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Teacher's Guide

Teen 1 Campers





WORKING FOR MY COMMUNITY



CAMPERS IN ACTION

Answer as a class:

- What is a volunteer?
- Where can young people like you volunteer to help your community?

UNIT ONE

U1

OBJECTIVES

By the end of the unit, students will understand, talk, and write about community services.

VOCABULARY

animal shelter, clean up, collect donations, plant a tree, recycling bin, retirement home, soup kitchen, the elderly, trash can

GRAMMAR

There is / there are + a / an / any

SKILLS

Listening: Listening for specific information.

Speaking: Talking about local community services.

Writing: Writing sentences for a conversation about community services.

Reading: Making predictions based on images.

Pronunciation: Intonation in statements and interrogative sentences.

WRAP-UP

Role-play a conversation about community services.

CAMPERS IN ACTION

Sustainable Development

Community Engagement

Students will create a poster of problems in their community and solutions for them.

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

Lesson 1 • Vocabulary

AIM

Identify and use vocabulary related to community services.

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) trash can | f) recycling bin |
| b) plant a tree | g) animal shelter |
| c) clean up | h) the elderly |
| d) collect donations | i) soup kitchen |
| e) retirement home | |

Tips

- Ask students to look at the pictures and describe what they see before starting the activities.
- Tell students to cover the words to do the final activity.
- To finish the class, students can mention personal experiences related to the pictures.



1. Listen and repeat.



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

- | | | | | | |
|---|-------------------|---|-----------------|---|--------------|
| g | animal shelter | b | plant a tree | i | soup kitchen |
| c | clean up | f | recycling bin | h | the elderly |
| d | collect donations | e | retirement home | a | trash can |



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



07 4. Listen and check (✓) the places that the people talk about.

- | | |
|--|--|
| <input checked="" type="checkbox"/> a) an animal shelter | <input type="checkbox"/> d) a soup kitchen |
| <input type="checkbox"/> b) a public health clinic | <input checked="" type="checkbox"/> e) parks |
| <input checked="" type="checkbox"/> c) a retirement home | <input checked="" type="checkbox"/> f) the beach |

5. Match the sentence parts.

- | | |
|--------------------------|---------------------------------|
| a She volunteers | 1 up the trash in the park. |
| b One volunteer collects | 2 trees in the park. |
| c Some volunteers clean | 3 donations for the elderly. |
| d They plant | 4 at the local retirement home. |

6. Complete with words from Activity 2.

- a) You can adopt a homeless dog or cat from an animal shelter.
- b) The elderly, or senior citizens, are usually people over 70 years old.
- c) A recycling bin is a green container where we put things we can recycle.
- d) A soup kitchen is a place where hungry people can get a free hot meal.
- e) A retirement home is a residence for the elderly.



7. Ask and answer about the places. Follow the model.

animal shelter retirement home park soup kitchen

Who works at a soup kitchen?

Cooks. Volunteers.

What happens at a soup kitchen?

Hungry people get free meals.

CLASS 2

Skills

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

Materials

- Student's Book, page 21
- Audio 07

AUDIO SCRIPT

Worker: Hi, guys. Welcome to the Community Center. What do you do to help your community?

Boy 1: I love animals so I volunteer at the animal shelter. I walk the dogs and play with the cats.

Worker: Great. And you?

Girl: I visit the elderly at the local retirement home. They like visitors. And I collect donations of magazines and books because the

residents can't get to the local library.

Worker: That's great. And what about you?

Boy 2: On weekends, I plant trees in the local parks with my friends. And we clean up, too. There's always a lot of trash around, so we collect it and put it in the trash cans.

Girl: You could go to the beach too. There's always a lot of garbage there.

Tips

- Play the audio two times before answering and once more to check answers.
- Elicit possible questions students can ask in the final activity and model one answer with a volunteer student.

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

Lesson 2 • Grammar

AIM

Express presence or existence using *there is / are*.

CLASS 1

Skills

- Understanding grammar structures from examples in context.
- *There is / are* affirmative and negative controlled practice.

Materials

- Student's Book, page 22
- Audio 08

AUDIO SCRIPT

Counselor: Welcome to Community Adventure Camp! There are cabins for girls, and there are cabins for boys. Please keep your cabins clean. There is a trash can in every cabin. Remember: This is a community adventure camp, so I need volunteers to help. There's a park nearby and we keep that clean, too. There aren't any trash cans there. We're going to make some. Also, there isn't a park gardener. We're going to water the plants in the park. In this camp, we help the community all the time. But right now, there's a party on the beach!

Campers: Awesome!

Tips

- Play the audio before students open their books and have them write down words they recognize.
- Ask a volunteer to read the Target Box out loud for students to follow on their books.
- Elicit the answers to the activities and write them on the board to check as a class.

Lesson 2

Grammar



08

1. Listen. What type of camp is it?



TARGET BOX

There **is** a trash can in every cabin.

There **are** cabins for girls and boys.

There **isn't** a park gardener.

There **aren't** any trash cans in the park.

there is

exists

isn't

any

there are

2. Read the Target Box. Complete the rules with the words below.

- There is / there are* indicates that something exists or is present.
- We use there are before two or more things or people.
- We use there is before one thing or person.
- The negative form *there* isn't / *aren't* indicates something is absent.
- We add the word any in negative sentences about more than one thing.

3. Underline the correct option.

- There is / There are a cafeteria at the camp.
- There aren't / There isn't any moms or dads at the camp.
- There aren't / There isn't a clinic at the camp.
- There is / There are cabins at the camp.

4. Complete with *there is / there are* in the affirmative (✓) or negative (✗) form.

- There isn't a library at the camp. ✗
- There are six recycling bins. ✓
- There is a beach at the camp. ✓
- There aren't any activities for the elderly. ✗



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

Is there an animal shelter near here?



Yes, there is. It's on Madero street.

Are there any clinics in this neighborhood?



Yes, there are. There are two public clinics and a big hospital.

- In questions, *there* goes **before** / **after** *is* or *are*.
- We use *a* or *an* **before** / **after** a place or thing.
- The meaning of *a* and *an* is **one** / **many**.
- We use *any* in **singular** / **plural** questions.

6. Change into questions. Complete the answers.

- There is a counselor at the Community Adventure Camp.

Is there a counselor at the Community Adventure Camp? Yes, there is.

- There are trash cans outside the cabins.

Are there trash cans outside the cabins? Yes, there are.

- There isn't a homeless dog in the cabin.

Is there a homeless dog in the cabin? No, there isn't.

- There aren't any recycling bins in the green area.

Are there any recycling bins in the green area? No, there aren't.

- There are chairs and tables in the cafeteria.

Are there chairs and tables in the cafeteria? Yes, there are.



7. Ask and answer questions about your neighborhood.

Is there a recycling program in your neighborhood?



a beach
a retirement home
community centers
homeless dogs
a recycling program
a cleanup campaign



No, there isn't.

LANGUAGE REFERENCE

Go to page 127.



PRONUNCIATION

Listen and repeat.

- There is a tree. →
- There aren't any dogs. →
- Is there a tree? →
- Are there any dogs? →

Take turns reading the sentences out loud.



09

CLASS 2

Skills

- Identifying *there is / are* question and short answer structure, and the use of *a / an / any* in context.
- Controlled practice for questions and short answers with *there is / are*.
- 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

There is a tree.

There aren't any dogs.

Is there a tree?

Are there any dogs?



PRONUNCIATION

Play Audio 09 two or three times and use body language to emphasize the rising intonation (questions) and falling intonation (statements) for the class to understand these variations better. Have students practice intonation with their partners as you supervise the activity and provide help.



09

Tips

- Check activities by asking volunteers to share their answers with the class.
- Model the sample dialogue with a student before the speaking practice.

* 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 sentences for a conversation about community services.

CLASS 1

Skills

- Identifying main parts of a conversation.
- Retrieving vocabulary about community services.
- Guided writing of statements for a conversation.

Materials

- Student's Book, page 24

Tips

- Model the opening conversation with a volunteer.
- Elicit ways to open and close conversations.
- On the board, write community services from the second activity and others you add or elicit to help students in the final activity.

Lesson 3

Writing



1. Read the conversation. Then match the letters to the parts of the conversation.

Hi, Lisa!



Hey, Sam! What's up?

I need a book about the elderly.



There is a public library in my neighborhood.

Thanks. Catch you later!



Sure. See you!

1) Express a need or want b

2) Closing d

3) Opening a

4) Give information c

2. Write the name of a community service that can help with each want or need.

- a) I need a book for school and I can't buy it. A library.
- b) I need to see a doctor. A public health clinic.
- c) This family is homeless and hungry. A soup kitchen.
- d) I want to recycle my old clothes and toys. A donations center
- e) My grandfather is very old and needs a place to live in. A retirement home.



3. List four services you have in your neighborhood. Add a want or need related to them.

Animal shelter: I want to adopt an abandoned cat.

Students' own answers.



4. Write questions with your list from Activity 3 using *is there / are there*.

a) I want to adopt an abandoned cat.

Is there an animal shelter?

b) Students' own answers.

c)

d)

e)

5. Write two questions with *Where* to ask for information about your community services. Then answer the questions.

a) Where is the animal shelter? It is on Madero Street.

b) Students' own answers.

c)

6. Use your sentences from Activities 4 and 5 to write a short conversation in your notebook. Students' own answers.



7. Practice your conversation.

VOCABULARY STRATEGIES

Go to page 132.



I want to adopt a dog.
Is there an animal shelter?

Yes, there is.

Where is it?

It is on Madero Street.

CLASS 2

Skills

- Guided writing of statements for a conversation.
- Putting together a conversation.
- Speaking practice using their own conversations.

Materials

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

Tips

- Write a sample conversation on the board using examples from the activities. Then erase it before students work on their own.
- Review the sections they need in their conversation going back to the first activity of last class.
- Use the Vocabulary Strategies section to help students recall and use greetings and farewells in their conversations.

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

Lesson 4 • Reading

AIM

Make predictions based on pictures.

CLASS 1

Skills

- Predicting the topic of a text based on visual elements.
- Identifying new words.

Materials

- Student's Book, page 26

Tips

- Before making predictions, ask students to describe the pictures.
- Have students share where they can find a text like the one they read.
- Read aloud each paragraph and students can read it again in chorus after you.
- Write on the board some of the words students underlined and explain their meaning.

1. Look at the pictures. What do you think the text is about? Underline.

- a) volunteer programs b) nature walks c) school field trips

2. Read and circle new words. Then look them up in your dictionary. *Students' own answers.*


https://www.communityservicesnearme.org/example

Community Service

Community service is work people do to help the community. A lot of community service projects are done by volunteers. Sometimes schools organize community service projects. Are there any community service projects at your school?


Is there a community garden? Water the plants. Clean up the trash. Cleaning up is a great way of helping the community. Are there any poor children or is there an orphanage near you? Collect toys and clothes. Donate them to children in need.

Look at an example of a project that needs our help.



Help Baby Sea Turtles

Sea turtles are in danger of extinction. Sea turtles lay their eggs on the beaches of Puerto Vallarta in Mexico, and then return to the ocean. Their eggs are in danger. People and animals take them away and eat them. Not many hatch! But when they hatch, the baby turtles have to reach the ocean. More danger! Seagulls eat them. That is why young volunteers pick up baby turtles and carry them down to the water safely.



There are many projects that need participation from volunteers. Look them up online, in community centers, neighborhood organizations, or your school. Teenagers like you can help. You can make your neighborhood a better place to live in. Think about it!

3. Read the text again. What is community service? Underline.

- a) A professional job that helps the community.
- b) Cleaning your house and picking up the trash in your bedroom.
- c) A way to make a better life for the people in the neighborhood.



4. Read the statements and underline True or False.

- a) Community services help neighborhoods.
- b) People take sea turtle eggs from the beach.
- c) Only adult volunteers can work in the community project to rescue baby sea turtles.
- d) The article says teenagers can't help their community.
- e) There is information online about community service projects.

True

False

True

False

True

False

True

False

True

False

5. Answer.

- a) How can teens help their communities? Write an idea. Students' own answers.
- b) Where is the baby sea turtle community project? Puerto Vallarta, Mexico.
- c) What do volunteers do for baby sea turtles? They pick up baby turtles and carry them down to the water safely.
- d) Are there any community projects for helping wild animals in your community?
Which ones? Students' own answers.
- e) What community project is interesting for you? Students' own answers.



6. Talk about community services where you live.

There is a retirement home in our neighborhood. Volunteers visit the elderly and talk with them.

Yes, and other volunteers bring dogs. A lot of senior citizens love dogs.

CLASS 2

Skills

- Understanding main ideas and details.
- Extracting specific information from a text.
- Speaking practice talking about the topic of the text in their own contexts.

Materials

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

Tips

- Suggest that students underline the evidence to their answers in the text from last class.
- During the last activity, let students mingle with other classmates to have more conversations.

TRY THIS!

Play a game with the class. In pairs, one student describes a problem and the other tries to guess what community service is needed. Then, they can switch roles as many times as needed.

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

Wrap-up

AIM

Role-play a conversation about community services.

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.
- Make a list of the words of each small group and make a glossary together.

REFLECT

Ask students: *Do you think that only the authorities are responsible for providing services for our communities? Why do you think people decide to help their communities as volunteers?* Encourage them to consider volunteer community service or other actions to commit themselves to helping and caring.

WRAP-UP



Task: Role-play a conversation about community services.

Step 1 Share your conversations from Lesson 3, Activity 6. Combine the best sentences from each conversation to prepare a new one. Add an opening and a closing. Review Lesson 3, Activity 1 if you need help.

Opening

Students' own answers.

Express a need or want

Give information

Closing

Step 2 Practice your conversation. Get in character and act the best you can. Help each other improve using the checklist.

Make sure you:

- ☐ include an opening and a closing.
- ☐ express needs and wants, and inform about an appropriate community service.
- ☐ have an enthusiastic attitude.



Step 3 Act out your conversation for the class. Listen to your classmates with respect.



Community Engagement

1. Look at the pictures and check (✓) the problems you can find in your community.

Students' own answers.



Trash in the streets



Dying plants in parks



Homeless animals



Unattended elderly citizens



2. Choose a problem from Activity 1 and complete the boxes.

Include your ideas about how to solve it. Students' own answers.

Problem

Who can help?

Actions



3. Make a poster of problems in your community and how people can help. Tell your class.



What can you do to help your community?



Campers in Action

AIM

Create a poster of problems in the community and solutions for them.

Skills

- Becoming aware of problems near us.
- Getting involved in our community.

Materials

- Student's Book, page 29
- Construction paper
- Magazines or other materials to cut out pictures
- Colored pencils or markers

Tips

- Ask students to consult dictionaries elsewhere beforehand if you can't work with devices with Internet access in class.
- Make an exhibit with all the posters at a place where all the school can see them.
- Gather student's suggestions regarding the final reflection question. Define ways to carry them out and schedule them.



Sustainable Development

Encourage students to become aware of the needs of their community and care about them. Tell students that if they want to take part in volunteering programs in Mexico, they can check programs for young people in the following link: <http://www.edutics.mx/GyP>

* 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

- Allow students to first look at the pictures and comment with a classmate about what they show.
- Review the Target Box in Lesson 2 before the grammar activities.
- Practice rising and falling intonation with the statements and questions of the final activity once students have completed it.
- You can have students do this page for homework or complete it during the class, depending on your needs and available time.

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

REVIEW

1. Look at the pictures. Find and circle the four words in the puzzle.



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

2. Underline the correct option.

- There is / are a lot of volunteers at the retirement home.
- Is there a / an interesting volunteer program?
- There is / are a vaccination program at the local clinic.
- There isn't a / an green area in our neighborhood.
- Are there a / any homeless people in your town?



3. Change into questions.

- There is a public playground at the park.
Is there a public playground at the park ?
- There are dogs and cats in the animal shelter.
Are there dogs and cats in the animal shelter ?
- There is a reading program for preschool children at the library.
Is there a reading program for preschool children at the library ?

Teacher's Guide

Teen Campers 1

Workbook Notes



1. Complete the puzzle.

Across →

a) To _____ means to remove trash and make a place look nice.

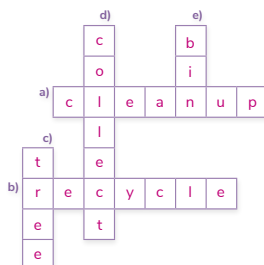
b) _____ means to convert trash into something you can use again.

Down ↓

c) Our "Plant a _____" project is helping reforest our area.

d) We need to _____ donations for our community project.

e) Put those bottles in the recycling _____.



2. Unscramble.

a) an / isn't / animal shelter / There / my community / in

There isn't an animal shelter in my community.

b) donations / any / Are / for / the retirement home / there

Are there any donations for the retirement home?

c) aren't / in his school / bins / There / recycling / any

There aren't any recycling bins in his school.

d) in / dog / Is / homeless / there / a / the street

Is there a homeless dog in the street?

3. Look at the picture and write what there is / are and what there isn't / aren't.

Suggested answers: There is a parrot.

There is a vet. There are three cats.

There are two dogs. There are two

volunteers. There aren't any trees.

There isn't a recycling bin.



1. Read and answer.

I Make a Difference!

Mo's little sister, Susie, loves to play on the riverbank. But one day she comes home crying. "I cut my foot," she says. "There is a lot of broken glass near the river." Susie's right! People have picnics near the river, but there aren't any trash cans, so there are broken bottles and old cans everywhere.

That night Mo calls two of his friends. He tells them about the cut on Susie's foot and asks them to help him clean up the riverbank. At first, the boys don't want to help. "Come on," Mo says. "This is an important community project. Let's just do it."

So, the next day the three boys take two large bins with them, go to the riverbank, and clean up all the trash. Now there is a trash can and a recycling bin on the riverbank. Mo's happy. There isn't any trash. It's nice for picnics, and children can play there safely. His friends are happy too. It's good to help the community! The boys feel good about themselves!



a) How does Susie cut her foot?

She plays in the riverbank.

b) Why is there trash near the river?

People have picnics near the river, but there aren't any trash cans.

c) What do Mo and his friends do to solve the problem?

The three boys go to the riverbank, and clean up all the trash.

d) Would you say "yes" or "no" to Mo? How do you feel about helping in your community?

Students' own answers

Invite students to review the unit's vocabulary by completing the puzzle in the first activity with a partner. They can challenge each other as they read the clues and complete the task. Then, students work on ordering the words provided in each item to make correct sentences. Finally, have them practice the unit's grammar using the picture from the last activity.

Invite students to predict the topic by looking at the picture. As the students read individually, remind them that it is advisable to highlight unknown vocabulary so they can later find out their meanings by using a dictionary or by asking you or a classmate. Invite them to provide evidence for their answers and to compare them with a partner.

1. Read the text on Page 11 again. Write three things that are better for the community because of Mo and his friends.

Students' own answers

2. Complete the card to plan a story about young people helping in the community.
Students' own answers

My Story

Characters:

What happens:

Where:

What do the characters do:

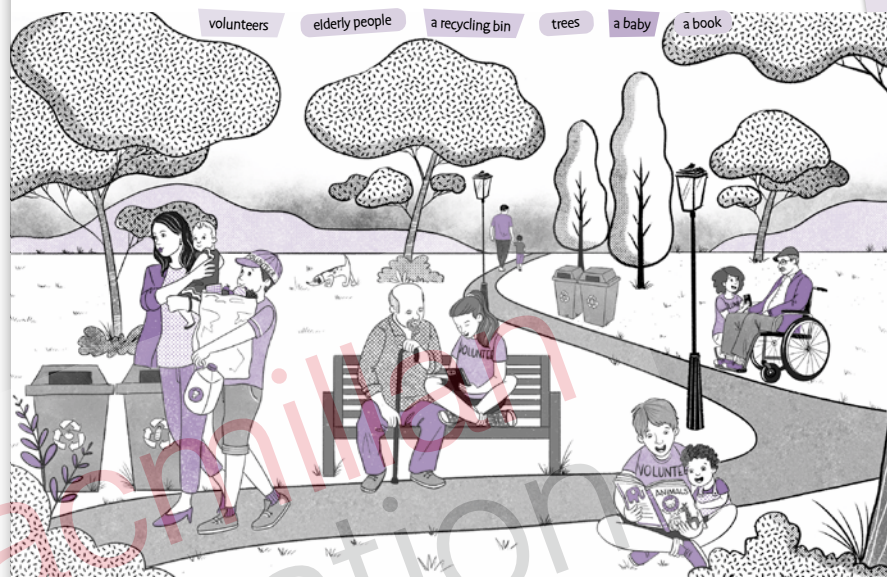
The result:

How the characters feel:

3. Write the story you planned in Activity 2. Students' own answers

One day ...

1. Look at the picture and find ...



2. Cover the picture. Ask and answer questions about the picture.

Is there a teacher in the picture?

No, there isn't.

Are there any volunteers?

Yes, there are four.

3. Describe the picture. What problems are the volunteers solving?

Invite students to reflect on what they read in the previous lesson so they can write their ideas. Invite them to be original and plan a story based on their comments. Encourage them to be creative but realistic. Remind them to proofread the text with a partner. If possible, let them display their stories.

Start the lesson by inviting the class to look for and find the target vocabulary in the picture to review it before they play a guessing game. Next, have students cover the picture and take turns asking *Yes / No* questions about the elements in it. They can take the guessing game further by asking and answering the question in the last activity.