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Teen 5 Campers

Student's Book
and Workbook



App

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Student's Book
and Workbook

Teen 5 Campers

Macmillan Education
Companies and representatives throughout the world

Teen Campers Student's Book and Workbook 5

First digital edition published September 2024
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Design: Cynthia Valdespino, Sahie García, Erandi Alvarado, Bruno De Gante, and Kely Rojas
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CANIEM No. 3993

Digital ISBN: 978-607-2601-13-0

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Scope and Sequence	4
--------------------------	---

Student's Book

Starter Youth Rights	7
-----------------------------------	---

Wrap-up	16
---------------	----

Campers in Action: Health and	
-------------------------------	--

Well-Being	17
------------------	----

Review	18
--------------	----

Unit 1 Experiments	19
---------------------------------	----

Wrap-up	28
---------------	----

Campers in Action: Sustainable	
--------------------------------	--

Development	29
-------------------	----

Review	30
--------------	----

Unit 2 What's on TV?	31
-----------------------------------	----

Wrap-up	40
---------------	----

Campers in Action: Socio-Emotional	
------------------------------------	--

Education	41
-----------------	----

Review	42
--------------	----

Unit 3 So Unexpected	43
-----------------------------------	----

Wrap-up	52
---------------	----

Campers in Action: Socio-Emotional	
------------------------------------	--

Education	53
-----------------	----

Review	54
--------------	----

Unit 4 Figure This Out	55
-------------------------------------	----

Wrap-up	64
---------------	----

Campers in Action: Sustainable	
--------------------------------	--

Development	65
-------------------	----

Review	66
--------------	----

Language Reference	67
---------------------------------	----

Vocabulary Strategies	70
------------------------------------	----

Workbook

Starter Youth Rights	76
-----------------------------------	----

Unit 1 Experiments	80
---------------------------------	----

Unit 2 What's on TV?	84
-----------------------------------	----

Unit 3 So Unexpected	88
-----------------------------------	----

Unit 4 Figure This Out	92
-------------------------------------	----

Unit	Vocabulary	Grammar	Pronunciation	Wrap-Up	Campers in Action
Starter Youth Rights Pages 7-18	clothing, education, healthcare, housing, identity, information, no discrimination, nutrition, recreation	I'm going to join that group. I'm not going to do that. Steve is going to collect money. She's going to prepare clothing.	Possible pronunciations of <i>going to</i>	Participate in a discussion about youth rights.	Health and Well-Being: A poster to promote healthy actions
U1 Experiments Pages 19-30	aluminum foil, blender, freeze, ice cubes, melt, pour, shake, tear up, turn into	If it gets any hotter, I'll die . You'll feel better if you eat some ice cream. If you shake the bag, the mixture freezes . Ice melts if it gets warm.	Intonation in conditional sentences	Write and illustrate instructions for an experiment.	Sustainable Development: A presentation about scientific research that helps solve an environmental problem
U2 What's on TV? Pages 31-42	children's show, crime drama, nature show, news show, science fiction, sitcom, soap opera, sports show, talk show	We haven't watched TV for three days. I've never spent three full days and two nights with no TV! Have you ever seen <i>Space Venture</i> ? I've watched both shows.	/ɔ/ as in <i>caught</i>	Participate in an interview.	Socio-Emotional Education: A graph with TV shows your classmates like / don't like
U3 So Unexpected Pages 43-54	branch, matches, platform, relieved, shocked, ticket office, timetable, van, waiting room	The driver has just called me. I've already thought about that. Have the tents arrived yet ? We haven't collected enough branches yet .	/dʒ/ as in <i>just</i> and /j/ as in <i>yellow</i>	Share unexpected situations.	Socio-Emotional Education: A list of helpful and unhelpful reactions to unexpected situations
U4 Figure This Out Pages 55-66	breadcrumbs, CCTV footage, clue, feather, fingerprints, footprints, gloves, pitcher, seeds	Breakfast is usually served at 7:30. The doors are opened at 7:30. The window was left open all night. The pitchers were knocked off by the wind.	-ed ending (review)	Invent a mystery and a possible solution.	Sustainable Development: Explain a problem and possible causes and solutions

Student's Book

Teen 5 Campers



YOUTH RIGHTS



CAMPERS IN ACTION

Answer as a class:

- What rights do teens have?
- Which of those rights are related to health?
- What happens if youth rights are ignored?

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.


☐
☐
☐

clothing

education

healthcare

☐
☐
☐

housing

identity

information

☐
☐
☐

no discrimination

nutrition

recreation



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



03

4. Listen and complete the table.

Physical Needs	Social Needs

Youth Rights

5. Write words from Activity 2 next to their definition.

- a) Something to wear, cover your body, and keep you warm and protected: _____
- b) A warm, dry, place to sleep and live in: _____
- c) Fruit, vegetables, and protein you need to be healthy: _____
- d) The process of learning, especially in schools: _____
- e) The services that take care of people's health: _____

6. Complete with names of youth rights.

- a) We work hard and study, but we also have time for _____ to have fun and rest.
- b) If you eat processed food every day, you do not get good _____.
- c) Access to _____ permits people to use a device to connect to the Internet.
- d) _____ rights include the right to have a birth certificate, a nationality, and a name.
- e) There's a poster about _____ in our classroom and it says we can't tease or bully anyone only because we are different.

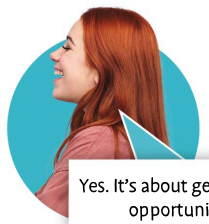


7. Look at the list and mention the rights related to each point.

- A home with a roof and water
- Safe areas to play and exercise
- Libraries
- Equal treatment
- Dental treatment
- Having breakfast before school



Equal treatment refers to no discrimination.



Yes. It's about getting the same opportunities, too.



04 1. Listen. What's Kim going to do to help people?

LANGUAGE
REFERENCE

Go to page 67.

2. Read the Target Box and underline the correct option for using *be going to*.

- a) We use *be + going to* + verb in simple form to talk about the **future / past**.
- b) We **can / can't** use contractions ('m, 's, and 're) with this tense.
- c) For the negative form, we add **not / can't** between *be* and *going to*.



TARGET BOX

I'm going to join that group.
I'm not going to do that.
Steve is going to collect money.
She's going to prepare clothing.

3. Complete with the correct form of *be going to*.

- a) I _____ a lot of people. (help)
- b) She _____ you later. (call)
- c) They _____ at a meal service. (work)
- d) We _____ donations. (collect)
- e) He _____ the local parks. (clean up)



4. Write the sentences from Activity 3 in negative form.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

5. Read and complete the sentences with *before* or *after*.

Are you **going to** camp this summer?



No, I'm going to help in the vaccination campaigns.

When **is** she **going to** join the Youth Action program?



She's going to sign up tomorrow!

- a) In questions with *going to*, the verb (*am*, *is*, or *are*) goes _____ the subject.
- b) In questions with *going to*, the verb (*am*, *is*, or *are*) goes _____ the question word (*when*, *where*, etc.).

6. Complete the questions with the words below.

What

Are

Where

How much

- a) _____ you going to join any youth organizations?
- b) _____ money are you going to donate to charity this year?
- c) _____ are you going to study next year?
- d) _____ are you going to do to combat bullying in your school?



PRONUNCIATION

Listen and repeat.

- What are we going to do?
- Are you going to go?
- I'm not going to do that.

Read out loud again. First slowly, then faster.



05



7. Ask and answer the questions in Activity 6, according to your experience.

I'm going to join an organization to help teenagers without Internet.

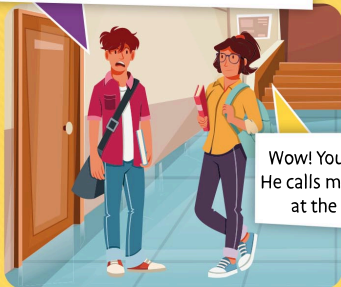


I'm going to donate clothes to charity.



1. Read and check (✓) the correct answer.

We've been in Mr. Brown's class for three months and he doesn't know our names.



Wow! You're right. He calls me "the girl at the back."

Do you know everyone's name?



Hmmm ... I don't think so!

What's your name?

I'm Iván, nice to meet you.



What should I call you?

My name's Paula, but please call me Pau.

We should respect everyone's identity. Our name is part of our identity.

We're going to call people by their names.



We're going to use the name they want us to use.

The conversation is about:

☐

a) the right to education

☐

b) the right to have our identity respected

☐

c) the right to good nutrition

2. Complete plans to respect everyone's right to their identities.

I'm going to

I'm not going to

- a) _____ ignore people.
- b) _____ force shy people to participate.
- c) _____ call people with names they find offensive.
- d) _____ respect different opinions.

3. Complete with notes for each right.

Right	A Problem	A Solution
a) Nutrition	<i>A lot of junk food</i>	<i>Choose healthy food</i>
b) No discrimination		
c) Education		
d) Identity		
e) Healthcare		



4. Use your notes to write plans to respect or be responsible for each right from Activity 3.

- a) Nutrition: *I have the right to nutrition. I'm going to choose healthy food and not junk food when I can.*
- b) No discrimination: _____
- c) Education: _____
- d) Identity: _____
- e) Healthcare: _____



5. Choose one of your ideas from Activity 4. In your notebook, write a conversation similar to the one in Activity 1.



6. Act out your conversation for another pair and then share ideas to respect and accept responsibilities related to the youth rights you talked about.

We have the right to no discrimination.



I'm not going to laugh at people who are different from me.

I'm going to include both boys and girls on my team.

VOCABULARY STRATEGIES

Go to page 70.



1. Scan the story. What are the character's names?
2. Read and underline the youth right the text mentions.



"Did you hear about Elena and Ariana?" Melvin asked Sara on the way home from school.

"No, I didn't see them today. What happened?" replied Sara.

"They have to move."

"What? Why?"

"Because they live near the river. Climate change is causing floods. The floods are getting worse every year, and their home is in danger."

"That's terrible! I don't think their parents can buy a new home!"

"Yeah, but the government is buying their house, and they can get a new place. It's a special program because everyone has the right to safe housing."

Sara thought about Elena and Ariana that evening. She was sorry they had to move. She went to their house last year for their birthday.

There was a great view of the water from their bedroom. Elena and Ariana loved that house, and she knew Elena didn't like changes.

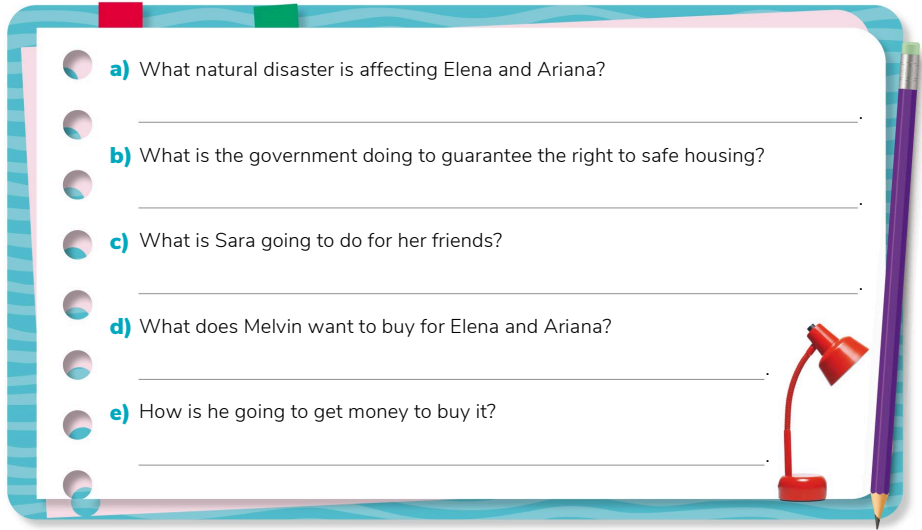
"We should do something nice for Elena and Ariana," Sara told Melvin the following day. "I'm going to paint them a picture for their new home. What are you going to do?"

"Well," said Melvin, "My uncle is teaching me woodworking. I can make a piece of furniture. Yes, I'm going to make a bedside table for their new bedroom. Maybe we could buy them a lamp to put on it. I'm going to ask all our friends to cooperate with any money they can."

"Great idea!" said Sara, smiling. "We make a good team."



3. Read the text again and answer.



a) What natural disaster is affecting Elena and Ariana?

b) What is the government doing to guarantee the right to safe housing?

c) What is Sara going to do for her friends?

d) What does Melvin want to buy for Elena and Ariana?

e) How is he going to get money to buy it?

4. Answer using complete sentences.

- a) What can happen if Elena and Ariana don't move?

- b) What other natural disasters can damage a home or make it unsafe?

- c) Mention other situations where people's right to safe housing doesn't exist or is in danger.

- d) Have you ever collected money for a good cause? Why?



5. Talk about your answers from Activity 4.

I once collected money to help my neighbors.



I have never done that. I'm going to try harder to help people around me.

WRAP-UP



Task: Participate in a discussion about youth rights.

Step 1 Review the youth rights in Lesson 1. Complete the chart with the action plans below. Add more ideas of your own.

write a letter to the principal asking for an access for wheelchairs

make anti-discrimination posters

ask business owners to donate computers to young people in need

have an art competition to promote tolerance

collect money for a class computer

have a songwriting competition about appreciating our differences



Access to information	Respect for identity	No discrimination

Step 2 Choose one of the rights from Step 1. Write a definition of the right, the ways in which people do not respect it, and the ways in which we can promote it. Then practice explaining your notes to each other without reading. Follow the checklist to get ready for a class discussion.

Make sure you:

- ☐ can define the right. If you can't, research or ask your teacher for help.
- ☐ have at least two examples of how people disrespect or ignore this right.
- ☐ have at least two good proposals to do something in favor of that right.



Step 3 As a class, share your ideas and proposals. Listen to everybody and give your opinions. You may have your notes with you as help.



My Right to Good Health

1. Classify the items below. Add more ideas of your own.

- a) Go for a free influenza vaccine
- b) Choose nutritious food over junk food
- c) Never go to a medical check-up
- d) Not brushing my teeth
- e) Follow medical instructions when I see a doctor
- f) Take medicine a doctor didn't prescribe
- g) Avoid exercise
- h) Rest when I'm sick

Actions that reflect responsible use of my right to good health



Actions that reflect I ignore my right to good health



2. Write possible plans for staying in good health and make a poster.

I'm going to ...

- a) go to a dentist regularly
- b) take any medicine I should take
- c) _____

- d) _____
- e) _____
- f) _____



3. Display your posters around school as a campaign to promote good health.

What responsibilities and obligations related to your rights do you think you have?



1. Match the words to make phrases about rights.

a safe

b good

c access to

d respect for

e no

1 identity

2 information

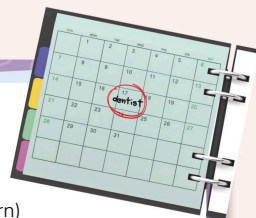
3 nutrition

4 discrimination

5 housing

2. Complete with *be going to*.

- a) I _____ to the dentist tomorrow. (go)
- b) He _____ well from now on. (eat)
- c) She _____ about good nutrition. (learn)
- d) They _____ to bed very late at night. (not go)
- e) We _____ about vaccines with our friends. (talk)



3. Complete the questions with *be going to*.

- a) When _____ you _____ to the doctor? (go)
- b) What _____ you _____ to improve your eating habits? (do)
- c) Where _____ you and your friends _____? (exercise)
- d) What _____ you _____ to learn about no discrimination? (do)
- e) Who _____ you _____ about respect for identity? (ask)

4. Answer the questions in Activity 3.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____



Teen 5 Campers

Workbook

Starter Youth Rights	76
Vocabulary and Grammar	76
Reading	77
Writing	78
Speaking	79
 Unit 1 Experiments	 80
Vocabulary and Grammar	80
Reading	81
Writing	82
Speaking	83
 Unit 2 What's on TV?	 84
Vocabulary and Grammar	84
Reading	85
Writing	86
Speaking	87
 Unit 3 So Unexpected	 88
Vocabulary and Grammar	88
Reading	89
Writing	90
Speaking	91
 Unit 4 Figure This Out	 92
Vocabulary and Grammar	92
Reading	93
Writing	94
Speaking	95
 Self-Assessment	 96

1. Find and circle eight youth rights.



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



2. Unscramble the questions.

a) going to / are / you / sleep / Where

_____?

b) going to / Are / you / to the doctor / soon / go

_____?

c) going to / Are / you / to people about / talk / discrimination

_____?

d) you / going to / to the community center / are / take donations / When

_____?

3. Answer the questions in Activity 2 using complete sentences.

a) _____.

b) _____.

c) _____.

d) _____.

1. Read the text and answer the questions.

Eglantyne Jebb (1878 – 1928)

A little more than a hundred years ago, World War I ended in Europe. Germany was very poor, and German and Hungarian children suffered from hunger.

After seeing newspaper photos of children suffering from hunger, a woman in England called Eglantyne Jebb joined a group of people who worked to get food and medical supplies.

Eglantyne Jebb protested the suffering of Europe's hungry children in Trafalgar Square in London. The police arrested her and took her away. During her court case, Eglantyne spoke about the children in Europe. The newspapers wrote about her, and she started getting famous.

Later on, she gave a speech at the town hall in London. She spoke powerfully about children and asked people to donate money to help children in Germany:

“Surely it is impossible for us, as normal human beings, to watch children starve to death without making an effort to save them.”



The money she collected at the town hall speech was the beginning of the Save the Children Fund. Today, the Save the Children organization helps children all over the world to grow up healthy, educated, and safe.

Save the Children was the first global movement for children, boldly declaring that children have rights.

Source: Savethechildren.org

- a) Why did the London police arrest Eglantyne Jebb?

- b) Where did she speak and ask people for money to help starving children?

- c) Do you know of any organizations that help children in your community? Which ones?

1. Read the text on Page 77 again. Then, without looking at the text, write down details that you remember.



English woman

hungry children

2. Write your opinions and feelings related to the points in Activity 1.

Save the Children Fund	Feelings
English woman	I think she was brave. She gives me courage.
hungry children	This makes me feel ...

3. Write a paragraph describing how you feel about the situation in the reading.

I feel Eglantyne Jebb was brave to speak about injustice. She gives me courage to speak about things I see.

No more injustice

1. Look and mention the youth rights related to the situations in the picture.



2. Take turns describing the actions and giving suggestions to help and respect each right.

The doctor is checking the boy. That's healthcare.



We should have doctors in every community.



3. Think about youth rights in your country. What youth rights need more attention, in your opinion?