

Silvia Martínez

Teacher's Guide

Teen Campers 2



OBJECTIVES

By the end of the unit, students will understand, talk, and write about animals, plants, and natural places.

VOCABULARY

botanical garden, butterfly, cacti, dolphin, flower tree, nature reserve, orchid, raccoon, whale

GRAMMAR

Past simple (verb *to be*). There was / were.

SKILLS

Listening: Listening for gist.

Speaking: Talking about a past trip.

Writing: Writing a description of a place in the past.

Reading: Activating previous knowledge to help understand content.

Pronunciation: Beginning / w /.

WRAP-UP

Tell an anecdote about a visit to a natural place.

CAMPERS IN ACTION**Endangered Species**

Students in small groups create a poster about an endangered species.

DIGITAL RESOURCES**Teacher Resource Center**

- Class Planner Unit 1
- Exam Unit 1
- Printable worksheets: Language Worksheets, Writing Activities, and Communicative Activities

For students:

- E-book with audios
- On-the-Go practice: Unit 1 interactive activities

AMAZING NATURE**CAMPERS IN ACTION****Answer as a class:**

- Are there places in your country where animals and nature are under protection?
- Do you think these places are important? Why?

UNIT ONE

U1

Lesson 1 • Vocabulary

AIM

Identify and use vocabulary related to plants, animals and nature.

CLASS 1

Skills

- Listen and practice pronunciation of new vocabulary.
- Relate words to images to understand new vocabulary.

Materials

- Student's Book, page 20
- Audio 06

AUDIO SCRIPT

- | | |
|---------------------|-------------------|
| a) nature reserve | f) whale |
| b) botanical garden | g) flowering tree |
| c) raccoon | h) orchid |
| d) dolphin | i) cacti |
| e) butterfly | |

Tips

- Students predict the topic of the lesson with the words *amazing* and *nature*.
- Challenge students to mention vocabulary related to the topic in one minute.
- Challenge students to dictate the vocabulary words to each other.



06 1. Listen and repeat.



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

- | | | |
|---------------------|-------------------|------------|
| b) botanical garden | d) dolphin | h) orchid |
| e) butterfly | g) flowering tree | c) raccoon |
| i) cacti | a) nature reserve | f) whale |



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

07 **4. Listen and check (✓) the words you hear. Then share as a class where to find them in your country.**

- | | |
|--|--|
| <input type="checkbox"/> a) botanical gardens | <input checked="" type="checkbox"/> e) cacti |
| <input checked="" type="checkbox"/> b) butterflies | <input checked="" type="checkbox"/> f) orchids |
| <input checked="" type="checkbox"/> c) whales | <input type="checkbox"/> g) raccoons |
| <input checked="" type="checkbox"/> d) flowering trees | <input checked="" type="checkbox"/> h) nature reserves |

5. Circle the word that does not belong in the group. Then explain your answers.

- a) cacti / orchid / raccoon
- b) whale / butterfly / dolphin
- c) raccoon / flowering tree / cacti
- d) nature reserve / botanical garden / flowering tree



6. Read and write the correct word from Activity 2.

- a) Animals and plants live here and it is a protected area: nature reserve
- b) A colorful insect that flies: butterfly
- c) A small mammal with a black mask around its eyes: raccoon
- d) A very intelligent and sociable mammal that lives in the ocean: dolphin
- e) A place with plants for study and for the public to see: botanical garden
- f) A very big ocean animal that breathes air through a hole on the top of its head: whale

7. Talk about common animals and plants in your country.

We have a lot of cacti.



True! In the deserts.



CLASS 2

Skills

- Listening to identify specific words.
- Vocabulary controlled practice.
- Speaking practice using new vocabulary.

Materials

- Student's Book, page 21.
- Audio 07

AUDIO SCRIPT

Mexico, like most countries in Latin America, is a place with a great variety of wonderful plants and animals. There are many nature reserves. Some of them protect monarch butterflies when they visit the country between November and March. Some others protect gray whales when they go to the Baja California waters during the winter months. We can also find large numbers of dolphins along that coast. There are hundreds of species

of cacti in Mexico and you can see them in the deserts and around the country. Cactus is the word for one of these plants; cacti is the word for more than one. You can find many types of beautiful orchids in the wild, and colorful jacarandas line the streets of many cities. Jacarandas are typical flowering trees in Mexico, and when their flowers fall, the sidewalks look as if they had a purple carpet.

Tips

- Students can make a list of local places related to the topic of the lesson before the final speaking practice.
- Encourage students to mention the reasons to their answers.
- Students can compare and share answers with the class.

* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.

Lesson 2 • Grammar

AIM

Learn and practice the use of the verb *to be* in past simple.

CLASS 1

Skills

- Understanding grammar structures from examples in context and practicing them in controlled exercises.

Materials

- Student's Book, page 22.
- Audio 08

AUDIO SCRIPT

Steve: Welcome to Summer Camp. What's your name?

Tracy: Tracy.

Steve: Hi Tracy. My name's Steve. Is this your first summer here?

Tracy: Yes, it is.

Steve: I was here two years ago.

Tracy: Is it fun?

Steve: Yes, it's great. All sorts of fun things happen.

Tracy: Like what?

Steve: Well, let me see ... One night there was a loud noise at the door of my cabin.

Tracy: Sounds scary.

Steve: I went to open the door, but there wasn't anyone

there! So, I closed the door and went back to bed.

Tracy: You weren't scared, then?

Steve: Not really. But then, there was the noise again. I ran and opened the door again. There was still no one there, but there were funny noises coming from the trash can. I investigated and there were two big raccoons there.

Tracy: Eating old cookies?

Steve: No, there weren't any old cookies in there but there were some old cheese sandwiches. Raccoons love cheese sandwiches, apparently!

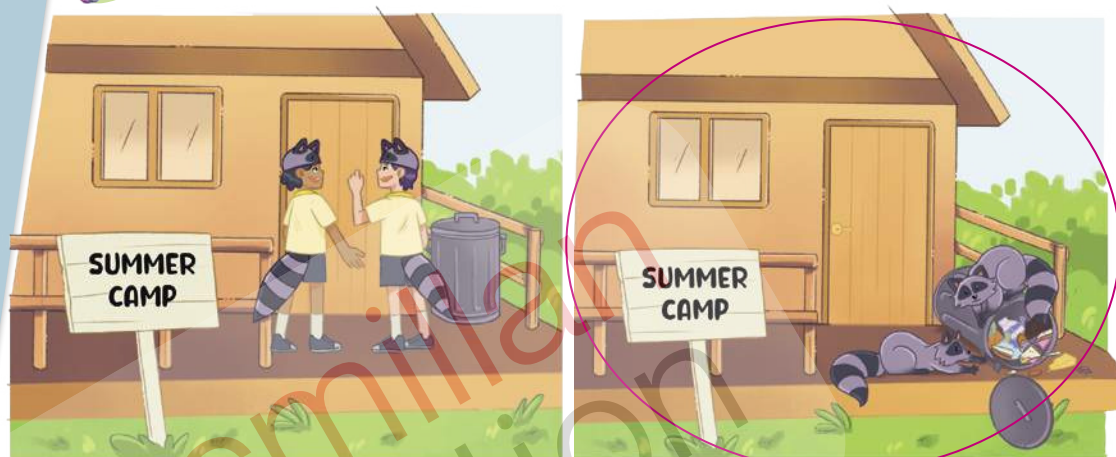
Tips

- Students listen for gist before opening the book.
- Use finger correction to practice pronunciation for contractions. Check this out: <http://www.edutics.mx/Nop>



08

1. Listen and circle the picture that shows what happened.



TARGET BOX

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.



LANGUAGE REFERENCE

Go to page 127.



2. Read the Target Box and complete the rules for the past simple of the verb *to be*.

- a) The past simple of *am* and *is* is was.
- b) The past simple of *are* is were.
- c) The past of *there is* is there was / and the past of *there are* is there were.
- d) The negative of *there was* is there wasn't and the negative of *there were* is there weren't.

3. Complete with *was* or *were* in affirmative (✓) or negative (✗).

- a) We were at the camp last summer. ✓
- b) The weather wasn't good. In fact, it was terrible. ✗
- c) There was a red parrot at the nature reserve. ✓
- d) The evening activities were fun. ✓
- e) There was a crocodile in the river we visited. ✗
- f) They weren't scared when they saw a raccoon. ✗
- g) The raccoon was in front of the cabin. ✓
- h) There weren't many wild animals at the camp. ✗
- i) There was a jacaranda tree near my cabin. ✓

4. Read the conversations. Then underline the correct option.

Were you excited to go to the marine nature reserve?

Yes, I was. Very.

Were there sharks?

No, there weren't.

Were there whales there?

Yes, there were.

And was there a dolphin?

No, there wasn't.

- a) In questions, *was* or *were* comes **before** / **after** the subject or *there*.
 b) In short answers, we use subject + *was* or *were* for **affirmative** / **negative** answers.
 c) In short answers, we use subject + *wasn't* or *weren't* for **affirmative** / **negative** answers.

5. Complete the conversation.



Emily: a) Was your visit to the nature reserve nice?

Jason: Yes, b) it was.



Emily: c) Were there any butterflies?

Jason: Yes, d) there were. Thousands!



Emily: e) Was there a place to buy food and drinks?

Jason: No, f) there wasn't.



PRONUNCIATION

Listen and repeat.

- The weather was wonderful.
- There were whales in the water.
- And there was a walrus, too.
- Wow! And wild wolves in the woods.

Think of words that start with *w*. Practice saying them.



09



6. Imagine you visited a nature reserve. Talk about the animals, plants, or other things you saw there.

Were you at the Monarch Butterfly Sanctuary?

Yes, I was.

CLASS 2

Skills

- Understanding and practicing past simple with verb *to be* in questions and short answers.
- Speaking practice using target language.

Materials

- Student's Book, page 23.
- Audio 09
- Workbook, page 10
- Teacher Resource Center: Language Worksheet Unit 1

AUDIO SCRIPT

The weather was wonderful.
 There were whales in the water.
 And there was a walrus, too.
 Wow! And wild wolves in the woods.

Tips

- Draw arrows on examples on the board to indicate how *was* / *were* change positions in affirmative or question forms.



PRONUNCIATION

On the board, write the target sound / *w*/. Students can read the sentences in silence, and then you can play Audio 09 for them to correct their pronunciation themselves. Invite them to write down more words starting with the /*w*/ sound. Suggest they use dictionaries.



09

* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.

Lesson 3 • Writing

AIM

Write a paragraph using adjectives to make a description in the past.

CLASS 1

Skills

- Controlled practice to use correctly the simple past.
- Completing a text using target language.

Materials

- Student's Book, page 24

Tips

- Begin with an activation where students share eco-friendly activities and extreme sports they know about.
- Let students describe in pairs what they see in each picture before answering the first activity.
- Before the second exercise, encourage students to review the Target Box in Lesson 2.
- To finish the class, invite volunteers to mention places they know where some of the activities or places in the text exist.

1. Match the phrases to the pictures on the poster.

dolphin watching

horseback riding

botanical garden

Adventure Park

swimming in cenotes

snorkeling

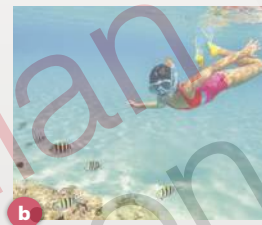
Welcome to Puerto Morelos

There's so much to see and do!



a

horseback riding



b

snorkeling



c

dolphin watching



d

botanical garden



e

Adventure Park



f

swimming in cenotes

Ready for the greatest experience ever?

2. Complete with *there was* or *there were*.

I went to sunny Puerto Morelos with my family. It was a lot of fun. **a)** There were so many things to do! **b)** There were snorkeling classes in the ocean. I loved those. **c)** There was a horseback riding class, too. That's not for me, but my sister really loves horses. **d)** There was a botanical garden too. I think gardens are boring, but that was my mom's favorite place! She loves giant cacti, lovely jacaranda trees, and beautiful orchids. Oh! And **e)** There was over a hundred cenotes to swim in. **f)** There were boats to watch the amazing dolphins. That was fun! But my favorite place was the Adventure Park! **g)** There were so many exciting activities like zip lining, rafting, diving, and canyoning.

3. Use your imagination to answer the questions. *Students' own answers.*

- a) How long were Julio and his family in Puerto Morelos? _____

- b) Was the weather hot or cold? _____

- c) How long was the horseback riding class? _____

- d) What was more fun: snorkeling, dolphin watching, or swimming in the cenotes? Why? _____

- e) What were Julio's favorite activities at the Adventure Park? _____

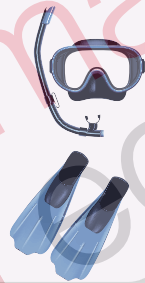
4. Read the text in Activity 2 again and make a list of the adjectives or describing words you can find.

VOCABULARY STRATEGIES

Go to page 132.



sunny, fun, boring, giant, lovely, beautiful, amazing, favorite, exciting



5. In your notebook, write a paragraph using your answers from Activities 3 and 4. Describe what there was and what there wasn't using adjectives. *Students' own answers.*



6. Share what you wrote.

Snorkeling was their first activity.



Were there any colorful fish?



Were there dolphins?



CLASS 2

Skills

- Using adjectives to describe places and activities.
- Writing a paragraph in the past that describes a place and / or an activity.
- Speaking practice talking about a place or activity in the past.

Materials

- Student's Book, page 25
- Teacher Resource Center: Writing Activities Unit 1

Tips

- Students can play *Charades* to recall the activities from the brochure in the previous lesson.
- Students can proofread their paragraph with a partner.
- Model the sample conversation with a volunteer before the speaking practice.

TRY THIS!

Get students into pairs. Project two pictures of natural places for students to describe. Model the first idea. Set a time limit. Monitor and provide help. If time allows, students can write their sentences in their notebooks. Have volunteers share their answers with the class.

* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.

Lesson 4 • Reading

AIM

Read to understand main ideas and specific information.

CLASS 1

Skills

- Activating previous knowledge as pre-reading strategy.
- Identifying and looking up new words.

Materials

- Student's Book, page 26
- English or English-Spanish dictionaries
- Magazine clippings, newspapers, or book articles on the Galapagos Islands

Tips

- Share with students more pictures and information about the Galapagos Islands.
- Different students can read the paragraphs out loud to share their findings.
- Students use English-Spanish dictionaries to understand new vocabulary.
- Students can make a chart with *Know - What I want to know - What I learned* as headings to record the information.



1. Read the title. Discuss what you know about the place.
2. Read the text and underline the words you don't know. Then look them up in a dictionary.

The Galapagos

Islands

There are more than 100 islands in the Galapagos Province. In 1835, the English naturalist Charles Darwin visited four of them. He was surprised by the things there. He drew detailed pictures of everything he saw.

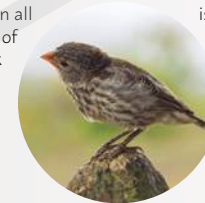
There were lava flows on San Cristobal, the first island he visited. Then he traveled to the island of Floreana. He saw a type of bird for the first time in his life. Darwin named it the Floreana mockingbird. He saw a new type of finch, too. It is a bird that can crush seeds with its beak. We call it the Darwin's finch now. Darwin saw active volcanoes for the first time in his life on the island of Isabela. There were wonderful plants and trees on all the islands. He collected lots of plant specimens to take back to England.

However, it was the animals on the Galapagos Islands that most interested him. There were fascinating creatures everywhere, especially on the island of Santiago, where Darwin stayed the longest. There were sea lions, iguanas, and giant tortoises. Darwin made drawings of all of them.



Then he noticed there was something strange about the giant tortoises.

There were giant tortoises on all the islands, but they looked different on every island! He discovered they evolved to different shapes and sizes, according to the food they had on each island! It was the same with Darwin's finches. On different islands, their beaks were different shapes to help them reach the different insects that existed on each island. His discoveries on the Galapagos Islands helped Charles Darwin develop his Theory of Evolution, where he explained that all living beings adapt over time to help them survive.



3. Read the text again and underline the correct option.

- a) Charles Darwin visited **all** / **a small number** of the Galapagos Islands.
- b) He saw new varieties of **fish** / **birds** there.
- c) He was a professional **naturalist** / **artist**.
- d) Giant tortoises **were** / **weren't** only on the island of Santiago.
- e) The Theory of Evolution **is** / **isn't** about the natural ability of living beings to adapt and change.



4. Answer the questions.

- a) What was Charles Darwin most interested in? It was the animals on the Galapagos Islands that most interested him.
- b) What did he collect? Why? He collected lots of plant specimens to take back to England.
- c) Why were Darwin's finches on each island physically different from each other? To allow them to reach the different insects that existed on each island.
- d) What theory is Charles Darwin famous for? The Theory of Evolution, where he explained that all living beings adapt over time to help them survive.

5. Use what you know to answer these questions.

- a) Where can scientists go to find amazing natural places, plants, and animals in your country? Students' own answers.
- b) Can you think of another example of the evolution of a living being? What were the changes after some time? Students' own answers.



6. Talk about your answers from Activity 5.

There is a protected area for whales in Baja California.



Dinosaurs evolved into birds.



CLASS 2

Skills

- Reading comprehension: specific information.
- Understanding main ideas.
- Speaking practice about their personal knowledge on the topic for meaningful contextualization.

Materials

- Student's Book, page 27
- Workbook pages 11-12

Tips

- Students can refer to the K-W-L chart produced in the previous lesson to share ideas to finish the class.
- Students can compare and share answers with the class to check their reading comprehension exercises.
- Promote respect when students talk about their knowledge and experiences.
- As additional practice, encourage students to research about the places or examples of evolution they shared and make a presentation.

* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.

Wrap-up

AIM

Tell an anecdote about a visit to a natural place.

Skills

- Consolidating target vocabulary and grammar.
- Teamwork attitudes and organization.
- Producing and sharing learning evidences.

Materials

- Student's Book, page 28

Tips

- Project or copy the organizer on the board to explain its use.
- Brainstorm and review how to structure questions or ideas on possible questions to ask. Leave them on the board as reference during the activities.

REFLECT

Ask students: *Do you think nature reserves are necessary? Why? Are there any natural reserves near the place you live? Would you like to volunteer in a nature reserve?.*



Task: Tell an anecdote about a visit to a nature reserve or a beautiful natural place.

Step 1 Think of natural spaces where there are plants and animals in your country. Choose one and complete the organizer about a real or imaginary visit to that place. *Students' own answers.*

What plants were there?

What animals were there?

Place:

Activities during the visit:

Who was there with you?

Step 2 Use the information in the organizer to write a story about your visit like the one in Lesson 3. Rehearse telling the anecdote, taking turns to tell each part. Follow the checklist before telling your anecdote.

Make sure you:

- include all the information from your organizer.
- both take part in telling the anecdote.
- give tone variations to your voice (don't sound bored!).



Step 3 Get together with another pair. Tell them your anecdote. Ask questions about their anecdote and be prepared to answer their questions about yours. Try to ask about what there was and what people saw in that place.



Endangered Species



1. Look at the pictures of animals that are in danger of extinction. Share which ones are new for you and which ones you knew about.



blue whale



bald eagle



gray wolf



red panda

2. Research about endangered animals in your country. Choose one and answer the questions. *Students' own answers.*

- a) What is the name of the species? _____
- b) Where does it live? _____
- c) Why is it endangered? _____
- d) How many were there in the past? And now? _____

3. Use the information from Activity 2 to make a poster about the animal you chose. Display your posters in the classroom and present them.



What can you do to protect animals' homes in your country?



Campers in Action

AIM

Create a poster about an endangered animal in their country.

Skills

- Becoming aware of endangered species in their national context and develop concern about the situation.
- Triggering willingness to take care of the fauna in their community.

Materials

- Student's Book, page 29
- Online resources to look for information.
- Construction paper.
- Magazines or other materials to cut out pictures.
- Colored pencils or markers.

Tips

- You can share with students a few examples of extinct species and the reasons why they disappeared before they do their own research.
- Make an exhibit with all the posters at a place where all the students can see them.
- Create a space for students to share their conclusions with the class.



Sustainable Development

Encourage students to look for organizations that protect and help endangered species. They can get an idea of how they work and how they help. They can do research at the following link: <http://www.edutics.mx/NZw>.

* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.

Review

AIM

Review and revisit the unit's vocabulary and grammar targets.

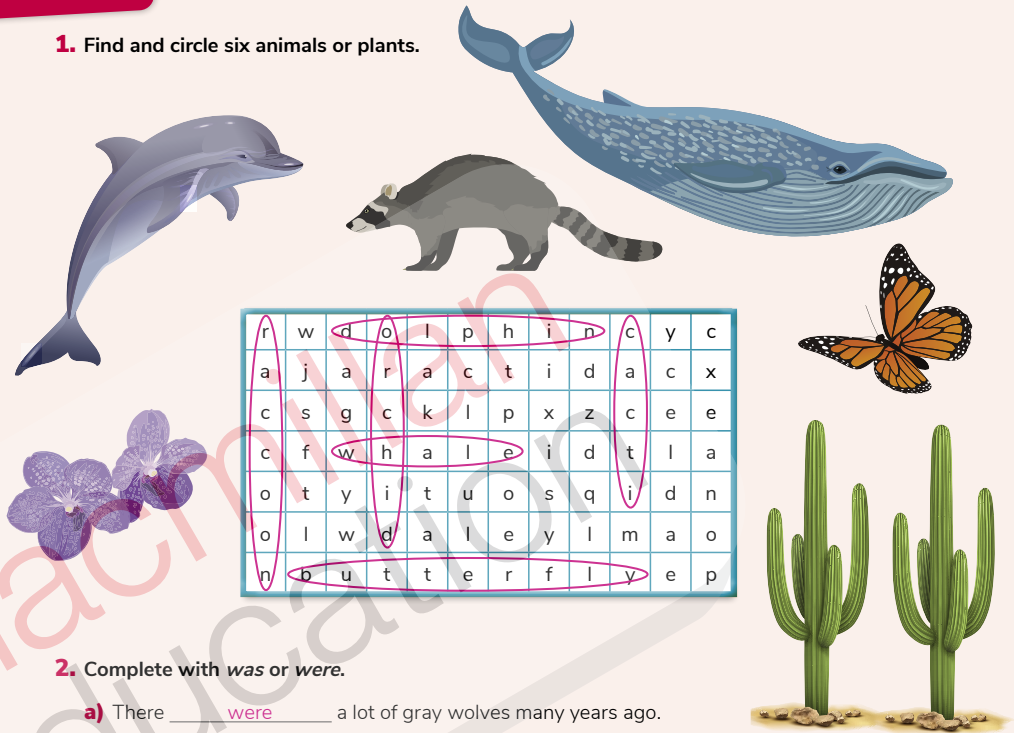
Materials

- Student's Book, page 30
- Workbook, page 13
- Teacher Resource Center: Communicative Activities Unit 1

Tips

- You can have students do this page for homework or complete it during the class, depending on your needs and available time.
- Students can play to spell the vocabulary from the unit as warmer.
- Encourage students to change the affirmative sentences in Activity 2 into questions.
- Consider organizing a spelling bee with words from the unit.

1. Find and circle six animals or plants.



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

2. Complete with was or were.

- There were a lot of gray wolves many years ago.
- There was a raccoon at the camp.
- Darwin was an English naturalist.
- There were fascinating animals in the Galapagos Islands.
- The Dodo was a big bird, but it is extinct now.

3. Write short answers.

- Was there a whale in the water?
Yes, there was.
- Were there any butterflies in the park?
No, there weren't.
- Was she interested in the visit?
No, she wasn't.
- Were there any giant cacti in the garden?
Yes, there were.



* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.