Unit Objectives

By the end of the unit, students can:

- Describe where different places are.
- Ask and answer questions about where places are.

Skills Book

Extra Skills Practice

Speaking and Listening: Make statements about a picture and respond.

Recognize words and accurately produce words with the initial sounds g and k.

Reading and Writing: Identify the sequence of events. Identify and understand setting.

TE2 Sing Off corrections Proofs

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Teacher Workshop

Happy Teacher

Use what your students already know as much as possible. Even young students have prior knowledge of a topic or have experiences they can relate the lessons with. Spend a few minutes talking about prior knowledge or experiences when you introduce a topic such as new vocabulary or a reading text. Encourage students to talk about this, but sometimes allow them to talk using L1. Connecting lessons to students’ lives helps to make the material more meaningful and makes students more engaged with the material.

Happy Class

Get your students moving, walking about the classroom, standing up, sitting down, doing hand movements, and acting out plays. A little movement not only keeps students energized and having fun, but also helps them learn and remember. Short activities with some movement add to positive attitudes and a positive class.

Happy Technology

Encourage students to make word lists on their home computers or tablets. They should write down the new words from Lessons 1 and 3 from every unit and then write a sentence to remind them what the words mean. This will give them their own personal dictionaries at the end of each Happy Campers level.

Teaching with Games

Word Games

Word games are a valuable tool for language learners, as they make vocabulary more fun and memorable. In this unit, play word games to reinforce spelling. In Lesson 1, have students play Word Bricks (Page T 127); in Lesson 6, have students play Word Balloons (Page T 136). Find detailed explanations on how to play these games in the Try This! boxes. These games are also great for vocabulary recall. Have your students try them. They’re fun!
Lesson 1 Vocabulary

Unit 7

Lesson 1

Grammar Check! Complete.

1. We’re _______ front of the school.
2. The school is _______ the library.
3. We’re _______ the park.
4. The park is _______ the supermarket.

Lesson 2

Listen.

1. I remember _______ words.
2. I remember _______ words.
3. I remember _______ words.
4. I remember _______ words.

Listen and circle.

1. We’re in front of the school.
2. The park is in front of the supermarket.
3. The library is in front of the school.
4. The supermarket is in front of the library.

Grammar Check! Complete.

1. We’re in front of the school.
2. The park is in front of the supermarket.
3. The library is in front of the school.
4. The supermarket is in front of the library.

Lesson 1 - Talk about your town.

Tell students to look at the pictures on Page 56 and write about their town. Have them use the vocabulary words from the lesson.

Lesson 2 - Unscramble.

Tell students to unscramble the words. Have them check their answers and then read the words aloud.

Lesson 2 - Write.

Tell students to write about their town. Have them use the vocabulary words from the lesson.

Lesson 2 - Vocabulary Check!

Tell students to cover, say, and check the vocabulary words from the lesson. Have them write the words on the board and then read them aloud.

Finish the Class

Have the class label all the places in town on their maps. Have volunteers present their drawings to the class, explaining where places are in relation to one another. For example, The park is next to the supermarket.

Start the Class

Have students draw and color a picture of their town. Make sure they include the key vocabulary words from the unit in their drawings.

Materials:

- Audio Tracks 40 and 41
- Pencils, colored pencils

Instructions:

1. Tell students to look at the pictures and unscramble the words. Have them complete the activity individually. Then have volunteers write the words on the board.
2. Tell students to look at the pictures and write the words. Have volunteers write the words on the board and then read them aloud for the class to confirm their answers. Then point to the pictures and have the class chorally read the words.
3. Explain to the class that they are going to hear a song and will read the words as they listen. Play Track 41. Tell the class that they are going to hear the words again and will echo them. Play Track 40 again.
4. Tell the class that they are going to hear the words again and will echo them. Play Track 40 again.

Vocabulary Check!

Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.
Lesson 2 Grammar

Lesson Objective: Describe locations.
New Grammar: The park is behind the bookstore.
Vocabulary Review: hospital, school, park, supermarket, bookstore, library, movie theater, firehouse
Materials: Audio Track 41, eight cards with the vocabulary words on them

Start the Class
Prepare eight cards with the vocabulary words on them. Hold up the word cards out of order and have students read them. Put them on the board in random order with the words facing the board. Tell the class to close their eyes and remove one card without students seeing which one it is. Tell the class to guess which word is missing. When they guess correctly, remove another card. Continue until there are no cards on the board.

SING: Rock Around the Town!
Tell the class that they are going to listen to the song and follow the words in their books with their fingers as they listen to it. Play Audio Track 41. Then play Audio Track 41. Tell the class that they are going to listen to the song again and have students sing along.

Grammar Check! Complete.
Write the example from Item 1 on the board and point to the phrase in front of and explain that this phrase tells us where something or someone is. You may also choose to assign these notes for this lesson. You may also choose to assign these notes for this lesson.

Try This!
Have students describe where people or things are located in the classroom. Go around the room and have each student say a sentence, for example, “I’m next to Mark.”

Finish the Class
Have students stand up and say and demonstrate the prepositions with the gestures they learned in Activity 2. Say and demonstrate them slowly, increasing your speed each time. Then do the gestures and have students say the prepositions.

This may also be completed for homework.

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3. The hospital is in front of the firehouse. Yes No
2. The library is behind the bookstore. Yes No
1. The hospital is behind the bookstore. Yes No

The school is next to the park. Yes No
The library is next to the supermarket. Yes No

Let’s rock around the town today.

1. Let’s rock around the town today.
We’re in front of the bookstores / school.
Hey, hey!
Let’s play!
Let’s rock around the town!

2. Let’s rock around the town today.
We’re in front of the bookstores / supermarket.
Hey, hey!
Let’s play!
Let’s rock around the town!

3. Let’s rock around the town today.
We’re in front of the bookstores / firehouse.
Hey, hey!
Let’s play!
Let’s rock around the town!

4. Let’s rock around the town today.
We’re in front of the bookstores / library.
Hey, hey!
Let’s play!
Let’s rock around the town!

The school is next to the park.
The library is next to the supermarket.

Listen and circle.
We’re across from the firehouse.

Look and circle.
The school is next to the park.
Yes No
Lesson 3 Vocabulary in Context

Lesson Objective: Identify places at a camp.
New Vocabulary: cafeteria, lake, health lodge, pool, boathouse, cabin
Materials: Audio Tracks 41, 42, and 43, images of the places at camp

Start the Class
Review the prepositions by saying and gesturing the prepositions, increasing your speed each time.

3. Page 27 The Language Lodge
Have students flip to The Language Lodge Page 27

1. Write. Then circle six camp words.
Tell students that they will look at the pictures, write the words, and then find them in the word search. Have students work individually to complete the activity. Then have them compare their answers with a partner. Finally, have volunteers write the words on the board for the class to confirm their answers.

Vocabulary Check!
Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Finish the Class
Play Track 41 from Lessons 1 and 2 and have students sing “Rock Around the Town!” again. Have students work in small groups to substitute the places in town with places at camp in the song. Then have volunteer groups sing their new songs to the class.

Lesson 3

Lesson 3 Vocabulary Check!

1. Write. Then circle six camp words.
Write, then circle six camp words.

1. cafeteria
2. lake
3. boathouse
4. pool
5. health lodge
6. cabin

Vocabulary Check!
Cover, say, and check (/).

This may also be completed for homework.

Lesson 4

Granada Lodge

Lesson 4 Find and complete. Then listen and say.

1. cafeteria
2. lake
3. health lodge
4. pool
5. boathouse
6. cabin

Lesson 4 Grammar Check! Complete.

1. cafeteria
2. lake
3. health lodge

Lesson 4 Listen and check!

Where is the lake? It’s behind the health lodge.

Lesson 4 Listen again to Happy Camp.

1. Lake
2. Cabin
3. Health lodge
4. Pool
5. Boathouse
6. Cafeteria

Lesson 4 Find and complete. Then listen and say.

1. cafeteria
2. lake
3. health lodge
4. pool
5. boathouse
6. cabin

Vocabulary Check!

1. cafeteria
2. lake
3. health lodge
4. pool
5. boathouse
6. cabin

Track 43

Audio script Track 43
1. cafeteria 2. lake 3. health lodge 4. pool 5. boathouse 6. cabin

Try This
Show the class images of the places at camp in the same order they appear in the book. Have the class identify the words. Then shuffle the order and have the class chorally identify the places. Finally, show one image at a time and have individual students identify them.

Track 42

Audio script Track 42

1. Where is the cafeteria?
2. Where is the pool?
3. Where is the health lodge?
4. Where is the lake?

Track 41

Audio script Track 41

1. Where is the cafeteria?
2. Where is the pool?
3. Where is the health lodge?
4. Where is the lake?

This may also be completed for homework.

Use the Presentation Kit for interactive activities in this lesson.
Have students use the Happy Campers app for additional practice with the new vocabulary.

The Language Lodge Page 27 may also be completed for homework.

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Sign-off Corrections

Lesson 4 Grammar in Context

Lesson Objective: Ask and answer questions about locations.

Vocabulary Review: cafeteria, lake, health lodge, pool, boathouse, cabin

Materials: Audio Tracks 42 and 44

Start the Class

Have students make a picture dictionary. Ask them to draw a large square in their notebooks with six smaller squares, numbered 1 to 6. Call out different numbers and different places at camp; for example, 5 — lake. Students draw a lake in square 5. Continue until all the squares have pictures in them. Finally, tell students to label their pictures.

Listen again to Happy Camp.

Ask students what they remember from the “Happy Camp” comic strip in Lesson 3. Tell the class they are going to listen to the comic strip again. Play Track 42. Have students close their books and try to remember the locations of all the clues in the comic strip.

Grammar Check! Complete.

Ask how do you ask a question about location in English? Elicit where. Tell them to go back to the comic strip and underline the where questions in red. Allow time for students to complete the questions in the Grammar Check! Check by having different students read the questions.

Listen and cheer!

Tell students that they are going to listen to a cheer. Have them underline the question and circle the answer. Play Track 44. Have students close their books and try to remember the locations of all the clues in the comic strip.

Finish the Class

Tell students to write a clue about something in the comic in their notebooks. For example, “It’s on the boat.” Have them test their clues with another pair.

This may also be completed for homework.
Lesson 5 Fiction Reading

Lesson Objective: Read a fiction text to practice unit language.
New Vocabulary: balloon, rescue, toy store
Vocabulary Review: prepositions of place, buildings
Grammar Review: Where is the balloon? It’s next to the tree.
Materials: Audio Track 45, a balloon, a flyswatter, a soft ball

Start the Class
Have a volunteer balance an inflated balloon on a flyswatter. Give the volunteer instructions such as Walk behind (Susana). Go in front of (Luis). Stop next to the door.
When the balloon falls off the flyswatter, someone else takes a turn.

1. Read and listen.

The Purple Balloon

Peggy Sue has a new balloon.
It’s a big purple elephant. How fun!
Oh, no! Come back, purple balloon!
Where is the purple balloon?
It’s next to the tree.

Stop! Please stop, purple balloon!
I want to rescue you.
Where is the purple balloon now?
It’s next to the bookstore.

Come here, purple balloon!
Where is the purple balloon?
It’s in front of the toy store.
Wow! Great toys!

There it is! It’s behind the firehouse!
Here’s your purple balloon, Peggy Sue!
Thank you very much, Firefighter Joe!
I love my purple balloon!

2. Circle True or False.

1. The balloon is next to the bookstore. True False
2. The balloon is behind a tree. True False
3. The balloon is in front of the toy store. True False
4. A police officer rescues the balloon. True False

Finish the Class
Throw a soft ball to a student in the classroom. The student begins to tell the story of “The Purple Balloon.” After one sentence, the student throws the ball to another student, who reads another sentence and throws the ball to another student. Continue until the class finishes the story.

Try This!
Have students add to the story by drawing and writing sentences about three more places Peggy’s purple balloon goes. Tell the class to share their stories with a partner.

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Lesson 6 Reading Comprehension

Lesson Objectives: Identify the sequence of events in the text. Identify details in the text.

Vocabulary Review: prepositions of place, buildings

Grammar Review: Where is the balloon? It’s next to the tree.

Materials: Audio Track 45, construction paper, yarn, scissors

Lesson 6 Audio

Start the Class

Write the following on the board n l o a b o l

Have students unscramble the word [balloon]. Tell them to scramble one more word from the story and write it in their notebooks. Have them exchange notebooks with a partner and unscramble the words.

Listen again to The Purple Balloon.

Tell students they will listen to the story again and will follow the words with their fingers as they read and listen. Play Track 45. Have students talk about what they like about the story.

Explain to the class that they are going to take turns reading the story with a partner. Remind students to pronounce the words carefully. Walk around to monitor pronunciation and help as needed.

Circle True or False.

Have students read the sentences aloud and check in the story to see if the sentence is right or wrong. Explain that they will circle True or False. Check the activity orally in class.

Circle.

Tell students to look at the pictures of the purple balloon and to circle the correct location word or phrase. Remind them that they can look back at the story for help. Allow time for them to do the activity. Check answers by having volunteers read the questions and other volunteers read the answers.

Finish the Class

Show the class a soft toy, pencil case, or other small object. Place it somewhere in the class and ask Where is the [toy]? Answer for the class. It’s behind the chair; it’s next to Sue; etc. Explain to the class that they will take turns putting the labels somewhere in the class and asking the class where it is. Have a volunteer place the object somewhere, ask the question, and choose a volunteer to answer it. The person who answers will place the object in a different location for the next round.

Use the Presentation Kit for interactive activities in this lesson.

For additional class time, see Pages 42 and 43 of the Skills Book. Go to Page 179 in the Happy Campers Teacher’s Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.
Lesson 7 Creative and Collaborative Activity

Lesson Objectives: Ask and answer questions about locations.
Vocabulary Review: hospital, school, park, supermarket, bookstore, library, movie theater, firehouse, cafeteria, lake, health lodge, pool, boathouse, cabin
Grammar Review: Where is …? It’s behind the …

Start the Class
Practice this chant with students:
There’s a (park) in my town,
As you can see!
Come walk around my town,
Walk around with me!
Have students add more verses to the chant by changing the location in the first line.

1. Make a town map.
Tell the class that they are going to work in pairs to make a map of a town. Have them draw streets and arrange buildings on the map in different locations. Tell them to put the buildings next to, behind, in front of, and across from other buildings. Finally, have students color their maps.

2. Play Where Is It?
Tell students that they are going to play with a partner. They will exchange their maps with their partners, study each other’s maps, and then return the maps to their owners. Then they will ask each other questions about their maps to see how well their partner remembers where different places on their maps are located. Model the language by having volunteers read the sample speech bubbles in the photo.

3. Try This!
Pair students with different partners to play a treasure hunt game with their maps. They will think of a location to “hide” their treasures by making a small mark on the backs of their maps. Their partners will ask questions to locate the treasures such as Is the treasure next to the supermarket?

Finish the Class
Think of a word from the unit and then say:
I’m thinking of a word!
The word I’m thinking of Begins with a “C”!
What can it be?
Students guess until they think of the word (cafeteria). Then have a volunteer think of a word and say the chant by changing the appropriate first letter of the word.

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Lesson 8 Review
Lesson Objective: Review language from Unit 7.
Vocabulary Review: hospital, school, park, supermarket, bookstore, library, movie theater, firehouse, cafeteria, lake, health lodge, pool, boathouse, cabin.
Grammar Review: The park is behind the bookstore. Where is the boathouse? It’s next to the lake. Where are the cabins? They’re across from the cafeteria.
Materials: markers, crayons, or colored pencils

Start the Class
Have volunteers say where different places in their towns are located. Encourage them to include places from the Lesson 3 vocabulary as well, if applicable. Have students use gestures to demonstrate the prepositions of where the places are located.

1. Spelling Time!
   Complete. Then match.
   - Explain to the class that they will look at the pictures and spell the words. Remind them to write one letter on each line. When they have spelled the words, they will match the words to the pictures. Have students complete the activity individually and then compare their answers with a partner. Check answers by pointing to the pictures and having volunteers spell the words.

2. Word Play!
   Find and circle the words from Unit 7 on Page 72.
   - Have students turn to Page 72 and tell them to find and circle the vocabulary words from Unit 7. Then have students check the words they found with a partner.

Finish the Class
Have the students draw and color their own camp scenes that include all the places at camp. Have students share their maps with a partner and say where the different places are located. For example, The health lodge is behind the cabins. Ask volunteers to share their camp maps with the class.

Lesson 8

1. Spelling Time! Complete. Then match.
   - 1. p o o l
   - 2. c a b i n
   - 3. l a k e
   - 4. h o s p i t a l

2. Look and complete.
   - 1. Where is the movie theater?
     It’s next to the supermarket.
   - 2. Where is the hospital?
     It’s behind the movie theater.
   - 3. Where is the park?
     It’s in front of the supermarket.

3. Word Play!
   Find and circle the words from Unit 7 on Page 72.

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   - 2. Where is the hospital?
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   - 3. Where is the park?
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