

## **IVHQ Teacher Resources – Basic Curriculum and Lesson Guide Childhood Grade 5 (10-11 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>Food</i>	Grammar	Activities/Ideas
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Describing the number of food items</li> <li>• Asking and answering how many</li> <li>• Describing how much with count and non-count</li> <li>• Describing how much or how many of different things there are using count and non-count objects</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any?</li> <li>• How many / much?</li> <li>• Do we have PLUS noun?</li> <li>• Should I bring PLUS some PLUS noun?</li> <li>• Everything / something / nothing</li> <li>• That's OK / That's a good idea</li> <li>• A PLUS container PLUS beverage</li> <li>• There isn't / aren't any</li> <li>• Comparatives: few/ lot / little / plenty</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures on a board and ask students to write sentences to describe what they see using nouns, verbs and adjectives</li> <li>• Create worksheets where students must circle the nouns, verbs and adjectives</li> <li>• Invent a scene (eg. a picnic) and ask students to write and describe what they would need for it. Eg. “for the picnic I will bring some rice, cups, plates. We should bring some beverages and a few plates of food. We need plenty of cups”</li> </ul>
Unit 2 - <i>At the Zoo</i>	Grammar	Activities/Ideas
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Comparing animal species</li> <li>• Expressing opinions</li> <li>• Describing and comparing animals</li> <li>• Asking and answering questions about animals</li> <li>• Describing and comparing kinds of transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Comparatives: fast, slow</li> <li>• Is it slower / faster than a PLUS noun?</li> <li>• Adjectives: colorful, graceful, delicious, expensive</li> <li>• Comparisons using more / less, most / least, lighter/ heavier etc.</li> <li>• More / less PLUS adjective PLUS then PLUS adjective</li> <li>• Most / some / few</li> <li>• Verbs: break, win, stop (past tense)</li> <li>• Whose turn is it? / is it mine ? / yes it is / no it isn't</li> <li>• Verbs: skateboarding,</li> </ul>	<ul style="list-style-type: none"> <li>• List two different sets of modes of transport and ask students to work through an exercise that fills in the gaps of sentences. Eg. A bicycle is...(slower)... than a motorcycle</li> <li>• A car is ..... than a bicycle</li> <li>• A tiger is ..... than a dog.</li> <li>• Create a role-play based around being at the zoo. “What do we do at the zoo?”, “What did we see?”. Get students to write their answers out in sentences</li> </ul>

	<p>playing, walking, running, taking, hiking.</p> <ul style="list-style-type: none"> <li>• They were PLUS gerund</li> </ul>	
<b>Unit 3 - <i>The Weekend</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Asking and talking about someone's weekend</li> <li>• Asking about and answering if you did something alone or with others</li> <li>• Describing what someone was doing</li> <li>• Asking about and answering what someone was doing</li> <li>• Asking and answering questions about daily activities</li> </ul>	<ul style="list-style-type: none"> <li>• How was your weekend ? / How was yours? = your weekend</li> <li>• It was great! / Sounds like fun!</li> <li>• Who did you go with? / I went with X / I went by myself</li> <li>• Myself = me / ourselves = us</li> <li>• Verbs: walk, swim, ride, run</li> <li>• Go for a PLUS verb used as a noun</li> <li>• Go PLUS gerund e.g. Go walking</li> <li>• Verbs: study, chew, ring, cut, wake, jump, slip, brush, sleep, leave, dress (past tense)</li> <li>• Where was he / she? He / she was at PLUS article PLUS noun or he / she was very PLUS ing PLUS noun</li> </ul>	<ul style="list-style-type: none"> <li>• Run a role-play: Get students to ask others what they did on the weekend, using a lot of descriptive language.</li> <li>• This can include what they did do, what they should have done, what they had to do and what they would like to do (mix up tenses)</li> <li>• Ask students to plan and write up their role-play before presenting it to each other or the whole class</li> </ul>
<b>Unit 4 - <i>Activities</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Talking about forgetting to do something</li> <li>• Asking and answering questions about doing different things</li> <li>• Describing how people do things</li> <li>• Asking and answering questions about how people do things</li> <li>• Asking and answering questions about who did</li> </ul>	<ul style="list-style-type: none"> <li>• Let's go / wait a minute</li> <li>• Verbs: forget, turn, do, take, clean</li> <li>• Prepositions: on, off, down, up, in, away</li> <li>• Adverbs: quickly, slowly, carelessly, carefully, loudly, quietly, well, badly</li> <li>• Never/ sometimes / usually / always</li> <li>• Nothing / something / everything</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to talk about their own abilities. Get them to write sentences about their abilities, comparing their abilities to others in the class or their family.</li> <li>• Some students will be.</li> <li>• Create an exercise where students 'interview' each other about how they do</li> </ul>

<p>something</p> <ul style="list-style-type: none"> <li>Expressing abilities</li> </ul>	<ul style="list-style-type: none"> <li>In a hurry</li> <li>Make mistakes</li> <li>Adverbs: beautifully, gracefully, carefully, tiredly</li> <li>Verbs: find, steal, look, like, know</li> </ul>	<p>certain activities. Eg. Q: “how do you get to school?”, A: “I travel to school on the bus”</p> <ul style="list-style-type: none"> <li>Build a role-play where students have to act out a situation where they have forgotten something and what the consequences were, using the focus grammar</li> </ul>
<b>Unit 5 - <u>The Future</u></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>Talking about future professions</li> <li>Asking and answering questions about future professions</li> <li>Talking about what will happen</li> <li>Making predictions</li> <li>Drawing conclusions about what will happen</li> <li>Talking about the order someone will do things in</li> <li>Asking and answering questions about what someone will do next</li> </ul>	<ul style="list-style-type: none"> <li>What will you do PLUS future time</li> <li>Might / probably / will</li> <li>I think PLUS pronoun PLUS might / probably PLUS will PLUS be a PLUS occupation</li> <li>Verbs: get, fall, sing, score, answer, make</li> <li>Contractions: he'll / she'll / won't</li> <li>What will happen next?</li> <li>Verbs: fish, swim, bowl, sleep</li> <li>Prepositions: before, after</li> </ul>	<ul style="list-style-type: none"> <li>Set a task for students to write sentences about plans for the rest of the day, the week, or the next hour. Eg. “I think I will go to lunch”</li> <li>Get students to compare these plans with plans of others, and then have them write about making plans together (eg. “we will”)</li> <li>Create an exercise where students practice using sentences that have definite and indefinite outcomes. Eg. “probably”</li> <li>Also ensure that the prepositions are being used (before/after)</li> </ul>
<b>Unit 6 – <u>Seasons</u></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>Talking about the seasons</li> <li>Expressing likes, dislikes and opinions</li> <li>Asking and answering</li> </ul>	<ul style="list-style-type: none"> <li>What do you like best?</li> <li>I like PLUS noun PLUS because PLUS reason</li> <li>Verbs: skate, ski, plant, fly, waterski, camp, bike</li> </ul>	<ul style="list-style-type: none"> <li>Run a discussion on different seasons, talking about each student’s favorite seasons and the</li> </ul>

<p>questions about the seasons</p> <ul style="list-style-type: none"> <li>• Talking about things to do in different seasons</li> <li>• Expressing opinions</li> <li>• Talking about things that happened or will happen</li> <li>• Asking and answering questions about different activities</li> <li>• Asking and asking questions about future activities</li> <li>• Asking for and making suggestions</li> <li>• Talking about what may happen</li> </ul>	<ul style="list-style-type: none"> <li>• Before / during / after, past, present and future actions.</li> <li>• Next / last / often / seldom / always / never</li> <li>• Verbs: wash, sweep, borrow, break, hear, happen</li> </ul>	<p>differences between each season.</p> <ul style="list-style-type: none"> <li>• Make a list of activities on the board, and a list of seasons, and ask students to match the activity with when the best season to complete the activity would be</li> </ul>
<b>Unit 7 - <i>The Five Senses</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Asking and answering questions about the five senses</li> <li>• Describing objects using the five senses</li> <li>• Describing objects and animals with the senses</li> <li>• Asking and answering questions about smells, tastes, sounds, appearances and textures</li> <li>• Asking and answering questions about preferences using the senses</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs: bake, smell, forget, try, look, sound, taste, touch, smell, feel</li> <li>• Pronoun PLUS looks / smells / tastes / smells / feels PLUS adjective</li> <li>• Opposites: beautiful / ugly, rough / smooth, good / bad, wonderful / awful, sweet, sour, hard / soft</li> </ul>	<ul style="list-style-type: none"> <li>• Create a matching exercise where students need to match the names of senses with the body part</li> <li>• Get students to write sentences about things you could do with each sense. Eg. "I can smell some rice cooking, it smells delicious" or "I can feel the table. It's very hard" or "I can smell a lemon. It smells very sour"</li> </ul>
<b>Unit 8 - <i>New Experiences</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>

<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Asking for someone's opinion</li> <li>• Asking if someone has ever done something</li> <li>• Talking about travelling</li> <li>• Asking if someone has ever been somewhere</li> <li>• Asking and answering questions about new experiences</li> <li>• Talking about things someone has done before</li> </ul>	<ul style="list-style-type: none"> <li>• I'm hungry / thirsty</li> <li>• Have you ever eaten PLUS food?</li> <li>• I'll try them</li> <li>• Have you ever? / Yes I have / No I haven't</li> <li>• Have you ever been to? I have been / I haven't been / I want to go.</li> <li>• Ever / never</li> <li>• Past perfect</li> <li>• Past perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Run a role-play that asks students questions about where they have been, what they saw in each place, what they did there</li> <li>• Get them to write their answers about what they have and have not done / seen / eaten / drank.</li> <li>• Review these as a class and ask them to re-write some of the examples in different tenses</li> </ul>
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