

Teacher's
Guide

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Happy Campers 5

Second Edition



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Happy Campers Second Edition Teacher's Guide 5

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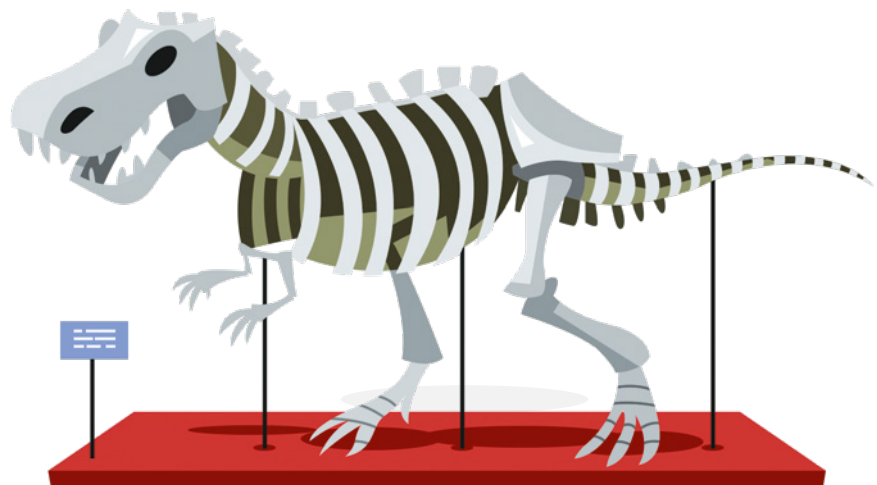
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About Happy Campers Second Edition

This second edition of *Happy Campers* maintains the feature of providing a learning environment in which teachers and students feel a continuous sense of achievement and satisfaction. It also keeps its contents, approach, graded scope and sequence, and straightforward methodology. Moreover, just like the first edition, it helps build confidence and encourages a positive attitude towards English language learning through lessons and activities focused on simple and achievable goals.

Key Features

- Properly labeled one-page lessons for presentation and practice of Vocabulary, Grammar, Vocabulary in Context, Grammar in Context, Reading, and Writing.
- Extra scaffolding and practice in grammar and writing lessons that allow students to consolidate their learning.
- Additional productive interaction in grammar lessons.
- Full-color Extra Practice pages for lessons 1-4 at the end of each unit.
- For levels 1-3, phonics awareness activities derived from the reading text.
- It's Our World page where students engage in a fun activity that raises awareness about socio-emotional education, sustainable development, health and well-being, or cultural diversity.
- New digital components for both students and teachers.
- A new Workbook to consolidate Vocabulary, Grammar, Reading, Writing, Phonics and Song (for levels 1-3) and Speaking (for levels 4-6). It also includes a Starter lesson to level up students.
- Photo flashcards for all levels.
- New layout, design, pictures, and illustrations.

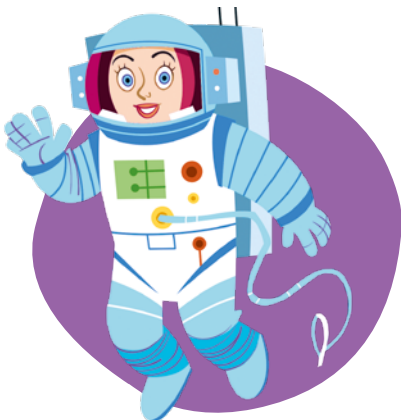
Components

For the students:

- Student's Book
- Workbook
- Digital Component:
 - Digital Student's Book
 - Interactive activities
 - Class videos and audios

For the teacher:

- Teacher's Guide
- Digital Component:
 - Digital Student's Book, videos, and audios
 - Digital Teacher's Guide
 - Projectable and printable posters
 - Assessment Pack
 - Customizable lesson plans
 - Audio script
 - Photo flashcards



The *Happy Campers Second Edition Student's Book* is clearly divided into lessons and sections with different aims. This new edition puts emphasis on productive skills, extra scaffolding, and extended practice.

Lesson 1 presents vocabulary about a specific subject and the unit's song.

The vocabulary section provides plenty of exposure and practice and allows students to see, listen to, and pronounce the new vocabulary in context.

The song introduces the unit's language in a fun and memorable way where students will first practice their listening skills and then practice their pronunciation as they sing along using the lyrics on the page.

Unit 5

Lesson 1 Vocabulary A-Z

22 1 Listen. Then echo.

It's Bigger!


cute


ugly


big


small


fat


thin


strong


weak

23 2 Listen and check (✓).

Different Animals!

Animals, animals, Big and small. They're all different, One and all. It's cute. It's small. It can be fat or thin. It's stronger than a frog. It isn't bigger than a dog.	Animals, animals, Big and small. They're all different, One and all. It's big. It's strong. It can be ugly or cute. It's bigger than a bat. It isn't smaller than a cat.
--	---

a) fox
 b) eagle

c) kangaroo
 d) crocodile

23 3 Sing: *Different Animals!*



Lesson 2

Grammar

1 Look at the Focus box. Match.

a) strong	1) + er than
b) big	2) + er than
c) cute	3) + ger than
d) ugly	4) + r than



Focus

It's **stronger** than a frog.
It isn't **bigger** than a dog.
It's **uglier** than a bat.
It isn't **cuter** than a cat.

2 Complete the sentences.

a) A cat is _____ than a frog. (big)	
b) A bat is _____ than an eagle. (small)	
c) A kangaroo is _____ than a dog. (strong)	
d) A fox is _____ than a bat. (cute)	

3 Look and complete the comparisons.

	a) An elephant is _____
	b) A cat isn't _____

4 Talk to a friend about animals.



A frog isn't uglier than a bat.



A cat is thinner than an elephant.

Lesson 2 presents grammar activities that guide students from controlled to free practice using extra scaffolding.

The Focus box shows examples of the new grammar structure that students will practice in the lesson.

The last activity provides students with an opportunity to improve their productive skills.

Lesson 3 Vocabulary in Context A-Z

1 Look. Are they happy with their costumes?

OK, everyone, today you're going to wear animal costumes to practice.

I'm going to be a tiger! Tigers are fast ... or maybe a cheetah!

Are tigers faster than cheetahs, Adam? I think they're slower.

I'm going to be a noisy animal. How about a giraffe or a monkey?

A monkey is noisier than a giraffe, Patty. Giraffes are quiet.

2 Read and listen.

3 Listen and write. Then say.

a) _____
b) _____
c) _____
d) _____

58

Watch the video.

Lesson 4 Grammar in Context A-Z

1 Listen again.

I like sharks, but they're mean. What animal is friendlier than a shark?

A dolphin is friendlier than a shark!

Wait! You're all going to be birds. Here are your costumes.

2 Write comparative forms with *-er* or *-ier*.

a) friendly _____ b) noisy _____
c) fast _____ d) slow _____

3 Look at the clues. Then write questions.

a) Is / a monkey / noisy / a giraffe _____?
b) Are / tigers / fast / cheetahs _____?
c) What / animal / slow / a cheetah _____?
d) What / animal / friendly / a shark _____?

4 Ask and answer.

What animal is taller than an elephant?

A giraffe is taller than an elephant.

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Lesson 3 provides a fun comic strip with an audio track that helps students develop reading and listening skills while they learn new vocabulary in a relatable context.

Lesson 4 provides the opportunity to notice the use of the lesson's extended grammar structures through the same comic strip they have read and listened to in Lesson 3.

It also provides students with a dictation-like activity that allows them to improve their listening and pronunciation skills.

Through this well-scaffolded language input, students will practice grammar and then produce a conversation using it.



The pages in the **Extra Practice** section provide extended practice, review activities, and Reminder boxes to help students remember and assimilate the new language from Lessons 1 to 4. They can be done in class or at home.

Lesson 5 offers a selection of fiction and nonfiction texts to consolidate, review, and extend the target vocabulary and grammar while developing reading and listening skills.

This lesson aims at developing reading strategies such as prediction, scanning, reading for gist, or understanding specific details. For this purpose, this section includes a pre-reading activity and an audio track to support listening and pronunciation skills.

Lesson 5 Reading


1 Look. Underline what the class is doing.

a) They're doing a project. b) They're playing a game.

06 2 Read and listen.


The Time Capsule

The fifth-grade class is making a time capsule. They are putting things in a box to show people in the future what they like, what they eat, and what they do. It's a really exciting project!




Now the students are digging. They're putting their time capsule in the ground.

"What's that?" Rachel says.
"I think it's a time capsule from the past!"



"Wow! An ancient necklace and earrings!" Lucy pulls out a cell phone. "A cell phone? That isn't old. Whose is it?" Petra, Eric, and Andy are in the sixth grade. They are laughing!
"It's mine!" Eric says.
"That necklace is his, and those earrings are hers. It's our time capsule from last year!"



12

Lesson 6 Writing

26 1 Listen again to *Strange Fish*.

2 Write the name of the fish.

a) They are smaller than other fish. _____

b) They have small lights at the ends of their tails. _____

c) Their teeth are bigger than their mouths. _____

d) They have longer teeth than other fish. _____

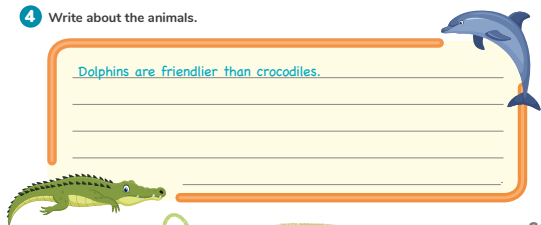
e) They are fatter than viperfish. _____

3 Complete the chart with your ideas.

Dolphins	Both big	Crocodiles
_____	_____	_____
_____	_____	_____
_____	_____	_____

4 Write about the animals.

Dolphins are friendlier than crocodiles.



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Lesson 6 provides activities such as writing single words, phrases, sentences, and paragraphs, focused tasks based on a text, guided writing, process writing, and free writing. These activities provide the proper scaffolding for students to produce their own texts.

How the Unit Ends

This course is part of Macmillan's Education for Sustainable Development and Citizenship Program which: deepens students' **knowledge** of sustainable development and global citizenship; helps them build the collaborative, creative, communicative, and critical thinking skills required to thrive in an interconnected world; and supports them in developing attitudes to engage positively in tangible **actions** in their communities and the world.



Education for Sustainable Development and Citizenship

These activities will expose students to the concepts of diversity, responsibility toward our planet, awareness of our interdependence, and respect for other people and cultures according to UNESCO's four pillars. The It's Our World activities aim to broaden students' view of the world and their role in it. Students will also develop 21st century skills like creativity, collaboration, communication, and problem-solving.



It's Our World

Respecting Our Differences

1 Play a game. Guess the jobs.

I'm going to do an experiment.

I'm going to fly in a rocket.

I'm going to take pictures.

I'm going to fix cars.

2 Write clues about your future job. Then make a poster.

I'm going to visit planets.

I'm going to fly in a rocket.

I'm going to wear a spacesuit.

I'm going to visit planets. Can you guess what I'm going to be?

An astronaut! Great!

Our plans can be very different. Did you show respect for your classmates' plans?

3 Share your clues. Play with your friend and guess the future jobs.

38

Review

1 Unscramble the letters. 0 / 6

a) ycid a car _____

b) buy a csuneto _____

c) sell icstekt _____

d) play in a ctstonic _____

e) make a ludco _____

f) ceah a dance _____

2 Complete the sentences. 0 / 4

a) She's going to be a writer _____

b) She _____

c) He _____

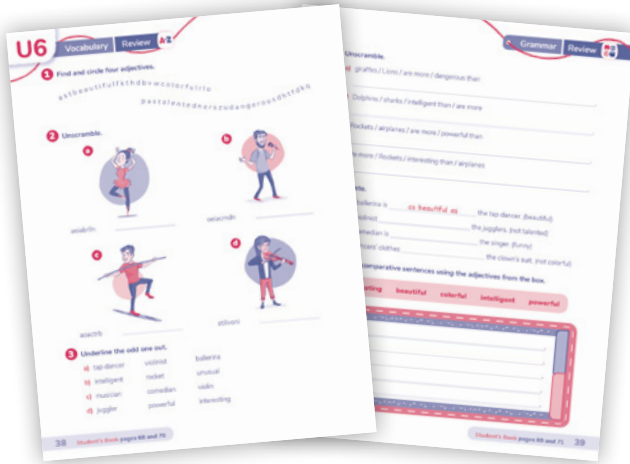
d) She _____

e) He _____

39

The **Review** page helps students consolidate the grammar structures and vocabulary they worked on previously, which is essential to learning. Seeing their own progress will make students happy campers!

The *Happy Campers Second Edition Workbook* is designed to support students with speaking, listening, reading, and writing skills. It also includes a **Starter** lesson that can be used for vocabulary and grammar review or as a previous course diagnostic activity. The Starter lesson is an effective tool to level up students as they start their new course.



Vocabulary Review and **Grammar Review** pages focus on reinforcing the new words and grammar structures students learned throughout each unit.

The **Reading** section provides either fictional stories or informative nonfiction texts for additional practice developing reading comprehension skills and exploring vocabulary in context. Each text is supported by a dramatized reading available in an audio and a simple activity for sequencing events and identifying main ideas or specific information.



The **Writing** section provides practice to interpret, organize, and personalize information, and to describe characters, places, and situations. These activities provide a proper step by step sequence to help students produce their own texts.



The **Speaking** section presents a picture for students to develop visual literacy skills to practice vocabulary through speaking. It reinforces the sense of accomplishment in students as they can actually use what they have been learning throughout the unit.


The *Happy Campers Second Edition Teacher's Guide* is designed to help teachers create a positive environment in which their students can flourish.




Each unit opens with a comprehensive overview of the language, skills, and detailed explanations about the It's Our World activity, which allow teachers to prepare the lessons ahead.


The **Teacher Workshop** is a unique program of strategies to enhance the classroom experience. It includes ideas on how to use technology, teaching with games, classroom management tips, and suggestions on how to use the different series components.

It includes interleaved Student's Book pages with answers.

The lessons are divided into sections for teachers to deliver effective, time efficient classes. It includes ideas to start and finish each class, and a pacing guide  to support teachers in keeping students on track.




Try this!  Extend Activity 2 and have students write three more sentences of their own. Write pairs of nouns on the board for them to compare, for example, *birds / insects, math / geography*, or tell students to choose their own. Have students read their sentences to the class.

 Page 78 can be completed as extra practice.


This is a direct reference to the four-page Extra Practice section for students to have additional practice on the unit's vocabulary and grammar.

The **Try this!** box features alternative activities.

 Use the Flashcards for Unit 6.

This tag suggests when you can use the vocabulary flashcards to visually reinforce the new words or phrases of the unit.

Mixed Abilities As an extra activity for fast finishers, offer a prize (be your special helper for the week, for example) to the student who can write more comparative sentences using other animals they know well while their classmates finish.

 If possible, use the Student's Digital Component to watch the video.

The **Mixed Abilities** box provides classroom management tips and activities to help teachers deal with the different levels of skills among students.

You can play the comic strip in a video for students to hear and watch the unit's vocabulary and grammar in context.

The *Happy Campers* vibrant music and vocal program includes echoes, songs, cheers, dictations, comic strip stories, and fiction and nonfiction reading and listening texts.

TRACK 01 »»

Two audios exclusively for teachers – a joyful song to activate the class and the characters' introduction track.

CHEER 01 »»

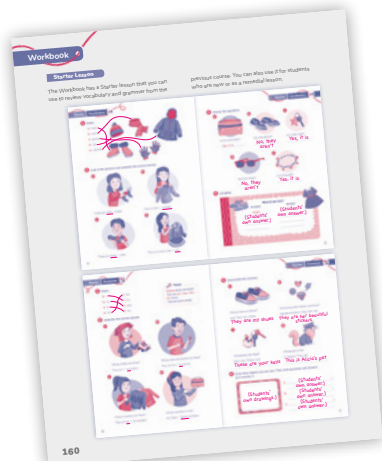
You can have students practice their listening and writing skills and the unit's grammar with the Cheers suggested for Lesson 4.

06 »»

Your guide indicates the tracks available for your students: songs, vocabulary echoes, comic strip stories and out-loud reading of texts.

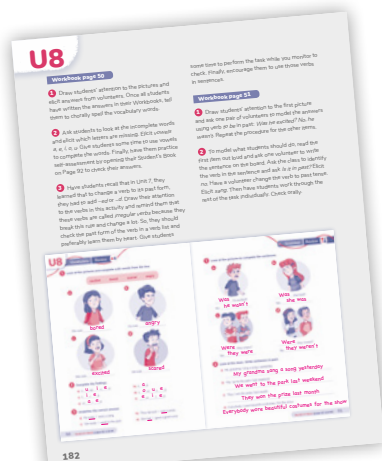
Workbook Section in the Teacher's Guide

The Workbook section in the Teacher's Guide includes notes to all activities and answer keys.



Notes and answer key for the Starter lesson.

Step-by-step notes on how to use the Workbook for extended practice and review.



Answer key for all the activities.



The *Happy Campers Second Edition* **Digital Components** for both the student and the teacher contain a range of downloadable and projectable materials to support both students and teachers.

For the Student

The Student's Digital Component includes access to:



- Downloadable digital Student's Book with embedded audios and videos. You may download the whole book or unit by unit to save space in your electronic devices (computers, tablets or cell phones).
- Interactive extra practice activities for grammar, reading, and writing.
- Interactive review activities that generate an automatic report for the teacher; a helpful tool to measure student's individual results.

For the Teacher

The Teacher's Digital Component contains a range of projectable and downloadable materials to support teachers and enrich the Happy Campers program:



- Digital Student's Book with embedded audios and videos. It also includes the extra practice interactive activities students work on, with a special tool that will generate a performance report to the teacher.
- Teacher's Guide in PDF format.
- An Assessment Pack that includes ready-made tests for each unit, as well as mid and end-of-year tests, both in PDF and customizable formats.
- Printable and customizable class planners for 3-hour-a-week programs.
- Printable and projectable conversation starter posters for levels 4-6 that can be used to improve pronunciation skills.
- Printable and projectable audio script of the Student's Book, Workbook, and Cheers audio tracks.
- Happy Campers Actors Pack from the first edition.

Teaching with Technology

Technology has been a fundamental tool to accelerate learning skills in classrooms. It is well known that digital devices like computers, tablets, or phones increase students' motivation and engagement.

The downloadable and projectable materials for these devices are planned to expand your course, they don't substitute core content from the Scope and Sequence. The digital materials should be used according to your own needs and pace; use them to support teaching and learning.

The *Happy Campers Second Edition* Teacher's Guide includes in each unit opener a section called **Teaching with Technology** which gives suggestions about how to use technology at home and in the class.

	Vocabulary	Grammar	It's Our World
Unit 1 Personal Possessions Pages 16-33	Possessions: necklace, earrings, watch, glasses, keys, cell phone, wallet, money Music: music stand, violin case, harmonica, drumsticks, keyboard, microphone	Whose necklace is it? It's Charlie's. Whose glasses are they? They're Daniel's. It's mine / his / hers / yours. They're mine / his / hers / yours.	Being Honest
Unit 2 Transportation and Places Pages 34-51	Transportation: car, taxi, bus, subway, train, airplane, boat, helicopter Places in Town: hair salon, pet store, mall, arcade, bookstore, food court	How are you going to go? I'm going to go by car. I'm not going to go by bus. Are you going to go to the pet store? Yes, I am. / No, I'm not.	Transportation and Environment
Unit 3 What Are You Going to Be? Pages 52-69	Professions: basketball player, astronaut, mechanic, carpenter, computer programmer, writer, scientist, photographer Talent Show: teach a dance, play in a concert, buy costumes, sell tickets, drive a big car, make a video	What are you going to be? I'm going to be a writer. What's he going to do? He's going to sell tickets. She isn't going to buy costumes. Is he going to teach us a dance? Yes, he is. / No, he isn't.	Respecting Our Differences
Unit 4 At the Museum Pages 70-87	School Trip: museum, tour guide, dinosaur, elevator, gift shop, exhibit, cafeteria, aquarium Future Plans: tomorrow, next week, next year, be famous, travel the world, stay at a hotel	They're going to have fun. They aren't going to forget this day. We're going to be famous next year. We aren't going to have tests next week.	Choosing Well

	Vocabulary	Grammar	It's Our World
Unit 5 It's Bigger! Pages 88-105	Adjectives: cute, ugly, big, small, fat, thin, strong, weak Adjectives: noisy, quiet, fast, slow, friendly, mean	It's stronger than a frog. It isn't bigger than a dog. It's uglier than a bat. It isn't cuter than a cat. What animal is friendlier than a shark? A dolphin is friendlier than a shark.	Protecting Animals
Unit 6 More Powerful Pages 106-123	Adjectives: dangerous, unusual, beautiful, intelligent, powerful, colorful, talented, interesting Performers: ballerina, tap dancer, violinist, acrobat, juggler, comedian	Rockets are more powerful than airplanes. Rockets are more dangerous than airplanes. Tap dancers are as talented as ballerinas. The violinist's music isn't as good as ours.	Amazing Traditions
Unit 7 Yesterday Pages 124-141	Places in Town: bus stop, playground, skating rink, gym, airport, amusement park, post office, train station Past Times: yesterday, last night, last week, last weekend, last year, last month	Where were you / they yesterday? I was at the gym. I wasn't at the airport. They were at the playground. Were they at home? Yes, they were. / No, they weren't. She missed practice yesterday. I called you yesterday.	Interesting Places
Unit 8 Feelings Pages 142-159	Feelings Adjectives: excited, bored, angry, surprised, sad, tired, confused, scared Irregular Past Tense Verbs: won, wore, had, made, sang, gave, went	Was he / she excited? Yes, he / she was. No, he / she wasn't. We went home. They made their costumes.	Talking About My Feelings

Unit 1

Personal Possessions

Objectives

By the end of the unit, students will:

- Identify possessions and musical items.
- Ask and answer questions about who possessions belong to.

Vocabulary

Possessions: necklace, earrings, watch, glasses, keys, cell phone, wallet, money

Music: music stand, violin case, harmonica, drumsticks, keyboard, microphone

Skills

Listening: Listen for specific details and identify possessions and musical items.

Speaking: Ask and answer questions about who possessions belong to. Talk about items in a time capsule.

Reading: Read a fiction text: *The Time Capsule*. Identify the main idea and details.

Writing: Write about a family time capsule.

Grammar

Possessive pronouns: Whose necklace is it? It's Charlie's. Whose glasses are they? They're Daniel's. It's mine / his / hers / yours. They're mine / his / hers / yours.

It's Our World Socio-emotional education

Being Honest

In this activity, students will play a game to return personal objects from a lost and found box back to their owners. This will be an opportunity to reflect on how they act when they face a situation in real life where they can be honest and return things they find to their rightful owner.

Teaching with Technology

Search the Internet for photos to provide visual support to the themes or readings in the units. Save them in a file on your computer, so you can easily access them and print them for a class, or share them on screen if you are teaching remotely online. Start looking for photos of time capsules, the subject of this unit's reading, to have some good visual examples.

Teaching with Games

Game: Bingo

Use a variety of traditional games but adapt them to the needs of your class. For example, Bingo is very adaptable. The level of difficulty can be easily adjusted. Have students draw simple pictures or write vocabulary words to prepare their grids. Save time by photocopying empty Bingo grids to distribute to students. Keep a supply of them for easy and quick use. There are different ways to play the game. Say a word, spell it, or say it in a context sentence, for example, *watch*; *W-A-T-C-H*; *Where's my watch?*

Classroom Management

Make group work and project lessons easier with Home Groups. At the beginning of the course, organize students into groups. Keep a list of who is in each group and display it in the classroom. When there is project work, say *Home Groups* for students to get in their groups. Group students by ability, or mix stronger students with struggling ones to provide study buddies.

TRACK 01)))

Engaging the Class

You can use "The Happy Campers Song" any time you think students need to relax, focus, or have some fun before or after an activity. You could play it to welcome students into the classroom. You could even make up a choreography and have them perform it when you think it is appropriate.

How to Use the Different Components

Workbook: Use the Workbook for extra practice, homework, or to level up students that require more practice.

Flashcards: Distribute the flashcards to groups of students; ask them to act out the word in the flashcard for the class to guess it. Use the *It's Our World* flashcard to activate students' memories of occasions when they acted honestly; foster discussion and reflection about the importance of being honest in every situation.

Teacher's Digital Component

- *Class Planner:* Read the Class Planner beforehand and use it to plan the unit's contents.
- *Poster:* Display the poster in the classroom and have students talk about what kind of shows or games they watch and what they eat at a stadium.
- *Assessment Pack:* Have students complete the unit's final exam after you finish the last lesson or the Review page. For global assessment, the pack also offers a mid-term exam and an end-of-the-year exam.

Student's Digital Component and Happy Campers and The Inks app: Have students practice all the skills by completing the interactive activities.

Aim: Identify possessions.

Vocabulary: necklace, earrings, watch, glasses, keys, cell phone, wallet, money

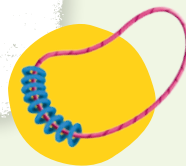
Materials: Audio Tracks 02 and 03

Unit 1

Personal Possessions

Lesson 1 Vocabulary A-Z

02 1 Listen. Then echo.



necklace



earrings



watch



glasses



keys



cell phone



wallet



money

03 2 Listen and underline.

Lost and Found

Lost and found, near and far.
Can you say whose they are?

Whose a) necklace / watch
is it?

Can you say?
It's Charlie's!

He wears it every day!

Lost and found, near and far.
Can you say whose they are?

Whose b) glasses / earrings
are they?

Can you say?
They're Ellen's!

She wears them every day!

Lost and found, near and far.
Can you say whose they are?

Whose c) wallet / watch is it?
Can you say?

It's Lily's!
She wears it every day!

Lost and found, near and far.
Can you say whose they are?

Whose d) glasses /
keys are they?

Can you say?
They're Daniel's!

He wears them
every day!

Lost and
found, near
and far.

Can you
say whose
they are?



03 3 Sing: *Lost and Found*.