

NEW FRONTIERS

TEACHER'S GUIDE

5








B1⁺

Upper Intermediate

Scope and Sequence

HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
THAT'S ME!  Page 6	Hobbies Pastimes Interests Experiences	Present perfect Action verbs vs. Stative verbs	Listen to talks about where someone has been
MY HERO  Page 18 Page 30 Review 1-2	Role models Adventure Exploration	Past perfect Adverb sentence starters Past perfect continuous	Listen to people talk about heroic actions
TIME TO CELEBRATE!  Page 32	Performances Performers Festivals & celebrations Traditions	Present perfect vs. Past simple Present perfect continuous Phrases to conclude	Listen to people talk about cultural events they have attended
MANAGING YOUR MONEY  Page 44 Page 56 Review 3-4	Money Finance Spending Budgeting	Modal verbs of necessity Future perfect & Future perfect continuous	Listen to people ask for and receive advice about money
WHO ARE YOU?  Page 58	Personality Qualities Characteristics	Defining relative clauses Non-defining relative clauses	Listen to descriptions of personality types
A HISTORY OF THE FUTURE  Page 70 Page 82 Review 5-6	Adverbs Technology Tech jobs	Passive voice tenses Causative passive	Listen to people talk about new technology
EXPLORING ENVIRONMENTAL POLICIES  Page 84	Environment Environmental issues Laws	Causative verbs <i>let, make, have</i> Causative verbs <i>get, help</i> Phrasal verbs	Listen to people share their opinions about environmental policies
WHAT WILL YOU BE HAVING?  Page 96 Page 108 Review 7-8	Dining Food preferences Cooking	Gerund verbs & Infinitives Making dining requests -ing forms: gerunds, verbs, and adjectives	Listen to people taking and making meal orders
INTO THE JUNGLE  Page 110	Wildlife Responsibilities & obligations Conservation	Reported speech: tense changes Indefinite & Definite articles	Listen to talks about wildlife
WELCOME TO NEW FRONTIERS  Page 122 Page 134 Review 9-10	Fortune & luck Chances & opportunities Wishes & goals	Mixed conditionals <i>If only / Wish</i> statements & Unreal conditions	Listen to people talk about their wishes

SPEAKING	READING	WRITING	PROJECT
Talk about your experiences	Read about interesting hobbies and pastimes	Write an SNS profile of yourself	K-Drama Director
Describe the qualities of a hero	Read about real-life heroes	Write about a hero you admire	Let's Explore!
Talk about traditional cultural events and celebrations	Read about the history of rock 'n' roll music	Write a review of a play, movie, or concert	Let the Festivities Begin!
Give someone financial advice	Read about students' financial issues	Write a financial plan	Project Manager
Describe your personality	Read about personality tests	Write about people's personalities	Personality Finder
Talk about how technology will change people's lives	Read about failed technologies	Write an argument for or against the use of technology	Automated Solutions
Give your opinion about environmental issues	Read about how environmental issues are being handled	Write your opinion about environmental policies	Policy Maker
Ask questions about a dish, state preferences, and make special requests	Read about preferences and manners in different cultures	Write an email requesting special accommodations	Picky Eaters
Talk about events and situations that impact animals	Read about important issues impacting animals	Write about wildlife conservation	Wildlife Woes
Talk about hypothetical situations	Read about serendipitous events	Write about a lucky experience	Plot Twist

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/newfrontiers5>

Classroom Language

1 Listen and number. 00-01



Scan for Audio



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

THAT'S ME!

This unit will give students the ability to talk about their past experiences, travels, and interests using the present perfect tense and stative verbs. Students will also learn how to make personal profiles for themselves and others.

Scan the QR code to download the Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

Lesson A: Read about interesting hobbies and pastimes
Lesson B: Listen to talks about where someone has been
Lesson C: Talk about your experiences
Lesson D: Write an SNS profile of yourself
Lesson E: Create characters for a drama

Target Skills

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

Target Vocabulary

Lesson A	Lesson B
cache category contribute exploration outdoor pastime recent target	allowed cuisine delicious gather gigantic impressive leisure memorable
Lesson C	Lesson D
amused awkward ignored impressed jealous joyful offended regretful	adore appreciate believe deny doubt imagine interests realize

UNIT 1

THAT'S ME!

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about interesting hobbies and pastimes
- B Listening** Listen to talks about where someone has been
- C Speaking** Talk about your experiences
- D Writing** Write an SNS profile of yourself
- E Project** Create characters for a drama

6



Look at the photo and answer the questions.

1. What are the people in the picture doing?
2. What kinds of things do you like to do with your friends?
3. How important is your phone to you?
4. Why do you think people enjoy social media?

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Key Grammar

present perfect

The present perfect tense is used to talk about experiences up to the present, to provide a reason for some action or state, and to talk about something which hasn't happened yet but is expected to happen. The present perfect tense construction is **subject + have / has + past participle**.

Examples

I *have traveled* to both China and Russia.

I *have loved* classical music ever since I was a teenager.

John *has been* in his room for five hours!

action verbs vs. stative verbs

Action verbs describe someone or something doing an action, moving, or changing. They are often used in present continuous sentences.

Stative verbs are usually related to thoughts, emotions, relationships, senses, and states of being. They are often used in simple present sentences.

Action Verbs	Stative Verbs
He is <i>preparing</i> lunch.	I <i>feel</i> excited.
He is <i>watching</i> a movie.	She <i>has</i> brown hair.
They are <i>playing</i> tennis.	I <i>understand</i> the text.

Unit 1 Discussion

Look at the photo 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 free-time activities and social media.

Ex.

Do you prefer spending your free time alone or with friends? Why?

Do you prefer free-time activities you can do alone or with other people? Why?

What is your favorite social media site? Why?

What are the benefits / detriments of social media? Why?

Lesson A Reading

Aim: Read about interesting hobbies and pastimes

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

6. recent
1. category
5. outdoor
2. pastime
3. exploration
8. target
7. contribute
4. cache

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

Pre-reading

3 Look at the different hobbies. Match the hobbies with the best picture. Research online if needed.

- Ask students to look at the pictures.
- Ask students to match each hobby word with the correct picture.
- Tell students to research the hobbies online if needed.
- Check students' answers.

Answer Key

1. calligraphy
2. taekwondo
3. bungee jumping
4. ikebana (flower arrangement)
5. cliff diving
6. origami

A Reading

Aim Read about interesting hobbies and pastimes

Vocabulary

1 Listen and number. 1-01



2 Match the words with the definitions.

- | | | |
|----------------|---|---|
| 1. recent | • | a. an activity you enjoy doing in your free time |
| 2. category | • | b. happening or beginning a short time ago |
| 3. outdoor | • | c. to give something in order to provide or achieve something |
| 4. pastime | • | d. happening in a place that is outside |
| 5. exploration | • | e. to go around a place you've never been to before |
| 6. target | • | f. a group of people or things that are similar |
| 7. contribute | • | g. a secret supply of something put in a container |
| 8. cache | • | h. an object that is shot at during shooting practice |

Pre-reading

3 Look at the different hobbies. Match the hobbies with the best picture. Research online if needed.

- | | | |
|-------------------|-----------------|---------------------------------|
| 1. calligraphy | 2. origami | 3. ikebana (flower arrangement) |
| 4. bungee jumping | 5. cliff diving | 6. taekwondo |




NOTE Which of these hobbies would you be interested in trying or learning? What are some interesting hobbies people have in your country? Talk about it as a class.

Teacher's Note

Hobbies

After activity 3, ask students to get into groups of three or four. Tell students to rank the hobbies in activity 3 with 1 being the best and 6 being the worst. Have each group share their ranking with the class. See how many groups had similar / different rankings. Discuss why students ranked the hobbies the way they did as a class. Then ask each group to make a list of their top 10 hobbies. When everyone is done, have each group share their list with the class. See how much overlap there is. See which hobbies are the most popular, least popular, most common, and most unique. If students are having trouble coming up with hobbies, talk about some of the more common hobbies from around the world, such as reading (books / comic books), traveling, fishing / hunting, camping, hiking, crafting, making models, playing video games, writing, making art, playing music, collecting things, gardening, cooking, playing sports, etc.

- 4 Read the article. Underline the sentences in the present perfect tense.  1-02

UNIQUE HOBBIES

ARCHERY

My name is Mina, and I'm a competitive target archer. I have competed at the professional level for many years now, and I've even won a few tournaments.

Target archery is a very popular sport, and it is particularly popular in my country. You could almost call it a national pastime for Koreans. There are even archery cafés in Korea! This might be why South Korea is known for producing some of the most talented archers in recent years. In fact, South Korean archers grabbed gold medals in all four categories of archery at the 2016 Rio Olympic Games.

The rules of target archery are simple. Archers shoot at a stationary target. Indoor competitions take place at 18m. Outdoor ranges can be from 25m to 90m. Each match is divided by ends which are counted as either three or six arrows. Archers shoot their arrows at a target with ten rings drawn on it. Each ring's value gets higher as it nears the center. After firing all shots, archers add up their scores and the archer with the most points at the end of the competition wins.

GEOCACHING

Hello, I'm Andrew and I have been an active geocacher for more than ten years. Geocaching is an activity for people who love exploration and adventure. It's essentially a giant game that involves using Global Positioning System (GPS) receivers to search for hidden treasures called geocaches. There are all kinds of geocaches. Some are very simple to find and others require the participant to solve puzzles to learn the cache's location. What waits inside each cache is a mystery. Geocaches can contain all sorts of different treasures, such as CDs, books, USBs, and even money. One common item in almost every geocache is a logbook. The logbook is a record of all the participants who have found the cache and contributed to it.

If you're interested in seeing what treasures lie out there, you can try this activity out yourself. Look online for nearby geocaches. There may be some nearby. Find one and then set off on your first geocaching adventure. All you need is a smartphone and a little bit of time to join in the fun.

NOTE

Go online and try to locate a geocache near you. Who do you think placed it there?

NOTE

What sports does your country perform well in at the Olympics?

Comprehension

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

- South Korean archers performed poorly at the Rio Olympics. true false
- Outdoor target archery ranges can be over 90 meters long. true false
- Andrew has been a geocacher since he was ten years old. true false
- Geocaches usually contain a logbook for people to sign. true false
- You can find geocache locations online. true false

- 6 Answer the questions.

- What are the rules of target archery?

- What are some things that can be found inside of a geocache?

- What equipment do you need to search for geocaches?

- 7 Talk with a partner.

- What are some unique hobbies?
- What is the most unique activity or hobby you've ever tried?
What was fun or not fun about it?
- What are some common pastimes in your country?



Comprehension

- 5 Circle true or false.

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

Answer Key

- false
- false
- false
- true
- true

- 6 Answer the questions.

- Ask students to read the questions.
- Ask students to write each answer on the line using a complete sentence.
- Check students' answers.

Answer Key

Possible Answers

- Archers shoot at a stationary target with 10 rings drawn on it. Each ring has a different value.
- Geocaches commonly contain logbooks and sometimes CDs, books, USB drives, and even money.
- All you need is a smartphone.

- 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 discussions with the class.
- Ask follow-up questions.

- 4 Read the article. Underline the sentences in the present perfect tense.  1-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.
- Ask students to underline all the sentences in the present perfect.
- Check students' answers.

Answer Key

ARCHERY

My name is Mina, and I'm a competitive target archer. I have competed at the professional level for many years now, and I've even won a few tournaments.

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perform well in at the Olympics?



Extra Practice New Hobbies

Tell students to work in groups of three or four. Ask students to invent a new hobby focused around a new sport, game, or outdoor activity. Tell students to create something that hasn't been discussed in class yet. Check on the groups' work to make sure they're doing it properly. After every group is finished, ask each group to share their new hobbies with the class. Vote on which hobby is the most interesting. Remember to ask follow-up questions and give feedback.

Lesson B Listening

Aim: Listen to talks about where someone has been

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

- impressive
- allowed
- delicious
- cuisine
- gather
- memorable
- leisure
- gigantic

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

2 Circle the words that match the definitions.

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

Answer Key

- b
- a
- c
- c
- c

Focus

3 Talk with a partner.

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

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

- d
- c
- b

B Listening

Aim Listen to talks about where someone has been

Vocabulary

1 Listen and number. 1-03



2 Circle the words that match the definitions.

- a style of cooking
a. memorable b. cuisine c. leisure
- extremely big
a. gigantic b. gather c. leisure
- having a very good taste or smell
a. impressive b. memorable c. delicious
- the time when you're not working
a. memorable b. gigantic c. leisure
- to join other people somewhere to make a group
a. consider b. manage c. gather

Focus

3 Talk with a partner.

- What **countries** have you been to?
- I have been to **many countries**. I have been to the **United States, Mexico, and Brazil**.
- What's the most **interesting** thing you've seen or done **while abroad**?
- I have seen **Times Square in the United States**. I have been **surfing in Brazil**.
- What are some **interesting** traditions from your country?
- When you or a friend buy new shoes, someone will step on them to bring you luck.

4 Listen and circle the answers. 1-04

1. Stephanie
- What has Stephanie NOT done?
- been to Japan
 - been to Spain
 - been to America
 - been to Mexico
2. Yoon-Ji
- What is **pyebaek**?
- a tradition in Singapore
 - a delicious Korean snack
 - a wedding activity
 - a leisure activity
3. Mario
- What does Mario like about Italy?
- the cars
 - the food
 - the statues
 - the coffee

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Extra Practice Present Perfect Practice

Have students practice asking questions and giving answers using the present perfect. Ask students to talk about places they've visited using the patterns below.

"Have you ever traveled abroad?" / "Yes, I have." / "No, I haven't."

"Where have you visited / traveled to?" / "I've visited / traveled to (place)."

Ex.

Have you ever traveled abroad? / Yes, I have.
Where have you visited? / I've visited the Grand Canyon.

Grammar

5 Look at the table.

NOTE

Remember, we use the past simple for past events or actions which have no connection to the present. We use the present perfect for finished actions when they have a connection to the present.

Present Perfect

The present perfect tense is used to talk about experience up to the present, to provide a reason for some action or state, and to talk about something which hasn't happened yet but is expected to happen. The present perfect tense construction is **subject + have / has + past participle**.

6 Fill in the blanks with the correct verb tense of the given words.

My name is Anna, and I'm currently a backpacker. I've always 1. _____ (want) to travel through Europe, and now I'm finally here.

I 2. _____ (start) my trip in London. I 3. _____ (love) British culture ever since I was a child thanks to the show *Doctor Who*. So, I am so excited to be here.

The first place I plan to 4. _____ (visit) is Westminster Abbey. This church 5. _____ (be) around for over 900 years, and it is still 6. _____ (use) to this day. Seventeen royal weddings 7. _____ (hold) at this historic church, including the wedding between Prince William and Catherine Middleton in 2011.

Listen Up

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



1. Allie



2. Benjamin



a. New Year's Eve



b. Nyepi



3. Rachel



4. Harrington



c. Yi Peng



d. La Tomatina

8 Listen again. Fill in the blanks with the words you hear. 1-05

1. Allie: I've _____ to many countries. _____ most of Europe and Latin America. I've _____ of things while traveling, but this was unreal.

2. Benjamin: I _____ traveling. I _____ at least _____ different countries. So far, my favorite trip _____ to _____. It's a sight to see, and one of the most _____ moments _____.

3. Rachel: I _____ to _____ foreign countries, but I've been all over _____. The people in Rio _____ a good celebration. So, on New Year's Eve they _____ stops!

4. Harrington: I _____ almost every year _____. I was 12. You probably _____ of it. It's called _____. This holiday doesn't have ancient _____ attached to it. It began in 1945.

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Listen Up

7 Listen and match the celebrations with the speakers. 1-05

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

Answer Key

- b
- c
- a
- d

8 Listen again. Fill in the blanks with the words you hear. 1-05

- Listen to the audio.
- Ask students to fill in the blanks with the words they hear.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- been, I've seen, seen a lot
- have always loved, have been to, 10, has been, Thailand, memorable, of my life
- haven't been, any, Brazil, have always loved, pull out all the
- have gone, since, have heard, La Tomatina, traditions

Teacher's Note

Irregular Verbs and Past Participles

Remind students that many past participles of regular verbs are spelled the same as their past tense forms, such as *look* → *looked*. However, the past participles of irregular verbs are formed differently. Below is a list of irregular verbs and their past participles.

be - been	become - become	begin - begun
bite - bitten	blow - blown	break - broken
choose - chosen	come - come	do - done
draw - drawn	drink - drunk	drive - driven
eat - eaten	fall - fallen	fly - flown
forget - forgotten	forgive - forgiven	freeze - frozen
get - gotten	give - given	go - gone
grow - grown	hide - hidden	know - known
ride - ridden	ring - rung	rise - risen
run - run	see - seen	shake - shaken
sing - sung	steal - stolen	swim - swum
take - taken	tear - torn	throw - thrown
wear - worn	withdraw - withdrawn	write - written

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 Fill in the blanks with the correct verb tense of the given words.

- Ask students to read the sentences.
- Ask students to write the correct form of the given verb in each blank.
- Check students' answers.

Answer Key

- wanted
- started
- have loved
- visit
- has been
- used
- have been held

Lesson C Speaking

Aim: Talk about your experiences

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 in the book.

Answer Key

From left to right, top to bottom

- jealous
- regretful
- impressed
- offended
- awkward
- joyful
- amused
- ignored

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

2 Listen and answer the questions. 1-07

- Listen to the audio.
- Ask students to circle the best word to answer each question.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- b
- b
- a
- d
- c

Focus

3 Talk with a partner.

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

4 Listen and circle the best response. 1-08

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

Answer Key

- d
- a
- a
- b

C Speaking

Aim: Talk about your experiences

Vocabulary

1 Listen and number. 1-06



2 Listen and answer the questions. 1-07

- How does the woman feel?
a. jealous b. regretful c. impressed d. ignored
- How does the man feel?
a. awkward b. impressed c. regretful d. amused
- How does the woman feel?
a. amused b. ignored c. offended d. awkward
- How does the man feel?
a. joyful b. amused c. regretful d. ignored
- How does the woman feel?
a. impressed b. joyful c. awkward d. jealous

Focus

3 Talk with a partner.

Have you ever felt *jealous of someone*?

Yeah, I've felt *jealous of someone before*.
Not really. I don't get *jealous easily*.

How are you feeling?

I'm feeling a bit *regretful* right now.
I wish I had *studied more*.



4 Listen and circle the best response. 1-08

- a. b. c. d.
- a. b. c. d.
- a. b. c. d.
- a. b. c. d.

5 Complete the sentences to make statements that are true for you.

- I feel jealous when _____.
- I feel joyful when _____.
- I don't feel amused when _____.
- I don't feel impressed by _____.

NOTE There are a lot of different emotions. Think about some others and talk about when you have felt those emotions most often.



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5 Complete the sentences to make statements that are true for you.

- Ask students to read the sentence prompts.
- Ask students to complete each sentence with information that is true for them.
- Check students' answers.

Answer Key

Possible Answers:

- I feel jealous when my friends have new shoes.
- I feel joyful when I play video games.
- I don't feel amused when the teacher calls on me.
- I don't feel impressed by expensive things.

Teacher's Note

More on Showing Personal Experience

Explain to students other expressions used to introduce personal experiences, such as *when I was younger*, *when I was in elementary / middle school*, *a long time ago*, *last year / summer / winter*, *when I used to live in (place)*, and so on.


Expressions

Showing personal experience

6 Look at the table.


Phrase	Example
In my experience,	In my experience, you shouldn't say that or you'll offend someone.
I remember when...	I remember when I felt jealous of my brother.
What happened was,	What happened was, my brother said something rude and upset my friend.
At the time,	At the time, my friend didn't respond, but he felt very awkward.
One time, (when)	One time, I forgot to thank my mom on Mother's Day and felt really regretful about it.

7 Talk with a partner. Complete the statements below. Use the expressions to give details.




jealous

In my experience, people feel jealous when...




disgusted

One time, I felt disgusted because...




angry

At the time, I was angry because...



impressed

I remember when I was impressed by...




awkward

I felt awkward once. What happened was...

8 Read. Circle the words that describe Antoine's emotions. Then answer the questions.

My name is Antoine. I'm from Texas. Well, I was from Texas. Now, I'm living in South Korea. I've lived here for three years now. I'd like to talk about my experience so far.



At first, I wasn't impressed. What happened was, I felt overwhelmed by the number of people. Also, nobody seemed to care about the people around them. I felt like I was all alone. Also, I often felt awkward. There are a lot of traditions in Korea, and I didn't know any at first. I remember when I first got here, I wore my shoes indoors. One time, I tried to tip someone at a restaurant and he was offended. Now, I feel more comfortable. In fact, I love it here. Every day, I learn something new about this wonderful country.

- How did Antoine feel about Korea at first?
- What made Antoine feel awkward?
- Why was someone offended by Antoine?
- How does Antoine feel about Korea now?

Speak Up

9 Talk with a partner. Ask if they have ever experienced any of the given situations. Add more experiences to the list and ask your partner about them.

Experiences	Example
Moved to a new city	Ex. Yes. I remember when I moved here. I felt really lonely and awkward at school.
Offended someone by mistake	
Ate something strange	
Forgot an important event	
Traveled abroad	

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Expressions

Showing personal experience

6 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of expressions are being highlighted.

7 Talk with a partner. Complete the statements below. Use the expressions to give details.

- Tell students to find a partner.
- Ask students to read the prompts.
- Ask students to take turns making statements using the prompts and information that is true for them.
- Tell students to use the expressions in activity 6 and to ask follow-up questions.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

8 Read. Circle the words that describe Antoine's emotions. Then answer the questions.

- Ask students to read the passage.
- Ask students to circle the words that describe Antoine's emotions.
- Ask students to answer the questions in full sentences.
- Check students' answers.

Answer Key

My name is Antoine. I'm from Texas. Well, I was from Texas. Now, I'm living in South Korea. I've lived here for three years now. I'd like to talk about my experience so far.



At first, I **wasn't impressed**. What happened was, I **felt overwhelmed** by the number of people. Also, nobody seemed to care about the people around them. I **felt like I was all alone**. Also, I often **felt awkward**. There are a lot of traditions in Korea, and I didn't know any at first. I remember when I first got here, I wore my shoes indoors. One time, I tried to tip someone at a restaurant and he was offended. Now, I **feel more comfortable**. In fact, I **love** it here. Every day, I learn something new about this wonderful country.

- He was not impressed with Korea at first.
- A lot of Korean traditions which Antoine didn't know made him feel awkward.
- Someone was offended because Antoine tried to tip someone at a restaurant.
- He feels more comfortable, and he loves it here.

Speak Up

9 Talk with a partner. Ask if they have ever experienced any of the given situations. Add more experiences to the list and ask your partner about them.

- Tell students to find a partner.
- Ask students to look at the table.
- Ask students to take turns with their partner asking and answering if they have ever had any of the experiences listed in the table.
- Ask students to each write three more experiences.
- Ask students to take turns asking and answering questions about these experiences.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice More Present Perfect Practice

Ask students to look at the questions on various topics below. Then tell them to walk around and ask four different students questions on a different topic. Have students record the answers on a separate sheet of paper. When everyone is done, have some students talk about their topics and answers with the class. Remember to ask follow-up questions and give feedback.

Have you ever been abroad? Where have you been? Which country would you like to visit and why?	Have you ever ridden a horse? An elephant? A camel? A motorbike? Anything else? Talk about it.	Have you traveled by plane or ship? Which do you prefer? Explain.
Have you ever seen a ghost? Do you believe in ghosts? Talk about it.	Have you ever bought a lottery ticket? Have you ever won anything?	Have you ever visited a fortune teller? Talk about it.
Have you ever been camping? Where did you go? Did you like it? Talk about it.	Have you ever cheated on an exam? How did you do it? Talk about it.	Have you ever been to an amusement park? What were your favorite rides? Talk about it.
Have you ever broken a bone or been in the hospital? Talk about it.	Have you ever done anything that you really regretted? What was it?	Have you ever been to the zoo? Which animals did you like most? Explain why.

Lesson D Writing

Aim: Write an SNS profile of yourself

Vocabulary

1 Listen and number. 1-09

- 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

3. realize
2. doubt
7. believe
8. deny
4. imagine
6. interests
5. appreciate
1. adore

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

Grammar

3 Look at the table. Read the conversation. Circle the stative verbs and draw a square around the action verbs.

- 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.
- Ask students to look at the picture and read the conversation.
- Ask students to circle the stative verbs and draw a square around the action verbs.
- Check students' answers.

Answer Key

Stative verbs: love, get, let, believe, stop
Action verbs: sing, paying, playing

D Writing

Aim Write an SNS profile of yourself

Vocabulary

1 Listen and number. 1-09



2 Match the words with the definitions.

- | | |
|-----------------|---|
| 1. realize • | a. to have feelings of not being certain about something |
| 2. doubt • | b. to create an idea in your mind |
| 3. believe • | c. to feel grateful to someone or something |
| 4. deny • | d. to notice or understand something you didn't before |
| 5. imagine • | e. to say that something is not true or refuse to give permission |
| 6. interests • | f. to love someone or something and have a good opinion of them or it |
| 7. appreciate • | g. things you enjoy doing, studying, playing, or experiencing |
| 8. adore • | h. to think that something is true |

Grammar

3 Look at the table. Read the conversation. Circle the stative verbs and draw a square around the action verbs.

Action verbs	Stative verbs
Action verbs describe someone or something doing an action, moving, or changing. They are often used in present continuous sentences. Ex. She is playing soccer. She is eating soup. They are watching TV.	Stative verbs are usually related to thoughts, emotions, relationships, senses, and states of being. They are often used in simple present sentences. Ex. He feels sick today. He has a headache. I heard the music. I believe we should move on.



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Teacher's Note

More on Stative Verbs

Explain other common stative verbs to students. Make sure they understand when and how to use them. Below is a list of common stative verbs.

like	know	belong
love	realize	fit
hate	suppose	contain
want	mean	consist
need	understand	seem
prefer	believe	depend
agree	remember	matter
mind	recognize	see
own	appear	look (= seem)
sound	taste	smell
hear	astonish	deny
disagree	please	impress
satisfy	promise	surprise
doubt	think (= have an opinion)	feel (= have an opinion)
wish	imagine	concern
dislike	be	have
deserve	involve	include
lack	measure (= have length, etc.)	possess
owe	weigh (= have weight)	