# NEW FRONTIERS

TEACHER'S GUIDE



# Scope and Sequence

**HOW TO USE** 

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UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
HELLO! Page 6	Personal information Introductions Jobs The theater	Wh-questions Stative verbs Possessive adjectives	Understand questions about personal information
LET'S HAVE SOME FUN! Page 18 Page 30 Review 1-2	Hobbies and pastimes Talents Skills	Expressions of frequency want (to) and would like (to) Object pronouns	Ask and answer questions about fun activities
WHERE TO? Page 32	Errands Places around town Making arrangements Directions	need to and have got to Prepositions of place and movement	Listen to people talk about their errands
WHERE CAN I FIND IT? Page 44 Page 56 Review 3-4	Locations around the house Neighborhood locations Describing objects Personal items	Prepositions of place Singular and plural possessive nouns	Listen to people talk about where things can be found
I DON'T FEEL SO WELL Page 58	Health problems The body Health checkup	Modal verb should (not) for suggestions Modal verbs may and might for possibility Quantifiers	Listen to people talk about being sick
AROUND SCHOOL Page 70 Page 82 Review 5-6	School events Helping out School facilities School staff	Present continuous with future meaning Modal verbs <i>can</i> and <i>could</i> for polite requests	Learn about school events and activities
ON TOUR Page 84	Travel At a restaurant	Past time expressions Simple past Past continuous	Understand a travel story
LIFE'S AN ADVENTURE  Page 96  Page 108 Review 7-8	Adventure sports Describing experiences Animals Extreme activities	Present perfect vs Past simple Past time clauses	Listen and understand a story about an adventure
I LOVE NATURE! Page 110	Animals Natural environment	Adjective comparatives Superlatives	Understand talks about animals
LET'S GO OUT! Page 122 Page 134 Review 9-10	Entertainment Amusement parks Attractions	Making suggestions with let's will vs going to because and because of	Listen to people inviting others out for fun

# ○ Grammar Reference Page 136 ○ Wordlist Page 140

SPEAKING	READING	WRITING	PRONUNCIATION	PROJECT
Introduce someone important	Read about a team	Write interview questions	Expansion: /ə/	A Fine Business Plan
Talk about fun activities	Read about child prodigies	Write an invitation to a friend to join you for an activity	/e/ vs /eɪ/	Making Weekend Plans
Talk about errands and where to do them	Read about a special place and how to get there	Give written directions	/ɛ/, /æ/, and //\/	Make Detailed Instructions
Ask and answer questions to describe an object	Read about famous works of art	Write a flyer describing a lost object	/℧/ vs /u:/	Design a Machine
Talk about being sick and give advice	Read about childhood illnesses	Write about being sick or hurt	/D/ vs /əŬ/	Survey about Experiences
Make polite requests for people to do tasks	Read about special school events	Make an announcement for an upcoming special event	Tonic stress	Event Proposal
Ask and answer questions about past events	Read about a famous traveler	Review a place you visited	Past tense <i>-ed</i> , /t/, /d/, and /ɪd/	A Thief on the Orient Express
Ask and answer questions about exciting experiences	Read adventure trip advertisements	Add to an online discussion about adventure activities	/b/ vs /v/	Adventure Planner
Talk about nature	Read about amazing things in nature	Write about things in nature	/aʊ/	Posters for Endangered Animals
Take turns inviting a partner to do something	Read about an interesting place to have fun	Write about your plans for your next vacation	/cr/ vs /cl/	Theme Park Tycoon

# 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.





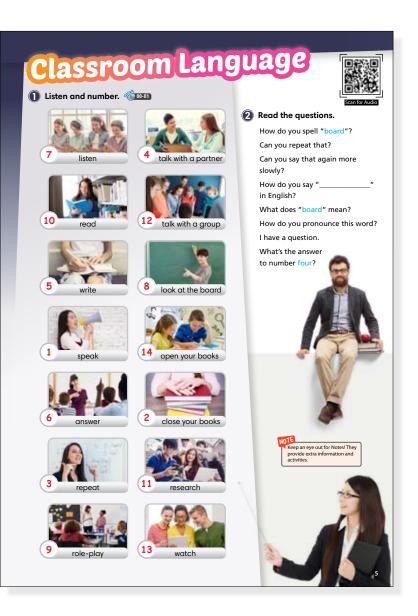
## • Download the comics at <a href="https://www.compasspub.com/newfrontiers2">www.compasspub.com/newfrontiers2</a>

# **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.





#### **Answer Key**

From left to right, top to bottom

- 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
- Practice again. Give the classroom commands. Ask them to follow along.
- Ask students if they have any questions.

# 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**

## **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. 4 00-01



- 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.
- Check students' answers.



This unit will give students the ability to talk about personal information and introduce themselves and others to other people.

Scan the QR code to download Unit 1 audio.

# WHAT YOU WILL DO IN THIS UNIT

## **Unit 1 AIMS**

Lesson A: Understand questions about personal

information

Lesson B: Introduce someone important

Lesson C: Read about a team Lesson D: Write interview questions Lesson E: Make a business plan

# **Target Skills**

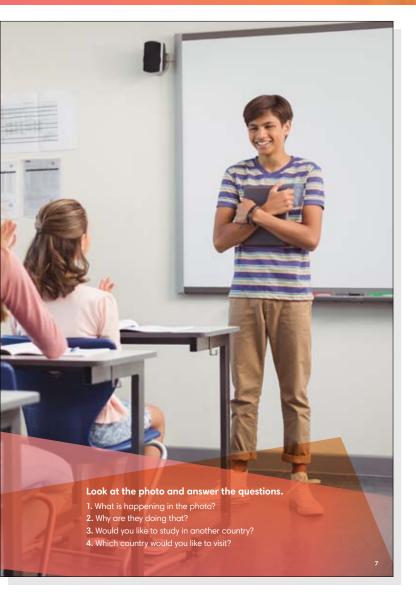
Lesson A: Listening Lesson B: Speaking Lesson C: Reading Lesson D: Writing Lesson E: Project

# **Target Vocabulary**

Lesson A	Lesson B
come from culture exchange experience grow up miss weird worry	beautiful boyfriend girlfriend guest important introduce pleased roommate
Lesson C	Lesson D
accident dancer decide fan leader make sure manager work	act actor actress group musical opera play stage story theater
Lesson E	
chess cooking football	



singing writing



## **Key Grammar**

#### wh-questions

Use specific words to ask questions. Because many of them start with wh-, these questions are referred to as wh-questions. We usually form wh-questions with wh- + an auxiliary verb (be, do or have) + subject + main verb or with wh- + a modal verb + subject + main verb.

<i>wh</i> -word	Usage	Example
Who	Person	Who is she?
What	Thing	What is that?
When	Time	When is the party?
Where	Place	Where is it?
Why	Reason	Why did it happen?

#### stative verbs

Stative verbs describe states of being, such as feelings and thoughts, rather than actions. Stative verbs are not used in continuous tenses. Some stative verbs can be used as "dynamic" or "action" verbs.

ex. I like this song (stative).

I'm liking this song (dynamic/action).

Stative verb	Example
need	I <b>need</b> your help.
see	Owls <b>see</b> well in the dark.
know	I <b>know</b> Kung-Fu.
want	I want to be better.

#### possessive adjectives

Possessive adjectives can be used to show something belongs to somebody. Also, they can be used for relations and friends, as well as parts of the body.

ex. This is my house (belonging).

His mom is very nice (relations).

She washed her hair (body).

Possessive adjectives	Example
my	This is <b>my</b> computer.
your	This is <b>your</b> computer.
his	This is <b>his</b> computer.
her	This is <b>her</b> computer.
its	This is <b>its</b> computer.
our	This is <b>our</b> computer.
their	This is <b>their</b> computer.

#### **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 guestion.
- 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 introductions.

## Ex.

Where are the people in the photo?
Why would you need to introduce yourself?
Have you ever introduced yourself to someone else?
When do people usually introduce themselves?
What would you say to someone to introduce yourself to him or her?

Introduce your friend or family member.

# Lesson A Listening

Aim: Understand questions about personal information

# Vocabulary

# 1 Listen and write the word(s) you hear. 🍪 1-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the word they hear under the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

- 1. grow up
- 2. culture
- 3. experience
- 4. exchange
- 5. come from
- 6. worry
- 7. miss
- 8. weird

# 2 Listen and write the vocabulary word you hear.

- Listen to the audio.
- Ask students to write the word they hear on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Kev

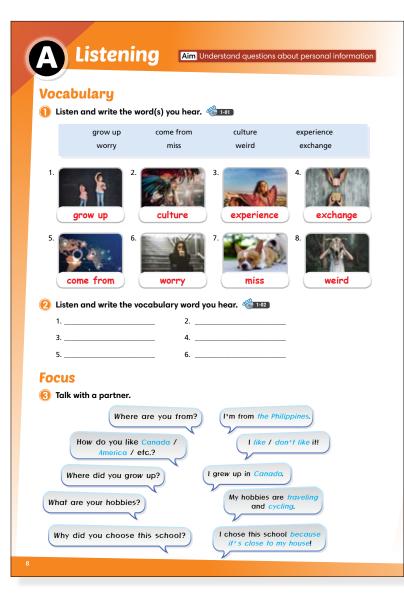
- 1. exchange
- 2. come from
- 3. culture
- 4. miss
- 5. worry
- 6. weird

#### **Teacher's Note**

## Hometowns

Explain to students that one's hometown is where they are from and/or where they grew up. Introduce the following questions about hometowns to students.

Where is your hometown? → My hometown is \_\_ Do you miss your hometown? What do you miss about your hometown? What can you do in your hometown? Etc.



#### **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 places, likes, and dislikes.

Extra Practice Why do you like/dislike?
Ask students why they like and dislike the places they live with the phrases:
"What do you like/dislike about $\_\?$ " $\rightarrow$ "I like/dislike $\_\$ "
"Why do you like/dislike?" → "I like/dislike?"
Ex.
What do you dislike about Seoul? $\rightarrow$ I dislike the air pollution.
Why do you like Seoul? $\rightarrow$ I like Seoul because there is a lot to do.



# 4 Listen and answer the questions. 4 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

- 1. b
- 2. a
- 3 a
- 4. b
- **5** Listen again and talk with a partner. Role-play as Danesh, Tetsuo, Collette, or Sophia. Ask and answer the questions. 4 1-03
- Listen to the audio.
- Ask students to role-play and take turns asking and answering the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

#### Sample Answers

- 1. New York, Washington D.C., Canada, Seoul
- 2 school
- 3. New York, Washington D.C., Canada, Seoul

## Listen Up

- 6 Listen and match the question to the answer.
- Listen to the audio.
- Ask students to match the questions with the correct
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

# Challenge

- T Listen and answer the questions. 4 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

- 1. c
- 2 h
- 3. a. false
  - b. false
  - c. true

# Lesson B Speaking

Aim: Introduce someone important

# Vocabulary

# 1 Listen and number. 4 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.
- Check students' answers.

#### **Answer Key**

From left to right, top to bottom

- 3. introduce, 6. roommate, 8. pleased, 1. beautiful,
- 2. important, 7. boyfriend, 5. girlfriend, 4. guest
- Practice again. Point at different pictures and ask students to say the words.
- 2 Fill in the blanks with the vocabulary words. Listen and check your answers. 4 1-07
- Ask students to read the sentence prompts.
- Ask students to guess and write the best vocabulary words in the blanks.
- Listen to the audio.
- Ask students to check the word they wrote with the word they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- 1. introduce
- 2. guest
- 3. beautiful
- 4. girlfriend
- 5. pleased
- 6. roommate
- 7. important8. boyfriend

# Extra Practice This is my friend...

Ask students to find a partner. Tell them to each think of a famous celebrity. Then have students write introductions for one another's celebrity without giving the name of the celebrity. When students are done, ask some students to read out their introductions. Ask the other students to guess who the celebrity is.

#### Ex.

This is my friend. He is a famous soccer player. He is from Argentina, but he lives in Barcelona, now. He is a forward and wears number 10. Who is he? He's Lionel Messi.



# **Expressions**Introducing yourself to others

- 3 Listen and repeat. 4 1-08
- Read the contents of the table. OR
- Ask students to read the table. OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what is being highlighted.
- 4 Introduce yourself to others. Then practice introducing someone else to a friend.
- Ask students to find a partner.
- Ask them to practice introducing themselves with the patterns in activities 3 and 4.
- Check students' introductions to make sure they're speaking properly.
- Ask some students to present their introductions to the class.
- Give feedback.



Cook at the table. Then listen and

Stative verbs are verbs that describe feelings and thoughts rather than actions.		
see like / dislike love / hate		
think want nee		need
understand	know	have
1. Josh has a car. 2. Lisa sees Josh. 3. I know kung fu.		

# Fill in the blanks with the words in

	know	love	want
1. The	e exchange s		om China about Chinese
	tory. airlfriend d	oesn't	
,	_		she isn't hungry.
	cause she is		grandmother d to me.

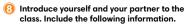
#### Focus





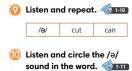


#### Speak Up



- Where are you and your partner from?
- . Where did you and your partner grow up?
- What do you and your partner think of English class?
- What do you and your partner love / hate to do?

## **Pronunciation**



1.bird 2. a w a y **3**. p e n c i l

4. elephant 5. carrot

### Grammar





11

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

#### **Stative Verbs**

This NOTE illustrates that stative verbs usually relate to thoughts, emotions, relationships, senses, states of being, and measurements. Also, stative verbs cannot be used in the present continuous, even when discussing temporary situations or states. Below is a list of common stative verbs.

agree, appear, be, believe, belong to, cost, depend on, deserve, disagree, dislike, doubt, feel, hate, have, hear, imagine, know, lack, like, look, love, matter, mean, measure, mind, need, own, promise, realize, recognize, remember, resemble, see, seem, smell, sound, suppose, surprise, taste, think, understand, want, weigh, wish

## 6 Fill in the blanks with the words in the box.

- Ask students to read the sentence prompts.
- Ask students to fill in the blanks with the best verbs from the hox
- Ask students to complete the activity.
- Check students' answers.

#### **Answer Key**

- 1. know
- 2. want
- 3. love

### **Focus**

# **7** 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
- Tell students to practice the conversations again, but to use different nouns and ideas.

# Speak Up

- 8 Introduce yourself and your partner to the class. Include the following information.
- Ask students to work with a partner.
- Ask students to read the questions.
- Tell students to practice introducing themselves and one another with the patterns in activities  $\mathbf{3} - \mathbf{7}$ .
- Check students' introductions to make sure they're speaking properly.
- Ask some students to present their introductions to the class.
- · Give feedback.

# **Pronunciation**

9 Listen and repeat. 4 1-10



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' pronunciation.
- Ask students to circle the correct vowel in each word if needed.

#### D Listen and circle the /ə/ sound in the word. 4000 1-11

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to circle the /ə/ sound in each word.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- 1. bird
- 2. away
- 3. pencil
- 4. elephant
- 5. carrot

# Lesson C Reading

Aim: Read about a team

# Vocabulary

- 1 Listen and repeat. 4 1-12
- 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 Write the vocabulary word that matches the definition.
- Ask students to read the definitions.
- Ask students to write the correct vocabulary word on the line next to the definition.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- 1. manager
- 2. decide
- 3. dancer
- 4. make sure
- 5. fan
- 6. work
- 7. leader
- 8. accident

# Pre-reading

- 3 Match the words in the box with the pictures. Can you name any famous people with these jobs?
- Ask students to read the words.
- Ask students to match the word with the correct picture.
- Check students' answers.

#### **Answer Key**

- 1. singer
- 2. dancer
- 3. rapper
- 4. leader
- 5. manager
- Ask students to name famous people with the jobs.
- Ask students to complete the activity.



#### Extra Practice My Favorite Entertainer

Practice asking students who their favorite entertainers are with the phrases:

"Who is your favorite singer/rapper/pop group/rock band?"  $\rightarrow$  "My favorite singer/ rapper/ pop group/ rock band is \_\_\_\_\_."

"What song do/does he/she/they sing(s)/play(s)?"  $\rightarrow$  He/she/they sing(s)/play(s) \_\_\_\_\_."

#### Ex.

Who is your favorite rapper?  $\rightarrow$  My favorite rapper is MC Hammer.

What song does he sing?  $\rightarrow$  He sings *U Can't Touch This*.







Listen to the audio.

 $\bigcirc R$ 

• Read the audio aloud.

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

# Comprehension

- **6** Circle true or false.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- 1. true
- 2. false
- 3. false
- 4. true

## 6 Discuss with a partner.

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

# Challenge

- Read the text and decide which person to add to the K-pop group Hello Beautiful. Explain to the class why you chose that person. Use the phrases in the box.
- Ask students to read both readings.
- Tell students to choose the person who they want to add to Hello Beautiful.
- Tell students to use the patterns in the box to explain their decisions.
- Check students' reasoning to make sure they're speaking properly.
- Ask some students to present their reasoning to the class.
- Give feedback.

#### **Different Kinds of Music**

Explain some different kinds of music to students, such as pop, rock, hip-hop, electronic, jazz, classical, etc. Explain some of the instruments involved with each kind of music, such as synthesizers, quitars, drums, pianos, violins, cellos, etc. Make sure students understand the different English names of the different styles. Prepare some songs in the different musical styles to play to students. Ask them to name some artists from the different musical styles in their country.

# Lesson D Writing

Aim: Write interview questions

# Vocabulary

- 1 Read the words. Look at the pictures, and complete the words.
- Ask students to read the words.
- Ask students to look at the pictures.
- Ask students to write the missing letters in the blanks.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. act	2. group
3. play	4. actress
5. story	6. musical
7. theater	8. actor
9. opera	10. stage

- 2 Fill in the blanks with the best vocabulary words. Listen and check your answers.
- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the blank.
- Listen to the audio.
- Ask students to check the word they wrote with the word they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Kev

1. musical	2. act
3. actress	4. actor
5. theater	6. plays
7. stage	8. group
9. opera	10. story

## Grammar

- Read the table. 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 words are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the questions and answers.
- Ask students if they would like to share their discussion with the class.



# Fill in the blank with the correct possessive adjective.

- Ask students to read the sentences.
- Ask students to write the correct possessive adjective that matches the subject of the sentence in the blank.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. Their, 2. Her, 3. Our

#### Extra Practice Guess Who

Choose a student and tell him or her to describe another student in the class using possessive adjectives. Then have the other students guess who he or she is. Repeat.

#### Ex.

A: Her hair is brown. Her jacket is yellow. Her name starts with a 'J'.

B: I know! It's Jane.