# NEW FRONTIERS

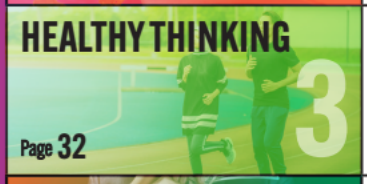
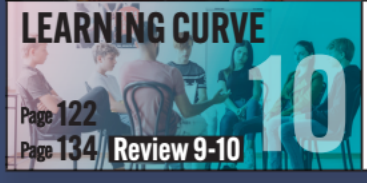
STUDENT BOOK

6

B2 Pre-Advanced

# Scope and Sequence

HOW TO USE ..... Page 4

| UNIT / PAGE | VOCABULARY | GRAMMAR & STRUCTURES | LISTENING |
|---|---|---|---|
|  GETTING READY FOR COLLEGE 1 Page 6 | Education<br>Interviews | Defining and non-defining relative clauses<br>Present perfect simple tense<br>Present perfect continuous tense | Listen to college interviews |
|  TIME TO SET SAIL 2 Page 18 Page 30 Review 1-2 | Travel<br>Adventure | Present perfect simple tense vs past perfect simple tense<br>Past perfect simple tense vs past perfect continuous tense | Listen to people talk about their travels to faraway locations |
|  HEALTHY THINKING 3 Page 32 | Health<br>Medical technology | Future forms for plans and predictions<br>Future perfect simple tense and future perfect continuous tense | Listen to a fitness and exercise plan |
|  MONEY TALKS 4 Page 44 Page 56 Review 3-4 | Finance<br>Consumerism | Zero conditionals<br>Type 1 conditionals<br>Type 2 conditionals | Listen to people talk about their spending habits |
|  CULTURES AROUND THE WORLD 5 Page 58 | World cultures<br>Rules and taboos | Comparatives and superlatives<br>Bare infinitives | Listen to people talk about different cultural values |
|  IT'S A MASTERPIECE! 6 Page 70 Page 82 Review 5-6 | Art and design<br>Reviews and critiques | Passive voice and active voice<br>Personal and impersonal passive | Listen to a debate about art |
|  DECIDING FOR YOURSELF 7 Page 84 | Memories<br>Choices | *If only* / *wish* statements<br>Type 3 conditionals<br>Mixed conditionals | Listen to students' memories and regrets |
|  CRIME WAVE 8 Page 96 Page 108 Review 7-8 | Crime<br>Morals and ethics | Reported speech | Listen to eyewitness accounts |
|  EAT UP! 9 Page 110 | Food and cooking<br>Taste and texture | Subjunctive mood<br>Determiners | Listen to people talk about their relationship with food |
|  LEARNING CURVE 10 Page 122 Page 134 Review 9-10 | Education<br>Expressing difference | Causative verbs<br>Inversion for emphasis | Listen to students talk about their experiences with education |

Grammar Reference Page 136 Word List Page 140

| SPEAKING | READING | WRITING | PROJECT |
|---|---|---|---|
| Answer difficult interview questions | Read interview horror stories | Write a follow-up letter | Mock Interview |
| Talk about places you've been to or would like to go to | Read a story about an adventurer's discovery | Write a letter to the editor | Monologist |
| Talk about medical advice regarding health and diet | Read about health-related advancements | Write a persuasive article about a health-related issue | Awareness Campaign |
| Give advice or your opinion on spending habits | Read about market trends | Write about a financial concern or problem | Talk Show Host |
| Explain differences between your culture and another | Read about different cultures | Write a guide on the dos and don'ts of your country | Welcome to My World |
| Give polite criticism | Read a critical review | Write a critique of some artwork | This Is Art |
| Talk about decisions you made during high school | Read about students' memories and regrets | Write an alternative timeline | Map Out a Story |
| Report what you and others have seen | Read about a criminal investigation | Write a police report | Detective |
| Talk about your relationship with specific foods and recipes | Read about a chef's inspiration and influences | Write a review of a meal | Feeling Food |
| Interview someone about their experiences with education | Read about different education systems | Write a progress report for a student | You're the Teacher |

# 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/newfrontiers6

## Class Booster

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



# Classroom Language

**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

Scan for Audio

**2** **Read the questions.**

How do you spell "board"?

Can you repeat that?

Can you say that again more slowly?

How do you say "_____" in English?

What does "board" mean?

How do you pronounce this word?

I have a question.

What's the answer to number four?



**NOTE**

Keep an eye out for Notes! They provide extra information and activities.



UNIT 1

# GETTING READY FOR COLLEGE



Scan for Audio

## WHAT YOU WILL DO IN THIS UNIT

- **A** ***Listening*** Listen to college interviews
- **B** ***Speaking*** Answer difficult interview questions
- **C** ***Reading*** Read interview horror stories
- **D** ***Writing*** Write a follow-up letter
- **E** ***Project*** Conduct a mock interview



**Look at the photo and answer the questions.**

1. What is happening in the picture?
2. What are some reasons to be interviewed?
3. What are some common interview questions?
4. What advice would you give to someone preparing for an interview?

# A Listening

**Aim** Listen to college interviews

## Vocabulary

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


association


award


behalf


capable


competitive


institution


strength


weakness

**2** **Fill in the blanks with the best vocabulary words. Change the forms if necessary.**

1. My greatest _____ is that I never get stressed about work.
2. This _____ has been around for 200 years. It's the oldest university in this city.
3. I studied computer science in university, so I am very _____ of working for this company.
4. On _____ of the whole team, I would like to thank you for your hard work.
5. The student _____ is looking for new members.
6. Tom got a(n) _____ for winning the writing contest.
7. This program is very _____. Only one in a hundred applicants are accepted.
8. Ricardo's _____ is that he worries too much about little things.

## Authentic Conversation

**3** **Talk with a partner.**


Billy

Thanks for coming in, Billy. Please tell me a little about yourself.

Well, I was born in Chicago but grew up in New York City, where I attended George Washington High School. I'm really interested in computer programming, and I want to be a game developer.

So, why are you interested in attending this university?

Well, I know you have one of the best engineering programs in the country. Also, I heard the social life here is amazing.

Yes, I think we have both of those things. So, why do you want to major in engineering?

All the best game developers have a background in engineering, so it's the best place to start if I want to achieve my dreams.

OK, great. So, what are your strengths and weaknesses?

My strengths are that I'm hard-working, honest, and punctual. And my weaknesses... let me think...


Prof. Khatri

**4** **Discuss with a partner.**

1. Have you attended any interviews? What was your experience like?
2. How should you prepare for an interview?

## Listen Up

NOTE
The school *valedictorian* is the student who has the highest grades in a graduating class and is often asked to speak at their graduation ceremony.

**5 Listen to the conversation. Then answer the questions.** Track 1-02

1. How long has Ms. Benitez lived in Boston?
   a. since high school
   b. since she was four
   c. all of her life
2. What is one of Ms. Benitez's strengths?
   a. She works hard.
   b. She is narrow-minded.
   c. She is very flexible.
3. What is true about Ms. Benitez?
   a. She's not too determined to reach her goals.
   b. She was the president of a robotics association.
   c. She was the valedictorian of her graduating class.
4. What will Ms. Benitez likely do in two months?
   a. check to see if she was accepted to the university
   b. enter a new robotics competition
   c. have another interview with Dr. Venkman

**6 Listen again. Then answer the questions with a partner.** Track 1-02

1. Write down all of Dr. Venkman's questions.
2. Summarize the woman's answers.
3. Did the woman do a good job of answering the questions? Discuss.
4. How would you have answered the questions? Take turns asking and answering the questions with your partner.
5. What other questions do you think Dr. Venkman could have asked? List two questions.



## Challenge

**7 Look at the table.**

| Additional Interview Questions |
|---|
| 1. How do you plan to contribute to this institution / school / company? |
| 2. Why are you a good fit for this institution / university / company? |
| 3. Where do you see yourself in five to ten years? |
| 4. What do you plan to do after university? |
| 5. Describe a time when you had a lot of stress. How did you overcome it? |
| 6. Whom do you admire the most? |
| 7. What is your greatest achievement? |
| 8. In what ways are you unique? |



**8 Find a partner. Then practice asking and answering five of the questions from 7. Write down your answers and your partner's.**

| Question | Your Answer | Your Partner's Answer |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**9 With a partner, think of four more interview questions. Write them on a separate piece of paper. Then practice asking and answering your questions.**

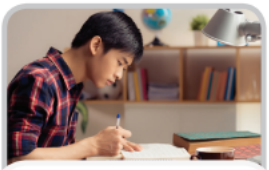
# B Speaking

**Aim** Answer difficult interview questions

## Vocabulary

**1** **Read the words in the box. Then listen and write the vocabulary words you hear.** Track 1-03

| | | | |
|---|---|---|---|
| assume | commit | circumstance | cope |
| intention | tough | sufficient | respond |

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

**2** **Fill in the blanks with the best vocabulary words. Change the forms if necessary.**

1. This assignment is too _____. I don't think I can do it.
2. Theresa's _____ was for everyone to do a different part of the presentation.
3. Stewart couldn't _____ with all of the extra responsibilities. It was too much for him.
4. I don't think I can _____ to the party this weekend. I have too many other things to do.
5. Our class didn't have a(n) _____ number of students, so it was canceled.

## Grammar

**3** **Look at the table.**

| Present Perfect Simple Tense | Present Perfect Continuous Tense |
|---|---|
| Talk about finished actions:<br>*The students have studied for two hours.*<br>Talk about long-term actions:<br>*The students have studied math for twelve years.*<br>Emphasize the repetition of an action:<br>*He has attended five interviews this month.* | Talk about unfinished actions:<br>*The students have been studying since this morning.*<br>Talk about temporary actions:<br>*They have been studying in the library for an hour.*<br>Emphasize the duration of an action:<br>*He has been writing the report for two hours.* |

**4** **What is the purpose of each sentence? Read and circle the answers.**

1. Mitch has been learning karate since last year.
   a. to emphasize the repetition of an action
   b. to talk about a long-term action
   c. to talk about a finished action
   d. to talk about an unfinished action
2. Steve has been to the library five times this week.
   a. to emphasize the repetition of an action
   b. to emphasize the duration of an action
   c. to talk about an unfinished action
   d. to talk about a long-term action
3. Danielle has been walking her dog for half an hour.
   a. to talk about a finished action
   b. to emphasize the repetition of an action
   c. to talk about a temporary action
   d. to talk about a long-term action
4. My mom has been working at that company for fifteen years.
   a. to talk about a finished action
   b. to talk about a temporary action
   c. to emphasize the duration of an action
   d. to emphasize the repetition of an action

**5 Listen and complete the conversation with the words you hear.** Track 1-04



Ms. Anderson: So, Mr. Hernandez, how long have 1. _____ on going to our university?

Mr. Hernandez: Let me think about that… I guess I've been planning to go here since I was a kid.

Ms. Anderson: Oh, really?

Mr. Hernandez: Yeah. It 2. _____ to go here because it's the same university my parents and older sister attended.

Ms. Anderson: I see. And why do you think you would be a good fit for this university?

Mr. Hernandez: That's an excellent question, but a little tough. I'm not quite sure how to respond.

Ms. Anderson: Take your time.

Mr. Hernandez: Well, I've always been interested in technology. In fact, 3. _____ engineering classes at the community college since last summer. So, I think I'd be a good fit because my interests match this university's specialties.

Ms. Anderson: I see. So, then, how do you plan to contribute to this university if you are accepted?

Mr. Hernandez: To answer your question, I plan to commit my free time to the Robotics Association. And if I have a sufficient amount of time left over, I've been planning to try out for the rugby team.

Ms. Anderson: Oh, you play rugby?

Mr. Hernandez: Yes, I've been playing since I was in elementary school. I'm pretty good at it.

Ms. Anderson: That's great. Next question: What do you plan on doing after university?

Mr. Hernandez: 4. _____ in the robotics field for a couple of years and then going to graduate school if the circumstances are right.

Ms. Anderson: OK, then where do you see yourself in ten years?

Mr. Hernandez: No one has ever asked me that before... In ten years, I see myself working for a research institution.

Ms. Anderson: Finally, what makes you unique?

Mr. Hernandez: I've never thought about that before. I'm as unique as everyone else, I guess. I do have a talent for coming up with interesting ideas on how to use technology, and I 5. _____ quite well. Besides that, I don't think I'm especially unique. I'm just hard-working, and I have a passion to learn.

## Speak Up

**6 Look at the table. Find the conversation pauses in 5 and underline them. Then practice using conversation pauses with a partner.**

| Conversation Pauses |
|---|
| Let me think about that... |
| That's an excellent question... |
| To answer your question... |
| No one has ever asked me that before… |
| I've never thought about that before… |

**7 Find a partner. Then read the interview questions. Write two more. Then practice asking and answering the questions with your partner.**

Remember to use the conversation pauses from 6.

| Interview Questions |
|---|
| 1. Why should we hire / accept you over other candidates? |
| 2. How would you benefit our company / university? |
| 3. What is your greatest regret? |
| 4. Tell me something impressive about yourself. |
| 5. How much do you expect to learn / earn here? |
| 6. |
| 7. |

# C Reading

**Aim** Read interview horror stories

## Vocabulary

**1** **Listen and number.** 1-05

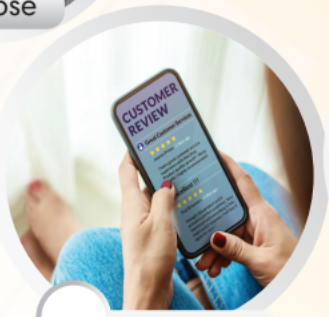

occur


collapse


encounter


betray


suspicious



reputation


combination


abandon

**2** **Match the words with the definitions.**

| | | |
|---|---|---|
| 1. collapse | • | • a. to hurt someone who trusts you by doing something wrong |
| 2. abandon | • | • b. the opinion that people have about someone or something |
| 3. suspicious | • | • c. a result or product of combining two or more things or people |
| 4. encounter | • | • d. a brief meeting with another person |
| 5. occur | • | • e. not trusting someone or something |
| 6. reputation | • | • f. to fail or stop working suddenly; to break down completely |
| 7. betray | • | • g. to happen |
| 8. combination | • | • h. to leave and never return to someone or something |

## Pre-reading

**3** **Look at the pictures of people in interviews. Describe what they are doing wrong and what they should be doing. Then talk with a partner.**



What he is doing wrong:

_____

_____

What he should be doing:

_____

_____

_____



What he is doing wrong:

_____

_____

What he should be doing:

_____

_____

_____



What he is doing wrong:

_____

_____

What he should be doing:

_____

_____

_____

# INTERVIEW HORROR STORIES

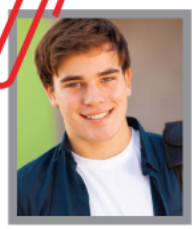
**4 Read the stories.** track 1-06



Hi. My name is Marcus, and my first college interview, which took place at Arizona State University's College of Engineering, was a complete failure. The interviewer, who was also a professor at the university, asked me normal interview questions. I answered all of his questions truthfully. Everything was going fine. Then he asked, "So, how have you been preparing for an education in engineering?" I had no idea how to answer his question. I got really nervous and started sweating like crazy. Finally, I lied and told him, "Oh, I've been working part-time at a company that makes electric cars near my house." I could tell that he was suspicious because he kept asking follow-up questions that I couldn't answer. [a] The interview quickly collapsed. The interviewer was furious with me for lying. He even told me that he could never admit someone who did what I had done into his university. I'll never forget that encounter!



I'm Clarice, and I had a really awkward college interview. The interview was conducted by a man and a woman at the University of Georgia. Because of a combination of reasons, the interview went downhill. First, I had an upset stomach and had to go to the bathroom a lot. I must have eaten something that didn't agree with me at lunch. In total, I went to the bathroom six times. By the sixth time I went to the bathroom, the interviewers seemed pretty worried and annoyed. When I came back after the last bathroom trip, the male professor got a phone call and started talking on the phone. [b] After he hung up, the woman scolded him for answering the phone in the middle of the interview. This started a long argument between the two professors. I felt so uncomfortable. I was so happy when the interview was over.



My name is Antonio, and my friend Ricardo, whom I have known my whole life, attended the same college interview as me. Our group interview was at the University of Canberra. [c] The interviewer asked us to give him a copy of our application essays. Unfortunately, I forgot to bring mine with me. I explained to the dean that I had emailed it to the university with my application. Suddenly, Ricardo said, "I can't believe you didn't bring your essay. That's so unprofessional!" He then handed the dean his essay. I couldn't believe what had just occurred! Why would my friend betray me like that? My confidence started slipping away, but I didn't abandon hope. Luckily, the interviewer had my essay in his email. After the interview, I asked Ricardo why he did what he did. He said that he wanted to improve his chances of getting accepted. [d] The whole situation totally ruined our friendship. A few months later, I found out that I was accepted to the university, but Ricardo wasn't.

## Comprehension



**5 Circle the answers.**

1. The university where Marcus interviewed is in ____.
   a. Canberra  b. Georgia  c. Australia  d. Arizona
2. What is true about Clarice?
   a. Her interview made her have an upset stomach.  b. She answered a phone call during her interview.
   c. Her friend betrayed her during her interview.  d. She felt uncomfortable during her interview.
3. What were the reasons for Clarice's bad interview?
   a. She was sick, and she answered her phone.  b. The interviewers were sick and talked on their phones.
   c. She was sick, and the interviewers argued.  d. One interviewer was sick, and the other used the phone.
4. Where is the best place to insert the following sentence?
   *Both of us have wanted to go there since we were kids.*
   a. [a]  b. [b]  c. [c]  d. [d]
5. What can be inferred about Antonio and Ricardo?
   a. They are probably still friends.  b. They are probably no longer friends.
   c. They probably went to the same university.  d. They probably hung out together after the interview.

**6 Discuss with a partner.**

1. Do you know anyone who has lied about something important? What happened?
2. Describe a time when you felt stressed out by an interview or when talking to a teacher.

# D Writing

**Aim** Write a follow-up letter

## Vocabulary

**1** **Listen and number.** Track 1-07


deliberate


ideal


relief


overall


initially


truly


selection


outstanding

**2** **Fill in the blanks with the best vocabulary words. Change the forms if necessary.**

1. The team _____ for three hours before it reached a decision.
2. The _____ process will take a long time because so many people applied.
3. _____, I was nervous, but I calmed down after a few minutes.
4. That was an incredible concert. The band members are all _____ great musicians.
5. Due to his _____ academic performance, Nasim got a full scholarship to university.
6. Meg got the highest grades _____ by the end of the year.
7. My _____ vacation would be just relaxing on the beach.
8. I passed my test! What a(n) _____!

## Grammar

**3** **Look at the table.**

| Defining and Non-defining Relative Clause | |
|---|---|
| Defining relative clauses give essential information about someone or something, information that we need in order to understand *what* or *who* is being referred to. Relative pronouns (*who*, *that*, *which*, *whose*, and *whom*) are used to introduce a defining relative clause. | Non-defining relative clauses give extra information about a person or thing. It is not necessary information. A relative pronoun (*who*, *which*, *whose*, or *whom*) is always used to introduce a non-defining relative clause. Commas are used to set apart the non-defining relative clause. |
| **Ex.** *They're the people whom I met last night.*<br>*Those are the houses that were flooded during the storm.*<br>*The money was given to the boy whose bike was stolen.* | **Ex.** *My best friend, who lives next door, is called Jimmy.*<br>*The red car over there, which belongs to Dirk, is ten years old.*<br>*That woman, whom I met last year, is talking to her friend.* |
| Defining and non-defining relative clauses can sometimes look the same but have different meanings. | |
| **Ex.** **Defining relative clause:** *My sister who works at the music shop has two cats.*<br>→ The speaker has more than one sister. The one he's talking about works at the music shop.<br>**Non-defining relative clause:** *My sister, who works at the music shop, has two cats.*<br>→ The speaker only has one sister, and that sister works at the music shop. | |

**4** **Combine the sentences so that they have the given clause: defining or non-defining. Answers will vary.**

Ex. *Eric's brother is coming home. Eric's brother is a college student. (non-defining)*
*Eric's brother, who is a college student, is coming home.*

1. John has two sisters. He plays on the soccer team. (non-defining)

_____

2. Students prepare in advance. They tend to do well in interviews. (defining)

_____

3. That company makes sneakers. It has a factory downtown. (non-defining)

_____

4. Mehmet is standing over there. He has long hair. (non-defining)

_____

5. Schools have good facilities. They receive lots of applications. (defining)

_____

**5** **Read and fill in the blanks with the words in the box. Then listen and check your answers.**

Track 1-08

| | | | |
|---|---|---|---|
| which | overall | deliberating | that |
| outstanding | selection | who | initially |

**To:** Professor Ahmed Okhur
**Subject:** Thank You for the Interview

Dear Professor Okhur,

This note is to thank you for the interview 1. _____ we had last week at Lewis and Clark College. It was a(n) 2. _____ experience, and I truly appreciate you taking the time to interview me. I hope I successfully answered all of the questions that you asked me. To tell you the truth, I was 3. _____ a little nervous, but after we started talking, I became more relaxed. It was such a relief.

I also really like the campus, 4. _____ I toured after our interview. 5. _____, everyone I talked to was nice and helpful, especially the person 6. _____ helped me find your office. I have been thinking about it all week, and Lewis and Clark is definitely the ideal college for me.

Anyway, I know that you will be 7. _____ on which applicants to select over the course of the next week. I hope that you can keep me in mind during the final 8. _____. In the meantime, if you have any additional questions, please feel free to email them to me or call me directly. My phone number is in the application that I left with you.

Thank you for your time.

Best regards,
Octavio Salamanca

# Writing

**6** **Write a thank-you letter to someone who has recently helped you. Include at least two defining and two non-defining relative clauses.**

# E Project

**Aim** Conduct a mock interview

## Video

**1** **Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then 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

| | | | | |
|---|---|---|---|---|
| ☐ relief | ☐ suspicious | ☐ competitive | ☐ weakness | ☐ commit |
| ☐ intentions | ☐ reputation | ☐ circumstances | ☐ collapse | ☐ association |

**4** **Watch again. Fill in the blanks with the words you hear.** Video 1

1. What a relief… I've _____ for you kids!
2. Please, Haras, consider it. We've _____ and made so many wonderful friends.
3. We can't just simply forget _____ get here.
4. I've learned more about who I am and _____ doing in these past few weeks than I ever would have if I hadn't left Earth.

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

| | | |
|---|---|---|
| 1. Lisa knows who Haras is. | true | false |
| 2. Leinad apologizes to Haras for his behavior. | true | false |
| 3. Tom and Jessie ask Lisa and Eric to stay with them. | true | false |
| 4. Jessie wants to learn about other worlds' cultures. | true | false |
| 5. Eric and Lisa will likely go on adventures with Haras and Leinad. | true | false |

**6** **Talk with a partner.**

1. What are some things about yourself that you'd want to share with people from other cultures?
2. Have you ever been separated from your friends? What happened?
3. If you could go to any place right now, where would you go? Why?

# 21st Century Skills

## Mock Interview

Collaboration | Creativity | Communication

**7** **Find a partner and look at the table. Fill in the information to decide what your interview will be for. Remember to choose who will be the interviewer and interviewee.**

| Choose | College Interview | Job Interview |
|---|---|---|
| Name of University or Company | | |
| Name of Interviewer | | |
| Name of Interviewee | | |

**8** **With the same partner, look at the list of interview questions. Choose five main questions from the list. Write your answers to each question on a separate piece of paper. Then write potential follow-up questions and answers.**

| Interview Questions |
|---|
| 1. Please describe yourself. |
| 2. How do you usually deal with stress? |
| 3. Why should we accept you? |
| 4. What are your strengths / weaknesses? |
| 5. How do you plan to contribute to this institution / school / company? |
| 6. Why are you a good fit for this institution / university / company? |
| 7. Where do you see yourself in five to ten years? |
| 8. What do you plan to do after university? |
| 9. Describe a time when you had a lot of stress. How did you overcome it? |
| 10. Whom do you admire the most? Why? |
| 11. What is your greatest achievement? |
| 12. What makes you unique? |



**9** **With a partner, create five more interview questions. Design these questions to be challenging for the interviewee. Discuss why you are asking these questions and what you hope to learn from the interviewee's answers with a partner.**

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

**10** **Practice your interview with your partner. Then present your interview to the class. Discuss what everyone learned from each presentation.**