


Silvia Martínez

Teacher's Book

Teen Campers 4



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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

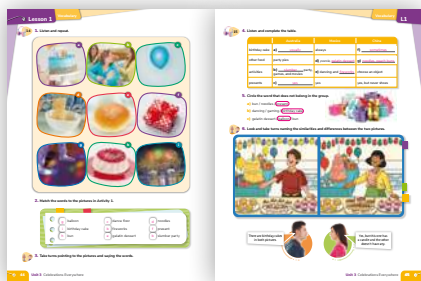
Your **Teacher's Book** is designed to help you take your students step by step to accomplish the aims of the course. The book includes a Diagnostic Assessment for each level and a Teacher Workshop section with strategies to enhance the classroom experience.

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.

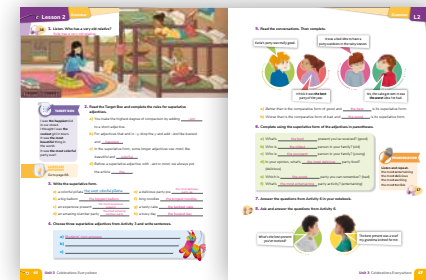
All lessons conclude with a speaking practice related to the previous activities so students may feel more confident to express themselves.

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

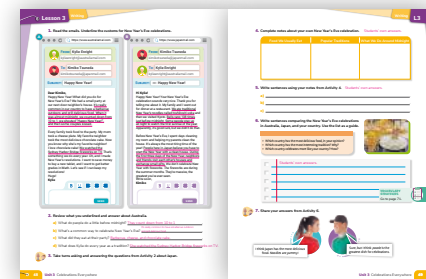


The activities that include audio tracks allow students to practice their listening skills and the pronunciation of new vocabulary.

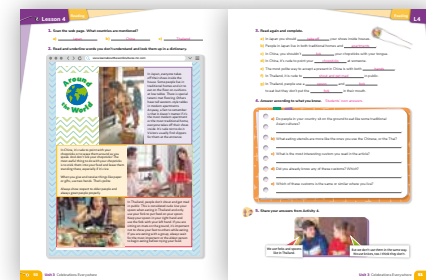
Lesson 2 is a set of activities designed for students to recognize new grammar structures and practice them through controlled tasks. Activities begin with an audio to provide meaningful context for the target language.



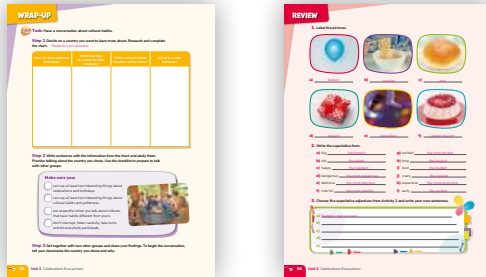
Lesson 3 provides activities where students are presented with a model followed by guided activities that will help them write their own sentences and small paragraphs.



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.

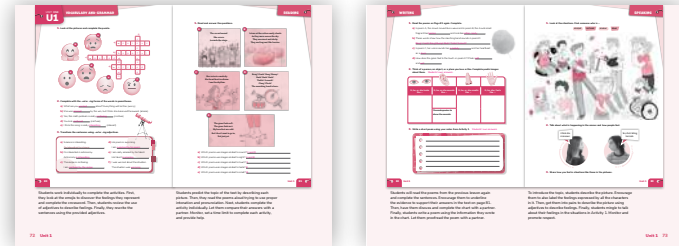


Education for Sustainable Development and Citizenship

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. Underline the correct option.

- a) There's **a / an / the** restroom in that building.
- b) Is this **a / an / the** bus that goes to the school?
- c) This is **a / an / the** amazing day.
- d) There's **a / an / the** crosswalk over there.
- e) That is **a / an / the** class I want to take.

2. Complete with *-ed* and *-ing* adjectives.

I'm	because it is...
interested	
surprised	
	terrifying
	entertaining
exhausted	

3. Choose the correct adjective form from Activity 2 to complete each sentence.

- a) The K-pop concert was very _____.
- b) My sister was _____ by the cat when she arrived.
- c) We were _____ when we went to the haunted house attraction.
- d) I'm _____ because I stayed up all night reading a book.
- e) They went to a conference that was _____ at their job.

4. Write the comparative form.

- a) young _____
- b) smart _____
- c) attractive _____
- d) dangerous _____
- e) popular _____
- f) fun _____

5. Complete using the superlative form of the adjectives in parentheses.

- a) Who's your _____ friend? (**close**)
- b) What's _____ movie you know? (**scary**)
- c) She is _____ in basketball. (**good**)
- d) My cat is _____ pet. (**adorable**)
- e) This is _____ movie of the year. (**bad**)

6. Complete with *could* or *had to* in the correct form.

- a) I forgot my book and I _____ read from my classmate's book. (**necessity**)
- b) We _____ finish the videogame. It was too difficult. (**impossibility**)
- c) You _____ take off your shoes. (**not necessary**)
- d) We _____ get better grades this year. (**ability**)
- e) Did you _____ clean your room? (**obligation**)

Unit	Vocabulary	Grammar	Pronunciation	Wrap-up	Campers in Action
Starter Let's Talk About Art Pages 9-20	abstract art, canvas, easel, exhibition, oil paint, orchestra, palette, photography, sculpture	Article use: <i>a / an, the</i> , no article.	<i>The</i> + consonant or vowel	Prepare and hold a debate about art.	Cultural Diversity: A poster about arts and crafts of a minority group
U1 Poetry and Feelings Pages 21-32	alliteration, amazed, anxious, confused, down, hopeful, onomatopoeia, rhythm, worried	Adjectives with <i>-ed</i> or <i>-ing</i> . Prepositions after adjectives (<i>at</i> , <i>in, of, by, about</i>)	Stressed syllables in adjectives (<i>surprised</i> , <i>surprising</i>)	Create a wheel of emotions.	Socio-Emotional Education: A poster about emotions and ways to feel better
U2 Fantasy and Suspense Pages 33-44	cloak, ghost, spy, sword, thief, treasure, vampire, witch, woods	Comparative form of adjectives <i>-er</i> and <i>-more</i> . Irregular comparatives <i>better</i> and <i>worse</i> .	– <i>er</i> ending in comparatives and <i>than</i>	Create an illustrated comic story.	Cultural Diversity: A poster reimagining a scene from the past
U3 Celebrations Everywhere Pages 45-56	balloon, birthday cake, bun, dance floor, fireworks, gelatin dessert, noodles, present, slumber party	Superlative form of adjectives <i>-est</i> and <i>most</i> . Irregular superlatives <i>best</i> and <i>worst</i> .	<i>Most</i> + vowel, <i>d</i> or <i>t</i>	Have a conversation about cultural habits.	Cultural Diversity: A Culture Fair at school
U4 Historical Events Pages 57-68	breathing apparatus, carriage, diver, drought, invention, pedal, transportation, vaccine, wheel	Auxiliaries to express abilities or obligations in the past: <i>could, couldn't, had to</i> and <i>didn't have to</i> .	Connected speech in <i>have to</i> and <i>had to</i>	Write a short text about an invention we consider important today.	Sustainable Development: A poster about the past and the present