

NEW FRONTIERS

TEACHER'S GUIDE

4











B1

Intermediate

Scope and Sequence

HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
A NEW SCHOOL YEAR  Page 6 1	Education Experiences abroad Emotions Vacation	Present perfect continuous Present perfect continuous vs. present perfect simple Phrasals with <i>make</i>	Listen to conversations about what people have been doing
HELP! I HAVE A PROBLEM!  Page 18 Page 30 Review 1-2 2	Difficulties & hardships Negative emotions Advice & excuses	Relative clause with <i>when</i> Past perfect Past simple vs. past perfect simple Interjections Phrasals with <i>turn</i>	Listen to everyday problems and their solutions
MAKING PLANS  Page 32 3	Plans Invitations Celebrations & events Venues & attractions	Future simple (<i>will / going to</i>) for future plans Future continuous tense Adverbs of certainty Declining invitations	Listen to people making plans
THAT'S A CAREER!  Page 44 Page 56 Review 3-4 4	Jobs & careers Training & education Goals	Future perfect simple (affirmative / negative statements) Modals for ability <i>Will</i> and <i>going to</i> for prediction Expressions for making predictions	Listen to people talk about future career plans
PROBLEMS AROUND THE HOUSE  Page 58 5	Repairs Homes Green technology	Passive voice simple Passive voice in different tenses Reflexive pronouns Causatives with <i>help</i> Phrasals with <i>run</i>	Listen to people talk about problems around the house
OUR PLANET, OUR HOME  Page 70 Page 82 Review 5-6 6	Science Conservation Nature Environment	Reported speech (statements) Reported speech (questions) Question tags <i>Too</i> and <i>enough</i> intensifiers	Listen to talks about the environment
WE LOVE SPORTS!  Page 84 7	Sports Hobbies Interests Sports jargon	Gerunds vs. infinitives Comparatives & superlatives Stative verbs Expressions to show degrees of interest	Listen to people talk about their interests
UNDERSTANDING CULTURES  Page 96 Page 108 Review 7-8 8	Culture Travel & travel experiences Communication	Modals of obligation and prohibition Adverb clauses for time Phrasal verbs with <i>hang</i> Present perfect vs. Past simple	Listen to talks about problems when traveling
A HELPING HAND  Page 110 9	Social issues Law & crime Civil service	Conditionals type 2 Conjunctive adverbs Expressions to show negative results	Listen to talks about different social issues
WHAT COULD HAVE BEEN DIFFERENT?  Page 122 Page 134 Review 9-10 10	Accidents & disasters Chances & regrets Wishes	Wish statements Conditionals type 3 Phrases to express goals and aims <i>Used to / Would</i> to talk about past action	Listen to people talk about things they could have done differently

SPEAKING	READING	WRITING	PROJECT
Talk about things you have done recently	Read about different education systems	Write to a friend or family member about your vacation	Scrapbook
Describe solutions to problems	Read about difficult situations	Write about a problem and how it was solved	Survive!
Offer and refuse invitations and give reasons	Read about an upcoming festival	Write an invitation for an event	Cultural Festival
Talk about how you're preparing for the future	Read about job market concerns	Write a cover letter	Career Map
Talk about problems around the house	Read about smart homes	Write a post explaining a problem	School Renovations
Report facts about the environment	Read an interview with an environmental expert	Write a summary of what a speaker has said	Environmental Reporter
Describe hobbies you like and why you like them	Read about sports rivalries	Write a sports report	Sports Draft
Talk about rules and taboos in your culture	Read about rules and taboos in different cultures	Give advice to a friend traveling to your country	You Make the Rules
Talk about important social issues	Read about a social issue and a potential solution	Summarize two different opinions	Model Debate
Talk about how you could have done things differently	Read about events that could have been avoided	Write about something you wish you had done differently	How It Would Have Been

How to Use

QR Codes

AUDIO

Scan the QR Code at the start of each lesson to get the audio for the unit.



VIDEO

Scan the QR Code on Project Lessons to link to animated shorts.



Comics

Every animated short comes with a companion comic.



Class Booster

Every unit has a digital supplemental unit on the Class Booster platform. Download to enjoy additional activities and fun games.



Download the comics at <https://www.compasspub.com/newfrontiers4>

Classroom Language



Scan for Audio

1 Listen and number. 00-01

listen	talk with a partner
read	talk with a group
write	look at the board
speak	open your books
answer	close your books
repeat	research
role-play	watch

2 Read the questions.

How do you spell "board"?

Can you repeat that?

Can you say that again more slowly?

How do you say " _____ " in English?

What does "board" mean?

How do you pronounce this word?

I have a question.

What's the answer to number four?



NOTE
Keep an eye out for Notes! They provide extra information and activities.



Answer Key

7. listen
4. talk with a partner
10. read
12. talk with a group
5. write
8. look at the board
1. speak
14. open your books
6. answer
2. close your books
3. repeat
11. research
9. role-play
13. watch

2 Read the questions.

- Read the questions to the students.
- Ask students if they understand the questions.
- Practice again. Ask students if they can ask you some questions.

Classroom Language

Teacher's Note

Classroom Language

Explain to students that this page is there to help them when they need to understand a direction line or need help asking questions.

1 Listen and number. 00-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the number of the word/phrase next to the word/phrase in the book.
- Practice again. Give the classroom commands. Ask students to follow along.
- Ask students if they have any questions.

UNIT 1

A NEW SCHOOL YEAR

This unit will give students the ability to use the present perfect simple tense, present perfect continuous tense, and adjectives ending in *-ed* and *-ing* to talk about school and vacation experiences and how they felt during them.

Scan the QR code to download the Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

- Lesson A: Read about different education systems
- Lesson B: Listen to conversations about what people have been doing
- Lesson C: Talk about things you have done recently
- Lesson D: Write to a friend or family member about your vacation
- Lesson E: Make a scrapbook

Target Skills

- Lesson A: Reading
- Lesson B: Listening
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
attendance curriculum encourage experiment individual interview marry private salary stressful	abroad apply complain concentrate consider hear manage organize
Lesson C	Lesson D
convinced / convincing disappointed / disappointing disgusted / disgusting fascinated / fascinating frightened / frightening satisfied / satisfying tired / tiring touched / touching	attend charity incredible local lose track make a difference program willpower

UNIT 1
A NEW SCHOOL YEAR

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about different education systems
- B Listening** Listen to conversations about what people have been doing
- C Speaking** Talk about things you have done recently
- D Writing** Write to a friend or family member about your vacation
- E Project** Make a scrapbook

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Look at the photos and answer the questions.

1. What are the people doing in the pictures?
2. Which person's vacation looks most fun to you?
3. What did you do for vacation?
4. Are you ready for school to start? What are your goals for the year?

present perfect simple vs. present perfect continuous

The present perfect simple and present perfect continuous can be used for the same meaning. However, the present perfect continuous usually emphasizes the length of time.

The present perfect simple is often used for finished actions, while present perfect continuous can be used to talk about activities that are unfinished or continuing.

Present Perfect Simple	Present Perfect Continuous
I've <i>waited</i> for hours.	I've <i>been waiting</i> for hours.
I've <i>read</i> the book you recommended. (finished)	I've <i>been reading</i> the book you recommended. (unfinished)

Unit 1 Discussion

Look at the photos and answer the questions.

- Ask students to look at the Unit 1 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about vacation and school goals.

Ex.

Describe your best and worst vacations.

Describe your ideal vacation destination and activities.

How do you plan to meet your goals for the school year?

Do you think it's important to set personal goals for school and in life? Why or why not?

Key Grammar

present perfect continuous

Use the present perfect continuous tense to show that something started in the past and continues in the present. The form is made using the construction *has / have + been + present participle (root + -ing)*.

Usage	Example
to talk about unfinished actions	I've <i>been studying</i> English for three years. She's <i>been working</i> out since 2:30.
to talk about temporary habits or situations	I've <i>been learning</i> to play guitar recently. She's <i>been thinking</i> about applying to study abroad lately.
to talk about recent actions with a present result	I've <i>been playing</i> soccer all day, so I'm exhausted. He's <i>been working</i> hard all year, so he graduated with top grades.

Lesson A Reading

Aim: Read about different education systems

Vocabulary

1 Listen and number. 1-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

7. curriculum
6. attendance
10. individual
1. encourage
5. experiment
2. interview
9. salary
8. marry
4. private
3. stressful

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

1. d
2. f
3. i
4. b
5. a
6. g
7. c
8. j
9. e
10. h

Pre-reading

3 Look at the jobs. Talk with a partner. Research online how to get these jobs. Describe the education and experience needed for each job.

- Tell students to find a partner.
- Ask students to look at the pictures.
- Tell students to discuss the education and experience needed for each job.
- Ask students if they would like to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

A Reading

Aim Read about different education systems

Vocabulary

1 Listen and number. 1-01



2 Match the words with the definitions.

- | | |
|-----------------|--|
| 1. curriculum • | • a. a test, usually scientific, done to learn something |
| 2. attendance • | • b. to make someone more likely to do something |
| 3. individual • | • c. a fixed amount of money received by an employee |
| 4. encourage • | • d. subjects taught in school, college, or academy |
| 5. experiment • | • e. only for one person or specific group |
| 6. interview • | • f. the number of people who go to an event |
| 7. salary • | • g. a meeting to see if someone is suitable for a job or position |
| 8. marry • | • h. making you feel worried and nervous |
| 9. private • | • i. separate from the other people or things in a group |
| 10. stressful • | • j. to begin a relationship as a husband or a wife |

Pre-reading

4 Look at the jobs. Talk with a partner. Research online how to get these jobs. Describe the education and experience needed for each job.



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Extra Practice Dream Jobs, Skills, and Experience

Ask students to each come up with a list of five dream jobs they would like to have. Then have students say those jobs. Make a list of them on the board. Next, tell students to get into groups of three to four. Have each group list the education, skills, and experience required for each job. At the end of the activity, get each group to share their ideas on each job, or a certain number of jobs. See if other groups have the same or differing information. Ask students why they chose what they chose. Remember to give feedback and ask follow-up questions.

4 Read the article. 1-02

DIFFERENT EDUCATION SYSTEMS

USA

The United States has many different kinds of schools. There are public schools, charter schools, private schools, and more. One group of San Francisco schools is called AltSchool. These schools have a special curriculum. It focuses on technology and problem solving. The day starts with students using iPads to check their attendance. Every week, students are given a "playlist" of activities and individual goals. Students use the week to complete these goals. AltSchool students are not put into grades. They're put in learning groups: lower elementary, upper elementary, and middle school. There are also no classrooms at the school. Classrooms are called "stations" for learning. Students are encouraged to explore and learn freely. For some, AltSchool is the future of education. For others, AltSchool is an extremely expensive experiment—about \$27,000 per year. What do you think?



JAPAN & SOUTH KOREA

In Japan and South Korea, getting into a good school is the key to success. It can decide your future job, salary, and even whom you will marry. Students need many things to get into a good school. They need good grades. They also need to pass interviews. But most importantly, students need to score well on "entrance exams" such as the Center Shiken (Japan) or CSAT (Korea). Unfortunately, these tests are extremely difficult. In Japan, only about 56% of students get the scores they need to attend their chosen universities. Because of the tests' difficulty, many students feel they must attend private after-school academies. These are called *juku* in Japan and *hagwon* in Korea. These academies help students improve their test scores, but many people believe that they make education too stressful. In fact, many South Korean students preparing for exams spend sixteen hours a day studying. This has raised the question: How much importance should schools put on standardized tests?

NOTE
How do students feel about standardized tests in your country?
When do students start preparing for tests in your country?

Comprehension

5 Circle **true** or **false**.

- AltSchool teaches students how to make playlists.
- AltSchool does not put students into traditional grades.
- AltSchool does not have regular classrooms.
- The CSAT is a Japanese national test.
- Many Korean students attend after-school academies.

true	false
true	false
true	false
true	false
true	false

6 Answer the questions.

- How much does AltSchool cost per year?

- What are private academies called in Korea?

- What is the Japanese national test called?

7 Talk with a partner.

- What are some advantages and disadvantages of schools like AltSchool?
- What do you think of national standardized tests such as the ones in Japan and South Korea?
- How can the education system in your country be improved?

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4 Read the article. 1-02

- Listen to the audio.
- OR
- Read the reading aloud.
- OR
- Ask students to read parts of the reading aloud.
 - Replay the audio if needed.

Comprehension

5 Circle **true** or **false**.

- Ask students to read each sentence and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- false
- true
- true
- false
- true

6 Answer the questions.

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

Answer Key

Possible Answers

- It costs about \$27,000 per year.
- They are called *hagwon* in Korea.
- It is called the Center Shiken.

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Teacher's Note

Education Systems

Turn the content of activity 7 into a class discussion. For example, get students to share their answers with the class. Then ask other students if they agree or disagree, or list questions about the education system in the students' countries on the board. List questions such as:

- What are the good/bad points about the education system in your country? Why?
- What do you like/dislike about the education system in your country? Why?
- What would you like to improve about the education system in your country? Why?
- How stressed out are students about education in your country? Why?

Then ask students to work with the same partner as in activity 7 and discuss the new questions. At the end of the activity, ask some students to share their ideas with the class. Ask other students if they agree or disagree. Ask students to give reasons for their answers. Remember to give feedback and ask follow-up questions.

Lesson B Listening

Aim: Listen to conversations about what people have been doing

Vocabulary

1 Listen and number. 1-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

8. apply
 5. consider
 2. hear
 1. manage
 6. organize
 3. concentrate
 4. abroad
 7. complain
- Practice again. Point at different pictures and ask students to say the words.

2 Circle the word that matches the definition.

- Ask students to read the definitions.
- Ask students to circle the vocabulary word that best matches each definition.
- Check students' answers.

Answer Key

1. c
2. b
3. c
4. b
5. a

Focus

3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but to talk about different activities and ideas.

4 Listen and circle the answers. 1-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. c
2. b
3. b

B Listening

Aim Listen to conversations about what people have been doing

Vocabulary

1 Listen and number. 1-03



2 Circle the word that matches the definition.

1. to ask for something, usually by writing
a. hear b. organize c. apply
2. to control a group of people
a. apply b. manage c. attend
3. to be told some information
a. organize b. complain c. hear
4. to plan or arrange
a. complain b. organize c. concentrate
5. to think about carefully
a. consider b. manage c. organize

Focus

3 Talk with a partner.

Hi, *Samantha*! How have you been doing?
Hi, *Samantha*! How have you been?

I've been *doing well*.
What about you?
I haven't been *doing so well*.
What about you?

I've been well, too.
Oh, I'm sorry to hear that. What's been bothering you?

Lately, I've been *applying to study abroad programs*.
Not much. I've been *considering what I should study in college*.

4 Listen and circle the answers. 1-04

What has Maria been considering?
a. organizing a music festival
b. applying for the music festival
c. which club to join this year

1. Maria

Why has Peter not answered his calls?
a. He's been busy talking to the counselor.
b. He's been busy doing paperwork.
c. He's been busy studying abroad.

2. Peter

Why is Phil moving?
a. His family is moving to Japan.
b. He hasn't been able to manage his Japanese studies well.
c. His school thinks he should improve his Japanese.

3. Phil

Teacher's Note

I've been ... for/since ...

Explain to students that they can use the questions and answers below to talk about the length of time they have been doing something.

- How long have you been (activity)?
Since when have you been (activity)?
- I have been (activity) for (time).
I have been (activity) since (time).

Tell students that *for* and *since* are a little different. When using *for*, one should tell a certain number of seconds, minutes, hours, days, weeks, months, or years. When using *since*, the period of time (last week, a couple months ago, last summer, etc.) should be used.

Ex.

How long have you been playing the guitar? / I've been playing the guitar since last month. Since when have you been studying English? / I've been studying English for four months.

Grammar

5 Look at the table.

NOTE
You can form negative statements with the present perfect continuous by using *not*.
He *has not (hasn't) been living* in South Korea.

Present Perfect Continuous		
The present perfect continuous tense shows that something started in the past and is continuing in the present. The form is made using the construction <i>has / have been + past participle (root + -ing)</i> .		
Usage	Signal Words	Examples
to talk about unfinished actions which started in the past and continued to the present	<i>for, since</i>	I've <i>been living</i> in South Korea for ten years. He's <i>been studying</i> since 3 p.m.
to talk about temporary habits or situations	<i>recently, lately</i>	I've <i>been going</i> to the gym <i>recently</i> . We've <i>been talking</i> a lot about the future <i>lately</i> .
to talk about actions which have recently stopped and have a result in the present		He's <i>been studying</i> for weeks, so he got the highest score.

6 Rewrite the sentences in the present perfect continuous tense.

- Peter applies to study abroad programs. _____
- Maria considers whether she should join the Music Club. _____
- Phil does not manage his studies well. _____
- Marcus organizes a music festival. _____
- Rachel worries about Peter. _____

Listen Up

7 Listen and read the statements. Match the statements with the speakers. 1-05



- I've been so busy with dance practices!
- I've been working on my application to a study abroad program in Mexico.
- I've been thinking you were just organizing a school event.
- I've been thinking about going to Spain.

8 Listen again. Then fill in the blanks. 1-05

- Part 1
Jamie: What have you _____ recently? I hardly ever see you.
Scarlet: I've been _____ with _____. I'm preparing for the talent show.
- Part 2
Scarlet: I've been _____ about you from Abigail.
Jamie: I've been _____ on my application for a study abroad program in Mexico.
- Part 3
Abigail: I've been _____ the whole thing myself so far, and it's so _____.
- Part 4
Brian: I've been _____ about _____, too.
Jamie: I've been thinking that I need to _____ more on learning a second language.

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

6 Rewrite the sentences in the present perfect continuous tense.

- Ask students to read the sentences.
- Ask students to rewrite each sentence using the present perfect continuous tense on each line.
- Check students' answers.

Answer Key

- Peter has been applying to study abroad programs.
- Maria has been considering whether she should join the Music Club.
- Phil has not been managing his studies well.
- Marcus has been organizing a music festival.
- Rachel has been worrying about Peter.

Extra Practice Who's the liar?

Have students work in groups of four. Then split each group into two teams of two students (teams one and two). Tell each team of two students to choose who will be truthful and who will be a liar. Then have each student think of something they have been doing lately. The students who are to be truthful think of something truthful. The students who are to be liars think of lies. Then have one student from team one ask a student from team two, "What have you been doing lately?" The student that was asked the question should answer, "I have been ... lately." Then the next student in team one asks, "How long have you been ...?" The student that was originally asked the question answers, "I have been ... since/for" Then the two students from team one can ask follow-up questions to the student in team two. Continue this process with the second student in team two. Then decide who is telling a lie and who is telling the truth. Finally, reverse the roles with team two questioning team one.

Listen Up

7 Listen and read the statements. Match the statements with the speakers. 1-05

- Ask students to read the statements.
- Listen to the audio.
- Ask students to write the letter of each statement next to the correct speaker.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- Jamie – b
- Scarlet – a
- Abigail – c
- Brian – d

8 Listen again. Then fill in the blanks. 1-05

- Listen to the audio.
- Ask students to write the missing words in the blanks.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- been doing, so busy, dance practices
- hearing things, working
- managing, stressful
- thinking, applying, concentrate

Lesson C Speaking

Aim: Talk about things you have done recently

Vocabulary

1 Listen and number. 1-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word(s) in the book.

Answer Key

From left to right, top to bottom

6. satisfied / satisfying
5. disappointed / disappointing
4. frightened / frightening
1. tired / tiring
2. convinced / convincing
3. disgusted / disgusting
7. fascinated / fascinating
8. touched / touching

- Practice again. Point at different pictures and ask students to say the words.

2 Circle the correct vocabulary word.

- Ask students to read the sentences.
- Ask students to circle the correct vocabulary word in each sentence.
- Check students' answers.

Answer Key

- | | |
|-----------------|---------------|
| 1. convinced | 2. satisfying |
| 3. disappointed | 4. touched |
| 5. frightened | 6. tiring |
| 7. fascinating | 8. disgusting |

Focus

3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but to talk about different activities.

4 Listen and circle the best response. 1-07

- Listen to the audio.
- Ask students to circle the best responses.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. c
2. d
3. b
4. d

C Speaking

Aim Talk about things you've done recently

Vocabulary

1 Listen and number. 1-06



2 Circle the correct vocabulary word.

1. We need to buy this book! I'm convinced / convincing it will make us rich.
2. I love popping bubble wrap. It's so satisfied / satisfying.
3. I was excited to see the movie. But after watching it, I was a little disappointed / disappointing.
4. That movie was so good! I was really touched / touching by the ending, too!
5. I had to give a presentation to the class. I was so frightened / frightening to talk in front of everyone.
6. OK. This hike is really tired / tiring. Can we take a break?
7. What do you mean you don't like kangaroos? I think they're fascinated / fascinating animals.
8. You don't have to eat the ice cream if it's so disgusted / disgusting. Just throw it away.

Focus

3 Talk with a partner.



NOTE
Adjectives that end in -ed usually describe emotions (how someone feels). Adjectives that end in -ing usually describe things that cause the emotion.



4 Listen and circle the best response. 1-07

1. a. b. c. d.
2. a. b. c. d.
3. a. b. c. d.
4. a. b. c. d.

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Extra Practice Likes and Dislikes

Have students get into groups of three or four. Then have them each write down two things they like and two things they dislike. Each group member will have their own list of four items. The items can be activities, things, or even people. Then have the students make a big group list with all of the items. Have the students use the patterns below to talk about the feelings they get from the first item on their list. Each student should ask a question and give an answer. Go around in a circle until each student has done so. Then continue to the next item.

"How do you feel about (list item)?" / "I'm (-ed adjective) with / by / in / about (item)." / "(Item) is / are (-ing adjective) to / for me."

Ex.

How do you feel about learning English? / I'm interested in learning English.

How do you feel about video games? / Video games are boring to me.

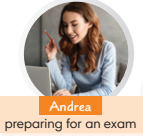
Expressions

Ask about a person's well-being

5 Look at the table. Then talk with a partner.

Question	Positive Response	Neutral / Negative Response
How are you?	I'm fine, thanks.	Can't complain.
How have you been?	Not bad.	I've been busy.
How are you doing? / How ya doing?	Pretty good.	I've seen better days.
How's life?	Couldn't be better!	Not so great.
What's new?	So much! Let me tell you...	Same as always.
What have you been up to lately?	I've been so busy.	Not much.
How are you feeling?	I'm feeling great.	I'm not feeling too well these days.

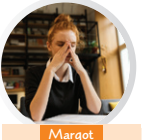
6 Talk with a partner. Take turns role-playing as one of the people below. Ask and answer questions about what the person has been doing recently.



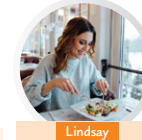
Andrea
preparing for an exam



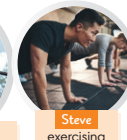
Peter
studying chemistry



Margot
writing a book report



Lindsay
trying a new restaurant



Steve
exercising

Speak Up

7 Look at the table. Then ask and answer the questions with a partner.

Question	Response	What do you think of it?
What have you been doing lately?	Ex. practicing guitar	Ex. It's challenging but very rewarding.
What books have you been reading recently?		
What TV shows have you been watching recently?		
What sports have you been doing lately?		
What classes have you been taking?		

8 Talk with a partner. Give a short presentation on one of the topics below and share with the class. Research online if you need.

	Topic	Why do you think it's _____ ?
Something fascinating	Ex. Mantis shrimp	
Something disgusting		
Something frightening		
Something touching		

Ex. The mantis shrimp has the fastest punch of any animal. Its punch is so strong, it can actually shatter aquarium glass! I've been interested in mantis shrimps since watching a fun video about them on YouTube. They're really colorful and interesting animals!

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Expressions

Ask about a person's well-being

5 Look at the table. Then talk with a partner.

- Read the contents of the table.

OR

- Ask students to read the table.
- Ask students if they know what kind of expression is being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

6 Talk with a partner. Take turns role-playing as one of the people below. Ask and answer questions about what the person has been doing recently.

- Tell students to find a partner.
- Tell students to take turns role-playing as one of the people in the activity.
- Ask students to ask and answer the questions from activity 5.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.
- Give feedback.

Speak Up

7 Look at the table. Then ask and answer the questions with a partner.

- Tell students to find a partner.
- Tell students to look at the table.
- Ask students to ask and answer the questions with information that is true for them.
- Ask students to write their answers in the table or on a separate sheet of paper.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.
- Give feedback.

8 Talk with a partner. Give a short presentation on one of the topics below and share with the class. Research online if you need.

- Tell students to find a partner.
- Tell students to look at the table.
- Ask students to write their answers in the table or on a separate sheet of paper.
- Tell students to use the internet if they are having trouble thinking of ideas.
- Ask students to share their presentations with the class.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

I'm interested in ...

Explain to students that different -ed adjectives take different prepositions. Introduce the more common ones below to students.

- I'm interested in ...
- I'm bored with ...
- I'm fascinated by ...
- I'm disappointed with / about ...
- I'm frightened by / of ...
- I'm tired of / with ...
- I'm disgusted by / with ...
- I'm touched by ...
- I'm excited about ...

Lesson D Writing

Aim: Write to a friend or family member about your vacation

Vocabulary

1 Listen and number. 1-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word / phrase next to the word / phrase in the book.

Answer Key

From left to right, top to bottom

8. program
1. attend
7. charity
2. incredible
4. willpower
3. make a difference
5. lose track
6. local

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word / phrase with the correct definitions.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. e | 2. g |
| 3. c | 4. a |
| 5. f | 6. b |
| 7. d | 8. h |

Expressions

Phrasal verbs with make

3 Look at the table. Then fill in the blanks with the correct phrasal verbs. Change the tense if needed.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of expression is being highlighted.
- Ask students to read the sentences.
- Ask students to write the correct expression in each blank, changing the tense if needed.
- Check students' answers.

Answer Key

1. is making off / made off
2. make up
3. make up for
4. make out
5. make of

D Writing

Aim Write to a friend or family member about your vacation

Vocabulary

1 Listen and number. 1-08



2 Match the words with the definitions.

- | | | |
|----------------------|---|--|
| 1. program | • | a. very good, large, or amazing |
| 2. attend | • | b. to have an effect on a situation |
| 3. charity | • | c. an organization that gives money, food, or help to people who need it |
| 4. incredible | • | d. to not know what is happening to someone or something |
| 5. willpower | • | e. a plan of events or activities |
| 6. make a difference | • | f. the ability or capacity to make oneself do difficult things |
| 7. lose track | • | g. to go to an event |
| 8. local | • | h. relating to the area around you |

Expressions

Phrasal verbs with make

3 Look at the table. Then fill in the blanks with the correct phrasal verbs. Change the tense if needed.

Phrasal Verbs with make	
Word	Meaning
make of	to think of (opinion)
make off	to leave quickly
make up for	to compensate for
make up	to forgive; to invent something
make out	to manage to see; to understand



1. James _____ with the cookies. Catch him!
2. Why are you home late? Don't _____ stories.
3. How do you plan to _____ your mistakes?
4. I'm sorry, I can't hear you well. I can hardly _____ what you're saying.
5. What do you _____ Jim? I think he's funny.

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Teacher's Note

More on Phrasal Verbs with Make

Explain some other common phrasal verbs with *make*. Below is a list of other phrasal verbs that use *make*. Make sure students understand when to use each one.

make for (something)	to move toward	We made for the hills as fast as we could.
make (something) into (something)	to change one thing into another	They made my room into a game room.
make (something) out to be	to claim / assert	He makes himself out to be a hero.
make (somebody) out	to understand one's character	He is so quiet it's really hard to make him out.