

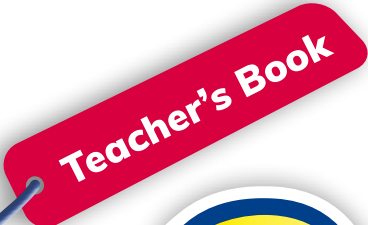
Silvia Martínez

Teacher's Book

# Teen Campers 2



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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

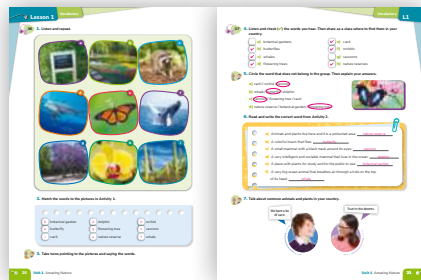
Your **Teacher's Book** is designed to help you take your students step by step to accomplish the aims of the course. The book includes a Diagnostic Assessment for each level and a Teacher Workshop section with strategies to enhance the classroom experience.

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.

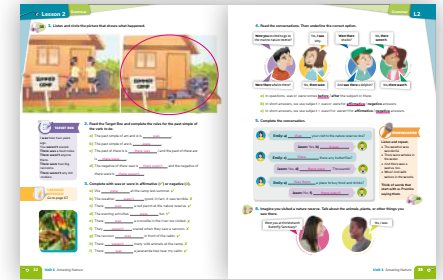
All lessons conclude with a speaking practice related to the previous activities so students may feel more confident to express themselves.

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

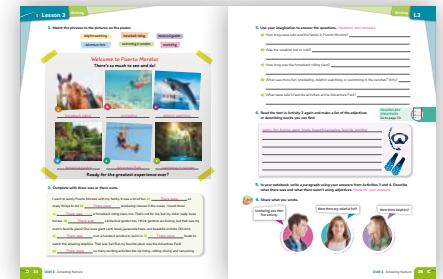


The activities that include audio tracks allow students to practice their listening skills and the pronunciation of new vocabulary.

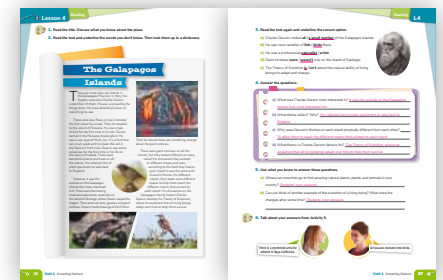
**Lesson 2** is a set of activities designed for students to recognize new grammar structures and practice them through controlled tasks. Activities begin with an audio to provide meaningful context for the target language.



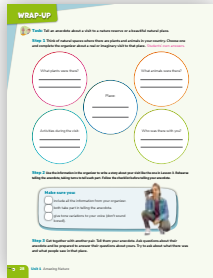
**Lesson 3** provides activities where students are presented with a model followed by guided activities that will help them write their own sentences and small paragraphs.



**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.

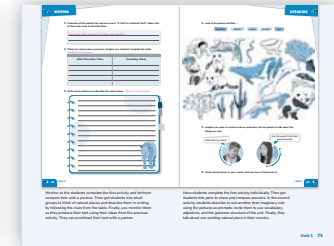
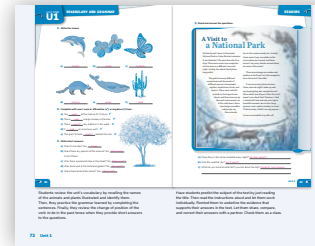


Education for Sustainable Development and Citizenship

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. Complete with words from the labels.

influencer

journalist

surgeon

nurse

pharmacist

- a) A \_\_\_\_\_ is a medical professional who sells medicine.
- b) A \_\_\_\_\_ is a doctor who operates on people.
- c) A \_\_\_\_\_ is a person who interviews people for the news.
- d) An \_\_\_\_\_ is someone very popular on social media.
- e) A \_\_\_\_\_ is trained to take care of sick or injured people.

## 2. Write the past simple of these verbs.

- a) is \_\_\_\_\_
- b) are \_\_\_\_\_
- c) go \_\_\_\_\_
- d) run \_\_\_\_\_
- e) see \_\_\_\_\_
- f) have \_\_\_\_\_

## 3. Write a sentence for each verb from Activity 2 in past simple.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

## 4. Complete with the past form of the verbs in parenthesis.

- a) We \_\_\_\_\_ (not visit) my aunt yesterday because we \_\_\_\_\_ (go) to the bookstore.
- b) My friends \_\_\_\_\_ (buy) me a T-shirt for my birthday.
- c) He \_\_\_\_\_ (meet) my mom on Sunday.
- d) My aunt \_\_\_\_\_ (not like) spicy food, but now she loves it.
- e) Lucy \_\_\_\_\_ (wear) a nice sweater.
- f) She \_\_\_\_\_ (not come) back home late from the party.

## 5. Fill the gaps with a / an / some / any.

- a) There are \_\_\_\_\_ oranges.
- b) There is \_\_\_\_\_ strawberry.
- c) There aren't \_\_\_\_\_ bananas.
- d) There isn't \_\_\_\_\_ butter.
- e) There are \_\_\_\_\_ tomatoes.
- f) There is \_\_\_\_\_ watermelon.
- g) There isn't \_\_\_\_\_ milk.
- h) There are \_\_\_\_\_ grapes.
- i) There aren't \_\_\_\_\_ carrots.
- j) There is \_\_\_\_\_ apple.

## 6. Read the sentences and complete using used to.

- a) In the present, we use the internet to search for information.  
In the past, \_\_\_\_\_.
- b) In the present, we use social media to communicate with our friends.  
In the past, \_\_\_\_\_.
- c) In the present, we use headphones to listen to music.  
In the past, \_\_\_\_\_.
- d) In the present, we use streaming services to watch movies.  
In the past, \_\_\_\_\_.

Unit	Vocabulary	Grammar	Pronunciation	Wrap-up	Campers in Action
<b>Starter</b> Welcome to All! Pages 9-20	bunk, bus shelter, crosswalk, crutches, escalator, mobility scooter, restroom, shopping cart, subway	Countable / uncountable nouns. Determiners: <i>some, any</i> .	Intonation in questions and short answers	Create a Public Service Announcement.	<b>Cultural Diversity:</b> A catalog with ideas to improve access and mobility
<b>U1</b> Amazing Nature Pages 21-32	botanical garden, butterfly, cacti, dolphin, flower tree, nature reserve, orchid, raccoon, whale	Past simple (verb <i>to be</i> ). <i>There was / were</i> , affirmative, negative, interrogative.	Beginning w	Tell an anecdote about a visit to a nature reserve or a beautiful natural place.	<b>Sustainable Development:</b> A poster about an endangered species
<b>U2</b> What's the News? Pages 33-44	influencer, journalist, magazines, newsletter, newspaper, radio, social media post, TV news, website	Past simple: <i>did, didn't</i> , affirmative, negative, interrogative.	<i>Did and didn't</i>	Read news in different media and make a comparative chart.	<b>Socio-Emotional Education:</b> A role-play with actions to stop social exclusion
<b>U3</b> Then and Now Pages 45-56	cassette, cassette player, classic car, drums, electric guitar, high platform shoes, record, record player, streaming service	Now and then. <i>Used to / didn't use to. Could / Couldn't</i> .	<i>/j/ as in used</i>	Play a game of improvised speeches.	<b>Cultural Diversity:</b> A poster about women's rights
<b>U4</b> Reading Drama Pages 57-68	bed, dining room, downstairs, living room, portrait, rug, shelf, upstairs, vase	Past continuous. Conjunction: <i>while</i> .	Intonation in past continuous	Read a play for an audience.	<b>Socio-Emotional Education:</b> Suggestions to improve reactions