

NEW FRONTIERS

TEACHER'S GUIDE

6

B2

Pre-Advanced

Scope and Sequence

HOW TO USE

..... Page 4

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

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

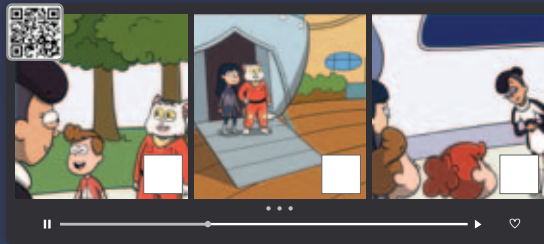
AUDIO

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



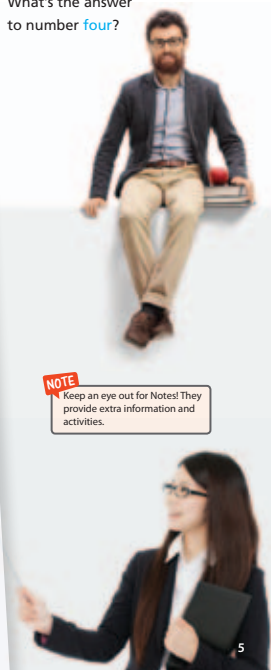
Scan for Audio

1 Listen and number. 00-01

listen	talk with a partner
read	talk with a group
write	look at the board
speak	open your books
answer	close your books
repeat	research
role-play	watch

2 Read the questions.

How do you spell "board"?
Can you repeat that?
Can you say that again more slowly?
How do you say "_____"
in English?
What does "board" mean?
How do you pronounce this word?
I have a question.
What's the answer
to number four?



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

Answer Key

- listen
- talk with a partner
- read
- talk with a group
- write
- look at the board
- speak
- open your books
- answer
- close your books
- repeat
- research
- role-play
- watch

2 Read the questions.

- Read the questions to 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.
- Ask students to write the number of the word / phrase next to each word / phrase in the book.
- Practice again. Give the classroom commands. Ask students to follow along.
- Ask students if they have any questions.

UNIT 1

GETTING READY FOR COLLEGE

This unit will give students the ability to talk about difficult college interview questions and handle difficult interview situations using the present perfect and present perfect continuous tenses, as well as defining and non-defining relative clauses.

Scan the QR code to download the Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

Lesson A: Listen to college interviews
 Lesson B: Answer difficult interview questions
 Lesson C: Read interview horror stories
 Lesson D: Write a follow-up letter
 Lesson E: Conduct a mock interview

Target Skills

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

Target Vocabulary

Lesson A	Lesson B
association award behalf capable competitive institution strength weakness	assume circumstance commit cope intention respond sufficient tough
Lesson C	Lesson D
abandon betray collapse combination encounter occur reputation suspicious	deliberate ideal initially outstanding overall relief selection truly

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

6

Key Grammar

present perfect vs. present perfect continuous

The present perfect and present perfect continuous tenses can often both be used for the same meaning. We use these tenses to talk about actions taking place between the past and now.

Present Perfect Simple	Present Perfect Continuous
I <i>have lived</i> here for five years. I <i>have studied</i> French since I was child.	I <i>have been living</i> here for five years. I <i>have been studying</i> French since I was a child.

The present perfect simple can be used to talk about finished events in the past. The exact time it happened is not important. The present perfect simple can also be used with stative verbs.



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?

7

Example

I *have been* to China five times.
 I *have tried* New York bagels before.
 I *have loved* that singer since her debut single came out last year.

The present perfect continuous is often used for unfinished actions, temporary actions, and to emphasize the duration of an activity. We cannot use present perfect continuous with stative verbs.

Example

I *have been working* on this essay all morning, and I'm still not done!
 I *have been working* for my dad on weekends recently to get some extra money for college.
 I *have been learning* piano for 10 years now.

defining and non-defining relative clauses

Defining relative clauses give information that we need in order to understand what or who is being referred to. A defining relative clause usually comes immediately after the noun it describes. Relative pronouns include *who*, *that*, *which*, *whose*, and *whom*.

Example

Those are the offices *that* got damaged by the typhoon.
 He's the friend *whose* car I borrowed.

Non-defining relative clauses give extra information about a person or thing. 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.

Example

My cousin, *who* lives in a different city, is coming to visit me this weekend.
 The building over there, *which* is owned by the council, is going to be demolished soon.

Defining and non-defining relative clauses can sometimes look the same, but have different meanings.

Usage	Example
Defining relative clause: The speaker has more than one cousin. The one the speaker is talking about works in finance.	My cousin <i>who works in finance</i> got a huge bonus this year.
Non-defining relative clause: The speaker only has one cousin and he / she works in finance.	My cousin, <i>who works in finance</i> , got a huge bonus this year.

Unit 1 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 1 cover page.
- 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 interviews.

Ex.

Have you ever been interviewed? Describe it. What questions would you ask if you were an interviewer? Why would you ask those questions? What are some things people need to be interviewed for?

Lesson A Listening

Aim: Listen to college interviews

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 each word in the book.

Answer Key

From left to right, top to bottom

- | | |
|----------------|----------------|
| 8. association | 3. award |
| 1. behalf | 2. capable |
| 6. competitive | 5. institution |
| 7. strength | 4. weakness |

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

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

- Ask students to read the sentences.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

- | | |
|----------------|----------------|
| 1. strength | 2. institution |
| 3. capable | 4. behalf |
| 5. association | 6. award |
| 7. competitive | 8. weakness |

Authentic Conversation

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 interview questions and responses.

4 Discuss with a partner.

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

Teacher's Note

Turning Weaknesses into Strengths

Explain to students that a weakness can easily be turned into a strength. For example, if one has organizational problems, one can say, "I'm constantly working to improve my organizational skills." By doing so, one is showing that one is striving to improve oneself, which is a strength. Have students practice turning some of their weaknesses into strengths.

A Listening

Aim Listen to college interviews

Vocabulary

1 Listen and number. 1-01



2 Fill in the blanks with the best vocabulary words. Change the form 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 100 applicants is accepted.
8. Ricardo's _____ is that he worries too much about little things.

Authentic Conversation

3 Talk with a partner.

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...

4 Discuss with a partner.

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

Extra Practice Strengths and Weaknesses

Have students practice talking about their strengths and weaknesses using the patterns below.

"Describe your greatest strength / weakness." / "My greatest strength / weakness is (description)."

"What are (some of) your strengths and weaknesses?" / "I feel that (description) is one of my strengths / weaknesses."

Ex.

Describe your greatest strength. / My greatest strength is my ability to adapt and overcome challenging situations.

What are some of your weaknesses? / I feel that my inattention to detail is one of my weaknesses.

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. 1-02

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

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

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



Challenge

7 Look at the table.

Additional Interview Questions

- How do you plan to contribute to this institution / school / company?
- Why are you a good fit for this institution / university / company?
- Where do you see yourself in five to ten years?
- What do you plan to do after university?
- Describe a time when you had a lot of stress. How did you overcome it?
- Whom do you admire the most?
- What is your greatest achievement?
- 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 Answers	Your Partner's Answers

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.

9

Listen Up

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

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

Answer Key

- b
- a
- c
- a

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

- Tell students to find a partner.
- Listen to the audio.
- Ask students to discuss and answer the questions.
- Check students' answers.
- Ask students if they would like to share their answers with the class.
- Ask follow-up questions.

Answer Key

- Tell me about yourself.
 - When did your family move to Boston?
 - Why are you interested in attending MIT?
 - Why do you want to major in robotic engineering?
 - What makes you think you would be a good fit for our institution?
 - What are your other strengths?
 - Can you give me an example of a time when you showed understanding?
 - Please describe your weaknesses.
- 2-5. (Answers will vary.)

Challenge

7 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of questions are being highlighted.

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

- Tell students to find a partner.
- Ask students to take turns asking and answering five of the questions from activity 7.
- Tell students to write their answers and their partner's answers in the book or on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.


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.

- Tell students to work with the same partner from activity 8.
- Ask students to think of four new interview questions.
- Ask students to take turns asking and answering their new questions.
- Tell students to write their new questions and answers on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

Lesson B Speaking

Aim: Answer difficult interview questions

Vocabulary

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

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

Answer Key

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

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

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

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

Answer Key

- tough
- intention
- cope
- commit
- sufficient

Grammar

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of grammar points are being highlighted.

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

- Ask students to read the sentences.
- Ask students to circle the correct purpose of each sentence.
- Check students' answers.


Answer Key

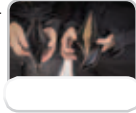
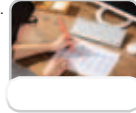






1. d 2. a 3. c 4. c

B Speaking

Aim Answer difficult interview questions

Vocabulary

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

	assume intention	commit tough	circumstance sufficient	cope respond
1.				
5.				

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

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

Grammar

3 Look at the table.

Present Perfect Simple	Present Perfect Continuous
Talk about finished actions: <i>The students have studied for two hours.</i> Talk about long-term actions: <i>The students have studied math for 12 years.</i> Emphasize the repetition of an action: <i>He has attended five interviews this month.</i>	Talk about unfinished actions: <i>The students have been studying since this morning.</i> Talk about temporary actions: <i>They have been studying in the library for an hour.</i> Emphasize the duration of an action: <i>He has been writing the report for two hours.</i>


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

- Mitch has been learning karate since last year.
 - to emphasize the repetition of an action
 - to talk about a long-term action
 - to talk about a finished action
 - to talk about an unfinished action
- Danielle has been walking her dog for half an hour.
 - to talk about a finished action
 - to emphasize the repetition of an action
 - to talk about a temporary action
 - to talk about a long-term action
- Steve has been to the library five times this week.
 - to emphasize the repetition of an action
 - to emphasize the duration of an action
 - to talk about an unfinished action
 - to talk about a long-term action
- My mom has been working at that company for 15 years.
 - to talk about a finished action
 - to talk about a temporary action
 - to emphasize the duration of an action
 - to emphasize the repetition of an action

10

Extra Practice Present Perfect Simple / Continuous Race

Before class, prepare a list of the different uses of both the present perfect simple and the present perfect continuous. During class, split students up into two teams. Have each team line up at the front of the class. Take the first student from each line. Read one of the verb tense uses from your list. These two students then have to choose which verb tense to use and say a correct sentence using that verb tense and the usage you said. The student that says a correct sentence first wins a point for their team. Tell those two students to then move to the back of their respective lines. Repeat this process until each student has had a turn. Make sure to say an even mix of uses for each tense. The team with the most points at the end of the game is the winner.

5 Listen and complete the conversation with the words you hear.  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 10 years?
 Mr. Hernandez: No one has ever asked me that before... In 10 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. _____

11

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

- Listen to the audio.
- Ask students to write the words they hear in each blank.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. you been planning
2. has always been my intention
3. I've been attending robotics
4. I've been thinking of working
5. cope with stress and deadlines

Speak Up

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

- Tell students to find a partner.
- Tell students to look at the table.
- Ask students to underline the conversation pauses in the dialogue of activity 5.
- Check students' answers.
- Tell students to take turns asking and answering questions using conversation pauses.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Give feedback.

Answer Key

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 10 years?
 Mr. Hernandez: No one has ever asked me that before. In 10 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.



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

- Tell students to find a partner.
- Ask students to read the interview questions and then each write down two more questions.
- Tell students to write their questions in the book or on a separate sheet of paper.
- Ask students to take turns asking and answering the questions.
- Tell students to use conversation pauses in their answers.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

More on Conversation Pauses

Explain to students that besides the conversation pause expressions listed in the book, people frequently physically pause their speech or trail off when thinking about how to answer a tough question. Demonstrate this to students. Then tell them to include some instances of paused speech or trailing off in their answers for activity 7.

Lesson C Reading

Aim: Read interview horror stories

Vocabulary

1 Listen and number. 1-05

- 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 each word in the book.

Answer Key

From left to right, top to bottom

4. occur
3. collapse
1. encounter
2. betray
8. suspicious
6. reputation
7. combination
5. abandon

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

2 Match the words with the definitions.

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

Answer Key

- f
- h
- e
- d
- g
- b
- a
- c

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.

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to talk about what the people are doing wrong and what they should be doing.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

C Reading

Aim Read interview horror stories

Vocabulary

1 Listen and number. 1-05

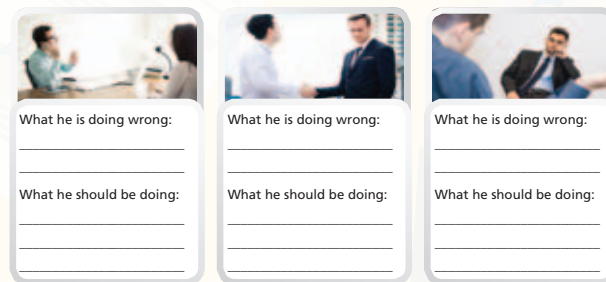


2 Match the words with the definitions.

- | | | |
|----------------|---|--|
| 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.



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Teacher's Note

Interview Etiquette

Explain some basic interview etiquette to students. Explain things such as the proper way to shake someone's hand and the importance of making eye contact and not slouching during an interview. Then as a class, come up with two lists of interview behavior. One list should describe proper things to do, and the other list should describe improper things to do. Make sure students understand all of the items on each list.

INTERVIEW HORROR STORIES

4 Read the stories. 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.

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

6 Discuss with a partner.

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

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Comprehension

5 Circle the answers.

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

Answer Key

- d
- d
- c
- c
- b

6 Discuss with a partner.

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

Extra Practice Bad Interviews

Tell students to work with a partner or in groups of three. Ask students to create a dialogue for a college interview. If students have three group members, tell one student to be the interviewee and the other two to be the interviewers, or vice versa. Tell students to have elements in their dialogues that make it a bad interview overall. Ask students to include awkward questions, answers, or behaviors. Tell students to use the readings in activity 4 as examples. Tell students to write their dialogues on a separate sheet of paper. Ask students to practice their dialogues and make sure to act them out. When everyone is done practicing, ask each team to share their dialogue with the class. After each dialogue, discuss as a class what made the interview bad. Remember to ask follow-up questions and give feedback.

Aim: Write a follow-up letter

Vocabulary

1 Listen and number. 1-07

- 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

2. deliberate
4. ideal
7. relief
3. overall
5. initially
1. truly
8. selection
6. outstanding

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

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

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

Answer Key

1. deliberated
2. selection
3. initially
4. truly
5. outstanding
6. overall
7. ideal
8. relief

Grammar

3 Look at the table.

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

D Writing

Aim Write a follow-up letter

Vocabulary

1 Listen and number. 1-07



2 Fill in the blanks with the best vocabulary words. Change the form 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. Nasim got _____ grades in his finals, so he's receiving 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 & Non-Defining Relative Clauses	
<p>Defining relative clauses give essential information about someone or something; information that we need in order to understand <i>what</i> or <i>who</i> is being referred to. Relative pronouns (<i>who</i>, <i>that</i>, <i>which</i>, <i>whose</i>, and <i>whom</i>) are used to introduce a defining relative clause.</p> <p>Ex. They're the people <i>whom</i> I met last night. Those are the houses <i>that</i> were flooded during the storm. The money was given to the boy <i>whose</i> bike was stolen.</p>	<p>Non-defining relative clauses give extra information about a person or thing. It is not necessary information. A relative pronoun (<i>who</i>, <i>which</i>, <i>whose</i>, or <i>whom</i>) is always used to introduce a non-defining relative clause. Commas are used to set apart the non-defining relative clause.</p> <p>Ex. My best friend, <i>who</i> lives next door, is called Jimmy. The red car over there, <i>which</i> belongs to Dirk, is 10 years old. That woman, <i>whom</i> I met last year, is talking to her friend.</p>
<p>Defining and non-defining relative clauses can sometimes look the same but have different meanings.</p> <p>Ex. Defining relative clause: My sister <i>who</i> works at the music shop has two cats. → The speaker has more than one sister. The one he's talking about works at the music shop. Non-defining relative clause: My sister, <i>who</i> works at the music shop, has two cats. → The speaker only has one sister, and that sister works at the music shop.</p>	

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Extra Practice Defining / Non-defining Relative Clause Race

Before class, prepare a list of 30 or so pairings. For each pairing, write "defining relative clause" or "non-defining relative clause" and one pronoun (*who*, *which*, *whose*, *whom*, or *that*). Make sure to have an even distribution of each type of clause and pronoun. During class, split students up into two teams. Have each team line up at the front of the classroom. Take the first student in each line and tell them one of your pairings. These two students then have to say a correct sentence using the type of clause and pronoun you said. The first student to say a correct sentence wins a point for their team. Tell those two students to then move to the back of their respective lines. Repeat this process until each student has had a turn or until your list has been exhausted. The team with the most points at the end is the winner.