NEW FRONTIERS

STUDENT BOOK

4

B1 Intermediate

Scope and Sequence

HOW TO USE ..... Page 4

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

Grammar Reference Page 136 Word List Page 140

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

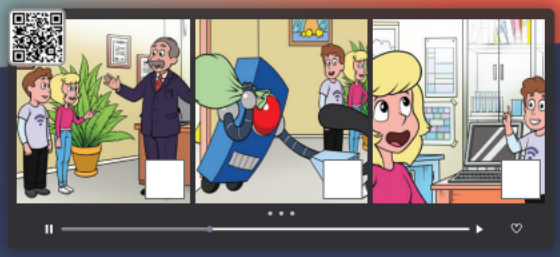
AUDIO

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.



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

Class Booster

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



Classroom Language

Scan for Audio

1 Listen and number. Track 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.





UNIT 1

A NEW SCHOOL YEAR



Scan for Audio

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





Look at the photos and answer the questions.

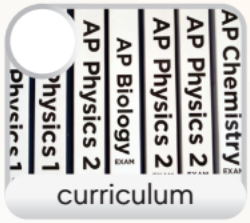
1. What are the people doing in the pictures?
2. Which person's vacation looks the most fun to you?
3. What did you do for vacation?
4. Are you ready for school to start? What are your goals for the year?

A Reading

Aim Read about different education systems

Vocabulary

1 **Listen and number.** Track 1-01



curriculum

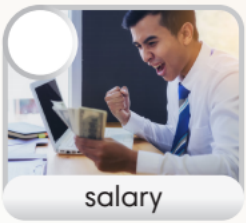

attendance


individual

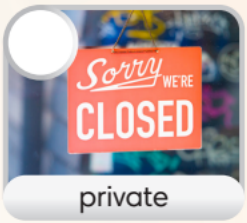

encourage


experiment


interview


salary


marry



private


stressful

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

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.**


police officer


general practice doctor


3D illustrator


architect


accountant


physical therapist

4 **Read the article.** Track 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 fifty-six percent 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.**

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

6 **Answer the questions.**

1. How much does AltSchool cost per year?

   _____

2. What are private academies called in Korea?

   _____

3. What is the Japanese national test called?

   _____

7 **Talk with a partner.**

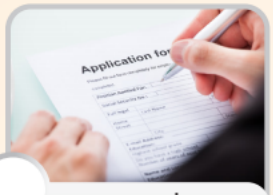
1. What are some advantages and disadvantages of schools like AltSchool?
2. What do you think of national standardized tests such as the ones in Japan and South Korea?
3. How can the education system in your country be improved?

B Listening

Aim Listen to conversations about what people have been doing

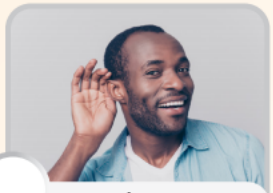
Vocabulary

1 **Listen and number.** Track 1-03



apply


consider


hear


manage


organize


concentrate


abroad


complain

2 **Circle the words that match the definitions.**

1. to ask for something, usually in 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 at college.

4 **Listen and circle the answers.** Track 1-04


1. Maria

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

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


3. Phil

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.

Grammar

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

5 Look at the table.

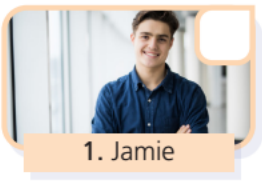
Present Perfect Continuous Tense		
The present perfect continuous tense shows that something started in the past and is continuing in the present. The form is made using the construction *has / have been* + present participle (root + *-ing*).		
Usage	**Signal Words**	**Examples**
to talk about unfinished actions which started in the past and continue in the present	*for, since*	I'*ve been living* in South Korea *for* ten years. He'*s been studying since* 3:00 p.m.
to talk about temporary habits or situations	*recently, lately*	I'*ve been going* to the gym *recently*. We'*ve been talking* a lot about the future *lately*.
to talk about actions which have recently stopped and have a result in the present		He'*s been studying for* weeks, so he got the highest score.

6 Rewrite the sentences in the present perfect continuous tense.

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

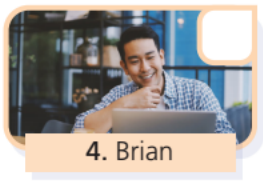
Listen Up

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


1. Jamie


2. Scarlet


3. Abigail (Abby)


4. Brian

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

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

1. 
Part 1

Jamie: What have you _____ recently? I hardly ever see you.
Scarlet: I've been _____ with _____! I'm preparing for the talent show.

2. 
Part 2

Scarlet: I've been _____ about you from Abigail.
Jamie: I've been _____ on my application for a study-abroad program in Mexico.

3. 
Part 3

Abigail: I've been _____ the whole thing myself so far, and it's so _____.

4. 
Part 4

Brian: I've been _____ about _____, too.
Jamie: I've been thinking that I need to _____ more on learning a second language.

C Speaking

Aim Talk about things you've done recently

Vocabulary

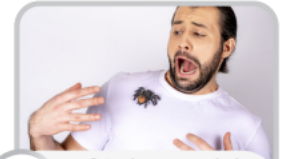
1 **Listen and number.** Track 1-06



satisfied / satisfying



disappointed / disappointing



frightened / frightening



tired / tiring



convinced / convincing



disgusted / disgusting



fascinated / fascinating



touched / touching

2 **Circle the correct vocabulary words.**

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.**

Hey, Pierre! What have you been doing lately?

I've been taking karate classes!

Really? That must be really interesting!

Actually, it's a little boring. I don't like it that much.

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 responses.** Track 1-07

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

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 people have 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 to.**

	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!*

D Writing

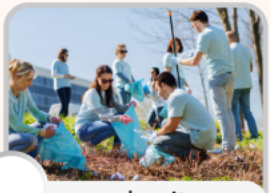
Aim Write to a friend or family member about your vacation

Vocabulary

1 **Listen and number.** Track 1-08


program


attend


charity


incredible


willpower


make a difference


lose track


local

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, but I can't hear you well. I can hardly _____ what you're saying.
5. What do you _____ Jim? I think he's funny.

Grammar

4 **Look at the table.**

Present Perfect Simple Tense vs Present Perfect Continuous Tense	
The present perfect simple and present perfect continuous tenses can often be used for the same meaning. However, the present perfect continuous tense usually emphasizes the length of time.	
Present Perfect Simple	**Present Perfect Continuous**
Eric *has attended* the coding academy for eight years.	Eric *has been attending* the coding academy for eight years.

5 **Read and underline sentences in the present perfect simple and present perfect continuous tenses.**

Maria!

How have you been doing? Sorry I haven't written to you sooner. I've been really busy! Lauren and I have been attending a summer program called Girls Who Code! It's been so fascinating that I lost track of the time! We've already been here for four weeks! I'm learning so much here. You'd love it, Maria.

Lately, we've been preparing our final projects. Lauren and I are on the same team. She's been pushing our team hard to do a good job. At first, I didn't like it. I didn't know what to make of her ideas, and she was so set on what we should do. But after drawing up a few storyboards, I could make out what she had planned. We're building a volunteer website. It should be really useful for local businesses that do charity work for the community. It connects different charities and different volunteers from across the city. Lauren is really intense when it comes to this project. I'm a little jealous of her willpower. She's incredible. I'm starting to get very excited about the results. I'm hopeful that it's going to make a difference. But that's enough about me. What about you? What have you been doing this holiday?

Write back soon!

MISS YOU!

Love,

Victoria

6 **Answer the questions in complete sentences.**

1. What is the program that Victoria is attending? _____
2. How long has Victoria been in the program? _____
3. What are Victoria and Lauren working on? _____
4. What does Victoria hope her work will do? _____

7 **Talk with a partner.**

1. Have you done any charity work? What?
2. Have you ever attended a study program? What?
3. How can students make a difference in their community?

Writing

8 **Write a reply to Victoria. Talk about what you did during the holidays. Use the present perfect simple and present perfect continuous tenses at least once.**





_____

_____

_____

_____

E Project

Aim Make a scrapbook

Video

1 **Look at the pictures. What do you think the video will be about? Talk with a partner.**

2 **Watch the video. Number the pictures in order.** Video 1



3 **Watch again. Put check marks (✓) next to the words you hear.** Video 1

☐ satisfied	☐ convinced	☐ frightening	☐ incredible	☐ stressful
☐ private	☐ disappointed	☐ abroad	☐ apply	☐ willpower

4 **Watch again. Circle the words you hear.** Video 1



1. Then I told him we needed a private / incredible area so we could concentrate / hear.
3. I've also been complaining / stressing to him about the school's curriculum lately.



2. I've been / I'm doing my best, ma'am.
4. I've been considering / complaining that as well.

5 **Watch again. Circle true or false.** Video 1

1. Ella and Mario are in a new club.	true	false
2. The principal decided to add more classes to the curriculum.	true	false
3. Ella wants to help with the charity event.	true	false
4. Mario complained about the computers in the clubhouse.	true	false
5. Collector and Daisy rescue the cat.	true	false

6 **Look at the pictures from the comic. On a separate piece of paper, describe how the people felt in each moment. Use the present perfect tense.**






21st Century Skills

Scrapbook

Creativity | Collaboration

7 **Read the scrapbook.**

BLACKWATER HIGH SCHOOL YEARBOOK

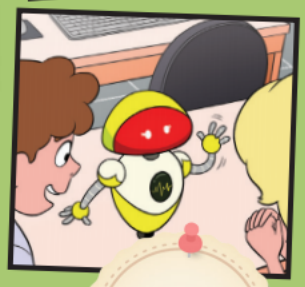


Ella has been a member of the Robotics Club for three years. Here she is looking at the new clubhouse.
"It's incredible! I'm so touched." – Ella

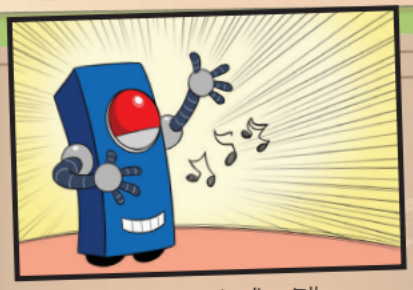


Mario is the Robotics Club president. He has been the president for two years. He has done a lot to expand the Robotics Club program.
"Me? I don't know what to say in the yearbook." - Mario





"Understood." - Collector



"That'll never work..." - Ella

"Behold!" - Daisy

8 **Get in groups. Talk with your partners. Make a scrapbook of your class. Include the items in the Checklist in your scrapbook.**

Checklist ✓

(include in your scrapbook)

- Something your class has been working on
- Something your classmates have been studying / practicing
- Something fascinating
- Something frightening
- Something incredible



Erica is a freshman. She has been studying dance for five years. She's interested in learning more about Asia.



Manny is in eleventh grade. He has been playing the guitar for eight years. He's hoping to get into a school for music when he goes to university.