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Teen Campers²

Student's Book
and Workbook



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Student's Book
and Workbook

Teen Campers²

Macmillan Education
Companies and representatives throughout the world

Teen Campers Student's Book and Workbook 2

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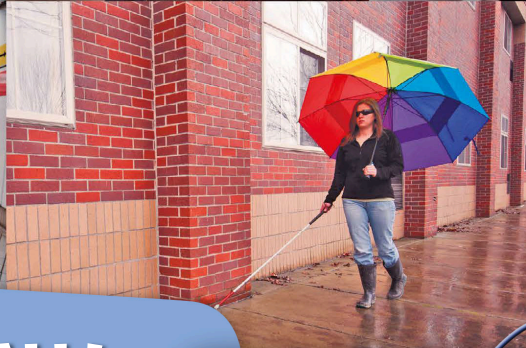
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Unit	Vocabulary	Grammar	Pronunciation	Wrap-Up	Campers in Action
Starter Welcome to All! Pages 7-18	bunk, bus shelter, crosswalk, crutches, escalator, mobility scooter, restroom, shopping cart, subway	There are some puddles near Nick's cabin. He needs some help . There isn't any money in my wallet. There aren't any chocolate cookies. Are there any free bottom bunks? Is there any time to do more?	Intonation in questions and short answers	Create a Public Service Announcement.	Cultural Diversity: A catalog with ideas to improve access and mobility
U1 Amazing Nature Pages 19-30	botanical garden, butterfly, cacti, dolphin, flowering tree, nature reserve, orchid, raccoon, whale	I was here two years ago. You weren't scared. There was a loud noise. There wasn't anyone there. There were two big raccoons. There weren't any old cookies.	Beginning w	Tell an anecdote about a visit to a nature reserve or a beautiful natural place.	Sustainable Development: A poster about an endangered species
U2 What's the News? Pages 31-42	influencer, journalist, magazines, newsletter, newspaper, radio, social media post, TV news, website	Did you see the signs? Yes, I saw them. Did the younger campers report it? No, they didn't report it. Someone saw it and reported it.	Did and didn't	Read news in different media and make a comparative chart.	Socio-Emotional Education: A role-play with actions to stop social exclusion
U3 Then and Now Pages 43-54	cassette, cassette player, classic car, drums, electric guitar, high platform shoes, record, record player, streaming service	We always used to sing in the evenings. I used to take swimming lessons. Did you use to clean the cafeteria? We didn't use to clean the cabins.	/j/ as in used	Play a game of improvised speeches.	Cultural Diversity: A poster about women's rights
U4 Reading Drama Pages 55-66	bed, dining room, downstairs, living room, portrait, rug, shelf, upstairs, vase	I was watching a play. The kids were acting . The hamster wasn't hiding upstairs. What were you doing ? Was the hamster hiding there?	Word stress in past continuous	Read a play for an audience.	Socio-Emotional Education: Suggestions to improve reactions

Teen Campers 2

Student's Book



WELCOME TO ALL!



CAMPERS IN ACTION

Answer as a class:

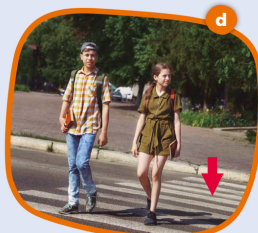
- Is it easy to move around your town?
- How do senior citizens move in your community?
- Do you or your school do anything to help people in need?

STARTER

S



02 1. Listen and repeat.



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

- | | | |
|--------------------------------------|-------------------------------------------|----------------------------------------|
| <input type="checkbox"/> bunk | <input type="checkbox"/> crutches | <input type="checkbox"/> restroom |
| <input type="checkbox"/> bus shelter | <input type="checkbox"/> escalator | <input type="checkbox"/> shopping cart |
| <input type="checkbox"/> crosswalk | <input type="checkbox"/> mobility scooter | <input type="checkbox"/> subway |



3. Take turns pointing to the pictures and saying the words.



4. Listen and underline the correct option.

- a) The man is looking for an **escalator** / a **restroom**.
- b) They want to **catch a bus** / **take cover from the rain**.
- c) There **is** / **isn't** access for people with mobility scooters.
- d) The man needs something to **carry** / **pay for** the things he wants to buy.



5. Read the definitions and write words from Activity 2.

- a) A basket on wheels for supermarket customers: _____
- b) A moving staircase: _____
- c) Piece of furniture with a top and bottom bed: _____
- d) A bus stop with a roof for people to stand under: _____
- e) Designated section that we use to cross the street safely: _____
- f) Toilets in a public building: _____
- g) An underground electric transportation: _____
- h) An electric device that people with disabilities can use to move around:

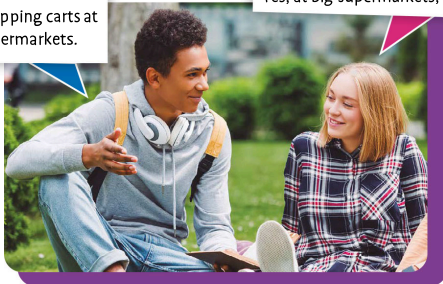
- i) A pair of sticks that help you to walk when you have problems with a leg:



6. Look at the pictures from Activity 1. Talk about where you can or can't find those things in your neighborhood.

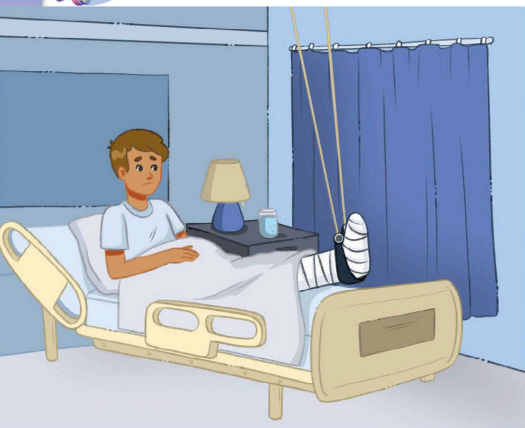
There are shopping carts at all the supermarkets.

Yes, at big supermarkets, but not in small stores.





04 1. Listen. How did Nick break his leg?



TARGET BOX

There are **some puddles** near Nick's cabin.
He needs **some help**.
There **isn't any money** in my wallet.

There **aren't any** chocolate **cookies**.
Are there **any** free bottom **bunks**?
Is there **any time** to do more?



LANGUAGE REFERENCE

Go to page 67.

2. Read the Target Box and complete about the quantifiers *some* and *any*.

puddles

some

uncountable

any

money

- a) The words *help*, *time*, and _____ are uncountable nouns; they can't be counted with numbers or used in the plural.
- b) *Cookies*, *bunks*, and _____ are countable nouns; they can be singular or plural and be counted one by one.
- c) _____ nouns can't have *a*, *an* or a number in front of them. Countable nouns can.
- d) *Some* and *any* express an indefinite amount, but _____ is used only in affirmative sentences and _____ in interrogative and negative ones.

3. Complete with *some*, *any*, or *a*.

- a) He bought _____ water and _____ chocolate bars.
- b) Are there _____ extra blankets? Is there _____ fresh air in the cabin?
- c) He's wearing _____ thick sweater. He's cold.
- d) She doesn't have _____ grapes and there isn't _____ sugar.



4. Read and underline the correct option.

It isn't easy to move with a broken leg.
I need **a lot of help** to get around.



Look! There are **a few mobility scooters** here.

There are **a lot of people** here!



I just need **a little time** and I'll finish my shopping.

- a) We use *a lot of*, *a little*, and *a few* to express **exact / indefinite** amounts or quantities.
- b) We use *a lot of* to indicate a large amount of **countable / countable and uncountable** nouns.
- c) We use *a few* to indicate a small amount of **countable / uncountable** nouns.
- d) We use *a little* to indicate a small amount of **countable / uncountable** nouns.

5. Complete with *a little*, *a few*, or *a lot of*.

- a) There are _____ crosswalks in this area. (a large quantity)
- b) There's _____ noise on the streets. (a large amount)
- c) There are _____ benches for senior citizens in the park. (a small quantity)
- d) There's _____ pollution in this part of town. (a small amount)
- e) There are _____ restrooms for people with disabilities. (a small quantity)



PRONUNCIATION

Listen and repeat.

- Are there any restrooms? →
- No, there aren't. →
- Is there any noise? →
- Yes, there is. →

Practice questions and answers using *sandwich*, *shampoo*, *soda*, *strawberry*, and *cup*.



05



6. Talk about things in your neighborhood that benefit all kinds of people.

Are there any mobility scooters at the supermarket?



Yes, there are a few.



1. Look at the pictures and write.

No shelters at bus stops

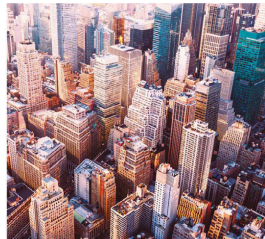
Baby changing facilities in public restrooms

Insufficient recreational areas

Tall buildings with no elevators

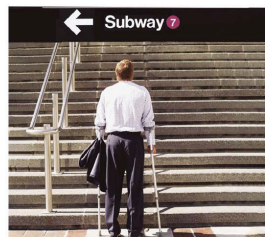
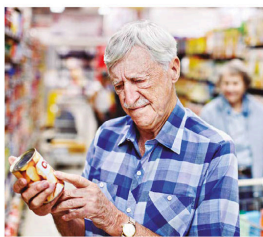
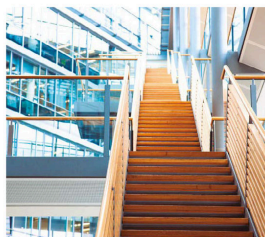
No escalators in subway stations

No help for senior citizens in supermarkets



a) _____

b) _____

c) Insufficient recreational areas

d) _____

e) _____

f) _____

2. Complete with *some*, *any*, *a lot*, *a few*, or *a little*. More than one answer is possible.

- a) _____ public restrooms have baby changing facilities, but _____ of them don't.
- b) People get very wet in the rain when there aren't _____ shelters at bus stops.
- c) On most neighborhoods there aren't _____ recreational areas. And of the existing areas, only _____ are safe.
- d) When there aren't _____ elevators in tall buildings, it's very dangerous for people who are old or disabled or carrying _____ of things.
- e) _____ subway stations have escalators, but there a lot of stations that don't have _____ easy access.
- f) There is _____ help for senior citizens at the supermarket, but we need to do more.

3. Look at the example and write a solution for the other problems in Activity 1.

a) We need a special area in public restrooms where moms and dads can go and change baby diapers.

b) _____

c) _____

d) _____

e) _____

f) _____

4. Write questions about the problems.

- a) Are there any baby changing facilities at your local supermarket ?
- b) _____ ?
- c) _____ ?
- d) _____ ?
- e) _____ ?
- f) _____ ?



5. Ask and answer your questions from Activity 4.

VOCABULARY STRATEGIES

Go to page 70.



Are there any buildings with elevators in your area?



Not really. But some have escalators.

1. Look at the title and pictures. Predict what the text is about.
2. Read the text. Share if your predictions were correct.



Helping Flood Victims

There was a bad storm last weekend. There was a lot of rain, and a lot of houses were flooded. Some families lost everything. Now the victims of the storm are living in a local gym, and they need help.

Some Waterville Middle School students are listening to an announcement on the radio. The radio voice says, "How can we find calm after the storm? You can help families at the local shelters with your donations ..."

A few hours later, students are packing boxes of donated emergency supplies with their teacher, Mr. Compton. He gives a box to each student, and they get started. "Every box needs some soap, a tube of toothpaste, and a little shampoo," Mr. Compton says. The students put these things into the boxes. Then they put in a few cans of soup, a little pasta, and some bread. Because the families in the gym have children, so they add a few candy bars to each box as well.



Then each box needs a carton of juice and some bottled water. It takes a long time, but the students are happy to be helping. "I don't have any orange juice for my box," says Harriett. "And I don't have any candy bars," says Michael. Mr. Compton finds some orange juice, and Tilly finds some extra candy bars. When all the boxes are ready, the students take them over to the gym on the school bus. A social worker is waiting for them.

The social worker has a microphone. "Can I have your attention please?" she says into the microphone. "Students from Waterville Middle School just brought boxes of supplies for all of you. Can one person from each family come out onto the yard to receive your emergency supplies, please?" Soon there is a line of flood victims outside the gym. They are very grateful, and the students are very happy they decided to help.



3. Underline the correct option.

- a) The rain flooded **all** / **a lot of** houses in the district.
- b) The victims of the flood **are** / **aren't** living at a shelter in a gym.
- c) The students want to **help** / **count** the victims.
- d) There's a box of emergency supplies for every **victim** / **family**.
- e) The students go by **subway** / **bus** to the gym with their boxes.
- f) Mr. Compton **talks** / **doesn't talk** into the microphone.



4. Answer using complete sentences.

- ☐ a) Why are the families living in the local gym? _____
- ☐ _____
- ☐ b) What is in each box the students pack? _____
- ☐ _____
- ☐ c) Why did they add candy bars to the boxes? _____
- ☐ _____
- ☐ d) What else would you put in the boxes? _____
- ☐ _____
- ☐ e) Can you mention a time when you helped someone in trouble? What did you do?
- ☐ _____
- ☐ _____
- ☐ _____



5. Talk about a time when you helped someone in trouble.

Once I helped my neighbor carry her bags. She is an elderly woman.

My family always donates blankets for poor people in winter.



WRAP-UP



Task: Create a Public Service Announcement.

Step 1 Read the definition of a PSA. Then go back to Lesson 3 and choose one of the problems to make a public service announcement. Complete the notes below with your ideas.

PSA: A Public Service Announcement is a short message that helps people recognize a problem. Some of these announcements invite people to participate in solutions. You can find these announcements on the radio, the TV, short videos on social media, printed posters in public places, and many other media.

Problem:

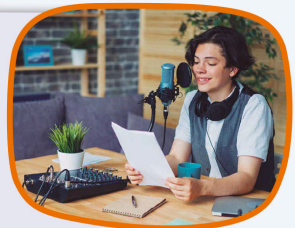
Who is affected by this problem?

What can people do to help?

Step 2 Use your notes to write a short script informing about the problem and inviting people to help. Memorize it or record it on your phone. Follow the checklist to prepare your presentation.

Make sure you:

- ☐ prepare one or several pictures that show the problem.
- ☐ have a simple message and make it short.
- ☐ add music or sound effects if you record the announcement. Practice reading your script with enthusiasm if you will present it.



Step 3 Display your pictures. Read or play your announcement. Say what you liked about your classmates' announcements.



Universal Mobility

1. Look at the pictures and check (✓) the ones that show easy access and mobility.



2. Talk about things that can help all kinds of people, especially people with mobility difficulties, to access places and move around. Make a list of the things you mention.



3. Get one card for each access and mobility aid on your list. On each card, write a sentence about the aid and paste or draw a picture showing it. Put all the cards together to make a catalog and show it to the class.

escator

bicycle lanes

elevators

pedestrian crossing lights



What can we do to make our community accessible for more people?



REVIEW

1. Write the names.



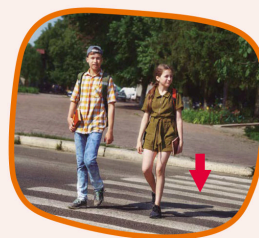
a) _____



b) _____



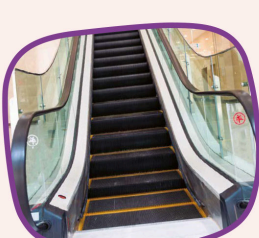
c) _____



d) _____



e) _____



f) _____

2. Complete with *some*, *any*, or *a*.

- a) Please give me _____ water.
- b) There's _____ subway station around the corner.
- c) There aren't _____ escalators in this building.
- d) Are there _____ shopping carts at the supermarket?
- e) They need to create _____ new crosswalks along this road.

3. Underline the correct option.

- a) There are only a **few** / **little** escalators in subway stations.
- b) Are there **any** / **some** restrooms in this department store?
- c) There's a **little** / **few** rice in the boxes the teens packed.
- d) I have a **lot of** / **few** stuff in my shopping cart.



Teen Campers²

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1. Find and circle six words from the unit.

n	m	b	u	n	k	c	l	f
e	s	c	a	l	a	t	o	r
c	d	f	g	h	j	k	l	e
s	u	b	w	a	y	r	r	s
z	q	b	n	m	l	t	j	t
c	r	u	t	c	h	e	s	r
t	b	w	h	j	d	m	n	o
l	r	r	c	d	f	a	o	o
s	c	t	o	a	e	r	p	m
c	r	o	s	s	w	a	l	k

2. Write a lot of, a few, or a little.



a) _____ apples



d) _____ water in the glass



b) _____ cookies



e) _____ strawberries



c) _____ shampoo



f) _____ peanuts

3. Write some, any, or a / an.

- a) Are there _____ accessible rooms in your school?
- b) There isn't _____ escalator here. We need to use the stairs.
- c) I have _____ candy bars. Do you want one?
- d) We don't have _____ water and I'm thirsty!

1. Read and answer the questions.

A Happy Shopper

Mrs. Jeffords always liked shopping. It was one of her favorite occupations. But all that came to an end when she got older and began to have trouble with her knees. She couldn't go out to buy even a few groceries alone. Walking around the store was too difficult.

Then something happened that really changed her life.

The local supermarket got some electric mobility scooters for elderly people and people with disabilities to use.

Mrs. Jeffords loves them. Now she can zoom around the supermarket again. And she really zooms! She loves going fast and watching people jump out of her way. She can reach for the food she wants and put it into the basket at the front of the mobility scooter. It's a big basket with a lot of room in it!

Of course, some things on the top shelves are too high up for Mrs. Jeffords to reach, but that doesn't matter. The store assistants and other customers are always happy to help her and take down what she can't reach. Mrs. Jeffords is so happy. The electric mobility scooters have given her back her favorite pastime: going shopping!



a) What did Mrs. Jeffords always like to do?

b) What physical problem did she have when she got older?

c) What did the supermarket do to help people like Mrs. Jeffords?

1. Complete with information from the story on Page 77.

Name of the character: _____

Her problem: _____

The solution: _____



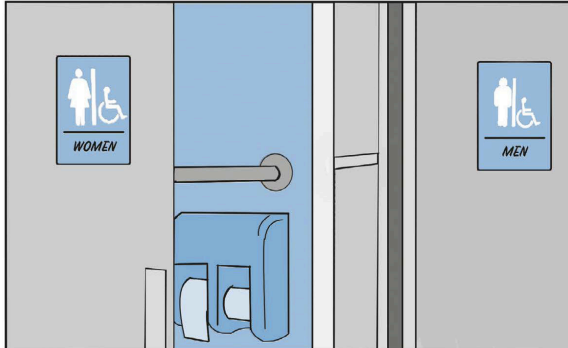
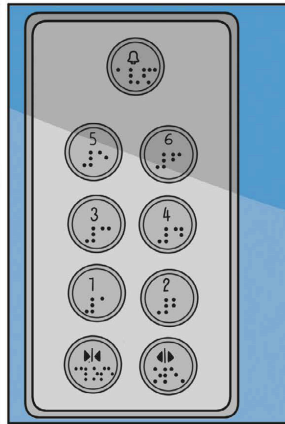
2. Think of a similar problem and complete.

Groups of people who have problems to move around:

What can make their lives easier?

3. Use one of your ideas from Activity 2 to write a short story about a character similar to Mrs. Jeffords.

1. Look, find, and say things that can help people in need.



2. Talk about things in the picture that exist where you live.

Are there any pedestrian crossing lights in our town?



Yes. On large streets.



3. Talk about things your neighborhood needs to be a better place for all kinds of people.