

IVHQ Teacher Resources – Basic Curriculum and Lesson Guide

Childhood Grade 2 (7-8 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>At School</i>	Grammar	Activities/Ideas
Focus areas for unit: <ul style="list-style-type: none">• Saying hello and goodbye• Describing school activities.• Identifying and asking about near and far school objects (singular / plural)• Describing near and far objects with adjectives	<ul style="list-style-type: none">• I am / I'm• Pronoun PLUS a verb PLUS a noun (present tense)• This is / that is / that's• What's this / that?• Is this / Yes it is / No it isn't• These / those• They are / they're• Are not / aren't• Are those PLUS a noun PLUS an adjective? Eg. are those books blue?• Opposites. Big vs little	<ul style="list-style-type: none">• Ask students to start each lesson with "Hello Teacher, How are you?". Finish lessons with "Goodbye Teacher, see you ..."• Create an exercise around asking "what is this?" or "what is that?" or "this is" or "that is" and get students to fill in the blanks. Eg. Q: "Is it?" A: "Yes" or Q: "it is" A: "No it isn't"• Ask students to write questions for other students in an exercise book. The other students write the answer and return the book. Pass each of books around the room with questions/answer. This enables the students to teach each other• Create a similar exercise

		<ul style="list-style-type: none"> using colors or shapes Ask each student to have a turn and standing in front of the class and draw something, write something or do an action that others have to figure out (make sure they use adjectives when drawing or writing)
Unit 2 - <i>My Things</i>	Grammar	Activities/Ideas
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> • Talking or asking about possessions • Describing ability. • Identifying the possessions of others • Expressing the location of possessions 	<ul style="list-style-type: none"> • It's his / hers PLUS a noun • Whose (noun) is that? • Verbs: run, swim, sing, dance • He / she can.. PLUS a verb. • What do you have? / do you have? • Do /do not / don't • Does / do not / doesn't • Pronouns and prepositions: in, in front of, behind, next to, under 	<ul style="list-style-type: none"> • Create an exercise that matches pronouns with words, eg. "He is", "She is", "I am", "We are", "You are" but asking students to write sentences with these • Get students to practice this with others using: "do you have ...?" "Yes, I do", "No, I don't" • Work on how to ask about others: "does he/she have?", "Do we have?". Get students to create answers using: "yes, we do", "No, we don't", "Yes, he/she does", "No, he/she doesn't" • Arrange a treasure hunt using more advanced words such as: "under", "in front", "behind", "next to".

Unit 3 - <i>My House</i>	Grammar	Activities/Ideas
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> • Asking for and giving personal information • Asking about ability • Clarifying positions of furniture (singular and plural) • Asking and answering singular and plural questions about the location of objects 	<ul style="list-style-type: none"> • What is / what's • Where do you PLUS a verb • Verbs: do, use, move, play • There is a (noun) PLUS a preposition PLUS the (noun) • There is / there's / there is not / there isn't • Yes there is / are / No there isn't / aren't 	<ul style="list-style-type: none"> • Work through an exercise where students write and answer questions: "Where do you live?", "Who do you live with?", "What's your mum/dad's cell phone number?" (this is good for students to know these things in case of emergency anyway) • Ask students to write questions for other students, "can you", "can she/he", "Can John/Jenny" • Objects of the house exercise: writes on a board the objects of the house and ask students to write which room the object would be found in. Eg, bed in the bedroom, toilet in the bathroom etc. • Create questions about what you have in the house: eg. Q: "Do you have a couch?" A: "Yes, I have 1 couch" etc.
Unit 4 - <i>Things to Eat</i>	Grammar	Activities/Ideas

<p>Focus areas of unit:</p> <ul style="list-style-type: none"> • Asking about and expressing wants and likes. • Asking about ability • Asking about the wants of others (singular). • Asking about the likes of others (singular). • Asking about preferences and quantity. 	<ul style="list-style-type: none"> • What's for PLUS (meal name)? • Yes please / no thank you • Verbs: type, do, wink, play • Can he /she PLUS action? • Yes he can / no he can't • Does she / want a PLUS noun? • Does not / doesn't • Likes / does not like / dislikes • It is / it's PLUS the name of a month 	<ul style="list-style-type: none"> • Try a visual exercise: Draw breakfast meal, lunch meal or dinner meal and ask students what time of the day they would eat it. They can answer with a time or with "morning", "afternoon" or "night". • Provide a list of foods/drinks. Students write sentences using the list eg. "Do you like rice?" "Yes, I like rice / no, I don't like rice" • Create an exercise where students ask classmates about action verbs, eg. "can you dance?", "can she sing?" You can bring this exercise to life using drawings, or ask students to do the actions in front of the class. • Offer two options to students and ask them which they like or want, and how many. • List the months of the year on a board and have a mixed up list of numbers from 1 to 12. Ask students to match the month name to the month number. They can do this individually or in groups.
<p>Unit 5 - <i>Occupations</i></p> <p>Focus areas for unit:</p> <ul style="list-style-type: none"> • Asking about someone's health • Describing daily activities 	<p>Grammar</p> <ul style="list-style-type: none"> • What's the matter? • I'm PLUS adjective • Who is / who's • Verbs: wake, get 	<p>Activities/Ideas</p> <ul style="list-style-type: none"> • Create a role play: Groups in front of the class read out of a book, doing role play activities in front of the rest of the

<ul style="list-style-type: none"> • Making statements and asking about occupations (singular and plural) • Identifying self and people by occupation 	<ul style="list-style-type: none"> • Prepositions: up / out of • They're PLUS an occupation • Are they PLUS noun (plural) • Differences between Mr / Mrs / Miss / Ms 	<ul style="list-style-type: none"> class describing occupations • Write up a range of occupations on a board and have students draw a picture for each one. • Get students to match a list of occupations with a list of sentences describing what they are and what they do • Have students writing about occupations using people they know eg. Mother, Father, Aunt. • Ask students to make up characters and have to write a story as if they are a Ms/Mrs/Mr or Miss.
<p>Unit 6 - <i>Locations</i></p> <p>Focus areas of unit:</p> <ul style="list-style-type: none"> • Determining location and making an invitation • Describing daily activities • Expressing and asking about locations of people (singular and plural) • Clarifying occupations and locations of people (singular and plural) 	<p>Grammar</p> <ul style="list-style-type: none"> • Where are you? • I'm at PLUS place • Can you come here? • Verbs: study, watch, practice, talk • Talking on a phone • Prepositions: at / in/ on • Where is he / she / person? • Where are they? 	<ul style="list-style-type: none"> • Activities/Ideas • Role-play: pretend to speak on the phone with another student. Ask them: "where are you", "what are you doing", "can you come here please". Ask students to provide answers eg. "I am at school", "I am studying", "No, I cannot because I'm busy playing". • Create an exercise where students ask where other students or family members are are. Have other students provide the answers and use occupations / locations to explain. Eg., Q: "where is your Mother?" A: "my Mother is at the school, she is a teacher"

Unit 7 - <u>Doing Things</u>	Grammar	Activities/Ideas
<p>Focus areas of unit:</p> <ul style="list-style-type: none"> • Asking what someone is doing • Asking about frequency of daily activities • Asking about what others are doing (singular and plural) • Expressing and asking about what people are doing (singular and plural) 	<ul style="list-style-type: none"> • Let us / let's • What are you doing? • I am PLUS verb - continuous present • Verbs: cook, read, wash, do, doing, eating, fishing, throwing, singing, running, sleeping, coloring • Verb PLUS article PLUS noun, eg. catching a fish • Is he PLUS verb (continuous present) • What is / what's • Question and answer, eg. what is she doing? She is eating an apple. 	<ul style="list-style-type: none"> • Create role-plays where students pretend to do an activity and have other students ask about what they are doing. Eg. Q: "what are you doing?" A: "I am running!" • Run through an exercise to show how to make words into doing words, by adding 'ing'. Eg. cook-cooking, run-running etc • Write some questions on the board and get students to write their answers. Eg. Q: "what are you doing?", "what is he/she doing?"
Unit 8 - <u>After School</u>	Grammar	Activities/Ideas
<ul style="list-style-type: none"> • Making plans and invitations • Asking about frequency of daily activities • Expressing and asking about after-school activities • Expressing and asking about daily activities • Clarifying after-school activities 	<ul style="list-style-type: none"> • Can you come over • Prepositions: outside, at, after • Take - take a walk and other examples where a word can be used as a noun <u>or</u> a verb • Verbs: do/ go/ practice / walk/ talk/ ride • He / she PLUS goes to PLUS article PLUS place • What do you do PLUS after / before PLUS school? • What does PLUS he / she PLUS do on PLUS day of the week • What time is it / what's the time? 	<ul style="list-style-type: none"> • Try designing a game where students ask each other their plans. Eg Q: "are you busy? Can you come over?", A: "yes, I can come over, after I finish my chores". • Get students to write sentences about themselves, what they do, what they will do, and what are their plans for the weekend. • Each day, ask students to write about something they will do each day making sure to use before/after/at etc.