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# Teen<sup>3</sup> Campers

Student's Book  
and Workbook



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# Teen Campers<sup>3</sup>

**Macmillan Education**  
**Companies and representatives throughout the world**

Teen Campers Student's Book and Workbook 3

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Unit	Vocabulary	Grammar	Pronunciation	Wrap-Up	Campers in Action
<b>Starter</b> <b>Where in the World?</b> Pages 7-18	bow, chopsticks, fork, hug, knife, marshmallows, shake hands, snails, spoon	<b>When I got</b> there, the band <b>was playing</b> great music. We <b>were eating</b> marshmallows when Xochitl <b>arrived</b> . We <b>were dancing</b> when it <b>started</b> raining heavily. His grandparents <b>live</b> there.	/t/ as in <i>tower</i> and <i>th</i> /ð/ as in <i>there</i>	Compare the cultures of two countries in a chart.	<b>Cultural Diversity:</b> A text comparing the Egyptian culture with your own
<b>U1</b> <b>Safety First</b> Pages 19-30	earthquake, erupting volcano, evacuate, first-aid kit, flood, forest fire, hurricane, landslide, storm	Campers <b>should stay</b> in their cabins. They <b>should close</b> the windows and doors. They <b>should not lock</b> the doors. You <b>shouldn't stay</b> outside.	/ʊ/ as in <i>should</i> and /u/ as in <i>you</i>	Create a safety poster for a natural disaster.	<b>Socio-Emotional Education:</b> Recommendations to calm down in case of a natural phenomenon
<b>U2</b> <b>Machines and Gadgets</b> Pages 31-42	batteries, charger cable, dimmer switch, gadgets, light bulbs, plug, power strip, wall socket, wind turbine	Let me <b>look for</b> it. <b>Plug</b> the charger <b>in</b> there. <b>Set up</b> your computer on this table. <b>Turn off</b> your computer. <b>Turn it on</b> . I'm <b>looking forward to</b> using my new watch.	/k/ as in <i>technology</i> and /tʃ/ as in <i>charger</i>	Create an infographic showing how a gadget or a machine works.	<b>Sustainable Development:</b> A diagram of an invention to help the environment
<b>U3</b> <b>Buy and Return</b> Pages 43-54	broken, cash, clerk, concert tickets, exchange, instant camera, receipt, refund, torn	There are <b>enough</b> <b>players</b> . All of them <b>are good enough</b> to win the league. The chest protectors <b>aren't big enough</b> . The bats <b>are too heavy</b> .	<i>Want to</i> and <i>want a</i>	Make a complaint about a product.	<b>Health and Well-Being:</b> A poster complaining about a harmful product
<b>U4</b> <b>Education for All</b> Pages 55-66	deaf, disabilities, equal, hearing aid, lips, ramp, short-sighted, sign language, wheelchair	<b>I have invited</b> Jason Brooks. <b>I've read</b> one. <b>I haven't read</b> any. He <b>has arrived</b> . He's <b>made</b> some documentaries. The talk <b>hasn't started</b> .	Word stress in two-syllable past participles ( <i>written, started, finished</i> )	Participate in a round table.	<b>Cultural Diversity:</b> A poster of a perfect classroom

Student's Book

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# WHERE IN THE WORLD?



## CAMPERS IN ACTION

### Answer as a class:

- What different cultures do you know something about? How did you learn about them?
- Do you think it is important to know about other cultures? Why?
- Do you know people from other cultures? Where are they from?

STARTER

S

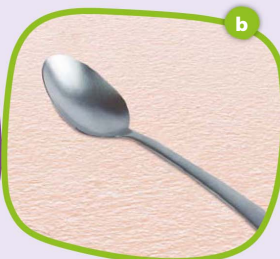




02 1. Listen and repeat.



a



b



c



d



e



f



g



h



i

2. Match the words to the pictures in Activity 1.


☐

bow

☐

hug

☐

shake hands

☐

chopsticks

☐

knife

☐

snails

☐

fork

☐

marshmallows

☐

spoon

3. Point to a picture. Then say the word and spell it.