


Silvia Martínez

Teacher's Book

Teen Campers 1



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About Teen Campers

Teen Campers is a six-level series for secondary students that provides a learning environment in which teachers and students can feel a continuous sense of achievement. The constant encouragement to use the English language feels like an achievable goal as a result of the guided approach and constant practice that help build confidence in speaking and writing.

Key Features

- Two-page lessons, properly labeled, in which students learn and develop vocabulary, grammar, writing, and reading. All contents are consolidated in a one-page Wrap-up activity.
- The presentation of all contents is followed by a carefully scaffolded practice that guides students towards free production.
- All lessons conclude with an opportunity for speaking interaction.
- Activities designed to improve pronunciation in every unit.
- A Campers in Action page where students engage in activities that raise awareness about socio-emotional education, health and well-being, sustainable development, and cultural diversity.
- A Review page at the end of each unit.
- Digital material available for both teachers and students.
- A Workbook to consolidate vocabulary, grammar, reading, writing, and speaking; which includes a self-assessment guide.

Components

For students

- Student's Book
- Workbook
- Digital Resources
 - Student's e-book (with audios)
 - On-the-Go Practice: Interactive activities

For teachers

- Teacher's Book
- Digital Resources (Teacher Resource Center)
 - Exams
 - Printable Worksheets (Language, Writing Activities, Communicative Activities)
 - Class Planners
 - Audio tracks and Audio Script
 - Student's e-book and access to Student's On-the-Go practice
 - Downloadable Teacher's Book

Student's Book and Teacher's Book

Lessons

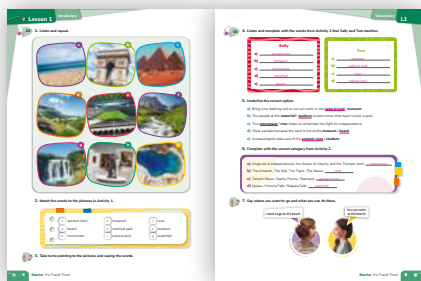
Your **Teacher's Book** is designed to help you take your students step by step to accomplish the aims of the course. The book includes a Diagnostic Assessment for each level and a Teacher Workshop section with strategies to enhance the classroom experience.

There are teaching tips for all the activities you will see in the interleaved Student's Book pages that include printed answers. In your notes, you will find the transcripts of the audios where there is a listening activity, *Try This!* boxes suggesting additional activities, a list of materials and indications to know when to work with the digital materials available to support your teaching.

The *Teen Campers* Student's Book has four units plus a Starter unit, each with four lessons aiming at different language skills.

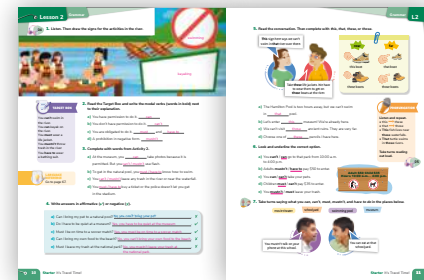
All lessons conclude with a speaking practice related to the previous activities so students may feel more confident to express themselves.

Lesson 1 presents vocabulary through visual aids and listening, followed by a sequence of activities to practice the new vocabulary in context.

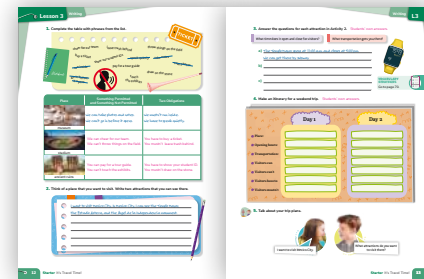


The activities that include audio tracks allow students to practice their listening skills and the pronunciation of new vocabulary.

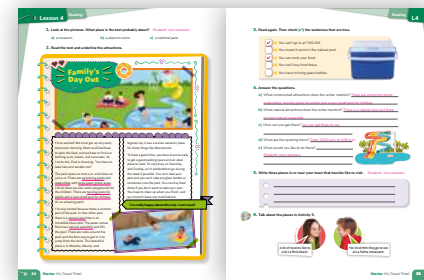
Lesson 2 is a set of activities designed for students to recognize new grammar structures and practice them through controlled tasks. Activities begin with an audio to provide meaningful context for the target language.



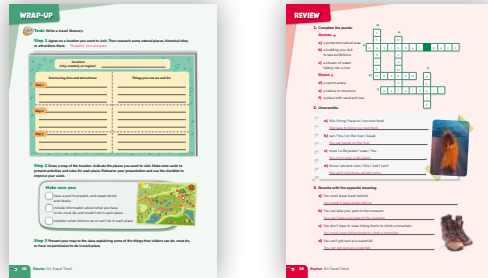
Lesson 3 provides activities where students are presented with a model followed by guided activities that will help them write their own sentences and small paragraphs.



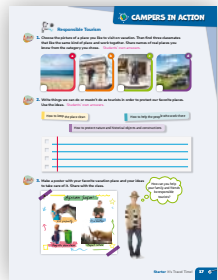
Lesson 4 offers a selection of simple fiction and nonfiction texts to develop reading comprehension skills and provide an opportunity to consolidate, review, and extend the target vocabulary and grammar.



Unit's Closing Sections



After finishing all their lessons, students carry out a Wrap-up activity to create a concrete evidence of learning that consolidates and puts together what they learned throughout the unit. A Review page is also available to revisit the target language at home or in class.

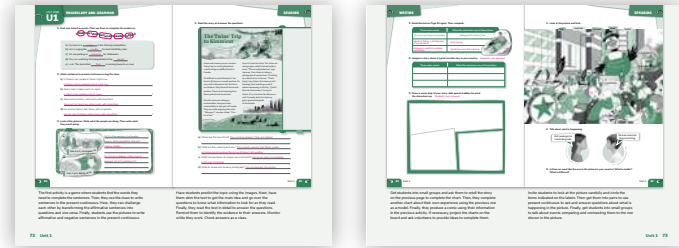


Education for Sustainable Development and Citizenship

The activities in the Campers in Action section at the end of each unit address the Macmillan Education for Sustainable Development and Citizenship Program. These activities aim at deepening students' knowledge of sustainable development and global citizenship as they build collaborative, creative, communicative, and critical thinking skills required to thrive in an interconnected world.

As a way to help students grow within the UNESCO's four pillars, these activities expose them to concepts of diversity, equity, responsibility towards our planet, awareness of our interdependence, and respect for other people and cultures.

Workbook



The Workbook section in the Teacher's Book includes notes for all activities, as well as the answers printed on the reproductions of the student's Workbook pages. The Workbook has activities for extended vocabulary and grammar practice, as well as activities for the further development of reading, writing, and speaking skills.

Digital Resources

Students have access to the following digital materials:

- E-book with audios
- On-the-Go practice: interactive activities per unit

Teachers have access to the digital resources for students, and to the exclusive materials available for them in the Teacher Resource Center:

- Class Planner per unit
- Exam per unit
- Printable worksheets:
 - Language Worksheets
 - Writing Activities
 - Communicative Activities

1. Read the clues and write the full sentence.

Example: Jenny / earrings / These

These are Jenny's earrings.

- a) Mom / keys / Those _____.
- b) the teacher / eraser / This _____.
- c) Julia / books / These _____.
- d) my sister / bicycle / That _____.
- e) her aunt / pets / Those _____.

2. Complete the sentences with a word from the box.

was

were

wasn't

weren't

were

went

I **a)** _____ to the park with my friends yesterday, and my cousins **b)** _____ there too! But my aunt and uncle **c)** _____ with them, because they **d)** _____ at the hospital visiting our grandmother. I **e)** _____ aware that she **f)** _____ sick, so I said goodbye to my friends and went home to tell my parents about grandma.

3. Complete with the present continuous using the verb in parentheses.

- a) My mom _____ on an important project. (work)
- b) Roberto and Pedro _____ costumes. (wear)
- c) Lidia _____ tango. (dance)
- d) They _____ a cake. (bake)

4. Complete the sentences using present simple or present continuous.

- a) Sam _____ (walk) to the store in this moment because he needs sugar for his cake.
- b) My sister _____ (go) to bed every day at 10 pm.
- c) Jorge and Esther _____ (study) for an important test at the library. You should find them there.
- d) Louis _____ (have) a shower, so he can't come to the phone right now.
- e) Antonio _____ (visit) his grandparents every weekend.

5. Find the verbs and complete the sentences with the correct past tense form.

dfqeatplocooktbsdanceoltrunstusitervtake

- a) Sandra _____ all night long at the party.
- b) Mark's parents _____ a marathon last weekend.
- c) I _____ my dog for a walk.
- d) My uncle _____ my aunt's favorite food on her birthday.
- e) They _____ under a tree and _____ their sandwiches.

6. Transform these sentences into interrogative form.

- a) He will pass his exam.
_____.
- b) Lucy will be an engineer.
_____.
- c) They will study science or arts.
_____.

Unit	Vocabulary	Grammar	Pronunciation	Wrap-Up	Campers in Action
Starter It's Travel Time! Pages 9-20	ancient ruins, beach, monument, museum, national park, natural pool, river, stadium, waterfall	Modal auxiliaries: <i>can, can't, must, mustn't</i> and <i>have to</i> . Demonstrative pronouns: <i>this, that, these, those</i> .	Voiced /th/: <i>this – these ; that – those</i>	Write a travel itinerary.	Sustainable Development: A poster about responsible tourism
U1 Life in a Comic Pages 21-32	banner, candles, costumes, crowd, dancers, float, judge, musicians, parade	Present continuous and intensifiers to enhance adjectives: <i>very, really, absolutely, strongly, incredibly, etc.</i>	/əʊ/ as in <i>float</i> and /aʊ/ as in <i>crowd</i>	Explore comic strips and talk about how they reflect different cultures.	Cultural Diversity: A comic panel about a cultural aspect
U2 Language and People Pages 33-44	Africa, America, Asia, Australia, Europe, one hundred, one million, one thousand, percent	Present simple and present continuous. Time expressions: <i>everyday, now, in this moment, etc.</i>	/ʌ/ as in <i>country</i>	Give an oral presentation about linguistic diversity.	Cultural Diversity: A poster about linguistic diversity and cultures
U3 Looking Ahead Pages 45-56	high school, nurse, nutritionist, pharmacist, psychologist, scholarship, singer, surgeon, web designer	Simple future with <i>will</i> . Common time expressions for the future: <i>when you..., two years from now, in the future, soon, etc.</i>	-er ending	Make predictions about other people.	Health and Well-Being: Resolutions for the future related to health
U4 Timeless Stories Pages 57-68	ant, brave, clever, goat, grasshopper, grumpy, kind, lazy, rooster	Simple past tense: verb <i>to be</i> , regular and irregular verbs.	-ed ending: /d/ as in <i>learned, It</i> as in <i>walked</i> , and /ɪd/ as in <i>acted</i>	Create a class Big Book.	Socio-Emotional Education: A poster about a character I identify with