

Angela Llanas
Libby Williams
Lorena Peimbert

Happy Campers 2

Workbook

Second Edition



Workbook page 32

- 1 Have students look at the animals and underline the correct words. Check answers by asking students to say the name of each animal out loud.
- 2 Tell students to read the descriptions and then unscramble the names of the animals. Then ask them to draw a picture of each animal. Check by asking volunteers to say the names and spell them. Walk around the class to look at the students' drawings and check them.

Workbook page 33

- 1 Call students' attention to the activity. Then tell them to read the sentences and ask them to underline the ones that are grammatically correct. Have students write the correct sentences on the board to check answers.
- 2 Tell students to match questions and answers. Have them work individually. To check answers, read each question and ask students to read the answers out loud.
- 3 Ask a student to read the instructions and the words in the box out loud. Have them work on their own to complete the questions and answers. Walk around the classroom and provide help as needed. Check answers as a class. Then have students draw elephants in the corresponding space.



U5

Vocabulary

Review



A-Z

1 Look and underline the correct word.

a) crocodile / monkey / elephant

b) crocodile / lion / monkey

c) lion / monkey / elephant

d) lion / monkey / crocodile

2 Read, unscramble the word, and draw the animal.

a) It's slow and small. b) It's fast and fat. c) It's small and fast.

shtlo sloth pophi hippo abt bat

(Students' drawing of a sloth.)

(Students' drawing of a hippo.)

(Students' drawing of a bat.)

Grammar

Review

A-Z

1 Underline the correct option.

a) A lion / Lions has big teeth.

b) A giraffe / Giraffes have four legs.

c) Bats / A bat don't have arms.

d) Crocodiles / A crocodile doesn't have eyebrows.

2 Match the questions with the answers.

a) Are hippos fast? 1) No, they aren't.

b) Is a bat big? 2) Yes, it is.

c) Are monkeys slow? 3) Yes, they are.

d) Is a crocodile big? 4) No, it isn't.

3 Complete with words from the box. Then draw the animal.

Are big elephants What gray

a) Are they brown? No, they aren't. They are gray.

b) Are they big? Yes, they are.

c) What are they? They are elephants.

(Students' drawing of elephants.)

Workbook page 34

- 13** **1** Tell students they will listen to a story as they read it. Remind them to follow the words with their fingers. Play Track 13. Play Track 13 again and stop after each section to ask simple questions such as *What does Mr. Nathan Ball look like? Does Kyle have a big smile?* Have students take turns reading the story to a partner.

Workbook page 35

- 1** Have a volunteer read the directions. Have students identify the characters in the pictures. Tell them to find out who is afraid of Kyle and circle the corresponding picture. Have the class say the answer. They can also circle the line in the text with the answer (*But parents are afraid of Kyle*).
- 2** Have students read the text again out loud. Divide the class into five groups. Tell them that each group will read a paragraph. Check pronunciation and help as needed. Then have students complete the sentence.

Unit 5 Reading

13 **1** Read and listen.

Kyle, the Crocodile

This is Mr. Nathan Ball.

His ears are big, but his nose is small. He doesn't have a neck at all!

Nathan has a crocodile. He's big, he's fat, and his name is Kyle. He has a really big white smile.

Kyle, the Crocodile, likes to meet Zed, the Lion, at the zoo. And then, he likes to stop and eat a zigzag pizza as a treat!

Children love the crocodile. They like to stop and chat. But parents are afraid of Kyle, and run away from his big white smile!

Kyle has two eyes in his head. Are they big? Are they green? No, they aren't! They're small and red. And Kyle is too big for his bed.

1 Circle who is afraid of Kyle.

2 Complete the sentence.

Kyle is a **crocodile** and Zed is a **lion**.

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- 14** **1** Write the words *like, night, find, kinds* on the board. Play Track 14 and have students repeat after listening.
- 2** Call students' attention to the activity. Tell students to read the words out loud and circle the one that sounds different. Ask them to compare their answer in pairs. If needed, read the words out loud to help students.
- 3** Read the instructions out loud. Then elicit the words or say them out loud. Have students say the words again and color the pictures with the long *i* sound.

Unit 5 Phonics

14 **1** Listen and repeat.

2 Circle the word that sounds different.

a) like b) night c) bird d) find e) kinds

3 Say and color the things with the long *i* sound.

a) pilot b) night c) bird d) kite e) milk

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- 15** **1** Tell students to listen to the song. Play Track 15 and pause it after the first verse. Ask students to point at the corresponding animal. Continue playing the song and pausing to allow students to identify the animals the verses are talking about.
- 2** Tell students they are going to sing "In the Jungle" while they imitate the animals. You could play Track 15 again for them to sing along. Tell them to mime the animals whenever they hear the names in the song. Say *lion* and have students roar. Say *hippo* and have students walk like hippos or open their mouths wide. Say *giraffe* and have students stand tall and walk slowly. Say *elephant* and have students flap their big ears or move their trunks and trumpet.

Unit 5 Song

15 **1** Sing: *In the Jungle*.

In the Jungle

Out in the jungle, Looking at me! What can it be? What can it be?

It doesn't have small ears. I can see. It has big ears! And it's looking at me.

And it's looking at me. It's a lion. Look and see!

They don't have small eyes. I can see. It's an elephant. Look and see! It doesn't have long legs. I can see.

They have big eyes! And they're looking at me. It has short legs! And it's looking at me.

They're giraffes. I can see. It's a hippo. Look and see! It doesn't have small teeth. I can see. It has big teeth! Look and see!

2 Sing and act out the animals.

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