

## IVHQ Teacher Resources – Basic Curriculum and Lesson Guide

### Childhood Grade 4 (9-10 years of age)

**Remember:**

- Plan your lessons well in advance, defining the objectives of the lesson, learning outcomes and the materials required
- At the end of each unit, review the basics again and reinforce key learning outcomes
- Refer back to examples or activities you have used in previous units when working through new units
- Once all of the units in the Grade are completed, test the understanding of all students to make sure they are ready for the next Grade
- Keep a written record of the progress you are making with the class and ensure this information is provided to new volunteers when you finish your placement

Unit 1 - <i>Birthdays</i>	Grammar	Activities/Ideas
<p>Focus area for unit:</p> <ul style="list-style-type: none"> <li>• Asking about and stating the date</li> <li>• Asking about and stating birthdays</li> <li>• Stating or asking what someone did or did not do</li> <li>• Asking questions with simple past irregular verbs</li> <li>• Asking about and stating what happened</li> <li>• Answering what happened and when</li> </ul>	<ul style="list-style-type: none"> <li>• Writing the date in various formats.</li> <li>• Use of the possessive, my, yours, theirs</li> <li>• Use of apostrophe to show possessive, father's, aunt's etc</li> <li>• When is, when was</li> <li>• Contraction of it is</li> <li>• It is / was / will be / going to be</li> <li>• Past tense for some irregular verbs: take, have, fly, go, meet, drink, eat, break, get, find, lose, win.</li> <li>• Questions and answers using did or did not</li> <li>• Articles, a / the</li> </ul>	<ul style="list-style-type: none"> <li>• Create an exercise where students write the date of different events. Eg. "today's date is", "my Birthday is on", "new year's / religious holiday day is on", "their birthday is on"</li> <li>• Set a task for students to write sentences about possessions of family members and other people using apostrophes. Eg. "my mother's hair is brown"</li> <li>• Role-play: Ask students to create a role-play by writing it down and then acting it out in front of the class using things like: Q: "what did you do yesterday?" A: "I did / I went to..."</li> <li>• Set a task for students to write about what</li> </ul>

		<p>they did, had or ate.</p> <ul style="list-style-type: none"> <li>Facilitate an exercise where you write regular verbs on a board and students have to write the past tense verb form</li> </ul>
<b>Unit 2 - <i>The Great Outdoors</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas of unit:</p> <ul style="list-style-type: none"> <li>Talking about what is going to happen</li> <li>Talking about what the weather is going to be like</li> <li>Talking about what people are going to do</li> <li>Asking for and giving advice</li> <li>Asking and stating where someone may go</li> </ul>	<ul style="list-style-type: none"> <li>Should we? / Yes we should / No we shouldn't</li> <li>I do / don't PLUS a verb</li> <li>It's going to be PLUS weather adjective</li> <li>I know / don't know</li> <li>Should / shouldn't PLUS take</li> <li>He / she is going to PLUS location</li> <li>He / she has / doesn't have PLUS article PLUS noun</li> <li>Probably going to</li> <li>Verbs: tilt, shine, make, turn, hold</li> <li>Prepositions : on, off, up</li> <li>Adverb : slightly</li> </ul>	<ul style="list-style-type: none"> <li>Draw a weather chart on the board for different regions. Set students the task of writing sentences about what the weather will be like in each area AND an adjective about it. Eg. "it will be sunny in Bangkok on Monday, so it will be hot"</li> <li>Create an exercise where students match half sentences with the other half in their workbooks. Eg. "he will...be going to the market" or "she is...going to the shop"</li> <li>Say a series of verbs and students have to do or draw the actions then write a sentence about doing each action</li> </ul>
<b>Unit 3 - <i>Hopes and Dreams</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>Asking about future professions</li> <li>Asking about and stating future professions</li> <li>Asking about and expressing desires</li> </ul>	<ul style="list-style-type: none"> <li>What do you want to be? / I want to be PLUS article PLUS occupation</li> <li>Interjectives: wow, that's great</li> <li>Adverb : Too</li> <li>Wants to be / Doesn't want</li> </ul>	<ul style="list-style-type: none"> <li>Make a circle. Have a ball, ask a question such as: Q: "what do you want to be when you are older?" Throw the ball around and the student with the</li> </ul>

<ul style="list-style-type: none"> <li>Expressing desires</li> </ul>	<p>to be.</p> <ul style="list-style-type: none"> <li>Verbs : climb, build, sail, travel, design, drive, train, work</li> </ul>	<p>ball answers. Do this with a number of different questions</p> <ul style="list-style-type: none"> <li>Get students to then write a few sentences about what they and others want to do when they are older. Makes sure that the students were listening to each other.</li> </ul>
<b>Unit 4 – <i>School Objects and Abilities</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>Eliciting and expressing personal opinions</li> <li>Comparing school subjects</li> <li>Comparing objects that are alike</li> <li>Comparing abilities</li> <li>Comparing objects that are not alike</li> </ul>	<ul style="list-style-type: none"> <li>Why do like / dislike it?</li> <li>Comparatives for each of these adjectives : easy, hard, big, small, long, short, good, bad</li> </ul>	<ul style="list-style-type: none"> <li>Draw or provide two pictures ask students to identify the differences and then write sentences about these differences</li> <li>Set a task for students to write a list of school subjects and a short sentence about what they learn in each subject</li> </ul>
<b>Unit 5 - <i>Indoors and Outdoors</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>Requesting that someone wait</li> <li>Describing people’s feelings</li> <li>Asking and stating what someone did</li> <li>Describing where people went</li> <li>Answering questions with details</li> </ul>	<ul style="list-style-type: none"> <li>Where are we now?</li> <li>We are at PLUS location</li> <li>Verbs: wait, worried, surprised, interested, excited, bored, embarrassed</li> <li>Verbs: watched, played, practiced, downloaded, listened, visited</li> <li>What did PLUS pronoun PLUS do PLUS yesterday</li> <li>Did you? / Yes he / she did / didn't</li> <li>Prepositions: under, up, into, out of, around, over, through, down</li> <li>Verbs: feel, hold</li> </ul>	<ul style="list-style-type: none"> <li>Write up a scenario on the board and then ask questions about it, using a lot of verbs and adjectives. Questions can include: “where did we go?, did you have fun? what happened there?”</li> <li>Draw faces with expressions on a board and a list of feeling names. Ask students to match them up.</li> <li>Create a treasure hunt using prepositions like</li> </ul>

		<p>under, up, over and through in the clues. Get students to write the answer before they go looking for the next clue, check all questions at the end and discuss why they are right or wrong.</p>
<b>Unit 6 - <u>People</u></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus area for unit:</p> <ul style="list-style-type: none"> <li>• Offering someone help.</li> <li>• Identifying family members</li> <li>• Describing people's eye colour, hair colour and hair style</li> <li>• Identifying people by appearance</li> </ul>	<ul style="list-style-type: none"> <li>• Can I help you?</li> <li>• What do they look like?</li> <li>• Is that her over there?</li> <li>• Colloquial terms for parents and grandparents</li> <li>• Combining adjectives and nouns to describe features</li> <li>• He / she has PLUS adjective PLUS adjective PLUS a noun</li> <li>• I'm wearing / not wearing</li> <li>• Older / younger PLUS brother / sister</li> <li>• He / she is the man / woman PLUS with</li> <li>• Verbs: find, put , look, make</li> </ul>	<ul style="list-style-type: none"> <li>• Get students to write sentences describing family members/ friends/other classmates</li> <li>• Set a task for each student to draw a picture and then pass it to another student. The other student then has to write 5 sentences describing the picture including all details such as, eye color, hair color, tall/short, man/woman</li> <li>• Make sure to use the verbs being learnt</li> </ul>
<b>Unit 7 - <u>Future Plans</u></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Asking and stating what people are going to do</li> <li>• Asking, stating, and answering what people are going to do, where and when</li> <li>• Asking and answering about where someone is going</li> </ul>	<ul style="list-style-type: none"> <li>• Are you going to do anything PLUS day?</li> <li>• I am going to PLUS verb</li> <li>• Verbs: shopping, plant, play, see, go riding, buy</li> <li>• Verbs: rent, borrow, mail</li> <li>• Go PLUS errand e.g. go walking / travelling</li> <li>• Verbs: stay, study</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to write out plans for the weekend</li> <li>• Set up a role-play that involves people exploring: "what are you doing?, Where are you going?, using the verbs being learnt</li> <li>• Get the students to</li> </ul>

		write their own role plays
<b>Unit 8 - <i>Work and Play</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Making an invitation</li> <li>• Asking and answering about illnesses</li> <li>• Expressing likes and dislikes</li> <li>• Asking and stating what someone has to do</li> <li>• Talking about wants, needs and likes.</li> </ul>	<ul style="list-style-type: none"> <li>• What's the matter with you?</li> <li>• I have a PLUS symptom</li> <li>• Call the PLUS person name</li> <li>• Verbs: write, paint, collect, watch, surf, play</li> <li>• What do they like to do / they like to PLUS verb PLUS noun</li> <li>• Verbs: clear, wash, dry, vacuum, take out, feed</li> </ul>	<ul style="list-style-type: none"> <li>• Great a game where students make an invitation for other students to some made-up event.</li> <li>• The invitation must include information like where, when, what you need to bring, who the invite is to and what it's for</li> <li>• Write up a list of words and get students to match the word to illness or injury. Follow this up by asking students to write about what they should do about the illness. Eg. "see the doctor" or "rest"</li> <li>• Create a 'chore' game where students have to write about then act out the chores they need to do at home. Eg. "sweep the floor"</li> </ul>