

## IVHQ Teacher Resources – Basic Curriculum and Lesson Guide

### Childhood Grade 6 (11-12 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

<b>Unit 1 - <u>School Days</u></b>	<b>Grammar and vocabulary</b>	<b>Activities</b>
<p>Focus areas of unit:</p> <ul style="list-style-type: none"> <li>• Asking and answering questions about possessions</li> <li>• Identifying people by what they are doing</li> <li>• Asking and answering questions about things happening at the same time</li> </ul>	<ul style="list-style-type: none"> <li>• Whose, where, what is, who is</li> <li>• It's mine, yours, his, theirs</li> <li>• Contractions – it's, they're, who's</li> <li>• Distinguishing between its / it's, whose / who's, there / theirs</li> <li>• Use of the apostrophe in contractions.</li> <li>• Prepositions of position, time and place.</li> <li>• Correct verb form with was / were</li> <li>• Did / didn't, was / wasn't</li> </ul>	<ul style="list-style-type: none"> <li>• Design an exercise where students need to write a description of a scene depicted in a picture (use a local example)</li> <li>• Ask students to write a short story about an activity they've done with their family or friends, using the focus grammar. Focus particularly on correct use of apostrophe</li> </ul>
<b>Unit 2 - <u>Weekend Fun</u></b>	<b>Grammar and vocabulary</b>	<b>Activities</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Checking information</li> <li>• Describing people and things</li> <li>• Expressing emotions</li> <li>• Reporting what someone else said</li> </ul>	<ul style="list-style-type: none"> <li>• You went to the X last weekend, didn't you?</li> <li>• Were / was the PLUS noun PLUS adjective?</li> <li>• Verbs: do, amaze, disappoint, frighten, interest</li> </ul>	<ul style="list-style-type: none"> <li>• Set a task for students to learn about another class member's weekend and then present this in a short speech to the class – focusing on key verbs (disappoint, frighten),</li> </ul>

<ul style="list-style-type: none"> <li>Asking about what someone else said</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives: beautiful, strong, graceful, silly, expensive, delicious, amazed, happy, sad</li> <li>Verbs: say, is, are and past tense forms</li> <li>I know / don't know to</li> <li>I am / aren't able to</li> <li>Did not PLUS verb</li> <li>Have you ever been to / Yes I have / haven't been</li> <li>Adjectives: excited, bored, tired, frightened, surprised, interested, amazed</li> <li>Verb form of the above: interesting, amazing etc.</li> </ul>	<p>and adjectives (strong, happy, excited, bored)</p> <ul style="list-style-type: none"> <li>Invent a basic code that when broken presents questions eg. Q: "have you been to..." to which students need to write answers</li> <li>List verbs in past tense and their opposites on a board. Ask students to match them</li> </ul>
<b>Unit 3 - <u>Going shopping</u></b>	<b>Grammar and vocabulary</b>	<b>Activities</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>Asking for and giving advice</li> <li>Asking and telling what someone did</li> <li>Giving suggestions</li> <li>Talking about buying gifts for others</li> <li>Talking about gifts someone bought</li> <li>Asking about possibilities</li> <li>Asking and telling what someone should or shouldn't do</li> </ul>	<ul style="list-style-type: none"> <li>Should I / Yes you should / I don't think you should</li> <li>Get / got as synonyms for buy / bought</li> <li>Verbs: buy, send, sell, show, print, give</li> <li>Verbs: turn, make, take, bring, call, leave, walk, stand, yell</li> <li>Could / should</li> </ul>	<ul style="list-style-type: none"> <li>Create a scenario to work through with the class, someone is looking to purchase a gift for another person</li> <li>As part of this ask the class what kinds of questions the buyer will need to think about</li> <li>Set a task for the class where each person has write a script for phone call between two people, where they are talking about purchasing an item in the future.</li> <li>When finished, get students to rewrite this in the present and past tense</li> </ul>
<b>Unit 4 - <u>Around town</u></b>	<b>Grammar and vocabulary</b>	<b>Activities</b>

<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Asking for permission</li> <li>• Asking and telling where places are located</li> <li>• Asking for and giving directions</li> <li>• Talking about the order of people's actions</li> <li>• Asking and telling about where people went and what they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Where's the PLUS place</li> <li>• Prepositions: over, next, inside, between, around</li> <li>• Yes you can / can't</li> <li>• Turn left / right, go straight</li> <li>• Verbs: stop, walk, go, talk, walk, cross</li> </ul>	<ul style="list-style-type: none"> <li>• Use a map of the local area and ask students to write up directions for how to get to certain places. Eg. "cross the park and walk over the bridge next to the big tree to reach the pharmacy"</li> <li>• Ask students to design a role-play for how someone who is lost in their neighborhood might ask for directions, and what they would say in response</li> <li>• Get students to present these role-plays in front of the class</li> </ul>
<b>Unit 5 - <i>Explore the World</i></b>	<b>Grammar and vocabulary</b>	<b>Activities</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Asking and answering if something has happened</li> <li>• Checking information</li> <li>• Talking about languages and foods in different countries</li> <li>• Asking and answering about foods and languages in different countries</li> <li>• Talking about things that happened and were done by someone in the past</li> <li>• Asking and answering about what happened</li> </ul>	<ul style="list-style-type: none"> <li>• Have you met?</li> <li>• What is he / she like?</li> <li>• Does he / she speak English?</li> <li>• That sounds like fun</li> <li>• Verbs: speak, eat / spoken, eaten</li> <li>• Verbs: found, lost, bought, broke, drew, rent</li> <li>• Passive voice using past participle</li> </ul>	<ul style="list-style-type: none"> <li>• Use stories from your own experience to describe your home – your food, and language.</li> <li>• Create an exercise where students work in teams to interview you about your home, exploring your day-to-day activities using the key verbs and experimenting with tense</li> </ul>
<b>Unit 6 - <i>Doing things</i></b>	<b>Grammar and vocabulary</b>	<b>Activities</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Asking and answering if something has happened or not</li> <li>• Asking and answering how long something has been in progress</li> </ul>	<ul style="list-style-type: none"> <li>• Who is / who's he / she?</li> <li>• Perfect tense using have / has</li> <li>• Verbs: past perfect of is, teach, study, has</li> </ul>	<ul style="list-style-type: none"> <li>• Run a quiz based around asking when important events (eg. holidays etc) happen. Get students to answer using perfect tense</li> <li>• Set a task for students</li> </ul>

<ul style="list-style-type: none"> <li>• Talking about how long something has been happening</li> <li>• Asking / answering about whether something has happened or not</li> </ul>	<ul style="list-style-type: none"> <li>• How long has he / she been PLUS</li> <li>• Since / for</li> <li>• Verbs: practice, do, clean, talk, play, visit using ing form - present participle</li> <li>• Verbs: climb, hike, take, promise</li> <li>• Verbs: swim, had, write, live, ride, study</li> <li>• Have PLUS verb PLUS for / since PLUS time / date</li> <li>• Verbs: walk, wash, clean, do, feed, take, eat, go</li> </ul>	<p>to write about what they do on holidays – paying special attention use of –ing, -ed and other tense-definers</p> <ul style="list-style-type: none"> <li>• Create a sports-based scenario where students have to decide what needs to design a training program for a fictional sports team</li> <li>• Get students to define how much practice will be required, what will happen at practice and who will do what role. Get them to also explain what will happen after the game</li> </ul>
<b>Unit 7 - <i>About Me</i></b>	<b>Grammar and vocabulary</b>	<b>Activities</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Asking about when someone could do something</li> <li>• Asking and answering about when you learned to do something</li> <li>• Saying when someone could or couldn't do something</li> <li>• Asking and answering when someone could do something</li> <li>• Describing people's personalities</li> <li>• Answering and answering about people's personalities</li> </ul>	<ul style="list-style-type: none"> <li>• Is that you?</li> <li>• When did you PLUS verb PLUS to PLUS verb</li> <li>• Learn how to PLUS verb</li> <li>• I learned to PLUS verb PLUS when I was</li> <li>• Verbs: walk, write, read, ride, swim, skate</li> <li>• Adjectives (personality) outgoing, shy, generous, selfish, studious, lazy</li> <li>• I am usually / sometimes</li> </ul>	<ul style="list-style-type: none"> <li>• Get students to produce a short letter about themselves and read this to the class</li> <li>• This should describe their personality, their skills and when they learned them</li> <li>• Ask students to write an interview script in order to ask their classmates the same questions and record their answers</li> <li>• Ask students to think about skills or personality traits they'd like to have, and why. Eg. "I would like to be a better runner so I can keep up with my brother"</li> <li>• Use examples from yourself to help make students feel</li> </ul>

		comfortable
<b>Unit 8 - <i>In the Future</i></b>	<b>Grammar and vocabulary</b>	<b>Activities</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Telling someone your opinion</li> <li>• Asking and answering what you would like to do in the future</li> <li>• Talking about things you would like to do</li> <li>• Asking and answering about things you would like to do</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like to visit PLUS place</li> <li>• Verbs: visit, see, ride, travel</li> <li>• What would you like to do someday?</li> <li>• Verbs: go, buy, meet, buy,</li> <li>• I've heard they have</li> <li>• I have never seen PLUS noun</li> <li>• I'd like to see</li> </ul>	<ul style="list-style-type: none"> <li>• Create a worksheet that helps students to think about their future plans</li> <li>• Ensure students are supported to use "I would like to" and can think about future timeframes</li> <li>• Include exploratory questions that challenge them to think beyond their home and their family</li> <li>• Show photos of foreign places and ask students to discuss in groups what they might see or do if they were in this place</li> <li>• Provide pictures of famous people and discuss as a group and ask if they would like to have a similar job and why. Also ask students to write down the things that this person had to do to be successful. Eg. "practice football", "study very hard"</li> </ul>