

Unit Objectives

By the end of the unit, students can:

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



Student Book

Vocabulary

Places in Town: hospital, school, park, supermarket, bookstore, library, movie theater, firehouse

Places at Camp: cafeteria, lake, health lodge, pool, boathouse, cabin

Skills

Listening: Listen for specific information.

Speaking: Talk about where things are.

Reading and Writing: Read a fiction text:

The Purple Balloon.

Identify details.

Write questions about location.

Describe location.

Grammar

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.

Creative and Collaborative Competencies

Make a town map. **Play** Where Is It?

Creativity: Use self-expression and innovation to make a town map.

Collaboration: Listen and respond to what others say. Provide clues to help others locate places in a town. Take turns.



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.

Teaching with 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!

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 use English as much as they can 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.



Lesson 1 Vocabulary

Lesson Objective: Identify places in town.

New Vocabulary: hospital, school, park, supermarket, bookstore, library, movie theater, firehouse

Materials: Audio Tracks 40 and 41, pencils, colored pencils

UNIT 7 Lesson 1

1 Listen. Then echo. (40 min)

hospital, school, park, supermarket, bookstore, library, movie theater, firehouse

2 Listen and circle. (41 min)

Rock Around the Town!

1. Let's rock around the town today.
We're in front of the bookstore / school.
Hey, hey!
It's next to the library / firehouse.
Let's play!
Let's rock around the town!

2. Let's rock around the town today.
We're across from the movie theater / park.
Hey, hey!
It's behind the bookstore / supermarket.
Let's play!
Let's rock around the town!

3 Grammar Check! Complete.

1. We're in front of the school.
2. The school is _____ the library.
3. We're _____ the park.
4. The park is _____ the bookstore.

3 Talk about your town.

The school is in front of the park. The library is next to the supermarket.

3 Page 25 The Language Lodge (15 min)

3 Page 25 The Language Lodge (15 min)

3 Page 25 The Language Lodge (15 min)

UNIT 7 Lesson 1

1 Unscramble.

1. heroseufi firehouse

2. ramrepkuset supermarket

3. ooslhc school

4. byarril library

2 Write.

1. park 2. movie theater

3. bookstore 4. hospital

Vocabulary Check! Cover, say, and check (✓).
I remember 1 2 3 4 5 6 7 8 words.

Student Book Page 56 25

Lesson 1

This may also be completed for homework.

Start the Class (5 min)

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

1 Listen. Then echo. (5 min)

Direct students' attention to the pictures on Page 56. Have them identify the words in L1. Tell them that they will hear the words and then point to the pictures as they hear them. Play Track 40.

Tell the class they will hear the words again and will echo them. Play Track 40 again.

2 Listen and circle. (10 min)

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 listen to the song again and circle the places they hear. Play Track 41 again to confirm answers. Check answers by having students read the song lyrics aloud.

Try This! (10 min)

Tell students to draw a wall in their notebooks made of eight large bricks. Tell them you will give them clues about a place and they will write the word on the brick. Say, for example, *There are doctors and nurses.* Students write the word *hospital* on one of their bricks. Say *Students and teachers are there.* Elicit *school*. Continue until all eight bricks are labeled. Then say the clue and have the class chorally identify the place.

3 Page 25 The Language Lodge (15 min)

Have students flip to The Language Lodge Page 25.

1 Unscramble.

Tell students to look at the pictures and then unscramble the words. Have students complete the activity individually. Then have volunteers write the words on the board.

2 Write.

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.

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 (5 min)

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.*



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 25** may also be completed for homework.

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.

1 41 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 **Track 41**. Then play **Track 41** again and have students sing along.


2 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. Have students underline this phrase in the song lyrics. Show them what *in front of* means by pointing out where students are sitting in the class: *(John) is in front of (Lisa)*. Continue the activity with *next to*, *across from*, and *behind*.

Show students gestures to represent the prepositions: for *in front of*, point to your feet in front of you; for *next to*, hold your hand next to your head; for *across*, hold your hand across from your face; and for *behind*, gesture behind your back. Have students say the phrases and do the gestures with you several times.

Have students complete the rest of the sentences in their books. Remind them to use the song lyrics for extra help. Have volunteers read their completed sentences aloud for the class to check answers.

 Use the **Presentation Kit** for interactive activities in this lesson.

 **The Language Lodge Page 26** may also be completed for homework.

 For additional class time, use **Pages 40 and 41** of the Skills Book. Go to **Page 178** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

3 Talk about your town.

Ask the class to help you make a list of the important places in your town. Write them on the board. Have volunteers read the speech bubbles aloud. Explain to students that they will work with a partner and talk about where different places in town are located.

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*.

4 Page 26 The Language Lodge

Have students flip to **The Language Lodge Page 26**.

Ask volunteers to read the sentences in the Grammar Check! box.

1 Look and circle Yes or No.

Tell students to look at the pictures, read the sentences, and then circle the answers. Have students work individually, then have volunteers read the sentences and the class chorally answer *Yes* or *No*.

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.

UNIT 7

Lesson 1

1 40 Listen. Then echo.



2 41 Listen and circle.

Rock Around the Town!

- Let's rock around the town today.
We're in front of the bookstore / school.
Hey, hey!
It's next to the library / firehouse.
Let's play!
Let's rock around the town!
- Let's rock around the town today.
We're across from the movie theater / park.
Hey, hey!
It's behind the bookstore / supermarket.
Let's play!
Let's rock around the town.

Lesson 2

1 41 Sing: Rock Around the Town!

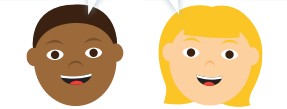


2 Grammar Check! Complete.

- We're in front of the school.
- The school is next to the library.
- We're across from the park.
- The park is behind the bookstore.

3 Talk about your town.

The school is in front of the park. The library is next to the supermarket.



4 Page 26 The Language Lodge

Lesson 2

Lesson 2


✓ Grammar Check!

The library is next to the school.
The park is across from the library.
The bookstore is behind the movie theater.
The library is in front of the park.

1 Look and circle Yes or No.



- The hospital is behind the bookstore. Yes No
- The library is behind the bookstore. Yes **No**
- The hospital is in front of the firehouse. Yes **No**
- The school is next to the park. **Yes** No

 This may also be completed for homework.

Lesson 3

1 42 Read and listen.

1 Time for the treasure hunt! Find the clues!
Start in front of the small cabins. Go!

2 Where are the small cabins?
They're behind the health lodge. Look! There's a clue!

3 Listen! The next clue is across from the cafeteria.
Where is the cafeteria?
It's behind the pool. Let's go!

2 43 Find and complete. Then listen and say.

1. c a f e t e r i a 2. l a k e

3. h e a l t h l o d g e 4. p o o l

5. b o a t h o u s e 6. c a b i n

3 Page 27 The Language Lodge

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Lesson 4

1 42 Listen again to Happy Camp.

1 Look! Next to the lake. A new clue!

2 Listen! Look for an orange eagle in front of the boathouse.
Here's an apple for Iggy!

3 Here it is! It's a big kite!

4 Where is Iggy's treasure?

5

2 Grammar Check! Complete.

- _____ the small cabins?
- _____ the cafeteria?
- _____ Iggy's treasure?

3 44 Listen and cheer!

Where is the lake? It's behind the trees.
Where are the cabins? They're next to the lake.

4 Page 28 The Language Lodge

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Lesson 3

1 Write. Then circle six camp words.

1. cafeteria 2. pool

3. lake 4. boathouse

5. health lodge 6. cabin

x	c	a	f	e	t	e	r	i	a	w
b	o	a	t	h	o	u	s	e	w	j
w	x	c	v	w	f	g	h	k	w	q
h	e	a	l	t	h	l	o	d	g	e
q	z	b	w	q	z	x	p	o	o	l
p	x	i	j	w	l	a	k	e	r	t
m	d	n	k	j	y	v	g	i	c	f

✓ **Vocabulary Check!** Cover, say, and check (✓).
I remember 1 2 3 4 5 6 words.



This may also be completed for homework.

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

5 min

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

1 42 Read and listen.

10 min

Have students look at the pictures before they read the comic strip. Ask them what they can see in each picture. What do they think the kids are doing? What do they think the comic strip is going to be about? Play **Track 42**. Have them listen to the comic and follow the words with their fingers as they read and listen. Confirm students' pre-reading predictions.

Write comprehension questions on the board: *Where are the cabins? Where is the cafeteria?* Have students read the questions aloud. Play **Track 42** again for students to answer the comprehension questions.

2 43 Find and complete. Then listen and say.

10 min

Have the class look at the comic strip and circle the words that are places at camp. Play **Track 43** and have students complete the words. Remind them to refer to the words they circled for help. Have volunteers write the words on the board. Play **Track 43** and have the class echo the audio. Point to the words on the board and have the class chorally read them.

Audio script Track 43

- cafeteria
- lake
- health lodge
- pool
- boathouse
- cabin

Try This!

10 min

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.

3 Page 27 The Language Lodge

10 min

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

5 min

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.



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.

Lesson 4 Grammar in Context

Lesson Objective: Ask and answer questions about locations.

New Grammar: Where is the boathouse? It's next to the lake. Where are the cabins? They're across from the cafeteria.

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.

1 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.

2 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.

3 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**. Play **Track 44** again and encourage students to join in with the audio.

Form the class into lines. The student in the front of each line cheers the first question; the student sitting behind cheers the answer. The one behind cheers the next question; the one behind cheers the answer. For added difficulty, have students vary the places at camp and prepositions in the cheer.

Use the **Presentation Kit** for interactive activities in this lesson.

The **Language Lodge Page 28** may also be completed for homework.

4 Page 28 The Language Lodge

Have students flip to The Language Lodge **Page 28**.

Have volunteers read the Grammar Check! box.

1 Look and complete.

Have students study the picture and complete the sentences with the correct word or phrase. Check answers by pointing to a place at camp and eliciting the full sentences from the class.

Try This!

Divide the class in pairs. Have pairs of students write a four-question quiz about the story. Then have pairs test their quiz out on another pair.

Finish the Class

Tell students to write a clue about something in the comic in their notebooks, for example, *It's on the boat. What is it? (a kite)*. Have them test their clues on their classmates.

Lesson 3

1 Read and listen.

1 Time for the treasure hunt! Find the clues!

2 Where are the small cabins?

3 Listen! The next clue is across from the cafeteria.

4 Look! Next to the lake. A new clue!

5 Here it is! It's a big kite!

Where is Iggy's treasure?

Start in front of the small cabins. Go!

They're behind the health lodge. Look! There's a clue!

Where is the cafeteria?

It's behind the pool. Let's go!

Listen! Look for an orange eagle in front of the boathouse.

Here's an apple for Iggy!

2 Find and complete. Then listen and say.

1. c a f e t e r i a 2. l _____

3. h _____ l t _____ l _____ g e 4. p _____ l _____

5. b _____ h _____ u _____ 6. c _____ b _____

3 Page 27 The Language Lodge

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Lesson 4

1 Listen again to Happy Camp.

1 Listen! Next to the lake. A new clue!

2 Here it is! It's a big kite!

3 Where is Iggy's treasure?

4 Listen! Look for an orange eagle in front of the boathouse.

5 Here's an apple for Iggy!

2 Grammar Check! Complete.

1. where are the small cabins?
2. where is the cafeteria?
3. where is Iggy's treasure?

3 Listen and cheer!

Where is the lake? It's behind the trees.
Where are the cabins? They're next to the lake.

4 Page 28 The Language Lodge

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Lesson 4

Grammar Check!

Where is the lake? It's next to the boathouse.
Where are the cabins? They're behind the cafeteria.

1 Look and complete.



1. The boathouse is across from the health lodge.
2. The cabins are in front of the cafeteria.
3. The health lodge is behind the pool.
4. The boathouse is next to the lake.

28

Student Book Page 59

This may also be completed for homework.

Lesson 5

Lesson 5

1  45 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.



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

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



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!

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

5 min

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  45 Read and listen.

25 min

Play **Track 45**. Have students follow the words in their books as they listen to the story. Then tell students to use the pictures to tell the story.

Write the following questions on the board. Tell students to answer them in their notebooks.

- What does Peggy Sue have?
- What's the problem?
- What does Peggy Sue want to do?
- Who rescues the balloon?

Check the answers orally in class or ask volunteers to write their answers on the board.

Have students get into small groups and take turns reading the story to their groups. Circulate among the groups and monitor pronunciation.

Write the words that the class had difficulty reading on the board. Point to the words, say them, and have the class repeat after you. Have the class chorally say the words a few times and then have individual students read them aloud.

Try This!

10 min

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.

Finish the Class

10 min

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.



Use the **Presentation Kit** for interactive activities in this lesson.

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

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.

1 45 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.


2 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.

3 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.

 Use the **Presentation Kit** for interactive activities in this lesson.

 For additional class time, use **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 6

Lesson 6

1 45 Listen again to The Purple Balloon.

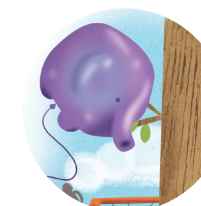


2 Circle True or False.

- | | | |
|--|---------------------------------------|--|
| 1. The balloon is next to the bookstore. | <input type="radio"/> True | <input type="radio"/> False |
| 2. The balloon is behind a tree. | <input type="radio"/> True | <input checked="" type="radio"/> False |
| 3. The balloon is in front of the toy store. | <input checked="" type="radio"/> True | <input type="radio"/> False |
| 4. A police officer rescues the balloon. | <input type="radio"/> True | <input checked="" type="radio"/> False |

3 Circle.

1. Where is the balloon?
It's in front of / next to the tree.



2. Where is the balloon?
It's behind / next to the bookstore.



3. Where is the balloon?
It's in front of / across from the toy store.



4. Where is the balloon?
It's next to / behind the firehouse.

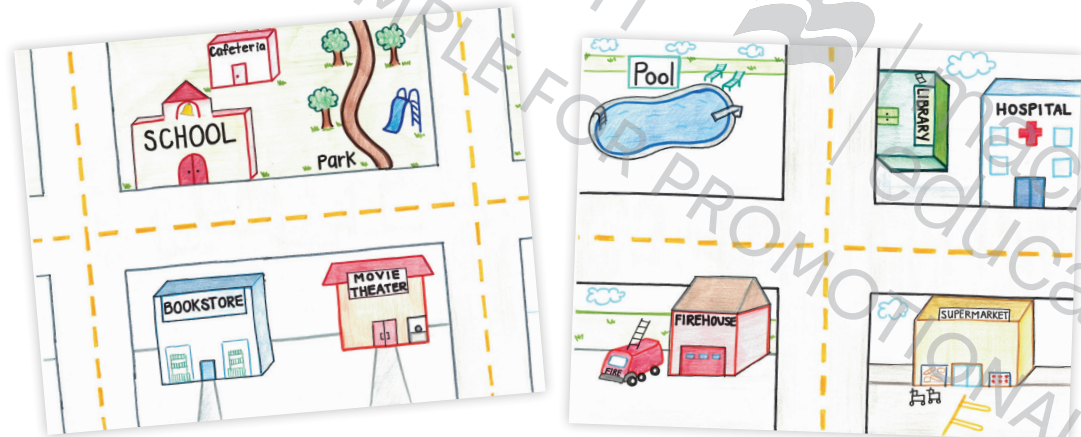


Lesson 7

Lesson 7

Make and Play!

1 Make a town map.



2 Play Where Is It?



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.

10 min

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?*

10 min

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.

10 min

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.

10 min

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.

10 min



Use the **Presentation Kit** for interactive activities in this lesson.

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.

Try This!

Divide the class into groups of three to write short plays. Explain that two people are in a town that they don't know. Tell them they are looking for a special place such as the *supermarket*. Two people will take turns asking the third person questions about where the place is. The third person will direct the other two students. Have volunteer groups act out their plays.

2 Look and complete.


Have students look at the picture and complete the questions and the answers. To check answers, have different volunteers write the questions and the answers on the board. Allow time for students to check and correct their own work.


3 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 places in town and places at camp 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 from Unit 7. 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.

 Use the **Presentation Kit** for interactive activities in this lesson.

 For additional class time, use **Pages 44 and 45** of the Skills Book. Go to **Page 180** in the *Happy Campers Teacher's Edition* for teacher notes for this lesson. You may also choose to assign these pages as homework.

Lesson 8

Round Up!

Lesson 8

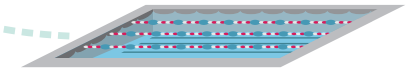
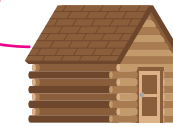
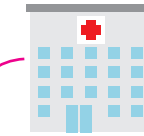
1 Spelling Time! Complete. Then match.

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.

