

Let's be happy at home

key learning outcomes

in Unit 2, the students will:



Exchange information on familiar topics



Recognize familiar words in phrases, sentences, and texts



Talk about familiar people and objects using words and phrases



Participate in social exchanges in English



Design a perfect house and present it to the class

Unit overview

Target vocabulary

House: bathroom, bedroom, garage, hallway, kitchen, living room, stairs, yard

Objects in a house: bed, couch, lamp, table
Unusual homes: cave, igloo, tent, tree house

Functional language

Let's put (the lamp) here. Great idea!

Recycling and building

The house is... ./My favorite...

Language stretch

Let's clean up!

Target structures

Where's (Mom)? She's in the (kitchen). Where's the (lamp)? It's on/next to the (desk).

Phonics

I (lamp, living), r (red, room)

Values

I learn about different homes.

Competency focus

Appreciate and understand difference and diversity

Key progress indicator chart

GSE range for Level 2: 15-26 (stretch 29)

Speaking

Talk about myself and my world

elopment indicator:

Working towards: taking part in a short dialog of 1-2 exchanges or give a short monolog of 2-3 sentences.

Learners can answer simple questions about where people or things are, using basic phrases. (24)

Participate in common informational or transactional exchanges using simple language.

Learners can describe the position of objects or people in a basic way, using pictures or gestures. (26)

Use simple language to talk about and describe familiar objects in short stretches of speech.

Learners can give the location of an object in a basic way. (29)

Participate in common informational exchanges using simple language and expressions.

Learners can ask people to do things with them, using a fixed expression. (29)

Participate appropriately in common social and interpersonal exchanges using simple language and expressions.



Lesson 1 - Vocabulary

Objectives

- Lesson aim: to recognize and name rooms in a house
- Target language: bathroom, bedroom, garage, hallway, kitchen, living room, stairs, yard
 - Recycled language: I can see...; book, pen, pencil

GSE

- Receptive: Listening: Can understand basic information about someone's house or apartment (e.g., rooms, furniture), if spoken slowly and clearly and supported by pictures.
- Productive: Speaking: Can describe where they live in a simple way.

Wonder: spark curiosity

- Tell students this is a Wonder lesson. Encourage students to make inferences about the main picture and to think of at least one question they have about it.
- Write the lesson objective on the board: We're learning words to talk about our home.

Materials

 Audio; Video; Picture Cards; Progress chart; sticky notes, décor magazines, dollhouse or toy house



Starting the lesson: warm up

Before the lesson, display the progress chart or a large picture of the interior of a house. Cover the different parts of the house with pieces of paper. Tell students that a house is hiding behind the pieces of paper. Encourage them to guess which parts of the house are behind each one. This will allow you to see what language students already know.

Big Picture: Where are the children?

- Ask students to look at the main picture and say where the children are and what they are doing.
- Point to the plan of the house and elicit ideas about what it is and what rooms it has. Ask Where's the (living room)? Does it have a big yard? Who lives here? Elicit ideas, but don't tell students if they are right or wrong.
- Listen and explore.
- Ask students to look at the main picture. Play the audio and have students point to the rooms in the picture as they listen. Ask a follow-up question, e.g., Which rooms have a table? (SUPPORT) Before listening, use the picture cards to pre-teach the target vocabulary. STRETCH Before listening, ask students to compare the house in the picture with their own house. Does it have the same rooms?

TEACHER TIME TO SHINE: using realig Realia can help students make connections with the real world. Bring in a toy house, dollhouse, or magazines with pictures of rooms in the house, such as a catalog from a furniture store. Encourage students to explore the toy/pictures and say what they see.

















Listen, stick, and say.

- Play the audio and have students point to the sticker space for each item in their books.
- Help students find the stickers in the back of their books. Play the audio again and have students place the stickers in the correct place. Encourage them to repeat the words as they do this.

ANSWER KEY: 1 kitchen, 2 living room, 3 hallway, 4 bathroom, 5 garage, 6 yard, 7 stairs, 8 bedroom

(SUPPORT) Have students prepare all their stickers before playing the audio. They could stick them on the edge of the table or one on each finger. This will allow them to focus on the activity. STRETCH Have students stick their stickers on the page before listening. Then play the audio for them to check.

Trace and read.

- Students trace and read the target vocabulary on the
- Draw students' attention to the speech bubble and read it together. Drill the sentence chorally, then say I have a... and elicit various responses from the class, encouraging students to use the target vocabulary. Repeat with Idon't have a....
- In pairs, students take turns naming things they have in their own homes using the target structure I have... ./ I don't have....



WONDER HELPER 😭 Assess



Read Tess's question in the speech bubble. Ask students to tell their partner where they live. Then draw a house and an apartment block on the board, and ask students if they live in a house or an apartment. Hold a vote to find out how many students live in each kind of building.

Watch and listen.

- Tell students that they are going to watch a video about homes. Ask them which rooms they think they will see in
- Play the video, pausing where appropriate to ask comprehension questions.

Extra activity

Play a drawing game. Divide the class into two teams. Have one member from each team come to the board. Choose an item of furniture, e.g., a bed or a fridge, and point to it in the Student's Book for the two students to see. They draw a picture of it on the board. The other students have to guess what it is and in which room it is found.

FUTURE SKILLS: enquiry and imagination

Set up a Wonder Wall for Unit 2. A Wonder Wall is a display where students post any questions they have about the unit topic. Provide some pictures or realia to help activate schemata and help students generate questions, e.g., Is a big house better than a small house? What makes people happy at home? They write their questions on slips of paper and post them on the wall. You can come back to the wall at the end of each lesson and review the questions.

Ending the lesson

 Play a miming game to review the target vocabulary. Invite a student to the front and show them a picture card. The student mimes an activity that they usually do in that room and the class guesses which room it is.

Workbook page 12



Find and trace. Then say. Students find the items in the Student's Book. They then trace and say the words.

Trace and number. Students trace the words and then match to the pictures by writing the correct number.

ANSWER KEY: 1 bedroom, 2 bathroom, 3 stairs, 4 living room, 5 kitchen, 6 garage, 7 hallway, 8 yard

Wonder Helper: Students circle the items found in the yard.

ANSWER KEY: Students should circle: tree, flower

Extra time: Students say the words in alphabetical order.

ANSWER KEY: bathroom, bedroom, garage, hallway, kitchen, living room, stairs, yard

Activity 1

Audio script

Look what I have! Basil Oscar It's a house!

Basil Yes, it's my house.

Tess Wow! It's fantastic. It has a big living room! Oscar It has a bedroom, a hallway, a kitchen...

Clara I can see a bathroom!

Tess And stairs next to the garage and a nice yard

Oscar Let's go see the house!

Activity 2

4 a bathroom 1 a kitchen 7 stairs 2 a livina room 5 a aaraae 8 a bedroom

3 a hallway 6 a yard







Activity 4













Lesson 2 - Song and structures

Objectives

- Lesson aim: to ask and answer about where someone is
- Target language: Where's (Peanut)? He's in (the yard).
- Recycled language: family; Grandma, Mom, Dad

GSE

- Receptive: Listening: Can understand basic information about someone's house or apartment, if spoken slowly and clearly and supported by pictures.
- Productive: Speaking: Can answer simple questions about where people or things are, using basic phrases.
 Can ask about the location of an object using a basic phrase.

Wonder: spark curiosity

- Engage students with the unit theme by having them notice small details in the artwork and think about how they might relate them to the theme. Tell students that the children from the Explorers Club have gone to the house in the picture and they are looking for something. They are using the plan to help them. Ask What are they looking for?
- Write the lesson objective on the board: We're learning to ask and answer about where people are.

Materials

Audio; Picture Cards



Starting the lesson

Ask students to look at the main picture in pairs.
 Tell them to ask each other questions about
 the picture using the structure Where's...? They
 should choose items they know, e.g., a car, a
 table, a computer, flowers. You can make this
 more fun by having students give each other a
 ten-second time limit to find each item.



Sing and act.

- Display the picture cards from Lesson 1 on the board. Play the audio and have students point to the picture cards when they hear each room.
- Play the song again and have students join in.
 Demonstrate actions (shrug your shoulders and hold out your arms when asking the question and demonstrate searching for something) for students to follow.
- When students are confident, play the karaoke version (audio track 2.04) and have them sing along and do the actions.



- Elicit the names of the places in the three pictures. Tell students that Mom, Dad, and Grandma are in different parts of the house. Play the audio and have students match the people to the pictures.
- Read the question and answer in the box and drill chorally. Then divide the class into two and have half the class repeat the question and the other half repeat the answer. Switch roles so that everyone gets to practice both.

ANSWER KEY: 1 living room, 2 kitchen, 3 yard















SUPPORT Before listening, display the picture cards for the three family members and all the rooms. Play the audio and ask a volunteer to come to the front and match the first two picture cards. Repeat for the remaining two people. Then have students match in their books. STRETCH Have students ask and answer further questions about the items in the main picture in pairs, e.g., Student A: Where's the tree? Student B: It's in the yard.

Extra activity

Place the room picture cards on the board. Either use a cutout picture of a mom, dad, or grandma, or use the word card. Have the class close their eyes as you hide the person behind one of the rooms. Students guess where they are by asking *Is he/she in the (kitchen)?*

Ask and answer.

- Display the Progress chart and stick the picture card of Clara in the yard on the poster.
- Model the activity using the question in the speech bubble: Where's Clara? Have the class chorally read aloud the second speech bubble.
- Tell students to imagine that the children, Stella, Basil, and Peanut are all in different parts of the house. They work in pairs to ask and answer questions about the characters. Monitor and help as necessary.

I can shine!



Assess

ACHIEVE The student can ask and answer questions using *Where's...*? and answer with parts of a house.

ADJUST The student can understand questions with *Where's...?* and give single word answers.

EXCEED The student can ask and answer questions using *Where's...*? about a range of people and things without prompting.

 Give students time to put their checkpoint sticker on the Student's Book page.

Fast finishers

Tell students to write down the names of the characters and to write a room next to each one, e.g., Stella – bathroom. Then students ask and answer questions in pairs to find out where each character is, e.g., Student A: Where's Stella? Student B: She's in the bathroom. Students check any answers that are the same on their lists.

Ending the lesson

• Put each picture card on the wall in a different part of the classroom and explain that the classroom is now a house. Give one student a character picture card or an item of realia such as a small toy. Everybody closes their eyes while the student hides the picture card or toy in one of the "rooms." Students then take turns asking questions to find out where it is, e.g., Is it in the bathroom? When they guess correctly, they can stand up and go to search for the item.

Workbook page 13





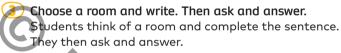
Listen and circle. Play the audio and have students listen and circle the correct pictures.

ANSWER KEY: 1 b, 2 b, 3 a, 4 a

Circle and trace. Then look and write. Students find and circle the words in the word snake. They then trace the words in the questions and answers and complete the sentences.

ANSWER KEY: 1 yard, 2 living room, 3 bedroom

I can shine!



Students color the Wonder checkpoint pebble.

Extra time: Students circle the rooms that are in their house and share with their partner.

Activity 1

Where's Peanut? [x4]

In the kitchen or the living room?

In the bathroom or the bedroom?

In the garage or on the stairs?

Where's Peanut?

He's in the yard! Yes! Yes! Yes! He's in the yard! Yes! Yes! Yes!

Activity 2

- 1 Child 1 Where's Mom?
 - Child 2 She's in the living room.
- 2 Child 1 Where's Dad?
 - Child 2 He's in the kitchen.
- <u>3</u> Child 1 Where's Grandma?
 - Child 2 She's in the yard.











Audio script



Lesson 3 - Story Student's Book page 22

Objectives

- Lesson aim: to read and understand a story about homes
- Recycled language: bedroom, chair, kitchen, living room; Do you have...? Yes, I do./No, I don't. Receptive language: Let's look in the (hallway).

GSE

- Receptive: Reading: Can understand simple sentences, given prompts.
- Receptive: Listening: Can understand basic information about someone's house or apartment (e.g., rooms, furniture), if spoken slowly and clearly and supported by pictures.
- Productive: Speaking: Can role-play parts of a picture story using simple actions and words.

Imagine: fostering imagination

- Encourage students to be imaginative and creative in story lessons. Discuss the value and foster social and emotional learning by having students discuss what makes a home. Elicit that we can make our home ours by adding personal items and decorating it. Ask students what things the children like in Basil's house. Then elicit how students make their bedroom their own, e.a., with teddy bears, toys, or by drawing pictures.
- Write the lesson objective on the board: We're listening to and reading a story.

Materials

Audio; Video; Story cards; Picture Cards

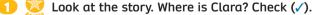


Starting the lesson

• Invite a student to the front and give them a picture card from Lesson 1. Ask Where's Peanut? and invite the other students to guess what's on the picture card by suggesting different rooms. When a student guesses correctly, it is their turn to take a picture card

FUTURE SKILLS: enquiry and imagination

Tell students to imagine that Clara comes to visit them at home. Clara is in their living room. Ask What can she see? Which rooms do you want to show her? How would you take care of her? Have students share their ideas in pairs. Then discuss as a class.



 Ask students to look at the three pictures and elicit the target vocabulary. They then look at the pictures from the story, find Clara, and check the boxes.

ANSWER KEY: living room, kitchen

RECEPTIVE SKILLS TIP

Before listening to the story, give students a prediction task to do with books closed, e.g., Where are the children? On the first listen. students follow the story and check their predictions (they are inside Basil's house).







- Tell students they are going to listen to or watch a story about the children exploring Basil's house.
- Play the audio or the video and have the students follow the story in their books.
- Play the audio or video again and pause after each line for students to repeat. Encourage them to copy the characters' pronunciation and intonation. (SUPPORT) Before listening to the story, give students time to look carefully at the pictures. Discuss in L1 what they think is happening in each frame. STRETCH After listening to the story, ask further comprehension questions, e.g., What does Tess like? (the chair), What does Clara like? (the lamp), What is Oscar's favorite room? (the kitchen), Where do they look for Peanut first? (the hallway).



IMAGINE HELPER

Read Clara's question in the speech bubble. Elicit ideas about the kinds of things that make students feel happy when they are at home. Try to encourage them to focus less on material items such as toys and games, and to explore ideas such as comfort and well-being. Ask students why they think Peanut decided to sleep in the tent (he prefers the yard because he is a rabbit).



















Who has a bedroom in the yard? Read and circle.

Read the question together and have students look back at the story to find the answer. Students trace the character's name in their books. Then ask students if they think the yard is a good place for Peanut to sleep. Would they like to sleep in a tent in the yard? Encourage them to think of advantages and disadvantages of sleeping outside in a tent, e.g., Advantage: You can see the stars. Disadvantage: It can be cold.

ANSWER KEY: Peanut

Role-play the story.

 Have students role-play the story in small groups. Give each group a set of story cards to help. Each student plays one character from the story, repeating their lines from the story as they hear them. Play the audio and pause after each frame.

I can shine!



ACHIEVE The student can read or say lines from the story without extra support.

ADJUST The student can repeat lines from the story when prompted. → Provide more support by building up the lines, pausing the audio after each short phrase.

EXCEED The student can read or say lines from the story unprompted and can improvise.

• Give students time to put their checkpoint sticker on the Student's Book page.

Story extension

Students think of a new place in the house where Peanut could sleep. Elicit a few ideas, e.g., inside a kitchen cupboard, under the bed, in the car in the garage. Students come up with a new bedroom for Peanut in groups and role-play the story.

Ending the lesson

 Play a game with books closed. Read aloud one of the speech bubbles from the story. In groups, students have to try to remember who said the sentence or question. After reading the speech bubble aloud, give students a few seconds to think. Then hold a vote by asking each group to raise their hands if they think it was Oscar, Clara, or Tess. Each group gets a point for a correct answer.

Workbook page 14

1 Trace. Then read and circle. Students trace the words. Then they look at the pictures and circle the correct word.

ANSWER KEY: 1 kitchen, 2 living room, 3 yard

2 Follow. Then circle. Students follow the maze to find out where Peanut is. They circle the place where they find Peanut.

ANSWER KEY: yard

I can shine!

3 Look at Activity 1. Write and say. Students look at the pictures in Activity 1 and complete the sentences.

ANSWER KEY: Oscar: kitchen, Tess: the living room, Peanut: is in the yard

Students color the Imagine checkpoint pebble.

Extra time: Students choose their favorite frame from the story and share with their partner.

Activity 2

Audio script

1 Clara The house is great!

Oscar My favorite room is the kitchen.

2 Tess Nike the chair. It's fun!

Clara Oh, and look at this lamp! It's beautiful!

3 Oscar Where's Peanut?

Clara Hmm... I don't know. Let's look in the hallway.
Oscar I can't see him. Let's look in the bathroom...

4 Clara Is he in the garage?

Oscar Peanut?!

5 Clara Tess! Oscar! I know where Peanut is. Come to

the yard...

6 Oscar Look! What's this?

Clara Oh, it's a really small bedroom...
Tess Ha ha! Peanut has a house, too!

















Lesson 4 - Vocabulary and structures

Objectives

- Lesson aim: to describe your home
- Target language: Where's (the lamp)? It's (next to) (the couch); bed, lamp, couch, table; next to, on
 - Recycled language: backpack, coat

- Receptive: Listening: Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.
- Productive: Speaking: Can talk about furniture and rooms using simple language.
- Productive: Writing: Can write short answers to questions about what or where people or things are, using simple language,

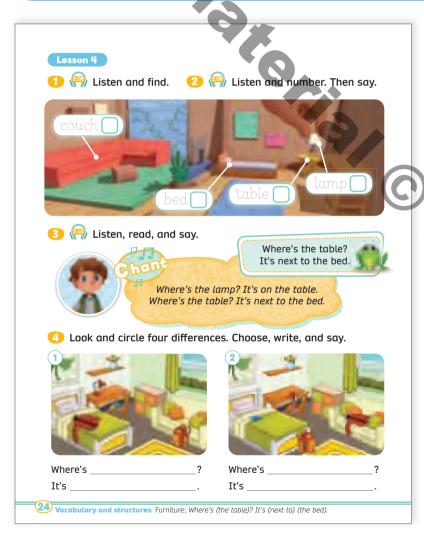
Build: building confidence

Build

- Build confidence by drawing attention to any cognates with the students' L1, e.g., one cognate with several European languages is lamp. Encourage students to guess the meaning of unknown words and draw attention to any similarities with their L1.
- Write the lesson objective on the board: We're learning words to describe our homes.

Materials

Audio; Picture Cards; picture of rabbit burrow, pictures of furniture



Starting the lesson

- Ask the class if anyone has a pet rabbit. Then ask Where do rabbits live? Do they live in houses? Elicit ideas, pointing out that although we keep pet rabbits in our homes or in hutches in the yard, their natural homes are burrows in the country. If possible, show students a picture of a burrow.
- Give pairs two minutes to look back at the story in Lesson 3 and make a list of all the things they can see. This will help you find out what vocabulary students already know.

💯 Listen and find.

- Use the picture cards to present the new vocabulary. Hold up each card and say the word for students to repeat.
- Play the audio. Ask students to point to the things they hear while they listen.
- Look at the picture together and elicit ideas about what is happening. Encourage students to give details, e.g., There's a red couch.

Listen and number. Then say.

- Play the audio. Ask students to listen and write numbers 1-4 next to the correct items.
- Play the audio again, pausing after each line for students to repeat the words.
- Students trace the target vocabulary and say each word. Then hold up the picture cards again and elicit each new word.

ANSWER KEY: 1 couch, 2 table, 3 lamp, 4 bed







Activity 1







RECEPTIVE SKILLS TIP

Support students' ability to locate information in listening texts. Write on the board: It's on the table. Ask students which guestion this is the answer to, using the picture to help them (Where's the lamp?). Tell students that if they listen for the question, they know the answer is coming so they should listen carefully to find it out.

FUTURE SKILLS: critical and reflective thinking skills

Give students a picture of a house and some small pictures of furniture. You could have them cut these out of magazines beforehand. Tell students to listen and place the pictures in the places where you tell them to, e.g., Put the lamp on the couch./Put the bed in the bathroom. When students have placed all their items, have them discuss why we don't usually put these items of furniture in these places. Get feedback from the class.



BUILD HELPER

Point to Oscar the Build Helper. Ask Where's the table? Then have students read the sentence. Ask students to show you the meaning of next to by using gestures or a demonstration using classroom objects.

Listen, read, and say.

- Play the audio and ask students to listen to and read the sentences.
- Play the chant again, pausing after each line for students to repeat.
- Divide the class into two and have half the class chant the questions and the other half chant the answers. Have them change roles and chant again.
- Look and circle four differences. Choose, write, and say.
- Tell students to look at the two pictures and find four differences between them.
- Students read the questions and answer prompts and complete with the missing words.
- Check answers with the class by having one student ask a question about where an object is and nominate another student to answer. Repeat for at least two other differences.

ANSWER KEY: Picture 1: book on the chair, lamp on the desk, coat on the bed, backpack next to the couch. Picture 2: book on the bed, lamp on the chair, coat on the couch, backpack next to the bed.

(SUPPORT) Write a model question and answers on the board with all the possible options for students to refer to during the activity. STRETCH Have students do the

activity in pairs orally. Student A asks questions about Picture 1 and Student B answers, and vice versa.

Ending the lesson

 Ask groups of students to write a new chant by replacing the furniture with other words. The objective is to try to make a silly version of the chant by putting items in unusual places, e.g., Where's the TV? It's under the bed. Where's the banana? It's in the bathtub. Students perform their chant in front of the class.

Workbook page 15

1) Read and trace. Then number. Students read and trace the words. They then match to the picture by writing numbers next to the words.

ANSWER KEY: table 1, bed 3, couch 4, lamp 2

2 Read and circle. Then write. Students read the sentences, circle the correct word, and complete with a preposition.

ANSWER KEY: 1 table, next to, 2 lamp, on, 3 scarf, on

Extra time: Students read the question and tell their partner where their book is.

Activity 1

Audio script Clara Look! It's a house.

Oscar and Tess Wow!

Clara I have some things for the house. A red couch and a yellow table.

Oscar I can see a lamp and a bed.

Oh! Where's the lamp? Tess Clara It's on the table.

And where's the bed? Tess Clara It's next to the table.

Oscar It's great, Clara!

Clara Thanks!

Activity 2

1 a couch 2 a table 3 a lamp 4 a bed

Activity 3

Oscar Let's go, everybody, listen to me!

Where's the lamp?

Girl It's on the table. Oscar Where's the table? Girl It's next to the bed.

Let's go, everybody, chant with me! Oscar

Children Where's the lamp?

It's on the table. Where's the table? It's next to the bed.















Lesson 5 - Communication

Objectives

- Lesson aim: to talk about where things are. To use the sounds
- Speaking function: to describe the position of objects in a basic way
- **New language:** It's in the (yard).
 - Recycled language: Where's my (backpack)? It's on/next to the couch.

GSE

- Receptive: Listening: Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.
- Productive: Speaking: Can answer simple questions about where people or things are, using basic phrases. Can say simple tongue-twisters and other kinds of playful language.

Build: building confidence

Build Build confidence by encouraging students to notice patterns between the language in this lesson and in Lesson 4. In Lesson 4, students learned to use the prepositions on/next to to say where things are in relation to furniture. In this lesson, students learn to describe where

Write the lesson objective on the board: We're learning to talk about where our things are.

Materials

Audio; scissors, glue

objects are in each room.



Starting the lesson

 Write anagrams of some of the target vocabulary from Lessons 1 and 4 on the board. Give pairs two minutes to unscramble as many as they can. (SUPPORT) Give students the first letter of each word. STRETCH Have students write their own anagrams for other target vocabulary and swap with a partner to do.

RECEPTIVE SKILLS TIP

Encourage students to use the pictures as visual cues when listening to help scaffold the listening task.

🕟 Listen and match.

- Draw students' attention to the three pictures and elicit the name of each item. Then point to the three rooms and elicit their names. Tell students they are going to listen to people looking for their things.
- Play the audio and ask students to match the objects to where they are in the house.

ANSWER KEY: 1 b, 2 a, 3 c

Look. Then play. Add one more.

- Ask two students to read aloud the question and answer in the speech bubbles. The other students point to the lamp in the picture. Ask Is the lamp in the yard? Is it on the couch?, etc.
- In pairs, students ask and answer questions about the items in Activity 1. Fast finishers can close their books and remember where each item is.















TEACHER TIME TO SHINE: managing different levels

When asking students to do communicative activities, it can be helpful to pair up stronger and weaker students. This ensures that students with a lower level don't aet left behind. The stronger student can act as a guide or helper, noticing any problems their partner may have. The role of responsibility can provide a sense of accomplishment for the student.

Mysounds Listen, write, and say.

- Have students look at the picture and say what they see. Try to elicit red and lamp. Ask What color is the lamp? Drill the key sounds r - r - red and l - l - lamp.
- Play the audio. Ask students to listen, point to the things in the picture, and repeat the sounds.
- Have students trace the letters on the page as they say each sound.
- Play the audio again and have students repeat each line.

Cut out and fold. Then play.

- Have students cut out the house. Then show them how to fold and stick the house so that it is 3D and stands up.
- Tell students to choose six objects to add to their house. Elicit some ideas, reviewing language from Unit 1 and the previous Level, e.g., coat, teddy bear, ball, backpack. Students decide in which room and where to draw each item
- In pairs, students ask and answer about what is in each other's houses using Where's the...? It's in the (bedroom). It's on the (bed).
- Students then give each other instructions to draw more items in their house.

I can shine!

ACHIEVE The student can ask and say where things are in the house.

ADJUST The student can ask and answer questions about where objects are with incomplete sentences. → Support students with extra practice using model questions. Display the word It's and point to it if you hear students responding In the bedroom or

EXCEED The student can ask and answer questions about where objects are using adjectives to describe them.

• Give students time to put their checkpoint sticker on the Student's Book page.

FUTURE SKILLS: collaboration and communication skills

Ask students to do a role-play. Tell them that Student A has lost something and needs to find it. Student B searches the house and finds the missing object, telling Student A where to find it.

Have students do a drawing dictation in pairs. They each draw a simple room. They ask each other questions about what to draw in the room, e.g., Student A: Is there a table? Student B: Yes, it's next to the couch

Ending the lesson

Review the prepositions by having students put classroom objects in different places, e.g., Put the ruler next to the door/Put the eraser in the trash can. Students can then take turns telling each other funny places to put other items.

Workbook page 16



Listen and number. Play the audio. Students listen and write numbers next to each item.

ANSWER KEY: 2, 3, 1



Listen and repeat. Then circle. Play the audio. Students listen, repeat the word, and circle the correct letter.

ANSWER KEY: 1r, 2 l, 3 l

I can shine!

Draw two things. Write. Then ask and answer. Students draw two items in the living room. They then complete the speech bubble according to their drawing, e.g., It's on the table. They ask and answer in

Students color the Build checkpoint pebble.

Activity 1

1 Child Where's my backpack?

It's in the yard. It's next to the table. Adult

2 Child Where's my notebook?

Adult It's in the living room. It's on the couch

3 Child Where's my watch?

Adult It's in the bedroom. It's on the bed.

Activity 3

1 – 1 – 1 lamp I - I - I living r-r-r red r-r-r room

A red lamp in the living room.



Bedroom.









Audio script





Lesson 6 - Global Citizenship

Objectives

- Lesson aim: to explore what makes a home
- Cross-curricular connection: Homes around the world Global Citizenship theme: Different kinds of home Target language: cave, igloo, tent, tree house
 - Recycled language: cold, hot, sunny, winter; tree

GSE

- Receptive: Listening: Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.
- Productive: Speaking: Can describe objects in a basic way (e.g., color, size).
- Productive: Writing: Can write some familiar words.

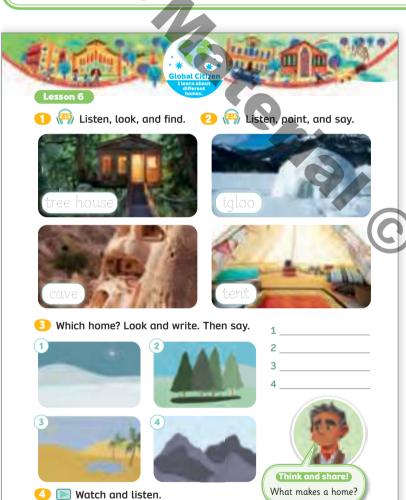
Grow: Nurturing growth in society

Promote Global Citizenship by encouraging students' awareness and appreciation of diversity. Ask students to imagine what the lives of the people who live in each home are like, and why these kinds of homes are suitable for their lifestyles.

Write the lesson objective on the board: We're learning words to talk about different homes.

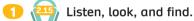
Materials

Audio; Video; Picture Cards; pictures of animal homes and different kinds of homes from around the world



Starting the lesson

Display and number pictures of animal homes, e.g., a rabbit's burrow, a tree, a pond, a kennel, and a beehive. Have students race to write down who or what lives in each one.



- Ask students to look at the pictures and say what they see.
- Play the audio and present the vocabulary picture cards for students to repeat each word. Then hold up each card for them to say the word and find it in the pictures on the page.
- Ask students to say who they think lives in each home. Allow answers in L1, but encourage them to say words they know in English.
- 🌉 Listen, point, and say.
- Play the audio, pausing after each description. Students listen and point to the correct picture. Play the audio again for students to repeat.
- Students trace the words in their books.
- Ask students if they would like to live in any of the homes. Students share their answers with a partner.

ANSWER KEY: 1 igloo, 2 tree house, 3 tent, 4 cave

RECEPTIVE SKILLS TIP

Before the first listen, drill the pronunciation of the four target words. This will help students assimilate the sounds and will make it easier for them to identify the words in the listening text.





(26) Global Citizenship What makes a home; kinds of homes













Which home? Look and write. Then say.

- Ask students where they think the four homes can be found. Elicit ideas, allowing L1 if necessary.
- Draw students' attention to the four pictures of locations and tell them to match the homes to these places.
- Students should write the word next to each number.
- Students talk about the places in pairs, e.g., An igloo/This place is for an igloo/An igloo goes here.

ANSWER KEY: 1 igloo, 2 tree house, 3 tent, 4 cave

Extra activity

Extend the discussion by asking further questions about the places, e.g., Which place is hot/cold? Which animals live here?



4) 🔃 Watch and listen.

- Tell students that they are going to watch the video
- Play the video and have students say what they and other people might like about the home.

FUTURE SKILLS: critical and reflective thinking skills

Encourage critical thinking by having students compare and contrast life in a tent, igloo, and their own house. Tell them to think about the things their own homes have, e.g., electricity, running water, heating, the Internet and whether or not they think the tent and igloo also have these. Then ask them to think about how people can live without these things, e.g., they can make a fire to keep warm, they can read books instead of playing a video game, etc.



GROW HELPER

Read Basil's question as a class. Ask students to think about all the things that make their home special.

Ask questions, e.g., Who lives in your home? What makes you happy when you're at home? What makes your home different from other people's homes? Encourage them to think about how a happy home isn't necessarily about having materialistic things by asking Is it important to have a big house? Do you need a lot of things? If necessary, draw their attention back to the pictures of the igloo and the tent, and ask students to say what makes these good homes for the people who live there.

Background information (Culture and CLIL)

Bring in some pictures of a range of different kinds of homes. Display the pictures and ask students to think of similarities and differences between the homes.

TEACHER TIME TO SHINE: error correction

It's important to acknowledge effort and praise students when they attempt to say something in English. In discussion activities, the focus is on communication so try to avoid correcting any errors. Instead, rephrase the student's original sentence using appropriate language.

Ending the lesson

Play a game. Stick the four picture cards around the classroom, one in each corner. Have students stand up. Tell them that you will close your eyes and count to ten. Students have ten seconds to go and stand next to one of the four homes. When you reach ten, you will choose one of the homes and say something about it before opening your eyes, e.g., This home is in the forest. The students who are standing next to this home are out of the game and must sit down. Continue until only one student is left.

Workbook page 17

Match and write. Then say. Students match the homes to their locations. They then write the words from the wordpool under each picture.

ANSWER KEY: 1 b, tree house, 2 a, igloo, 3 d, tent, 4 c, cave

Activity 1

Audio script

1 a tree house 2 an igloo 3 a cave 4 a tent

Activity 2

I can see snow! And the house is white! 1 Child

Adult Yes, it's an igloo!

Now, look at that big tree! 2 Adult

Child Wow! A house in a tree.

Adult Yes, it's a tree house!

Child It's great!

3 Adult And here is a tent. Look...

Child It's big! I can see beds! How many people can

sleep there?

Adult I don't know. Let's count the beds.

Child One, two, three...

4 Adult Now, this house is in a hot country. It's hot

and sunny there. That's a cave.

Child I like the cave!

















Lesson 7 - My Everyday English

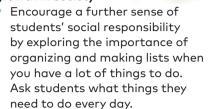
Objectives

- Lesson aim: to make suggestions
- Functional language: Let's put (the pencils) here. Great idea! Text type: a to do list
 - Recycled language: bed, couch, table; book, notebook, pencil, ruler, eraser; teddy bear; pajamas

GSE

- Receptive: Reading: Can understand a few simple phrases related to familiar, everyday activities.
- Receptive: Listening: Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.
- Productive: Writing: Can write simple phrases with appropriate spacing between words. Can write lists for specific purposes (e.g., shopping lists, gift lists) using memorized words, if supported by pictures.
- Productive: Speaking: Can ask people to do things with them, using a fixed expression.

Grow: Nurturing growth in society



Write the lesson objective on the board: We're learning to help each other clean up.

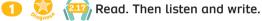
Materials

Audio; Picture Cards



Starting the lesson

Place a few pens, pencils, erasers, etc. on your desk or on the students' desks before the lesson. Say Oh, look! What a mess! We need to clean up. What do we need to do? Elicit ideas from the class and ask a few students to help clean up.



- Tell students to look at the list. Read it together as a class. Ask Where should we put (the tablet)? and elicit ideas.
- Tell students they are going to hear the two girls cleaning up. Play the audio and have students write where each item will go.
- Play the audio again for students to check their answers. Then check with the class.
- Draw students' attention to the expressions in the speech bubbles. Read them aloud and have students repeat chorally.

ANSWER KEY: 1 desk, 2 chair, 3 bed

(SUPPORT) Review the key vocabulary and prepositions using picture cards before doing the activity. STRETCH Have students read the sentences individually and do the activity rather than reading them as a class. Then check answers together.

RECEPTIVE SKILLS TIP

Before reading, ask students to say where the items are usually kept. This will activate the key vocabulary students will need to do the task.



the lesson



My Everyday English Making suggestions; Let's put (the pencils) here. Great idea! 27









Choose. Then write.

- Ask students to look at the to do list and the words in the wordpool. Students choose three of the items that need cleaning up and write them on their lists.
- Ask students to compare their lists in pairs.

 SUPPORT Display the picture cards on the board as students do the activity.

 STRETCH Have students add more items to their to do list.

FUTURE SKILLS: enquiry and imagination skills

Ask students where they keep their things at home. Have students work in groups to think of different ways of keeping things neat. They can draw or cut out pictures from magazines of the different kinds of furniture that help us keep our room neat, e.g., shelves, cupboards, closets, boxes, etc. Then have them say what they would keep in each one and draw pictures.

FACILITATING SPEAKING IN CLAS

Before doing Activity 3, practice the key function of making suggestions. Write Let's put the here. on the board, leaving a large space between the words. Stick the picture cards for classroom items in a column where the gap is.

Drill each suggestion chorally, e.g., Let's put the books here. Have students say each sentence, each time a little more quickly. This repetitive practice will help students feel more confident when doing the freer speaking activity.

Clean your desk. Then say.

- Ask students to look at the picture. Then ask two students to read the speech bubbles aloud.
- Students clean their desks, making suggestions to each other about what to clean and where to put the items. You may want to have students take out some of their things and make their desks messy before doing this activity.

I can shine!



Assess

ACHIEVE The student can make simple suggestions using short, fixed expressions.

ADJUST The student can make suggestions with extra support and when a model is provided.

EXCEED The student can make and respond to suggestions spontaneously and without prompting.

• Give students time to put their checkpoint sticker on the Student's Book page.

Fast finishers

Students can make a to do list of other things they need to do, e.g., do my homework, brush my teeth. Then in pairs, students show each other their lists and make suggestions, e.g., Let's do our homework. They then mime the action.

Ending the lesson

 Act like you've forgotten where different items go in the classroom. Do an example by saying Let's put the book away and then putting the book on your head or on the floor. Encourage students to say No! Let's put the book (on the shelf)! Continue making suggestions to students to put things in unusual places, e.g., Tom, let's put the pencils in the coat.

Workbook page 17

I can shine!

Grow Helper: Students read the questions and discuss their ideas in pairs. Elicit ideas from the class.

Read and write. Then role-play. Students look at the picture and read the left speech bubble. They complete the right speech bubble. They then role-play the dialog in pairs.

Students color the Grow checkpoint pebble.

Extra time: Students talk about the different rooms they clean in pairs. They might clean their bedroom, for example.

Activity 1

Audio script

- Girl 1 Let's clean up! Let's put the tablet here.
- Girl 2 Where?
- Girl 1 On the desk.
- Girl 2 Yes, areat idea!
- Girl 1 Let's put the backpack here.
- Girl 2 Where?
- Girl 1 On the chair.
- Girl 2 Yes, OK!
- Girl 1 Let's put the pajamas here
- Girl 2 Where?
- Girl 1 On the bed.
- Girl 2 Yes, great idea!









Thre



Objectives

- Lesson aim: to review the language from Unit 2
- Reviewed language: bathroom, bedroom, garage, hallway, kitchen, living room, stairs, yard; Where's the...? It's/He's/She's in/on/next to the... .

GSE

- Receptive: Reading: Can demonstrate understanding of a word by matching it to a picture.
- Productive: Writing: Can label simple pictures related to familiar topics by copying single words.
- Productive: Speaking: Can answer simple questions about where people or things are, using basic phrases.

Shine: Time to shine!

- Encourage students to develop awareness that they can learn from their peers. While reviewing language from the unit, they should try to notice any gaps in their knowledge and ask or listen to their classmates to fill these gaps. Cooperative learning strategies such as Think, Pair, Share or Concentric Circles (see Starting the lesson) help facilitate these skills.
- Write the lesson objective on the board: We're reviewing what we've learned in the unit.

Materials

Picture Cards



Starting the lesson

- Have the class stand in two circles: an inner circle facing out and an outer circle facing in, so that students are facing each other. There should be the same number of students in each circle
- Each student says a target word from the unit. The outer circle then moves one step to the right, so they are now facing a new person. This time they have to say a different word. Continue until students have run out of words.

Step 1: Review

The Review consolidates the target language of the unit from the I Can Shine checkpoints and helps prepare students for the unit projects. Vocabulary from the Wonder spread is reviewed through reading and writing in Activity 1. Activity 2 helps review and personalize the story ideas and language from the Imagine spread. The speaking element in Activity 3 consolidates the target structures and language of the Build spread and the writing in Activity 4 encourages a more personalized use of the target language.

Look and write.

- Ask students to look at the words in the wordpool and elicit how to pronounce each one.
- Ask students to look at the pictures and say what they can see. Then have students say which room they think each one is.
- Have students write the correct word under each picture.

ANSWER KEY: 1 stairs, 2 living room, 3 bedroom, 4 hallway, 5 garage, 6 yard, 7 bathroom, 8 kitchen













(SUPPORT) Display the room picture cards on the board and have students notice which furniture items are in each one. STRETCH Encourage students to explain how they know the pictures are different rooms, e.g., The couch is in the living room.

- Look and circle. Then ask and answer.
- Have students read the questions and answers in pairs. Tell students to look at the pictures in Activity 1 to find the cat and the fish.
- Students circle the correct room in each answer.

ANSWER KEY: 1 living room, 2 kitchen

FUTURE SKILLS: critical and reflective thinking skills

Ask students if they can think of an item that can be found in every room of a house and the yard. In pairs or small groups, have students suggest furniture or other items that might appear in different rooms, e.g., a chair, a pet, or a plant.

- 🚱 Look. Then play.
- Draw students' attention to the two speech bubbles and read the examples together. Have students look at the picture of the bedroom in Activity 1 and find the lamp.
- Students take turns in pairs choosing something in one of the pictures and asking where it is. Their partner tries to find the item and says where it is. To make this more fun, you could impose a time limit of 30 seconds per item.
- What's your favorite room? Write.
- Students think about their favorite room in their house and complete the sentence.

Fast finishers

Students can draw a picture of their favorite room.

Extra activity

Have students go around the classroom asking each other and answering What's your favorite room? Encourage them to find three students with a different answer from theirs. This helps foster awareness and appreciation of diversity.

Ending the lesson

 Ask students to look back through the unit and choose three words or phrases they like. You could then have them write their favorite words and phrases on a class poster using brightly colored markers.

Workbook pages 18–19

(1) Find and circle. Then write. Students find and circle the words in the word search. They then write the words on the lines.

ANSWER KEY: 1 bathroom, 2 living room, 3 stairs, 4 yard, 5 garage, 6 hallway, 7 bedroom, 8 kitchen

Draw and check (/). Then ask and answer. Students draw a backpack and a pen anywhere in the picture and check the places where they put them. They then ask and answer questions about their pictures in pairs.

Extra time: Students read the definition and write the name of the item.

ANSWER KEY: stairs

- (3) Stick and color. Then play the game. Students cut out the corners from each page in their Workbook, stick them in the corner spaces, and color the pictures. In pairs, they ask and answer questions, e.g., Where's your bed? It's in the yard.
- Read. Then think and write. Students complete the graphic organizer with their own ideas. They then compare their ideas with a partner.

Students color the corner picture. They look at the Progress Chart for Unit 2 and check the things they can now do.

Home-school link: Students do this activity at home. They make a tent using items they find in their homes. Encourage them to take a picture and bring it to class.













Lesson 9 - Project: Let's design a perfect house

Objectives

- Lesson aim: to design a perfect house
- Reviewed language: Let's put the... in/on/next to the...; cave, igloo, tent, tree house; bed, lamp, couch, table

- Receptive: Listening: Can recognize familiar key words and phrases in short, basic descriptions (e.g., of objects, people, or animals), if spoken slowly and clearly.
- Productive: Speaking: Can name everyday objects from spoken descriptions, if supported by pictures. Can give basic compliments, using simple fixed expressions.

Shine: Time to shine!



- Provide support for respectful interactions and turn-taking in collaborative work by encouraging students to listen carefully and respond to each other's suggestions and ideas and to praise each other's work.
- Write the lesson objective on the board: We're going to design the perfect house.

Materials

Plain paper, coloring pencils



Starting the lesson

Play a game. Tell students you will call out two choices and they have to decide which one they like best. Call out instructions such as If you like playing in your bedroom, stand up. If you like playing in the yard, sit down. Repeat with similar instructions using the unit vocabulary.

Step 2: Create

- This section reviews Global Citizenship skills from the Build and Grow spreads like personalization, creativity, and collaboration. Activity 5 focuses on personalization and Activity 6 promotes creativity. Activities 7 and 8 foster collaboration and communication skills as students work together to decide on the final elements of their design before presenting to the class.
- Make sure that students understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to create a poster, give them clear step-by-step instructions:
 - 1 Choose or draw the pictures you want to use.
 - 2 Fill the page.
 - 3 Use a lot of color.
 - 4 Write the words neatly next to the pictures.
- Show students what is required of them. Some students may need more support to keep in mind all the key elements of a successful project. Other students may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for students to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.













Which homes do you like? Check (√) or put an X.

- Ask students to imagine the perfect home. Give them a few minutes to think and then get feedback, writing their ideas on the board.
- Tell students they are going to design the perfect house.

 Draw their attention to the four pictures and tell them to decide whether they would like to live in each home.
- Students check or put an X next to the pictures, depending on whether or not they like each one.

TEACHER TIME TO SHINE: individuality

When asking students to say whether or not they like something or give their opinion about something, it's easy for them to succumb to peer pressure. Celebrate diversity and individuality when students choose something different from their friends. As a teacher, try to avoid influencing students in their choices.

PROJECT TIP: digitalization

If you have the facilities, students could use drawing software or an app to create their plans.

Make a plan of your perfect house.

- Draw students' attention to the picture of the plan and have them say what is in the house.
- Students work in groups to design a plan for the perfect house. They can use the ideas in Activity 5 as inspiration and the plan here as a model to follow. They only need to draw the rooms and outdoor spaces at this stage.

Decide where to put things in your house.

- Students continue to work on their house designs, now adding in any furniture or other things they would like their home to have. Brainstorm ideas. Allow students to be creative and provide any necessary vocabulary.
- Read the speech bubbles together and remind students to make suggestions and respond to their group's suggestions.
- Students discuss their ideas and draw the items they choose on their plans. When they finish, they can color them in. Fast finishers can label the rooms and objects.

Time to shine!

Share your house design with the class.

- Tell students they are going to share their design with the class. Read the examples in the speech bubbles together.
- Have each group present their design to the class. If you have a big class or less confident students, have them present to smaller groups.
- Encourage the other groups to give their opinions about the designs, saying what they like about them. You could hold a class vote to find out which is the most popular design. SUPPORT Write key phrases on the board to

help students remember what they want to say and organize their presentations: *This home is a...*. *The couch/table/bed/lamp is...*. STRETCH Have students include further details about their design, describing the items using colors or other adjectives.

Remind students of the Global Citizenship area of appreciating diversity. Ask students to notice similarities and differences between the different designs. Point out that different people like different things. Encourage students to see the positives of all kinds of homes.

Ending the lesson

 Ask students to look back through the unit and to find a picture they like. Then give them two minutes to write down as many things as they can that they can see in it.

Time to shine!



Asses

ACHIEVE The student can name places in a house. The student can ask and answer about where things and people are using *Where's...? He's/She's* (in the living room).

ADJUST The student can name places in a house and ask and answer about where things and people are, but with errors. → Play the chant from Lesson 4 again, asking students to repeat each sentence.

EXCEPD The student can name places in a house and ask and answer about where things and people are. The student can help other students in class during pairwork/group work tasks. → Work on the student's intonation and pronunciation by modeling examples.

Unit 2 review notes

•	Use this space to take notes on what your students
	might need to revisit based on their performance in the
	review lesson.

V 1









Review 1 - Important to me

Objectives

Lesson aim: to review language from Units 1 and 2

- Receptive: Listening: Can identify common objects from descriptions, if spoken slowly and clearly.
- Receptive: Reading: Can understand basic sentences about where things, animals, or people are.
- Productive: Speaking: Can ask about the location of an object using a basic phrase.
- Productive: Writing: Can spell a range of common words.

Materials

Audio: Picture Cards

Starting the lesson

- Put students into groups of four. In pairs, one pair tries to remember as many words as they can from Unit 1 and the other pair from Unit 2. They can write a list in their notebooks.
- Pairs come back together and share their lists. They then look back at the units in their books and check the words and spellings.

Listen and number.

- Ask students to look at the main picture. Play the audio and have students point to the personal belongings in the picture as they
- Play the audio again and tell students to number the items in the picture in order. SUPPORT Before listening, use the picture cards to review the target vocabulary. STRETCH After listening, ask students to work in pairs to name as many items in the picture as they can. They can take turns pointing and naming something.

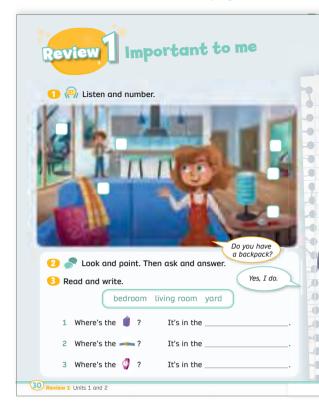
ANSWER KEY: 1 backpack, 2 scarf, 3 glasses, 4 watch, 5 sneakers, 6 belt

Look and point. Then ask and answer.

- Tell students that they are going to ask and answer questions about what things they have using the picture. Do an example as a model, using the speech bubbles. Point to the backpack in the picture and ask Do you have a backpack? Choose a student to answer.
- Write Yes, I do. and No, I don't. on the board and drill chorally.
- Students choose items in the picture and ask and answer questions. Encourage them to use a variety of language from Unit 1, e.g., Do you have a cap? Do you have dark hair?

Read and write.

- Ask students to look at the words in the wordpool and then find the rooms in the main picture.
- Draw students' attention to the questions and elicit the full question for the first one. Tell students to look at the picture to find the answer. Students then read and write the answers to the questions about the picture.



ANSWER KEY:

- 1 Where's the backpack? It's in the yard.
- 2 Where's the belt? It's in the bedroom.
- 3 Where's the watch? It's in the living room.

Complete the checklist for you.

- Tell students they are going on an Explorers Club trip and are getting ready to pack their things. They need to choose what they want to take with them. Students write and check the things they want to take.
- Put students into groups and tell them to ask each other questions about the things they're going to take. Model the activity with one or two students using the speech bubbles.

Extra activity

Tell students to find words to describe things and people in Units 1 and 2, e.g., old, new, big, small, happy, sad.



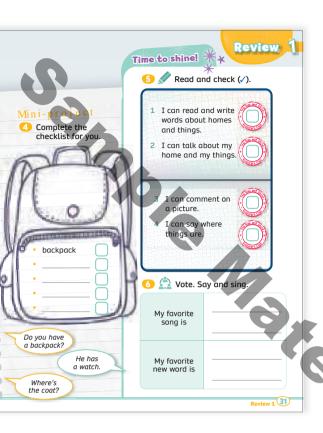












Time to shine!

- Sead and check (✓).
- Read through the *I can*... statements with the class and ask students to check the ones they think they have achieved. If students are unsure, remind them of the words they know about each topic, so they feel confident in checking the statement.
- 6 Vote. Say and sing.
- Tell students to look back through the units at the two songs. They should choose their favorite song and write in their books. As they are looking, tell students to look back at the words they have learned in the two units.
- Students write down their favorite word from Units 1 and 2. Allow students to write down more than one word if they wish to.
- Hold a vote to find out which song is the students' favorite. Play the audio for the song and encourage everyone to join in.

Extra activity

Ask students to draw a picture of themselves in a room of their house. They can also draw some of their belongings. Students then talk about their pictures in groups, e.g., *This is me in my living room. I have...*.

Ending the lesson

- Play the categories game. Draw a chart on the board with the following columns: rooms, things in the house, things you wear, words to describe people, jobs.
- Put students into teams and give them five minutes to write down as many words as they can in each column. When time is up, give teams a point for each correct answer.

Workbook pages 20-21

1 Read and trace. Then write the letter. Students read the sentences, trace over the words, and match to the pictures by writing letters a–h.

ANSWER KEY: 1 d, 2 g, 3 e, 4 b, 5 a, 6 f, 7 c, 8 h





Listen and number. Then say. Students listen and number the pictures. They then take turns pointing to a picture and role-playing the situation.

ANSWER KEY: 4, 1, 3, 2

Find and circle six words. Then write. Students circle the words in the word snake. They then complete the sentences with the words they found.

ANSWER KEY: 1 Do, 2 long, 3 Where, 4 in, 5 has, 6 on

4 Draw your friend. Then write and say. Students draw a picture of a friend. They then complete the sentences as if commenting on a picture.

EXAMPLE ANSWERS: long, dark hair; great

Time to shine!

Sead, write, and color. Students complete the *I can...* statements with the number of new words they can read and write. They then color the stamps in their Explorers Club passports.

Activity 1

1 Oscar I have my backpack!2 Tess I have my scarf.

<u>3</u> Oscar I have my glasses.<u>4</u> Tess I have a watch.

5 Oscar I have my sneakers.

<u>6</u> Tess I have a belt.

Audioscript









