

Teacher's
Guide

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Happy 6 Campers

Second Edition



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Happy Campers Second Edition Teacher's Guide 6

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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


The Solar System


Lesson 1 Vocabulary A-Z


22 1 Listen. Then echo.



universe



solar system



planet


Mercury


Neptune


Jupiter


Saturn


Earth

23 2 Listen and underline.

Off We Go!


In our spaceship off we go, around the **a** solar system / universe we know!

There's the Sun! It's a star! It has eight planets, near and far! The nearest planet to the Sun is **b** Jupiter / Mercury—the smallest one! Then there's the farthest planet, too! Its name is **c** Saturn / Neptune, and it's blue!

In our spaceship off we go, around the universe we know!

The largest planet near our Sun is **d** Neptune / Jupiter—the giant one! Look! **e** Saturn's / Earth's rings are very nice.

Wow! They're rings of rock and ice! And now it's time for us to go back to planet Earth, we know!



23 3 Sing: *Off We Go!*

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Lesson 2 Grammar

Focus

The nearest planet to the Sun is Mercury.

The largest planet is Jupiter.

1 Look at the Focus box. Underline.

- The sentences compare two planets / many planets.
- We use *the* + adjective + *-est* / *-er* to compare more than two things.

2 Complete.

- This is _____ largest planet.
- This is _____ nearest planet.

3 Write the superlative form.


- small the _____
- large the _____
- far the _____
- near the _____

4 Complete with the superlative forms from Activity 3.


- The _____ planet in the solar system is Jupiter.
- Neptune is _____ planet from the Sun.
- Mercury is _____ planet to the Sun.
- Mercury is also _____ planet in the solar system.


5 Make true sentences and tell a friend.

Mercury is the smallest planet in our solar system.



Mercury is the nearest planet to the Sun.





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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. What does Greg like to do?

2 Read and listen.

3 Listen and write. Then say.

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

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Lesson 4 Grammar in Context A-Z

1 Listen again.

2 Choose and answer.

Jupiter	Yes, it is	Our Moon	No, it isn't
a) Is our Moon the biggest?	_____	b) Which is the closest moon to Earth?	_____
c) Which is the largest planet?	_____	d) Is Earth the greenest planet?	_____

3 Write questions.

a) Which _____ planet in the solar system? (small)
b) Is Neptune _____ planet from the Sun? (far)
c) Which _____ planet to the Sun? (near)
d) Is Mercury _____ planet? (green)

4 Ask and answer.

Which is the smallest planet in the solar system?
It's Mercury.

59

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.

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

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.

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. What did Galileo study?
 telescopes moons and planets astronomers spaceships

2 Read and listen.

Galileo and His Telescope

Galileo was an Italian astronomer who lived a long time ago. He was one of the smartest astronomers in history. He was the very first astronomer to learn about the solar system with a telescope!

One of the first things he looked at was the Moon. He saw the deepest craters and the highest mountains on the Moon with his telescope.



Then Galileo studied the planets. He looked at Mercury, the smallest planet, and Jupiter, the largest planet. He discovered that the planets don't circle the Earth. They circle the Sun. Galileo was one of the first people to see Jupiter's moons. There are 79 moons, but he didn't see all of them! He only saw four moons with his telescope. Then he saw something that looked like ears on the planet Saturn. He didn't know he saw the famous rings of Saturn.



Some people think Galileo is the father of modern astronomy. In 1989, a spaceship started a trip to study Jupiter and its moons. The name of this spaceship was *Galileo*.



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Lesson 6 Writing

1 Listen again to Galileo and His Telescope.

2 Write true sentences.

- a) Galileo was an artist.

- b) He didn't see the deepest craters on the moon.

- c) He studied the oceans.

- d) Galileo didn't see Jupiter's moons.

3 Complete the notes about a famous person from the past.

<p>Who: Galileo</p> <p>Where: Italy</p> <ul style="list-style-type: none"> a) was an astronomer b) saw Jupiter's moons c) saw craters on the Moon 	<p>Who: _____</p> <p>Where: _____</p> <ul style="list-style-type: none"> a) _____ b) _____ c) _____
--	--

4 Write about a famous person.

_____ was a _____

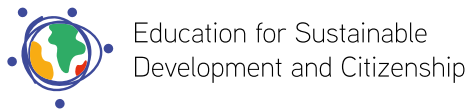
He / She _____

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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.



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

Reusing Clothes

1 Answer the questions.

a) Did you buy clothes recently?

b) Did you give your clothes to a younger brother or sister?

c) What did you do with your old clothes?

2 You will organize a used clothes shop. Make a list of the clothes you can donate.

I can donate a pair of sneakers.

We can give the money to help other kids.

3 Create a poster for your shop.

Reuse and help!
Buy used clothes

What things can you reuse?

38

Review

1 Write. 0 / 6

a

b

c

d

e

f

2 Choose and complete in the past tense. 0 / 4

eat learn watch play

a) _____ they _____ soccer yesterday?

b) _____ you _____ TV last night?

c) We didn't _____ hamburgers for lunch.

d) She didn't _____ her lines last night.

39

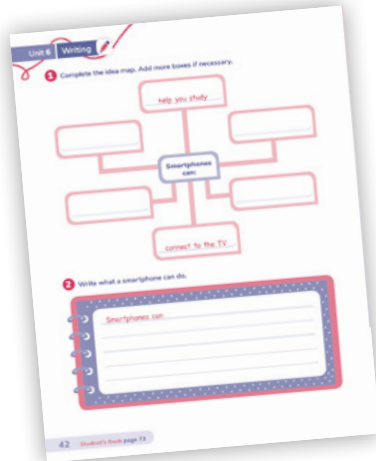
The **Review** page helps students consolidate the grammar structures and vocabulary they worked on previously, which is essential to learning. Seeing their own progress will make students happy campers!

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.

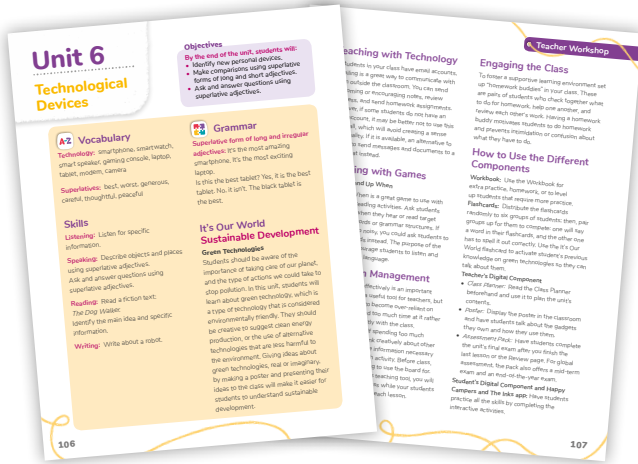
The **Reading** section provides either fictional stories or informative nonfiction texts for additional practice developing reading comprehension skills and exploring vocabulary in context. Each text is supported by a dramatized reading available in an audio and a simple activity for sequencing events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

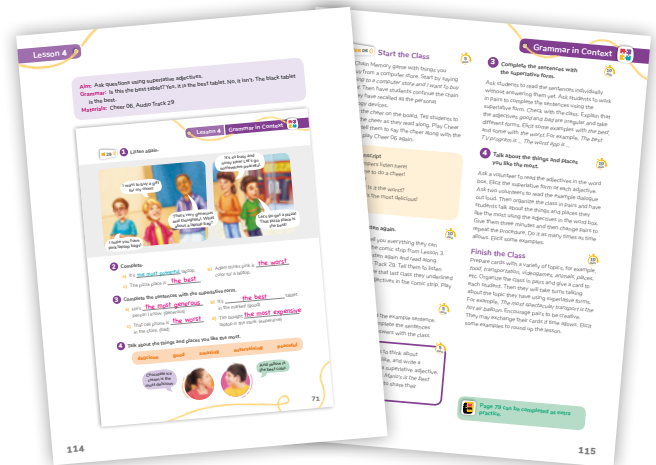


Each unit opens with a comprehensive overview of the language, skills, and detailed explanations about the It's Our World activity, which allow teachers to prepare the lessons ahead.


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! Erase the sentences from the dictation in Activity 3 from the board. Tell students to close their notebooks. Have them work in pairs to remember and rewrite one of the sentences from the dictation on a piece of paper. Then have pairs check the sentence they have written against the one in their notebooks.

 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 You can trigger the interest of struggling students by displaying some vocabulary flashcards on the board. You could ask them to point to the card that shows the most difficult, funny, or strange word, and this could also help you know which words to focus on for a while.

 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.

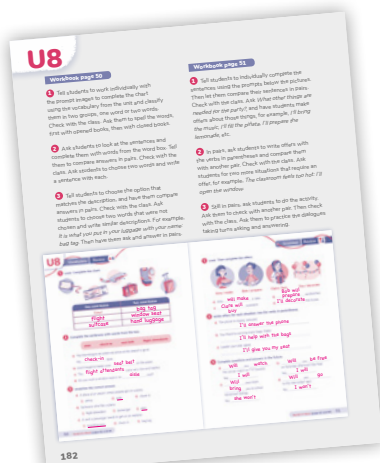
Workbook Section in the Teacher's Guide

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
<p>Unit 1 The Circus Pages 16-33</p>	<p>Circus: circus, big top, ringmaster, parade, trapeze artist, tightrope walker, clown, unicyclist</p> <p>Review: Past tense irregular verb forms (went, did, got, sang, worn, won)</p>	<p>We were at the circus. The big top was beautiful. There was a circus. There were tightrope walkers.</p>	<p>Talent Around the World</p>
<p>Unit 2 Making Movies Pages 34-51</p>	<p>Movies 1: movie studio, director, cameraman, scene, cartoon, producer, movie star, script</p> <p>Movies 2: personal assistant, makeup artist, sound engineer, microphone, "Positions, please!" "Action!" "Cut!"</p>	<p>I talked to a movie star. The director waved at me! She sat in the office. They ate pizza.</p>	<p>Expressing Feelings and Ideas</p>
<p>Unit 3 Shopping for Clothes Pages 52-69</p>	<p>Clothes: sweatshirt, sweatpants, cardigan, vest, leggings, tights, hoodie, dress</p> <p>Commands: pay attention, go to bed, waste (your) time, rehearse a scene, be on time, learn your lines</p>	<p>I didn't want to be late. I didn't take my wallet. Did you stay up late last night? Yes, I did. Did he learn his lines? No, he didn't.</p>	<p>Reusing Clothes</p>
<p>Unit 4 Movie Fans Pages 70-87</p>	<p>Types of movies: action movie, comedy, horror, drama, science fiction, western, documentary, musical</p> <p>Adjectives: serious, rude, polite, brave, grumpy, silly</p>	<p>Who did you go with? When did you go? What did you see? Where did you go? Was he brave? Yes, he was. Were they surprised? No, they weren't.</p>	<p>Having Fun</p>

Vocabulary	Grammar	It's Our World
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Unit 5
The Solar System

Pages 88-105

Solar System: universe, solar system, planet, Mercury, Neptune, Jupiter, Saturn, Earth

Astronomy: astronomer, telescope, moon, comet, meteor, crater

The nearest planet to the Sun is Mercury.

The largest planet is Jupiter. Is Jupiter the largest planet? Yes, it is. / No, it isn't.

Which is the greenest planet? Earth is the greenest planet.

Women in Science

Unit 6
Technological Devices

Pages 106-123

Technology: smartphone, smartwatch, smart speaker, gaming console, laptop, tablet, modem, camera

Superlatives: best, worst, generous, careful, thoughtful, peaceful

It's the most amazing smartphone. It's the most exciting laptop. Is this the best tablet?

Yes, it is the best tablet.

No, it isn't. The black tablet is the best.

Green Technologies

Unit 7
Clothes for Every Weather

Pages 124-141

Weather: windy, bright, wet, foggy, mild, chilly, freezing, icy

Nature: trunk, branch, mud, puddle, wind

Why are you wearing a hat? Because it's chilly.

Why did you stop?

Because the wind took my hat!

Healthy in Every Weather

Unit 8
Traveling by Airplane

Pages 142-159

Air travel 1: suitcase, hand luggage, bag tag, ticket, check-in, airline, window seat, boarding pass

Air travel 2: gate, flight, aisle, flight attendant, emergency exit, seat belt

I'll buy the tickets. I'll give you the window seat. Will you sing for us today? Yes, we will.

Will he dance for us today? No, he won't.

Dreams for the Future

Unit 1

The Circus

Objectives

By the end of the unit, students will:

- Identify circus vocabulary.
- Talk about past experiences.
- Describe a circus.

Vocabulary

Circus: circus, big top, ringmaster, parade, trapeze artist, tightrope walker, clown, unicyclist

Review: Past tense irregular verb forms.

Skills

Listening: Listen for and identify circus vocabulary.

Speaking: Describe a circus in the past tense.
Use irregular past tense verbs.

Reading: Read a nonfiction text (social studies): *Circus Arts*.

Identify the main idea and specific information in the text.

Writing: Write about a visit to the circus.

Grammar

Simple past *was / were*: We were at the circus yesterday. The big top was beautiful.

There was a circus. There were tightrope walkers.

It's Our World Cultural Diversity

Talent Around the World

People from around the world have different talents that can be shared and performed in many places, such as a circus. Teaching cultural diversity by showing different types of artists whose performance is extraordinary is a fun way to teach inclusion and equality at your students' age. In this activity, students will learn about talented performers from several countries and different ages and genders.

Teaching with Technology

The Internet is a wonderful resource for materials. Use Internet images to engage students, review new vocabulary, and extend activities. Have students label the images with the new vocabulary. You could use pairs of images and have students describe similarities and differences about them. Have students describe an image or use it to start a story. When teaching online, sharing all sorts of interesting images on screen or sending them to phone chats can make your work easier.

Teaching with Games

Game: Backs to the Board

Divide the class into teams. Each team chooses a team member. Both come in front facing the class with their backs to the board. Write one of the new vocabulary words on the board. Explain that each team can give clues to their team member to help them guess the word. Tell students that they can describe the word, give other clues, or act it out, but they can't say the word. The first student at the board to guess the word correctly wins a point for the team.

Classroom Management

Managing classes can be challenging, especially if the classes are large. Setting up routines at the beginning of the school year helps structure your lessons and manage students. Routines also help students focus during class, feel secure, and feel part of a community, creating a positive classroom environment. Try the following routine: each class, assign a class helper who writes the date on the board and helps you by handing out materials, reading directions, erasing

the board, and setting up or operating technology, such as a laptop or an audio player.

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 six groups of students and ask them to act out the word written in the flashcard for the class to guess it. Use the It's Our World flashcard to make students aware of their own talents. Foster respectful discussion.

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 the kinds of circuses they know and which performers they like the most.
- *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 circus vocabulary.

Vocabulary: circus, big top, ringmaster, parade, trapeze artist, tightrope walker, clown, unicyclist

Materials: Audio Tracks 02 and 03

Unit 1

Lesson 1 Vocabulary A-Z

02 1 Listen. Then echo.

The Circus



circus



big top



ringmaster



parade



trapeze artist



tightrope walker



clown



unicyclist

03 2 Listen and complete.

At the Circus!

We were at the circus yesterday!
The show was so much fun!

The a) clowns were so funny!
It was great for everyone!

We were at the circus yesterday!

The b) parade was so much fun!

The c) ringmaster was so talented!

It was great for everyone!

We were at the circus yesterday!

The d) trapeze artists were fun!

The e) tightrope walker was amazing!

It was great for everyone!

We were at the circus yesterday!

The f) unicyclists were fun!

The g) big top

was so beautiful!

It was great for everyone!



03 3 Sing: *At the Circus!*