


Silvia Martínez

Teacher's Book

Teen ³ Campers



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Teen Campers 3

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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.

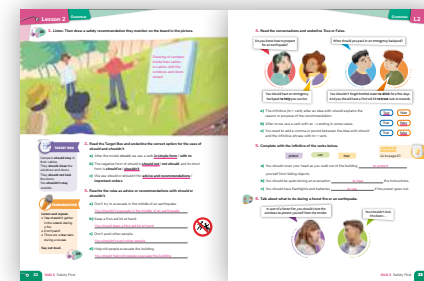
All lessons conclude with a speaking practice related to the previous activities so students may feel more confident to express themselves.

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

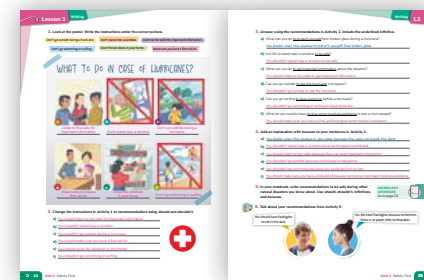


The activities that include audio tracks allow students to practice their listening skills and the pronunciation of new vocabulary.

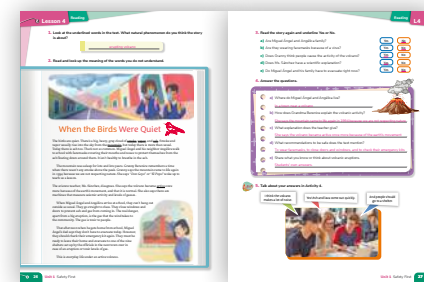
Lesson 2 is a set of activities designed for students to recognize new grammar structures and practice them through controlled tasks. Activities begin with an audio to provide meaningful context for the target language.



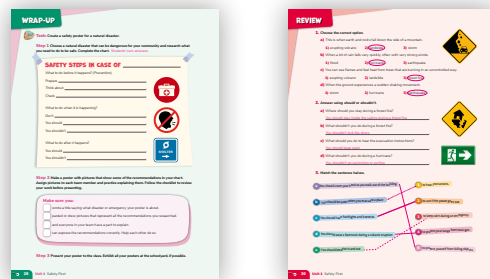
Lesson 3 provides activities where students are presented with a model followed by guided activities that will help them write their own sentences and small paragraphs.



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.

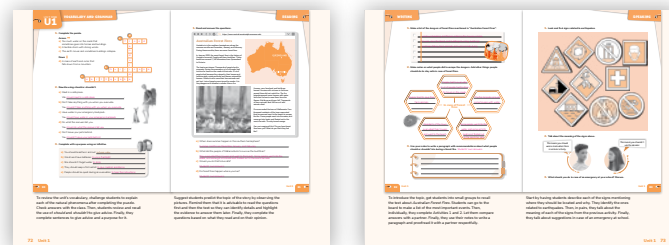


Education for Sustainable
Development and Citizenship

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 the past simple or past continuous using the verbs in parentheses.

- I _____ (talk) on the phone when he _____ (arrive) at the house.
- While she _____ (prepare) dinner, we _____ (go) to buy the dessert.
- My friends _____ (make) a surprise party last May when it _____ (be) my birthday.
- She _____ (send) me a postcard while they _____ (be) on vacation.
- While she _____ (read) a book, we _____ (finish) our science project.
- I _____ (bake) a cake, when my cousin _____ (knock) on the door.

2. Complete with the words from the labels.

look for log in turn on turn off put on look after

- You should be careful not to _____ with someone else's account.
- Remember to _____ the lights when you go out of the house.
- If the house is too hot when you arrive, you can _____ the air conditioner.
- Can you _____ my scarf when you get home? I'm not sure if I lost it.
- I told you to _____ a jacket because it may rain in the afternoon.
- We _____ my mom because she is sick. She has a cold.

3. Match the problem to the recommendation. Then complete with *should* / *shouldn't*.

1 I have the flu.

a You _____ eat when you get home.

2 I have a sore throat.

b You _____ put on a sweater.

3 I'm cold.

c You _____ go to the doctor.

4 I'm tired.

d You _____ drink cold beverages.

5 I'm hungry.

e You _____ read while you're in the car.

6 I have motion sickness.

f You _____ stay up too late watching movies.

4. Unscramble and write the questions using the correct verb form. Then, answer them.

- a) a horror movie / ? / ever / watch / Have you

- b) be / to an amusement park / Have you / ? / ever

- c) Have you / ? / another country / ever / visit

- d) learn / ever / ? / Have you / French

Unit	Vocabulary	Grammar	Pronunciation	Wrap-up	Campers in Action
Starter Where in the World? Pages 9-20	bow, chopsticks, fork, hug, knife, marshmallows, shake hands, snails, spoon	Past simple vs. past continuous. <i>when</i> and <i>while</i> . Comparatives: <i>like</i> and <i>unlike</i> .	/t/ as in <i>tower</i> and <i>th</i> /ə/ as in <i>there</i>	Compare the cultures of two countries in a chart.	Cultural Diversity: A text comparing Egyptian culture with your own
U1 Safety First Pages 21-32	earthquake, erupting volcano, evacuate, first-aid kit, flood, forest fire, hurricane, landslide, storm	Dos and don'ts during a natural disaster using <i>should</i> / <i>shouldn't</i> .	/ʊ/ as in <i>should</i> and /u:/ as in <i>you</i>	Create a safety poster for a natural disaster.	Socio-Emotional Education: Recommendations to calm down in case of a natural phenomenon
U2 Machines and Gadgets Pages 33-44	batteries, charger cable, dimmer switch, gadgets, light bulbs, plug, power strip, wall socket, wind turbine	Common phrasal verbs: <i>turn on</i> , <i>turn off</i> , <i>look for</i> , <i>log in</i> , <i>set up</i> , <i>plug in</i> .	/k/ as in <i>technology</i> and /tʃ/ as in <i>charger</i>	Create an infographic showing how a gadget or a machine works.	Sustainable Development: A diagram of an invention to help the environment
U3 Buy and Return Pages 45-56	broken, cash, clerk, concert tickets, exchange, instant camera, receipt, refund, torn	<i>enough</i> + noun (determiner); adjective + <i>enough</i> (adverb); <i>too much</i> , <i>too many</i> , <i>not enough</i> .	<i>Want to</i> and <i>want a</i>	Make a complaint about a product.	Health and Well-Being: A poster complaining about a harmful product
U4 Education for All Pages 57-68	deaf, disabilities, equal, hearing aid, lips, ramp, short-sighted, sign language, wheelchair	Present perfect simple. Countable / uncountable nouns. Determiners: <i>some</i> , <i>any</i> , <i>a</i> / <i>an</i> . Prepositions of time: <i>since</i> , <i>for</i> .	Word stress in two-syllable verbs (<i>written</i> , <i>started</i> , <i>finished</i>)	Participate in a round table discussion.	Cultural Diversity: A poster of a perfect classroom