

NEW FRONTIERS

TEACHER'S GUIDE

3

A2

Pre-Intermediate

Scope and Sequence

HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
ALL ABOUT ME  Page 6	Interests Lifestyles Profiles	<i>Can you</i> and <i>do you feel like</i> Present simple vs present continuous	Listen to descriptions of people's lifestyles
FASHION FORWARD  Page 18 Page 30 Review 1-2	Clothes Fashion Outfits	<i>used to</i> and <i>would</i> Conjunctions and linkers Simple past vs present perfect Present continuous	Listen to discussions about changing tastes in fashion
THAT'S ENTERTAINMENT!  Page 32	Types of music TV & movie genres Kinds of video games Feelings	<i>so</i> and <i>such</i> <i>-ed</i> and <i>-ing</i> adjectives	Listen to people talk about their tastes in music
IN THE FUTURE  Page 44 Page 56 Review 3-4	Inventions Tech industry Predictions Technology	Future simple vs future continuous Future continuous for predictions	Understand job descriptions of people in the tech industry
WHAT'S COOKING?  Page 58	Food Tastes Cooking and Eating	<i>would rather</i> and <i>would prefer to</i> Quantifiers	Listen to people talk about what they want to eat
KNOW THE RULES  Page 70 Page 82 Review 5-6	Safety precautions Permission Rules and consequences	<i>may</i> for permission Conditionals (zero vs first) <i>must</i> and <i>must not</i>	Understand rules and consequences
LET'S GO SHOPPING  Page 84	Stores Shopping Comparing items	<i>need to</i> , <i>would like to</i> , and <i>want to</i> Comparatives (1) Verbs followed by <i>to</i> -infinitives	Understand people talking about shopping
AFTER SCHOOL  Page 96 Page 108 Review 7-8	School clubs & activities Social problems Global issues	Tag questions Direct and indirect reported speech	Understand conversations about extracurricular activities
DISCOVERY  Page 110	Discoveries Inventions Gadgets & technology	Comparatives (2) Definite vs indefinite articles	Listen to comparisons of the past and present
I CAN'T DECIDE!  Page 122 Page 134 Review 9-10	Decisions Recommendations Descriptions	Superlative adjectives Indefinite pronouns Relative pronouns	Understand gift recommendations

SPEAKING	READING	WRITING	PROJECT
Describe something you like to do	Read about people's interests	Write personal profiles	Make a Seating Arrangement
Talk about things you used to like	Learn about fashion trends in the past	Write a description of someone's outfit	Predicting Future Trends
Talk about favorite movies and TV shows	Read and respond to a blog post about video games	Describe a movie or TV show	Space Capsule
Make predictions about the future	Learn about important inventions	Write about new and changing technology	App Designer
Ask about things on a menu	Understand a recipe	Write about food from your country	Iron Chefs
Ask for and respond to requests for permission	Understand safety precautions	Write a letter asking for permission	Logic Problems
Compare items	Read about traditional markets	Ask for and give shopping advice	Sales Pitches
Report what others have said	Read about students trying to make a change	Write a detailed message	Debate Club
Talk about the way technology used to be	Read about important discoveries	Write about amazing discoveries	Pros vs Cons
Describe things you don't know the word for	Read about decision-making	Write a message asking for help	Put on a Play

How to Use

QR Codes

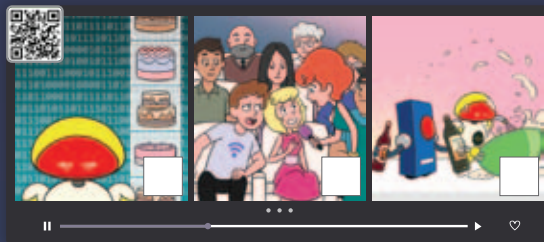
AUDIO

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.



CD-ROM

You can access the audio, videos, and Class Booster on 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. Download to enjoy additional activities and fun games.



Download the comics at <https://www.compasspub.com/newfrontiers3>

Classroom Language

1 Listen and number. 00-01

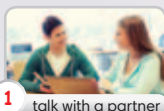


Scan for Audio



5

listen



1

talk with a partner



3

read



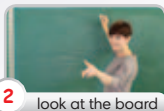
6

talk with a group



11

write



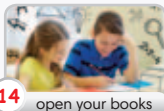
2

look at the board



9

speak



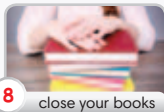
14

open your books



12

answer



8

close your books



10

repeat



13

research



7

role-play



4

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.



5

Answer Key

5. listen
1. talk with a partner
3. read
6. talk with a group
11. write
2. look at the board
9. speak
14. open your books
12. answer
8. close your books
10. repeat
13. research
7. role-play
4. 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.
- Practice again. Give the classroom commands. Ask them to follow along.
- Ask students if they have any questions.

UNIT 1

ALL ABOUT ME

This unit will give students the ability to use the present simple and present continuous tenses to talk about their interests, making invitations and giving responses, different lifestyles, and personal profiles.

Scan the QR code to download Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

Lesson A: Read about people's interests
Lesson B: Describe something you like to do
Lesson C: Listen to descriptions of people's lifestyles
Lesson D: Write personal profiles
Lesson E: Make a seating arrangement

Target Skills

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

Target Vocabulary

Lesson A	Lesson B
bat belt diary magic medal racket squash writer	aerobics card game checkers energy enter explore hobby radio/podcast
Lesson C	Lesson D
active boxing competition match quiet relaxed rugby yoga	fact foreign information member neighbor playmate profile tourist
Lesson E	
analyze code figure out shuffle	

UNIT 1

ALL ABOUT ME

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about people's interests
- B Speaking** Describe something you like to do
- C Listening** Listen to descriptions of people's lifestyles
- D Writing** Write personal profiles
- E Project** Make a seating arrangement

6



Look at the photos and answer the questions.

1. Which activity looks like the most fun to you?
2. What is your favorite thing to do with friends?
3. What are some of your interests?
4. How would you describe yourself?

Key Grammar

questions with *can you* and *do you feel like*

Use *Can you* + verb and *Do you feel like* + verb + *-ing* to ask another person to do something with you.

<i>Can you</i> + verb	<i>Do you feel like</i> verb + <i>-ing</i>
<i>Can you</i> play a computer game with me?	<i>Do you feel like</i> playing a computer game with me?
<i>Can you</i> sing with me?	<i>Do you feel like</i> singing with me?
<i>Can you</i> go to the party with me?	<i>Do you feel like</i> going to the party with me?

present simple and present continuous

Use present simple tense to talk about things that are always or generally true, or things that happen regularly. Use present continuous tense to describe something that you haven't finished yet, or things that are happening right now.

Present Simple	Example
to describe things that are always or generally true	The Earth <i>goes</i> around the Sun.
to describe things that happen regularly	She <i>goes</i> abroad during summer vacation.
Present Continuous	Example
to describe something that you haven't completed	I <i>am learning</i> to play the guitar.
to describe things that are happening right now	Look! It <i>is snowing</i> now!

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 the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about group and personal activities.

Ex.

When do you like to be alone?
 What is your favorite thing to do by yourself?
 Do you prefer to hang out with friends or by yourself?
 Describe your favorite active activity.
 Describe your favorite relaxing activity.
 Do you prefer a relaxed lifestyle or an active lifestyle?
 Why?

Lesson A Reading

Aim: Read about people's interests

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.
- Check students' answers.

Answer Key

From left to right, top to bottom

6. medal
2. writer
1. racket
7. magic
5. bat
8. belt
3. diary
4. squash

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

2 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the blank.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. diary
2. squash
3. bat
4. medal
5. writer
6. racket
7. belt
8. magic

Extra Practice Who is good at...?

Practice asking students about people who are good at certain activities with the phrases:

"Who is good at ____?" → "____ is good at ____."

"Why is she/he good at ____?" → "She/He is good at ____ because ____."

Ex.

Who is good at basketball? → LeBron James is good at basketball. / Why is he good at basketball? → He is good at basketball because he practices a lot.

A Reading

Aim Read about people's interests

Vocabulary

1 Listen and number. 1-01



2 Fill in the blanks with the best vocabulary words.

1. I write in my _____ every night before bed.
2. My dad and I love to play _____ at the gym.
3. I broke my _____ at baseball practice.
4. My sister got the gold _____ for being the fastest runner at her school.
5. My mom is a _____. She writes for a magazine.
6. I bought a new tennis _____ because my old one was missing strings.
7. My brother is trying to get his brown _____ in karate.
8. My sister still believes in _____. She wants to be a wizard.

Pre-reading

3 Look at the activities. List famous people who do these activities. Then list classmates who you think are good at the activities.

Activity	Famous People	Classmates
team sports (soccer, hockey, baseball, basketball, etc.)		
extreme sports (skateboarding, snowboarding, BMX, etc.)		
combat sports (boxing, judo, taekwondo, etc.)		
arts (writing, painting, singing, dancing, etc.)		


Pre-reading

3 Look at the activities. List famous people who do these activities. Then list classmates who you think are good at the activities.

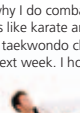
- Ask students to look at the table.
- Ask students to write one famous person for each kind of activity in the table.
- Ask students to list one classmate for each kind of activity in the table.
- Check students' work to make sure they're doing it properly.
- Ask some students to present their work to the class.
- Give feedback.

- 4 Read about the people's interests. Circle the activities each person talks about.  1-02

TELL ME ABOUT YOUR INTERESTS!

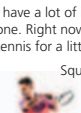
 Anne

I want to be a writer when I grow up. In fact, I am writing many things right now. I write in my diary every night before bed. It helps me remember my experiences and feelings. I also write fan fiction. They're stories made using the characters and settings of other people's stories. Do you want to know what kind of fan fiction I write? I'll give you a hint: it has magic in it!

 Carlos

I love competition. That's why I do combat sports. Combat sports are activities like karate and judo. At the moment, I'm taking taekwondo classes. I'm applying for my blue belt next week. I hope I get it.

I have two dreams. One of my dreams is to get a gold medal at the Olympics. My other dream is to be a famous mixed martial artist like the fighters you see on TV.

 James

I have a lot of interests. It's hard for me to pick just one. Right now, I'm really into squash. I played tennis for a little while and got bored.

Squash is similar to tennis in many ways but also very different. In tennis and squash, you use a racket and take turns hitting the ball. But a squash racket and ball are smaller than a tennis racket and ball. Also, the size of a squash court is smaller. This makes the games feel a lot faster.

 Sarah

I do a lot of different things. I'm on my school's softball team, and I surf with my friends on the weekend. But secretly, I have a favorite hobby: magic.

Hear me out... I've always loved magic shows. Magicians like David Blaine and David Copperfield are so exciting to watch. I know it's not real, but I can't help but love it. In my free time, I like to practice magic tricks and work on routines.

Comprehension

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

- | | | |
|--|------|-------|
| 1. Anne enjoys team sports. | true | false |
| 2. Sarah enjoys combat sports. | true | false |
| 3. James enjoys squash more than tennis. | true | false |
| 4. Carlos has two dreams. | true | false |
| 5. Anne and Sarah both like magic. | true | false |

- 6 Talk with a partner.

- Whose interests are closest to yours: Anne, Carlos, James, or Sarah?
- What is something you're interested in but have never tried?
- What kinds of dreams do you have?
- What do you want to do when you grow up? How are you preparing for it?

Challenge

- 7 Give recommendations to Anne, Carlos, James, and Sarah. Recommend new activities and things they should try. Write your recommendations on a separate piece of paper.

Comprehension

- 5 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

- false
- false
- true
- true
- true

- 6 Talk with a partner.

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

Challenge


- 7 Give recommendations to Anne, Carlos, James, and Sarah. Recommend new activities and things they should try. Write your recommendations on a separate piece of paper.

- Ask students to think of recommendations to give each person.
- Tell students to write their recommendations on a separate sheet of paper.
- Check students' work to make sure they're doing it properly.
- Ask some students to present their work to the class.
- Give feedback.

Teacher's Note

You should try...

For activity 7, remind students to use *should* statements to give recommendations. For example, "Carlos likes combat sports. He should try taking jujitsu classes."

- 4 Read about the people's interests. Circle the activities each person talks about.  1-02

- Listen to the audio.


OR

- Read the article aloud.

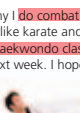
OR

- Ask students to read parts of the reading aloud.
- Replay the audio if needed.
- Ask students to circle the activities they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

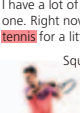
 Anne

I want to be a writer when I grow up. In fact, I am writing many things right now. I write in my diary every night before bed. It helps me remember my experiences and feelings. I also write fan fiction. They're stories made using the characters and settings of other people's stories. Do you want to know what kind of fan fiction I write? I'll give you a hint: it has magic in it!

 Carlos

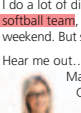
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I have two dreams. One of my dreams is to get a gold medal at the Olympics. My other dream is to be a famous mixed martial artist like the fighters you see on TV.

 James

I have a lot of interests. It's hard for me to pick just one. Right now, I'm really into squash. I played tennis for a little while and got bored.

Squash is similar to tennis in many ways but also very different. In tennis and squash, you use a racket and take turns hitting the ball. But a squash racket and ball are smaller than a tennis racket and ball. Also, the size of a squash court is smaller. This makes the games feel a lot faster.

 Sarah

I do a lot of different things. I'm on my school's softball team, and I surf with my friends on the weekend. But secretly, I have a favorite hobby: magic.

Hear me out... I've always loved magic shows. Magicians like David Blaine and David Copperfield are so exciting to watch. I know it's not real, but I can't help but love it. In my free time, I like to practice magic tricks and work on routines.

Lesson B Speaking

Aim: Describe something you like to do

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.
- Check students' answers.

Answer Key

From left to right, top to bottom

- hobby
- checkers
- energy
- explore
- enter
- aerobics
- card game
- radio/podcast

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

2 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the blank.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- energy
- hobby
- enter
- aerobics
- podcast
- checkers
- explore
- card game

Teacher's Note

Excuses and White Lies

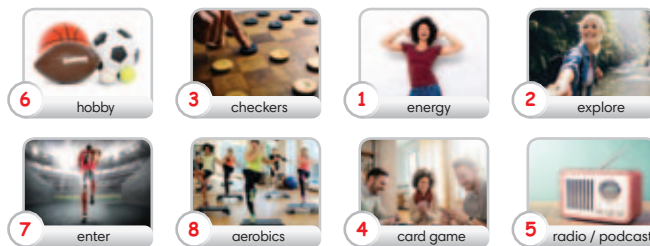
Explain to students that when one is asked to do something that he or she doesn't want to do by another person, the polite thing to do is to decline the offer and make an excuse. If the person really has no excuse to do the requested activity, then he or she can make up an excuse. In this case, the person can tell a *white lie*. Explain to students what *white lies* are and when it is okay to tell them. Then, have students practice making their own *white lies*.

B Speaking

Aim: Describe something you like to do

Vocabulary

1 Listen and number. 1-03

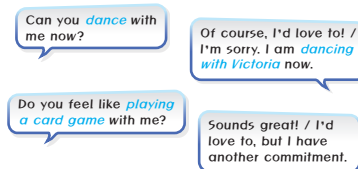


2 Fill in the blanks with the best vocabulary words.

- I exercise in the morning because that's when I have the most _____.
- Painting is my favorite _____. I do it every day.
- My best friend and I will _____ a dance contest.
- I am doing _____ to lose weight.
- My favorite singer is doing an interview on a/the _____ tonight.
- I don't know how to play chess, but I can play _____.
- My friends and I like to _____ the city in search of good cafes.
- On game night, we play a(n) _____ such as *Go Fish* or *Uno*™.

Focus

3 Talk with a partner.



NOTE
A commitment is a promise to do something or be somewhere.

4 Listen and circle the best answer. 1-04

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

10

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 activities and responses.

4 Listen and circle the best answer. 1-04

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

Answer Key

- b
- a
- c
- d

Expressions

More invitations and responses

5 Listen and repeat. 1-45

Invitation	Accept	Decline
Will you listen to the radio with me?	Of course! I'd love to!	Sorry, I can't. I have to <i>study</i> .
Do you want to play this card game?	I'd love to! Thanks for asking.	Thanks for the offer, but I have to refuse.
Would you like to join my aerobics class?	Sounds great.	Sorry, I'd love to, but I <i>don't have the energy to do aerobics</i> now.
Do you feel like playing a game of checkers?	With pleasure!	I'd love to, but I have another commitment.
How about listening to the radio?	Sure! That sounds like fun.	I'm sorry. I'm <i>going to meet Rachel soon</i> .

6 Talk with a partner. Take turns making invitations using the ideas below and accepting or declining them.



play cards



enter a talent show



explore the city



listen to a podcast



start a hobby together


NOTE We use verbs such as *like*, *enjoy*, *love*, and *hate* followed by a gerund (V + -ing) to talk about how we feel about an activity.
Ex I *enjoy* singing in the shower. I *love* dancing in the rain.

Speak Up

7 Change the verbs to the gerund form. Then use the verbs to write sentences about the things you do in your free time. Talk with a partner.

base form	gerund form	I like...
play	Ex playing	I like playing PC games and mobile games in my free time.
do		
listen		
watch		
ride		

8 Choose an activity from 7. Then fill in the blanks to describe why you enjoy the activity. Then talk with a partner. Try to convince your partner to try your hobby.

 I like _____

The reason I like it is _____

I think it's a good hobby/interest to have because _____

Would you like to _____?

11

6 Talk with a partner. Take turns making invitations using the ideas below and accepting or declining them.

- Tell students to find a partner.
- Ask students to take turns making invitations to do the activities and accepting or declining them.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Speak Up

7 Change the verbs to the gerund form. Then use the verbs to write sentences about the things you do in your free time. Talk with a partner.

- Ask students to look at the table.
- Ask students to write the gerund form of the verb in the table.
- Ask students to write a sentence about something they like or enjoy with the gerund form of the verb.
- Tell students to find a partner.
- Ask students to talk about the things they like and enjoy doing.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

8 Choose an activity from 7. Then fill in the blanks to describe why you enjoy the activity. Then talk with a partner. Try to convince your partner to try your hobby.

- Ask students to choose an activity from activity 7.
- Ask students to write about why they like the activity using the sentence prompts.
- Tell students to find a partner.
- Ask students to take turns convincing one another to try their activities.
- Tell students to use the patterns in activities 3, 5, and 7.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Expressions

More invitations and responses

5 Listen and repeat. 1-05

- 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 kind of expressions are being highlighted.

Extra Practice I Don't Like/Enjoy...

Have students practice talking about activities that they don't like/enjoy doing. Tell students to choose an activity they don't like. Then have them use the sentence prompts in activity 8 to talk about why they don't like the activity. Don't forget to tell students to change the sentence prompts to make them negative. When students are done writing, have some students share their work with the class. Remember to give feedback and ask follow-up questions.

Lesson C Listening

Aim: Listen to descriptions of people's lifestyles

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.
- Check students' answers.

Answer Key

From left to right, top to bottom

8. yoga, 1. relaxed, 7. rugby, 3. quiet,
4. competition, 6. boxing, 5. match, 2. active

- Practice again. Point at words in the book and ask students to say the words aloud.

2 Listen and answer the questions with the best vocabulary words. 1-07

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

Answer Key

1. yoga
2. boxing
3. rugby
4. active
5. match

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 activities and responses.

4 Listen and circle the answers. 1-08

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

Answer Key

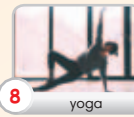
1. a
2. c
3. c
4. b

C Listening

Aim Listen to descriptions of people's lifestyles

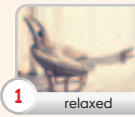
Vocabulary

1 Listen and number. 1-06



8

yoga



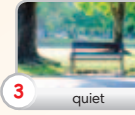
1

relaxed



7

rugby



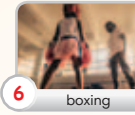
3

quiet



4

competition



6

boxing



5

match



2

active

2 Listen and answer the questions with the best vocabulary words. 1-07

1. What activity is being described?

2. What activity is being described?

3. What activity is being described?

4. What kind of lifestyle is being described?

5. What event is being described?

NOTE
A lifestyle is the way a person lives. Someone's lifestyle can be active, relaxed, luxurious, healthy, etc.

Focus

3 Talk with a partner.

Do you like *exercising*?

Not really. I prefer
a relaxed lifestyle.

Would you like to *get some*
pizza with me?

Sorry, but I'm a *vegetarian*. I'm
trying to *live a healthy lifestyle.*

4 Listen and circle the answers. 1-08



Jared has a(n) _____ lifestyle.

- a. active
- b. relaxed
- c. quiet

1. Jared

Sandra asks Mike _____.

- a. to get ready
- b. to play better
- c. to play another match

2. Sandra



Ezra is joining _____.

- a. a yoga class
- b. a music club
- c. a competition

3. Ezra

Iman is worried because _____.

- a. she got a text message
- b. she can't find her teammates
- c. she missed her soccer match

4. Iman

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Extra Practice Lifestyles

Practice asking students about their lifestyles with the phrases:

"Do you have a relaxed or active lifestyle?" → "I have a(n) relaxed/active lifestyle."

"What kinds of activities do you like doing?" → "I like _____ and _____."

Ex.

Do you have a relaxed or active lifestyle? → I have an active lifestyle.

What kinds of activities do you like doing? → I like playing soccer and going surfing.

Listen Up

5 Who is the speaker? Listen and number. 1-09



2 yoga instructor

4 music therapist

1 life coach

3 personal trainer

6 Listen again. Fill in the blanks and circle. 1-09

Do you need help with something _____?

My job is to teach / help people how to live their lives better.

1. Mark

Would you like to live a more _____?

I have practiced rugby / yoga for years to help with my stress.

2. Andrea

Do you want to improve your _____?

Let me help you live a more stronger / active lifestyle.

3. David

Do you have trouble _____?

Music therapy is a great way to help quiet / relaxed and shy people open up to others.

4. Samantha

Challenge

7 Listen and circle the words you hear. 1-10

boxing healthy rugby active relaxed competition quiet matches

8 Listen again and answer the questions. 1-10

- Where was Márquez born?
 - the Philippines
 - Mexico
 - the United States
 - Colombia
- What is NOT true about Márquez?
 - He was a poor student.
 - He was an accountant.
 - He grew up in a dangerous area.
 - He started boxing at age eight.
- What does the speaker mean when he says, "Márquez stayed out of trouble"?
 - Márquez was not a good boxer.
 - Márquez was involved in crime as a kid.
 - Márquez did not cause problems as a child.
 - Márquez moved out of his neighborhood.
- Circle **true** or **false**.

a. Márquez was an accountant.	true	false
b. Márquez won only nine fights.	true	false
c. Márquez fought Manny Pacquiao.	true	false

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Listen Up

5 Who is the speaker? Listen and number. 1-09

- Listen to the audio.
- Ask students to write the number of the audio next to the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

2, 4, 1, 3

6 Listen again. Fill in the blanks and circle. 1-09

- Listen to the audio.
- Ask students to fill in the blank and circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- in your life, teach
- relaxed lifestyle, yoga
- health, active
- communicating, quiet

Challenge

7 Listen and circle the words you hear. 1-10

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

boxing, quiet, healthy, active

8 Listen again and answer the questions. 1-10

- 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

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

Teacher's Note

Famous People with Active and Relaxed Lifestyles

Introduce various celebrities with active and relaxed lifestyles. For example, for celebrities with active lifestyles, choose athletes. For celebrities with relaxed lifestyles, choose artists or writers. Ask students if they know who the celebrities are. If they don't, then explain the celebrities to them. Describe why they are active or relaxed. Then ask students to introduce and describe celebrities they are interested in. Remember to tell them to describe why their celebrities are active or relaxed.

Lesson D Writing

Aim: Write personal profiles

Vocabulary

1 Listen and repeat. 1-11

- 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 Match the words with their definitions.

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

Answer Key

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

Grammar

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

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar points are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

Teacher's Note

Explain adverbs and time expressions that are frequently used with the present simple and the present continuous tenses. For example, the adverbs *always*, *often*, *frequently*, *sometimes*, *occasionally*, *seldom*, *rarely*, *hardly ever*, and *never* are all used with the present simple. Meanwhile, time expressions such as *at the moment*, *these days*, *now*, *nowadays*, and *currently* are used with the present continuous.

Ex.

I always play tennis after school.
I never eat bananas.
Bears sometimes eat salmon.
I am watching a movie at the moment.
We are learning Korean these days.
Etc.

D Writing

Aim Write personal profiles

Vocabulary

1 Listen and repeat. 1-11



2 Match the words with their definitions.

- | | | |
|----------------|---|---|
| 1. profile | • | • a. a friend, usually another child |
| 2. tourist | • | • b. a person who is in a group |
| 3. playmate | • | • c. a person who lives near you |
| 4. member | • | • d. something that is known to be true or to have happened |
| 5. neighbor | • | • e. details about a person, place, event, etc. |
| 6. information | • | • f. being of or from a country that is not your own |
| 7. foreign | • | • g. a person who is visiting another place for fun |
| 8. fact | • | • h. a short description of a person |

Grammar

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

Present Simple	Present Continuous
Use the present simple to talk about: <ul style="list-style-type: none"> • things in general • things that are routine and happen frequently 	Use the present continuous to talk about: <ul style="list-style-type: none"> • things you are in the middle of doing and haven't finished yet • short-term things that are happening "around now" but not right at the moment
Ex. • My family <i>travels</i> during the summer. • The earth <i>goes</i> around the sun.	Ex. • It <i>isn't raining</i> anymore. • My sister <i>is studying</i> English.