

TEACHER'S LESSON GUIDE

YEAR 5 • UNIT 5 • PAGE 57

LANGUAGE FOCUS – VERB + -ING • IMPERATIVES

I can talk about likes and dislikes and give advice.

AT A GLANCE



Vocabulary:
activities and action verbs



Language:
verb + -ing;
affirmative and negative imperatives



Skills:
Speaking, Writing and Grammar



1 LEARNING OBJECTIVES (SMART)

- 1 Complete the verb + -ing rule and spell at least 2 out of 3 -ing forms correctly.
- 2 Write at least 3 sentences about likes and dislikes using verb + -ing.
- 3 Give at least 3 suitable pieces of advice using affirmative or negative imperatives.



SUCCESS CRITERIA

- ✓ I can use verb + -ing after preference verbs.
- ✓ I can write 3 sentences about likes and dislikes.
- ✓ I can give 3 pieces of advice using imperatives.



LESSON FOCUS

Main Skill: Speaking
Sub Skill: Expressing preferences and giving advice

Language Focus:
like, love, prefer, hate and don't mind + verb + -ing; affirmative and negative imperatives

21st Century Skills:
Communication • Collaboration • Critical Thinking



4 KEY VOCABULARY

Preference Verbs



- like
- love
- prefer
- hate
- don't mind

Activities



- helping at home
- walking
- going by bus
- meeting friends
- chatting on the internet
- getting up early
- playing games

Imperatives



- eat
- visit
- ask
- go
- don't drink
- don't play
- class rules

5 SUGGESTED TEACHING FLOW



1 RECALL / SET INDUCTION

- Show a few everyday actions.
- Ask: "What do you like doing?" and "What advice can you give a friend?"
- Elicit examples using like + verb + -ing.



2 ACTIVITY 1 – EXERCISE 1

- Pupils read the examples and complete the rules.
- Focus on the form: like / love / prefer / hate / don't mind + verb + -ing.
- Check spelling changes: running, sitting, swimming.



3 ACTIVITY 2 – EXERCISE 2

- Pupils write sentences about what they love, don't mind, and hate doing.
- Compare answers in pairs.



4 ACTIVITY 3 – EXERCISE 3 USE IT!

- Pupils ask and answer the questions in pairs.
- Encourage full-sentence answers.



5 ACTIVITY 4 – EXERCISES 4 & 5

- Introduce imperatives and negative imperatives.
- Complete the notices and advice sentences.
- Check answers as a class.



6 ACTIVITY 5 – EXERCISES 6 & 7 USE IT!

- In pairs, pupils give advice for different situations.
- Then choose the best advice and share with the class.



7 CLOSURE / EXIT TICKET

- Pupils write 3 class rules using imperatives.
- Invite 2–3 pupils to read their rules aloud.



6 DIFFERENTIATION STRATEGY



Support

- Provide a verb bank and sentence starters.
- Model one example before independent work.
- Allow pair support.



Core

- Complete all textbook activities as directed.
- Speak and write using simple complete sentences.



Extend

- Give one extra piece of advice for each situation.
- Write 5 classroom rules using imperatives.



7 LEARNING APPROACH



Student-Centred Learning



Collaborative Learning



Communicative Language Teaching (CLT)



Think-Pair-Share



Inquiry-Based Learning



TEACHER'S QUICK GUIDE

- Pre-teach the pattern: preference verb + verb + -ing.
- Highlight double-consonant spelling in running, sitting and swimming.
- Remind pupils that imperatives begin with the base verb.
- Contrast affirmative and negative imperatives clearly.
- Accept a range of suitable answers for open-ended tasks.



GRAMMAR STRATEGY

How to Use Verb + -ing and Imperatives

- 1 Look at the example sentence first.
- 2 Notice the verb after: like / love / hate / prefer / don't mind.
- 3 Add -ing to the next verb.
- 4 Use the base verb for advice.
- 5 Add "Don't" for negative advice.



10 EACHER'S GRAMMAR FOCUS

Grammar Focus: Verb + -ing and Imperatives

Guide pupils to notice the grammar pattern before asking them to produce their own sentences. Encourage them to speak in full sentences and use imperatives politely and clearly when giving advice.



LANGUAGE FOCUS – VERB + -ING & IMPERATIVES

I can talk about likes and dislikes and give advice.

AT A GLANCE



Vocabulary

Daily routine, preferences and free time



Language

Verb + -ing
Imperatives



Skills

Speaking, Listening,
Interaction



1 WARM-UP / BACKGROUND INFORMATION

About the Topic

Pupils learn to talk about likes and dislikes using verbs followed by *-ing*. They also learn to give advice to friends using imperative sentences.



Teacher Prompts

- What do you like doing in your free time?
- What don't you like doing?
- What advice would you give a friend who wants to be healthy?



2 EXERCISE ANSWER KEYS

Exercise 1

Question	1	2
Answer	the -ing form	running, sitting, swimming

Exercise 2

Students' own answers.

Exercise 3 USE IT!

- 1 Do you like helping at home?
- 2 Do you like walking or going by bus?
- 3 Do you like meeting friends or chatting on the internet?
- 4 Do you like getting up early or late?
- 5 What games do you like playing?
- 6 What things do you like doing in your free time?

Exercise 4

- 1 Don't eat.
- 2 Don't go to bed late.
- 3 Don't go to school.

Exercise 5

Item	1	2	3	4	5	6
Answer	Eat	Visit	Don't drink	Go	Ask	Don't play

Exercise 6

Students' own answers.

Exercise 7 USE IT!

Students' own answers.

Finished?

Pupils write five important classroom rules using affirmative or negative imperatives.



3 LANGUAGE SUPPORT

Key Language

- like, love, prefer, hate, don't mind + verb-ing (I love playing football.)
- Imperatives (Eat healthy food. / Don't go to bed late.)

Asking About Preferences	Giving Advice
• Do you like ...? • Do you prefer ... or ...? • What do you like doing?	• Eat healthy food. • Don't stay up late. • Try to exercise every day. • Drink plenty of water.



Remember:

After verbs like *like, love, prefer, hate* and *don't mind*, we use the *-ing* form.



4 SUGGESTED COLLABORATIVE ACTIVITY

Advice Circle

- 1 Pupils work in groups of 4–5.
- 2 Each pupil picks one situation (from Exercise 6) and explains it to the group.
- 3 Group members give advice using imperatives.
- 4 They vote for the best advice and explain why.

Possible Group Roles



Reader

Reads the situation aloud.



Notetaker

Notes down the advice.



Checker

Checks grammar and spelling.



Presenter

Presents the best advice to the class.



5 EXTENSION ACTIVITY



Healthy Habits Campaign

Groups create a mini poster with:

- 3 pieces of advice
- a catchy slogan
- a drawing or picture

Present the poster to the class.

Display the best poster on the class wall.



6 TEACHER'S TIPS

- ✓ Activate prior knowledge using pictures or short videos.
- ✓ Model examples before asking pupils to speak.
- ✓ Encourage full sentences in speaking activities.
- ✓ Praise effort and correct gently.
- ✓ Provide sentence starters for less confident pupils.



7 COMMON PUPIL ERRORS

✗ I like play football.	→ I like playing football.
✗ Don't go to bed late. (missing don't)	→ Don't go to bed late.
✗ I prefer to watch TV. (should be -ing form)	→ I prefer watching TV.
✗ Advise me what to do. (word order)	→ Give me some advice.
✗ Eat good food. (wrong adjective)	→ Eat healthy food.



8 MODEL SENTENCES

- I love reading storybooks.
- I don't mind helping my parents.
- I hate getting up early.
- Eat plenty of fruits and vegetables.
- Don't skip your meals.
- Try to exercise for at least 30 minutes every day.



TEACHING REMINDER

Remind pupils to focus on the main idea of the activity before looking at the details. Encourage them to use their own words and express their ideas confidently.

