

NEW FRONTIERS

TEACHER'S GUIDE

1

A1

Beginner

Scope and Sequence

INTRODUCTION

..... Page 5

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
WE'RE A FAMILY  1 Page 10	Family Extended family Jobs & personal information Basic descriptions	Personal pronouns Present <i>be</i> verbs (affirmative) Present <i>be</i> verbs (yes / no questions)	Identify family members
BACK TO SCHOOL  Page 22 Page 34 Review 1-2 2	School supplies School faculty School equipment School subjects	Present simple (negatives) Present <i>be</i> verbs (<i>Wh</i> -questions) Basic prepositions of time and place	Understand who the people at school are
MY HOUSE, MY HOME  Page 36 3	Rooms in a home Furniture Living spaces Parts of a house	<i>There is / are</i> Basic prepositions of place	Understand when people talk about where things are in a house
WHAT TIME IS IT?  Page 48 Page 60 Review 3-4 4	Modes of transportation Routine activities Time of the day, week, month, and year	Telling time <i>What time</i> and <i>when</i> questions Prepositions of time	Understand a schedule
TIME TO PLAY!  Page 62 5	Hobbies Instruments Sports Games	Adverbs of frequency <i>play vs do</i> for sports Present simple Time phrases	Listen to people talk about their free-time activities
LOOKING GOOD!  Page 74 Page 86 Review 5-6 6	Appearance Clothing Seasonal clothing The weather	Present simple (<i>has / have</i>) Present continuous Adjectives joined with <i>and</i>	Understand a basic description of someone's appearance
WHAT'S FOR LUNCH?  Page 88 7	Kinds of foods Ingredients Quantifiers for food Expressions for ordering	<i>I would like</i> Countable and uncountable nouns <i>much / many</i>	Understand likes and dislikes
BUSY ON THE WEEKEND  Page 100 Page 112 Review 7-8 8	Indoor chores Outdoor chores	Present continuous <i>can / can't</i>	Identify the chores people are doing
WHAT DID YOU DO?  Page 114 9	Places around town Errands Arrangements Emotions	Past <i>be</i> verbs (<i>was / were</i>) Simple past	Describe past events
SUN'S OUT!  Page 126 Page 138 Review 9-10 10	Weather conditions Weather forecasts Seasonal activities	Time clauses Future <i>be going to</i>	Understand a weather forecast

SPEAKING	READING	WRITING	PRONUNCIATION	PROJECT
Ask and answer personal questions	Talk about family members' jobs	Write about family members	Introduction to vowel sounds (1)	Your Family Tree
Talk about the things in your classroom	Describe the things you need for school	Write about what you need for class	Introduction to vowel sounds (2)	Club Notice
Talk about what is in a house	Read about homes around the world	Write a description of what's in your house	/ʃ/ vs /tʃ/	Dream House Builder
Talk about your routine	Read about modes of transportation	Write a daily schedule	/ə/	Your Daily Schedule
Have a conversation about hobbies	Read and respond to a simple text about hobbies	Read an email and write a reply	/θ/ and /ð/	Social Media Post
Ask and answer questions about what someone looks like	Learn about the clothes people wear in other countries	Describe your appearance in a message	/I/ vs /i:/	Find the Thief!
Order food in a restaurant	Read about interesting street food	Write about the food you eat	Plural sounds /s/, /z/, & /iz/	Healthy Eating Survey
Talk about outdoor chores and activities	Read about people in different time zones	Describe what people are doing	Expansion: /ə/	Helping Others
Talk about weekend activities	Read about a fantastic weekend trip	Write about how a past experience made you feel	/dʒ/ vs /g/	Storytelling
Talk about what you do in different seasons	Learn about different weather conditions	Write a party invitation	/n/ vs /ŋ/	Trip Planning

How to Use

QR Codes

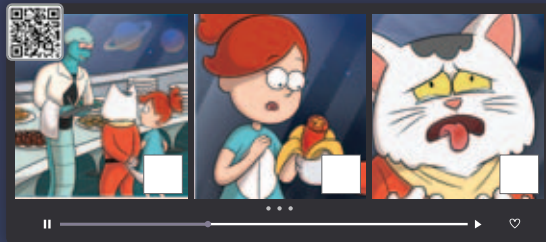
AUDIO

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 our animated shorts.



CD-ROM

You can access the audio and videos via the CD-ROM included with the Student Book. You will also find links to other bonus materials.

Comics

Every animated short comes with a companion comic.



Class Booster

Every lesson has a digital supplemental lesson on the Class Booster platform. Use the CD-ROM or download from www.playbigbox.com/download/classbooster to enjoy additional activities and fun games.



Download the comics at www.compasspub.com/newfrontiers1

Introduction

1 Listen and repeat. 00-01

MY NAME IS...



Scan for Audio

Hi. I'm Sarah.

My name is Jon.
What's your name?

Hi. My name's Tom.

My name's Ellie.

Nice to meet
you, too.

Hello, Tom. I'm Jessie.
Nice to meet you.

Focus

2 Talk with a partner.

Hi! I'm Jack. What's your name?

Hello! My name is Susan.
Nice to meet you.

Nice to meet you, too.

Alphabet

3 Listen and repeat. Then write the letters. 00-02

Aa Bb Cc Dd Ee Ff Gg Hh Ii

Jj Kk Ll Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww Xx Yy Zz

4 Talk with a partner.

How do you spell
your first name?

S-U-S-A-N

How do you spell
your last name?

H-E-R-N-A-N-D-E-Z

5 Introduce yourself to three classmates. Write their names.

1. _____
2. _____
3. _____

NOTE
Your last name is also called your *surname* or *family name*.

5

Alphabet

3 Listen and repeat. Then write the letters. 00-02

- Read the alphabet aloud.
- Ask students to repeat what you say aloud.
- Tell students to trace the letters.

Extra Practice Writing in Cursive

Ask students to practice writing words in cursive. Ask them to write the following:

- Name
- Address
- Parents' names
- Friends' names
- The teacher's name

4 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversation again but with their own names.

5 Introduce yourself to three classmates. Write their names.

- Introduce yourself to a student.
- Ask your student to introduce him/herself.
- Write the student's name on the board.
- Tell students to practice introducing themselves with the rest of the class.
- Tell students to write their classmates' names down.

Teacher's Note

Helpful Notes

"Notes" are added throughout units to provide extra information and insight. Use them to your advantage.

Introduction

New Frontiers A1 is designed for teenaged beginner-level English learners. The introduction unit is designed to help assess each student's starting capabilities. It is also designed as an icebreaker for new classmates.

Scan the QR code to download the Introduction audio.

1 Listen and repeat. 00-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, ask students to use their own names.

Focus

2 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 with their own names.

Numbers

6 Listen and repeat. 00-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, practice by saying numbers between 30 and 100 and asking students to write down the numbers you say.
- Practice again with larger numbers.

Teacher's Note

Different Ways to Read Numbers

Explain that there are many ways to say different numbers.

Ex.

- 2,500 can be read as two thousand five hundred or twenty-five hundred.
- 250,000 can be read as two hundred and fifty thousand or a quarter million.
- 1,500,000 can be read as one million five hundred thousand or 1.5 million.

7 Listen and repeat. Use the numbers to talk with a partner. 00-04

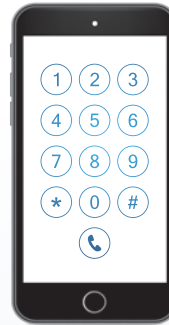
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, ask students to use one of the given numbers.
- Practice again. This time, ask students to use their own phone numbers and ages.

8 Listen and repeat. Then talk with a partner. 00-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, ask students to use their own grade.
- Practice again. This time, ask students to use different grades or the grades of their friends and siblings.

Numbers

6 Listen and repeat. 00-03



10	ten	30	thirty
11	eleven	40	forty
12	twelve	50	fifty
13	thirteen	60	sixty
14	fourteen	70	seventy
15	fifteen	80	eighty
16	sixteen	90	ninety
17	seventeen	100	one hundred
18	eighteen	1,000	one thousand
19	nineteen	10,000	ten thousand
20	twenty	1,000,000	one million

NOTE

There are different ways to say certain numbers when giving your address or phone number.
0 = zero / oh
33 = thirty three / three-three

7 Listen and repeat. Use the numbers to talk with a partner. 00-04

A

What's your phone number?

587-1598-6673
353-8006-9915
774-3488-0122

It's 019-5490-6833.

B

How old are you?

I'm 16.

12 14
16 18
34 46

8 Listen and repeat. Then talk with a partner. 00-05

1	first
2	second
3	third
4	fourth
5	fifth
6	sixth
7	seventh
8	eighth
9	ninth
10	tenth
20	twentieth

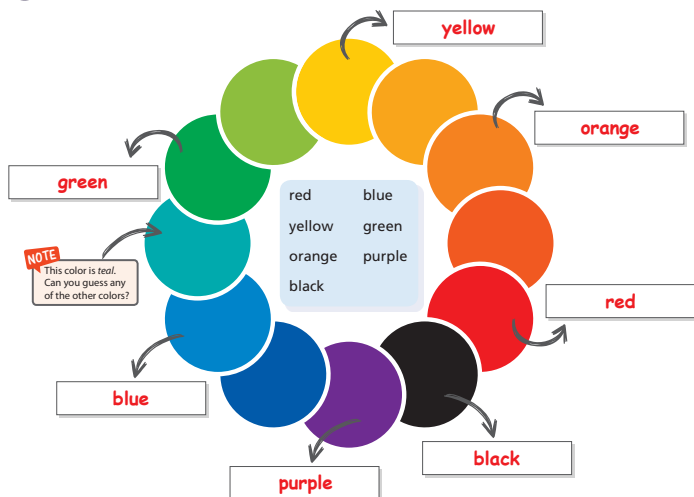
What grade are you in?

I'm in the **seventh** grade.

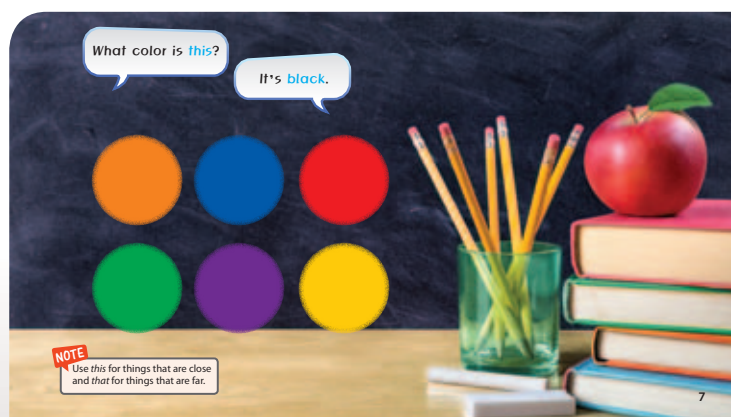


Colors

9 Listen and repeat. Then write the colors in the correct box.  00-06



10 Talk with a partner. Then ask about the color of things in your classroom using *this* or *that*.



Colors

9 Listen and repeat. Then write the colors in the correct box.  00-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, ask students to guess the names of other colors on the wheel.

Answer Key

From left to right, top to bottom

yellow, orange, green, red, blue, purple, black

Teacher's Note

Other Colors

Common colors that students might say or want to know in this activity include:

olive, ochre, amber, gold, orange-red, maroon, navy, cerulean, sky blue, turquoise, cyan, lime, silver, grey/gray, plum, etc.

Also explain that many colors are very similar and may be hard to distinguish even for native speakers, such as violet and indigo, and tan and beige.

10 Talk with a partner. Then ask about the color of things in your classroom using *this* or *that*.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Ask students to practice by pointing at different things in the classroom.

Teacher's Note

Demonstratives

Explain that demonstratives show where an object, event, or person is in relation to the speaker.

	Near the speaker	Far from the speaker
adverb	<i>Here</i>	<i>There</i>
Demonstrative with singular nouns & uncountable nouns	<i>This</i>	<i>That</i>
Demonstratives with plural nouns & countable nouns	<i>These</i>	<i>Those</i>

Extra Practice What Color is It?

If students cannot find enough items in the classroom to ask questions about, ask students to describe the color of commonly known things.

Ex.

A country's flag, animals, flowers, etc.

Countries & Nationalities

11 Listen and repeat. 00-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. Ask students if they know any other countries and the nationality of people from those countries.

12 Talk with a partner or as a group. Look at the flags. Guess the country.

- Ask students to get in pairs or work with a group.
- Ask them to discuss what flags are from what countries.
- Give students time to make guesses. Point out the hint in the book.
- If students are still unable to answer, tell students to ask other classmates or to look up the flags online.

Answer Key

From left to right

South Korea, Mexico, Thailand, Peru

Extra Practice Flags

If you live in an area where people are more likely to know the national flags of their neighboring countries, or the flags of well-known countries such as the United States, Canada, the United Kingdom, Japan, etc., then prepare those flags to give your students a quiz on different nationalities.

13 Can you find the countries from the table on the map? Circle as many as you can. Then talk with a partner.

- Ask students to try and draw the locations of the given countries in activity 11 on the map.
- Ask students how many they think they got right?
- If your students don't know where most of the countries are, ask them to talk with a partner and share maps.
- Talk together as a class. Point to the locations as a class. Find out who got the most right.
- 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 with their nationalities and home cities.

Answer Key

Please look at the map on the right.

Countries & Nationalities

11 Listen and repeat. 00-07

Country	Brazil	Canada	Chile	China	Colombia	Costa Rica	Egypt
Nationality	Brazilian	Canadian	Chilean	Chinese	Colombian	Costa Rican	Egyptian
Country	Japan	Korea	Mexico	Peru	Spain	Thailand	the United States
Nationality	Japanese	Korean	Mexican	Peruvian	Spanish	Thai	American

12 Talk with a partner or as a group. Look at the flags. Guess the country.

Hint They are countries from the table above.

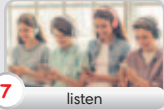


13 Can you find the countries from the table on the map? Circle as many as you can. Then talk with a partner.



Classroom Language

14 Listen and number. 00-08



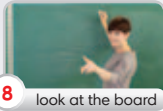
7 listen



3 talk with a partner



9 read



8 look at the board



2 write



5 open your books



4 speak



10 close your books



6 answer



1 watch

Farewells

16 Talk with a partner.

See you later /
tomorrow / soon!

Take care!

Goodbye!

Bye!



9

15 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?



15 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.

Farewells

16 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 use different farewells.

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.

14 Listen and number. 00-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the number next to the correct picture.
- Practice again. Give the classroom commands. Ask them to follow along.
- Ask students if they have any questions.

Answer Key

From left to right, top to bottom

- | | |
|------------|------------------------|
| 7. listen, | 3. talk with a partner |
| 9. read, | 8. look at the board |
| 2. write, | 5. open your books |
| 4. speak, | 10. close your books |
| 6. answer, | 1. watch |

UNIT 1

WE'RE A FAMILY

This unit will give students the ability to talk about their close family and to briefly describe their appearance and jobs.

Scan the QR code to download the Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

Lesson A: Identify family members
Lesson B: Talk about family members' jobs
Lesson C: Ask and answer personal questions
Lesson D: Write about family members
Lesson E: Make a family tree

Target Skills

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

Target Vocabulary

Lesson A	Lesson B
aunt brother cousin father grandfather grandmother mother sister uncle	artist chef doctor farmer pilot police officer singer soccer player
Lesson C	Lesson D
address age birthday email eye hair name phone number	big funny kind old short shy small smart tall young



UNIT 1

WE'RE A FAMILY

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Identify family members
- B Reading** Talk about family members' jobs
- C Speaking** Ask and answer personal questions
- D Writing** Write about family members
- E Project** Make a family tree

10



Look at the photo and answer the questions.

1. Who are the people in the picture?
2. Where are they?
3. What are they doing?
4. What do you do with your family?

11

be verbs (affirmative)

We use the verb *be* to show what something or someone is doing. You can use *be* verbs to make an affirmative statement.

Personal Pronouns	Definition	Example
I	am	I am a teacher.
He/She/It	is	He is a teacher.
You/We/They	are	We are teachers.

Unit 1 Discussion

Look at the photo and answer the questions.

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

Extra Practice More Discussion

Ask more questions about the family.

Ex.

What are they wearing?
 How do they feel?
 Does your family ever do things like this?
 How many people are in your family?
 What is your favorite/least favorite thing to do with your family?

Key Grammar

simple and personal pronouns

We use pronouns to take the place of other nouns. Personal pronouns are used to talk about specific nouns such as the names of people, places, or things.

Personal Pronouns	Definition	Example
I	first person singular	I am Sam.
He	singular male	He is Sam.
She	singular female	She is Samantha.
It	third-person thing / genderless non-human animals	It is a chair.
You	second-person singular and plural	You are Sam.
We	first-person plural	We are a group.
They	third-person plural	They are a group.

Lesson A Listening

Aim: Identify family members

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

1. grandmother
5. grandfather
6. mother
2. father
9. uncle
3. aunt
8. sister
10. me
4. brother
7. cousin

- Practice again. Point at different people on the family tree and ask students who you are pointing at.

2 Which family member are they talking about? Listen and write the word. 1-02

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

Answer Key

1. sister
2. brother
3. mother
4. father
5. grandmother
6. uncle

A

Listening

Aim Identify family members

Vocabulary

1 Listen and number.  1-01



2 Which family member are they talking about? Listen and write the word. 1-02

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Focus

3 Talk with a partner. Ask about the family tree above.

Who is he?

He's my brother.

Who is she?

She's my mother.

Focus

3 Talk with a partner. Ask about the family tree above.

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

Extra Practice How many family members?





Ask students about their family. Ask students questions with the phrase:

"How many _____ do you have?"

Ex.





How many brothers do you have?
 How many sisters do you have?
 How many cousins do you have?
 How many aunts/uncles do you have?
 Etc.

4 Listen and circle. 1-03

1. Mary		2. Jack	
3. Kevin		4. Janet	

Listen Up

5 Where is Lisa? Listen and number. 1-04

 2 at school	 4 at the park	 1 at home	 3 at the bookstore
--	---	---	--

6 Listen again. Circle the words you hear. 1-04

mother	father	sister	cousin	brother
grandmother	grandfather	aunt	uncle	

7 Circle true or false. 1-04

- Steve is Lisa's grandfather. true false
- Jane is Sam's sister. true false
- Lisa buys a book for her grandmother. true false
- Jerod is Lisa's brother. true false

NOTE
s in Lisa's means belonging to Lisa.

Challenge

8 Listen and answer the questions. 1-05

- Where are Becky and Steven?
a. at school b. at the bookstore c. in the cafeteria
- Who is tall?
a. Becky's father b. Becky's mother c. Becky's cousin
- Circle true or false.
a. Steven sees a photo of Becky's cousin. true false
b. Steven sees a photo of Becky's mother. true false
c. Becky sees a photo of Steven's dog. true false

13

4 Listen and circle. 1-03

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

Answer Key

- mother
- grandfather
- brother
- sister

Listen Up

5 Where is Lisa? Listen and number. 1-04

- Listen to the audio.
- Ask students write the numbered description next to the correct location.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

- at school
- at the park
- at home
- at the bookstore

6 Listen again. Circle the words you hear. 1-04

- Listen to the audio.
- Ask students to circle the words that they heard in the audio.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students answers.

Answer Key

From left to right, top to bottom

mother, sister, cousin, brother, grandmother

7 Circle true or false.

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

NOTE: Refer to the "NOTE" while explaining this activity.

Teacher's Note

Possessives

This NOTE illustrates the possessive form. It shows a relationship in which one thing owns or belongs to another. Explain that the possessive is formed by adding an apostrophe + s to a noun. If the noun is already plural or already ends in s, we can simply add an apostrophe at the end or add an additional apostrophe and + s.

Ex.

Susan's
James' or James's

Answer Key

- false
- true
- false
- false

Challenge

8 Listen and answer the questions. 1-05

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

Answer Key

- c
- a
- a. true
b. false
c. true

Lesson B Reading

Aim: Talk about family members' jobs

Vocabulary

1 Listen and repeat. 1-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. Point at words in the book and ask students to say the words aloud.

2 Listen and match the person with the job. 1-07

- Listen to the audio.
- Ask students to match the family member with the correct job.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- d
- a
- c
- b

Extra Practice Who is your dad and what does he do?

There are likely many students who have family members with jobs that are not on this list. Ask them to share with the class their parents' jobs by using the phrase:

"What does your mom/dad/older brother/older sister/aunt/uncle/etc., do?"

Write your students' answers on the board.

B Reading

Aim: Talk about family members' jobs

Vocabulary

1 Listen and repeat. 1-06

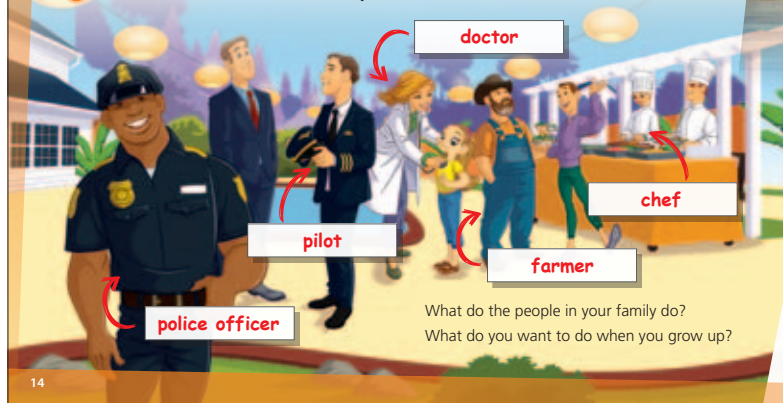


2 Listen and match the person with the job. 1-07

- | | | |
|----------------|---|-------------------|
| 1. aunt | • | a. artist |
| 2. mother | • | b. farmer |
| 3. uncle | • | c. police officer |
| 4. grandfather | • | d. pilot |

Pre-reading

3 Fill in the blanks. Then talk with a partner.



What do the people in your family do?
What do you want to do when you grow up?

Pre-reading

3 Fill in the blanks. Then talk with a partner.

- Ask students to look at the picture.
- Tell students to fill in the blanks with the person's job.
- Then tell students to read the questions at the bottom of the picture aloud.
- Tell students to practice by asking and answering the questions with a partner.

Answer Key

From left to right, top to bottom

doctor, chef, pilot, farmer, police officer