (person)	anything (like a chair)
no one (no person)	nothing (empty school bag)

Key Sentences:

Sentences with impersonal pronouns

1. Someone has been here.
2. Is there anyone in the kitchen?
3. There is someone in the kitchen.

4. Is there anything in your school bag?
5. There is something in my school bag.
6. There is nothing in my school bag.

Mystery solving sentences

1. Do you know anyone who would take your eggs?
2. Maybe someone was hungry and wanted the eggs.



Unit 10 - Shopping for Shoes

Objectives:

- Teach ESL/EFL young learners how to describe and compare things based on looks and price.
- To build vocabulary related to shopping and pricing.
- It focuses on adjectives relating to price and the difference between the comparative forms of mono-syllabic and multi-syllabic adjectives. One syllable adjectives tend to add -er and -est at the end to form the comparative and superlatives. Adjectives with more than one syllable generally tend to use the words 'more' and 'most' when comparing.

Lesson Story:

Lisa needs new boots because her old ones are falling apart. Dad decides to take her out on a trip to the mall. At the mall, they find boots with different looks and prices. Lisa is busy comparing the boots based on their looks while Dad focuses on price and affordability. In the end, they both decide to buy the boots that are satisfying to Lisa and are reasonable priced.

Vocabulary: New Words

mall
boots
bows
falling apart
buy
try on

Color descriptions

brown	boots
red	boots
green	boots

More ways to describe

cheap	boots
affordable	boots
expensive	boots
beautiful	boots
ugly	boots
colorful	boots

Adjectives

Comparatives

Superlatives

cheap	cheaper	cheapest
ugly	uglier	ugliest
colorful	more colorful	most colorful
affordable	more affordable	most affordable
expensive	more expensive	most expensive

Key Sentences:

Sentences with comparatives

- These boots are **cheap**. They are **cheaper than** the other ones.
- Those boots are **expensive**. They are **more expensive than** these ones.
- These boots are **more affordable than** the other ones.
- I like these boots because they are **more colorful than** the other ones.

Sentences with superlatives

- Those boots **the cheapest** of them all.
- These boots **the ugliest** of them all.
- These boots are **the most expensive**.
- These ones are **the most beautiful** of them all.
- These boots are **the most colorful** of them all.



Unit II - When I Was

Objectives:

- To teach ESL/EFL young learners how to talk about the past in the most basic form.
- To teach the simple past tense with a particular focus on auxiliary verbs ('to be, to have) and the modal verb, 'can'.
- This lesson is meant to explicitly introduce the concept of the simple past tense in English.
- The lesson also teaches learners a few adjectives for describing physical appearance.
- To practice the comparative form of adjectives – ex. young/ younger

Lesson Story:

Freddie and Lisa are visiting their grandparents. Today they are going to be making cookies. They follow grandma's instructions on how to make the cookies. Grandma and Grandpa are not as strong as when they were young, so they let Lisa pour the mixture. They tell Lisa and Freddie the things they could do when they were younger and the kids have fun looking at some photos of their grandparents when they were younger.

Vocabulary:

Descriptions

gray hair	blond hair
black hair	brown hair

Actions

dance	run
swim	pour mixture
crack eggs	make cookies

Comparatives

strong	stronger
old	older
weak	weaker
young	younger

Key Sentences:

Present	versus	Simple Past tense (verb to be)
• I am		• I was
• He/She is		• He/She was
• We are		• We were

- I am too old now. I was very young back then.
 - I am weak now. I was strong back then.
 - We are too old now. We were very young back then.

Present	versus	Simple Past tense (can)
• I can		• I could
• He can		• He could
• We can		• We could

- **I cannot** run now. When **I was** younger, **I could** run very fast.
 - **We cannot** dance now. When **we were** younger, **we could** dance very well.

Verb	Simple Past
is	was
are	were
can	could

- When I was your age, I could dance very well.