



# Master Blueprint

STUDENT BOOK

**B2**

**PRE-ADVANCED**

 Compass  
Publishing



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# Contents

|                                      | Module Goals and CEFR Level  | Summary  | Lessons   | Vocabulary*   |  |
|--------------------------------------|--|--|---|---|--|
| Module 1: Careers<br>pages 6 to 19   | <p><b>B2</b> I can understand articles, reports, and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc.).</p> <p><b>B2</b> I can rapidly grasp the content and the significance of news articles and reports on topics connected with my interests or my job, and decide if closer reading is worthwhile.</p> <p><b>B2</b> I can follow the essentials of lectures, talks and reports, and other forms of complex academic or professional presentations in my field.</p> <p><b>B2</b> I can find out and pass on detailed information reliably, face-to-face and on the phone, ask follow-up questions, and get clarification or elaboration when necessary.</p> <p><b>B2</b> I can write a paper giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options.</p> | In this module, students learn how to talk about jobs and careers. They will learn how to describe job duties, read job ads, and answer interview questions. They will also learn how to write a cover letter. | <ol style="list-style-type: none"> <li>1 What's a social media manager?</li> <li>2 Job Ad</li> <li>3 Danger on the Job</li> <li>4 Interviewing</li> <li>5 Writing a Cover Letter</li> </ol>                         | Careers<br>Abilities<br>Threats and hazards<br>Ideals<br>Persuasion |  |
|                                      | Module 1 Review  |  |   |   |  |
| Module 2: Culture<br>pages 20 to 37  | <p><b>B2</b> I can understand articles, reports, and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc.).</p> <p><b>B2+</b> I can quickly scan through long and complex texts on topics of interest to locate relevant details.</p> <p><b>B2</b> I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialization.</p> <p><b>B2</b> I can convey degrees of emotion and highlight the personal significance of events and experiences.</p>   | This module helps students talk about world culture. They will learn to talk about fashion, art, food, and music.  | <ol style="list-style-type: none"> <li>1 Fashion</li> <li>2 The Art of Filmmaking</li> <li>3 World Cuisine</li> <li>4 Pop Idols</li> <li>5 British Culture</li> </ol>   | Fashion<br>Art<br>Cuisine<br>Music<br>Popular culture               |  |
|                                      | Module 2 Review  |  |   |   |  |
|                                      | Quarter 1 Review / CLIL Reading: Science   |  |   |   |  |
| Module 3: Politics<br>Pages 38 to 51 | <p><b>B2</b> I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.</p> <p><b>B2</b> I can understand specialized articles outside my field, provided I can use a dictionary occasionally to confirm my interpretation of terminology.</p> <p><b>B2</b> I can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</p> <p><b>B2</b> I can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> <p><b>B2</b> I can write standard formal letters requesting or communicating relevant information, following a template.</p>  | This module helps students talk about politics, elections, and government. They will learn how to describe forms of government and discuss political issues such as immigration and voting.                    | <ol style="list-style-type: none"> <li>1 Celebrities and Elections</li> <li>2 Prime Ministers and Presidents</li> <li>3 International Cooperation</li> <li>4 Immigration</li> <li>5 Letter to the Editor</li> </ol> | Politicians<br>Government<br>Policy<br>Immigration<br>Voting        |  |
|                                      | Module 3 Review  |  |   |   |  |
| Module 4: Science<br>Pages 52 to 69  | <p><b>B2</b> I can read short stories and novels written in a straightforward language and style, making use of a dictionary, if I am unfamiliar with the story and/or the writer.</p> <p><b>B2+</b> I have a broad, active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes.</p> <p><b>B2+</b> I can follow the essentials of lectures, talks, and reports and other forms of academic/professional presentations which are propositionally and linguistically complex.</p> <p><b>B2</b> I can synthesize and report information and arguments from a number of sources.</p> <p><b>B2+</b> I can write clear, detailed descriptions of real or imaginary events and experiences.</p>   | This module helps students talk about science and science fiction. They will learn to talk about the reasons that science fiction is popular, common scientific myths, and exploration of space and the ocean. | <ol style="list-style-type: none"> <li>1 Why We Love Science Fiction</li> <li>2 Science Fiction and Science Fact</li> <li>3 Under the Sea</li> <li>4 Voyage to Mars</li> <li>5 A Sci-Fi Story</li> </ol>            | Science fiction<br>Science<br>Oceanography<br>Space<br>Fiction      |  |
|                                      | Module 4 Review  |  |   |   |  |
|                                      | Quarter 2 Review / Master Academic Writing: Persuasive Writing   |  |   |   |  |

| Grammar and Structures   | Listening / Reading  | Writing / Speaking   |
|--|--|--|
| <p><b>Lesson 2</b> Present tenses; adverbs of frequency</p> <p><b>Lesson 3</b> Relative clauses</p> <p><b>Lesson 4</b> Present perfect tenses</p>                        | <p><b>R:</b> Social Media Managers: FAQ</p> <p><b>R:</b> Job Ad: Full-time Medical Assistant – Hope Valley Hospital</p> <p><b>L:</b> Podcast: Dangerous Jobs</p> <p><b>R&amp;L:</b> Conversation: Preparing for an Interview</p> <p><b>R:</b> Cover Letter: Manager Position</p>                             | <p><b>S:</b> Social Media Managers</p> <p><b>S:</b> What's important in a job?</p> <p><b>W:</b> Writing a Job Ad</p> <p><b>S:</b> Which jobs would you do?</p> <p><b>W&amp;S:</b> Mock Interview</p> <p><b>W:</b> Writing Guide: My Cover Letter</p> |
| <p><b>Lesson 2</b> Past tenses; <i>used to</i> and <i>would</i></p> <p><b>Lesson 3</b> Past perfect tenses</p> <p><b>Lesson 4</b> Comparatives and superlatives</p>      | <p><b>R:</b> Article: Influences on Fashion</p> <p><b>R:</b> Blog: What is Art?</p> <p><b>L:</b> Talk: Why Some Countries Have Spicy Food</p> <p><b>R:</b> Article: Japanese Idol Groups</p> <p><b>R:</b> Email: A Trip to England</p>   | <p><b>S:</b> Styles and Style Icons</p> <p><b>S:</b> Is it art?</p> <p><b>S:</b> World Food Map</p> <p><b>S:</b> Interview with an Idol</p> <p><b>W:</b> Writing Guide: An Email to a Pen Pal</p>  |
| <p><b>Lesson 2</b> Future simple and future continuous; zero conditional and first conditional</p> <p><b>Lesson 3</b> Future perfect</p> <p><b>Lesson 4</b> Modals I</p> | <p><b>R:</b> Multi-Text: How Celebrities Influence Elections</p> <p><b>R:</b> Blog: The US Government vs. The Canadian Government</p> <p><b>L:</b> Issues for International Cooperation</p> <p><b>R:</b> Web Page: Immigration Laws</p> <p><b>R:</b> Letter to the Editor: How to Increase Voter Turnout</p> | <p><b>S:</b> Celebrities, Politicians, and Political Ads</p> <p><b>S:</b> Your Government</p> <p><b>S:</b> Setting Global Goals</p> <p><b>W&amp;S:</b> Make Your Argument</p> <p><b>W:</b> Writing Guide: Letter to the Editor</p>                   |
| <p><b>Lesson 2</b> The passive voice; participle phrases</p> <p><b>Lesson 3</b> Infinitives</p> <p><b>Lesson 4</b> Modals II</p>   | <p><b>R:</b> Article: Why Do We Love Science Fiction?</p> <p><b>R:</b> Article: Science Fiction or Fact?</p> <p><b>L:</b> Discussion: Finding the <i>Titanic</i></p> <p><b>R:</b> Blog: The Four Best Reasons to Plan a Manned Voyage to Mars</p> <p><b>R:</b> Story: The Crystal Egg</p>                    | <p><b>W&amp;S:</b> You're the Novelist</p> <p><b>S:</b> More Myths</p> <p><b>S:</b> Exploring the Oceans</p> <p><b>S:</b> Living on Mars</p> <p><b>W:</b> Writing Guide: Finish the Sci-Fi Story</p>   |

# Contents

|   | Module Goals and CEFR Level   | Summary  | Lessons  | Vocabulary*   |
|---|---|--|--|---|
| Module 5: Entertainment<br>Pages 70 to 83   | <p><b>B2</b> I can understand articles and reports concerned with contemporary problems in which the writer adopts particular stances or viewpoints.</p> <p><b>B2</b> I have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing myself on matters connected to my field and on most general topics.</p> <p><b>B2</b> I can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.</p> <p><b>B2</b> I can summarize orally the plot and sequence of events in a film or play.</p> <p><b>B2</b> I can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting details.</p> | This module helps students talk about what they find entertaining. They will learn how to talk about the plots of movies, ways that movies influence people, famous athletes, and everyday electronic devices. | <ol style="list-style-type: none"> <li>How Entertainment Can Make a Difference</li> <li>New Releases</li> <li>Sportscast</li> <li>Watch This, Not That</li> <li>Don't Be Rude</li> </ol> | Movies<br>Devices<br>Sports<br>Storytelling<br>Etiquette                    |
|   | Module 5 Review   |  |  |   |
| Module 6: Law<br>Pages 84 to 101            | <p><b>B2+</b> I have a broad, active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes.</p> <p><b>B2</b> I can explain the details of an event, idea, or problem reliably.</p> <p><b>B2+</b> I can follow TV drama and the majority of films in standard dialect. I can understand TV news, current affairs, documentaries, interviews, talk shows, etc.</p> <p><b>B2+</b> I can develop an argument systematically, highlighting significant points and including supporting details where necessary.</p> <p><b>B2+</b> I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas.</p>  | This module helps students talk about crime and the law. They will learn to talk about famous unsolved crimes, corporate crime, international law, dealing with traffic stops, and writing laws.               | <ol style="list-style-type: none"> <li>Mysteries</li> <li>Corporate Crimes</li> <li>International Law</li> <li>Getting Out of a Traffic Ticket</li> <li>Term Limits</li> </ol>           | Mysteries<br>Corporations<br>Justice<br>Crimes<br>Laws                      |
|   | Module 6 Review<br>Quarter 3 Review / CLIL Reading: Culture   |  |  |   |
| Module 7: Body and Mind<br>Pages 102 to 115 | <p><b>B2+</b> I can summarize and give my opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.</p> <p><b>B2</b> I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p> <p><b>B2</b> I can, with some effort, catch much of what is said around me, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p><b>B2</b> I can give feedback, follow-up statements, and inferences to help the development of discussions.</p> <p><b>B2+</b> I can write a paper developing my argument with appropriate highlighting of significant points and relevant supporting details.</p>            | This module helps students talk about physical and mental health. They will learn to talk about nutrition, body image, and various medical issues.   | <ol style="list-style-type: none"> <li>Ask Dr. Kim!</li> <li>Mind vs. Body</li> <li>Alternative Medicine</li> <li>Stress &amp; Ailments</li> <li>Why Vaccines Matter</li> </ol>          | Eating habits<br>Body image<br>Medicine<br>Illness<br>Medical concerns      |
|   | Module 7 Review   |  |  |   |
| Module 8: Business<br>Pages 116 to 133      | <p><b>B2+</b> I can quickly scan through long and complex texts on topics of interest to locate relevant details.</p> <p><b>B2</b> I can generally cover gaps in vocabulary and structure with paraphrases.</p> <p><b>B2+</b> I can follow the essentials of lectures, talks, reports, and other forms of complex academic or professional presentations in my field.</p> <p><b>B2+</b> I can summarize information and arguments from a variety of sources, highlighting significant points.</p> <p><b>B2+</b> I can write a paper developing my argument with appropriate highlighting of significant points and relevant supporting details.</p>   | This module helps students talk about the business world. They will learn to talk about entrepreneurship, employees' rights and benefits, and other business topics.   | <ol style="list-style-type: none"> <li>Innovators</li> <li>Entrepreneurs</li> <li>Free money?</li> <li>Shorter Workdays</li> <li>Work Environment</li> </ol>                             | Innovation<br>Entrepreneurship<br>Welfare<br>Work conditions<br>Office life |
|   | Module 8 Review<br>Quarter 4 Review / Master Academic Writing: Persuasive Writing   |  |  |   |

| Grammar and Structures   | Listening / Reading   | Writing / Speaking  |
|--|---|---|
| <p><b>Lesson 2</b> Content clauses</p> <p><b>Lesson 3</b> Relative adverbs: <i>where</i> and <i>when</i></p> <p><b>Lesson 4</b> Passive modals</p>   | <p><b>R:</b> Multi-Text: Movies That Change People</p> <p><b>R:</b> Article: Devices of the Future</p> <p><b>L:</b> Podcast: Jim Abbott</p> <p><b>R:</b> Movie Summary: <i>The Life of Pi</i></p> <p><b>R:</b> Listic: Five Tips for Good Cell Phone Manners</p>                    | <p><b>S:</b> A Movie That Changed Me</p> <p><b>S:</b> What's new?</p> <p><b>S:</b> Customer Research</p> <p><b>S:</b> Sports</p> <p><b>S:</b> Books vs. Movies</p> <p><b>S:</b> To See or Not to See</p> <p><b>W:</b> <i>Writing Guide:</i> Be Polite!</p>        |
| <p><b>Lesson 2</b> Reported speech</p> <p><b>Lesson 3</b> Clauses of concession, result, and purpose</p> <p><b>Lesson 4</b> Phrasal verbs with <i>take</i>, <i>bring</i>, and <i>get</i></p>     | <p><b>R:</b> Multi-Text: D.B. Cooper</p> <p><b>R&amp;L:</b> The Worst Corporate Crimes</p> <p><b>L:</b> Podcast: International Courts</p> <p><b>R:</b> Article: So You've Been Pulled Over? Five Tips for Avoiding a Ticket</p> <p><b>R&amp;L:</b> Changing Hands in Government</p> | <p><b>S:</b> Unsolved Crimes</p> <p><b>S:</b> How bad is corporate crime?</p> <p><b>S:</b> A Tough Interview</p> <p><b>S:</b> The Role of International Law</p> <p><b>S:</b> Get Out of a Ticket</p> <p><b>W:</b> <i>Writing Guide:</i> Writing Laws</p>          |
| <p><b>Lesson 2</b> Second conditionals and third conditionals</p> <p><b>Lesson 3</b> <i>both / either / neither / none / all</i></p> <p><b>Lesson 4</b> Subjunctive with <i>that</i> clauses</p> | <p><b>R:</b> Advice Column: Ask Dr. Kim!</p> <p><b>R:</b> Article: My Year with Anorexia</p> <p><b>L:</b> Talks: Conventional Medicine vs. Alternative Medicine</p> <p><b>R:</b> Conversation: Back Pain</p> <p><b>R:</b> Article: Why Vaccines Matter</p>                          | <p><b>S:</b> Food Addiction</p> <p><b>W&amp;S:</b> Body Issues</p> <p><b>W&amp;S:</b> For or Against?</p> <p><b>S:</b> Physical Ailments</p> <p><b>W&amp;S:</b> Making Healthy Choices</p> <p><b>W:</b> <i>Writing Guide:</i> Controversial Medical Topics</p>    |
| <p><b>Lesson 2</b> Inversion</p> <p><b>Lesson 3</b> Emphatic form</p> <p><b>Lesson 4</b> Collocations with <i>take</i> and <i>make</i></p>   | <p><b>R:</b> Article: Steve Jobs</p> <p><b>R:</b> Article: Profiles of Success: Oprah Winfrey</p> <p><b>L:</b> Radio Program: Universal Basic Income</p> <p><b>R:</b> Newsletter: Company Memo</p> <p><b>R:</b> Blog: Where to Work?</p>  | <p><b>S:</b> More Great Innovators</p> <p><b>S:</b> Personality Traits</p> <p><b>W&amp;S:</b> Be an Entrepreneur!</p> <p><b>S:</b> Benefits Around the World</p> <p><b>W&amp;S:</b> My Ideal Job</p> <p><b>W:</b> <i>Writing Guide:</i> The Perfect Workplace</p> |



# CAREERS



AUDIO



VIDEO

## WARM UP

- Name social media sites that are popular right now. Why are they popular?  
\_\_\_\_\_
- What are five skills you have that could help you with your future career?  
\_\_\_\_\_
- Describe a dangerous job. Would you be willing to do it? Why or why not?  
\_\_\_\_\_
- Are you nervous about job interviews? Why or why not?  
\_\_\_\_\_
- Describe the types of things you would write about if you had to write a cover letter for a job.  
\_\_\_\_\_

## VOCABULARY

Read the words and put check marks (✓) by the ones you know.

| Lesson 1                            | Lesson 2                             | Lesson 3                              | Lesson 4                               | Lesson 5                                 |
|-------------------------------------|--------------------------------------|---------------------------------------|--|--|
| <input type="checkbox"/> consumer   | <input type="checkbox"/> certificate | <input type="checkbox"/> on duty      | <input type="checkbox"/> committee     | <input type="checkbox"/> effective       |
| <input type="checkbox"/> unique     | <input type="checkbox"/> retirement  | <input type="checkbox"/> gear         | <input type="checkbox"/> enthusiastic  | <input type="checkbox"/> skilled         |
| <input type="checkbox"/> data       | <input type="checkbox"/> interact    | <input type="checkbox"/> strike       | <input type="checkbox"/> differentiate | <input type="checkbox"/> standard        |
| <input type="checkbox"/> insult     | <input type="checkbox"/> technical   | <input type="checkbox"/> remote       | <input type="checkbox"/> ambitious     | <input type="checkbox"/> pressure        |
| <input type="checkbox"/> monitor    | <input type="checkbox"/> paperwork   | <input type="checkbox"/> construction | <input type="checkbox"/> expand        | <input type="checkbox"/> comply          |
| <input type="checkbox"/> specialize | <input type="checkbox"/> promotion   | <input type="checkbox"/> demand       | <input type="checkbox"/> division      | <input type="checkbox"/> regulation      |
| <input type="checkbox"/> respond    | <input type="checkbox"/> overtime    | <input type="checkbox"/> factor       | <input type="checkbox"/> objective     | <input type="checkbox"/> contribute (to) |
| <input type="checkbox"/> analyze    | <input type="checkbox"/> outstanding | <input type="checkbox"/> incident     | <input type="checkbox"/> passionate    | <input type="checkbox"/> reference       |

## GRAMMAR

Answer the questions.

- What is the purpose of the sentence?  
The first interview is on the 2nd and the second is on the 12th.
  - to express a routine action
  - to express a temporary fact
  - to express a scheduled future event
- List as many adverbs of frequency as you can.  
\_\_\_\_\_
- Describe what a defining relative clause is. Then complete the sentence by creating a defining relative clause.  
\_\_\_\_\_  
The manager \_\_\_\_\_ hired me is a very nice guy.
- Underline the past participle.  
He has applied to this company over three times now.

## WRITE

Write a short summary of your previous work experience.

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# 1. WHAT'S A SOCIAL MEDIA MANAGER?

## A WARM UP

Talk about the question as a class.

Have you ever communicated with a company on social media?



## B AUTHENTIC TEXT

Read and listen to the online article. Then answer the questions below. 

### Social Media Managers: FAQ

by Alec Rodriguez

I'm a social media manager for a chain of clothing stores. Since this job is a fairly new one, people often ask me about it. Here are answers to some of the most frequently asked questions.

#### Q: What do social media managers do?

A: I manage my company's online communications. I'm responsible for our Facebook page, Twitter and Instagram accounts, and our other social media sites. Every day, I post messages, photos, and videos to create a positive impression of our brand. In addition, I analyze data about which content is most popular. I also monitor and respond to customers' comments, and I research our competitors' social media accounts. Social media managers are important because one study found that almost 75 percent of consumers are more likely to buy from a company that is active on social media.

#### Q: What are the qualifications?

A: You must have lots of experience with social media and be willing to work outside of the usual business hours. The internet doesn't close at 5:00 p.m. every day! You're **on call** twenty-four hours a day, seven days a week. You must also have strong writing skills. Another qualification is to know your audience. For example, my company specializes in clothes for people in their teens and twenties. To do my job well, I need to understand the tastes and attitudes of young people, and keep up with the latest trends. There's one more qualification I should mention: a **thick skin**! As everyone knows, people aren't always very nice online. You must be able to respond to complaints and even insults calmly.

#### Brief note

To be **on call** means that "although you are not at work, you may be called at any time if you are needed."

#### Brief note

People with a **thick skin** (thick-skinned people) are not easily upset or hurt if they are criticized. In contrast, people who have a thin skin (thin-skinned people) are easily upset or hurt by criticism.

#### Q: Is it hard to get a job as a social media manager?

A: Yes, it's a very competitive field. To get a job as a social media manager, you must show companies that you are passionate about things using your own personal social media activity. And you should start now! Be active on several different sites, and create a blog. Make sure your posts are unique, intelligent, and funny. And don't forget to be polite. If you have an unpleasant personality online, potential employers will find out, and it'll hurt your chances of getting a good job.

Discuss the following questions as a class.

- How important do you think social media managers are for a company's success?
- The writer says that "people aren't always very nice online." What do you think he means? Can you give any examples?
- Do you think employers should be allowed to look at people's private social media accounts?

Identify the main purpose of this article.

- to persuade people to become social media managers
- to provide basic information about being a social media manager
- to describe the writer's experiences as a social media manager

### Answer the questions below.

4. Which is NOT part of the writer's job?
- a. replying to customers
  - b. making sales
  - c. looking at data
  - d. putting content online
5. Why does the writer mention a study?
- a. to show that companies benefit from social media managers
  - b. to show that social media is becoming more popular
  - c. to show that he has a thick skin
  - d. to show that he analyzes content
6. What is implied about the writer?
- a. He seldom works at night.
  - b. He majored in English.
  - c. He makes a high salary.
  - d. He knows about fashion.
7. What does the writer state about the company that he works for?
- a. It is new.
  - b. It sells mobile devices.
  - c. It has young customers.
  - d. It is currently hiring.
8. What does the writer advise readers to do?
- a. be pleasant online
  - b. complain about online rudeness
  - c. apply to many companies
  - d. avoid addiction to social media

## C VOCABULARY

Write the words from the box under the correct pictures.

consumer

unique

data

insult

monitor



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

Match the words with the correct definitions.

- 6. specialize • a. a person, team, or company that is competing with others
- 7. respond • b. to spend most of your time doing one type of work or studying one subject
- 8. analyze • c. possible
- 9. potential • d. to examine the details of (something) carefully in order to understand it
- 10. competitor • e. to say or write something as an answer; to reply

## D IN YOUR WORLD

### Social Media Managers

Discuss the following questions with a partner.

- Do you think you would enjoy being a social media manager? Would you be good at it? Why or why not?
- Go online and research the social media activity of two companies or brands that you are interested in. Did you learn anything new about them? Do they make a good impression? Share your opinions with the class.



## 2. JOB AD

### A VOCABULARY

Look up the pronunciations and meanings of the words below.



### B AUTHENTIC TEXT

Read the job advertisement and fill in the blanks with the correct words from activity A. Then listen and check your answers. (1-02)

#### Full-Time Medical Assistant – Hope Valley Hospital

At Hope Valley Hospital, we pride ourselves in providing 1. \_\_\_\_\_ medical care to our community. We are seeking a responsible, flexible, and quick learner to join our staff. The position starts on November 10th. You will be working in eight-hour shifts, five days a week. Candidates must have a Medical Assistant 2. \_\_\_\_\_. Strong 3. \_\_\_\_\_ and communication skills are required, as medical assistants frequently 4. \_\_\_\_\_ with patients. Regular duties include greeting and checking out patients, handling 5. \_\_\_\_\_, and helping doctors and nurses with medical procedures. Every so often, we will also ask you to answer the phone and schedule appointments.

We are offering a competitive salary, opportunities to work 6. \_\_\_\_\_ for bonus pay, chances for 7. \_\_\_\_\_, a generous 8. \_\_\_\_\_ plan, and other benefits. To apply, send a resume and cover letter to [humanresources@hopevalley.org](mailto:humanresources@hopevalley.org).

#### Brief note

**Duties** (singular: *duty*) are things that you must do as part of your job.

Match the words with the correct definitions.

- |                 |  |
|-----------------|--|
| 9. position •   | a. something extra that is given to employees in addition to their usual pay |
| 10. flexible •  | b. a medical treatment or operation  |
| 11. procedure • | c. a job   |
| 12. benefit •   | d. extra money that is given to an employee, especially for hard work        |
| 13. shift •     | e. able to change or be changed easily according to the situation            |
| 14. bonus •     | f. the scheduled period of time during which a person works                  |

### C IN YOUR WORLD

What's important in a job?

Which of the following are the most important to you in a job? Rank them from 1 (most) to 5 (least). Then discuss your ranking with a partner.

- |                                |                                  |                         |
|--------------------------------|----------------------------------|-------------------------|
| a. _____ high salary           | c. _____ good benefits           | e. _____ flexible hours |
| b. _____ chances for promotion | d. _____ interacting with people |                         |

## D GRAMMAR

### Present tenses; adverbs of frequency

| simple present vs. present continuous   |  |  |  |
|---|--|--|--|
| simple present  |  | present continuous   |  |
| routine actions or habits   | Do medical assistants <b>help</b> doctors?   | actions now  | She can't talk now; she's <b>working</b> .         |
| facts   | "Outstanding" <b>means</b> "excellent."      | temporary facts  | We <b>are seeking</b> new staff members right now. |
| scheduled future events   | The position <b>starts</b> on November 10th. | future plans   | <b>Are you going</b> back to college next year?    |
| action verbs vs. stative verbs  |  |  |  |
| <b>Action verbs</b> describe actions and can be used in the continuous form.          |  | <i>eat, play, watch, achieve, interact, improve, explain, monitor, experience, drive, work, plan, shop, laugh, seek, communicate</i> |  |
| <b>Stative verbs</b> describe states and are NOT usually used in the continuous form. |  | <i>be, appreciate, feel, believe, include, have, seem, remember, mean, understand, know, own, like, love, hate, forget, wish</i>     |  |

If the sentence is correct, write *OK*. If it is incorrect, underline the error and write the correction on the line.

- Tom isn't coming to the meeting because he does paperwork. \_\_\_\_\_
- I work in a different department this week. \_\_\_\_\_
- Your flight arrives at 3:35 p.m. tomorrow. \_\_\_\_\_
- Are you believing that you are right for this position? \_\_\_\_\_

| adverbs of frequency   |               |   |           |                              |         |        |
|--|---------------|---|-----------|------------------------------|---------|--------|
| Adverbs of frequency state how often something happens and are often used with simple tenses.  |               |   |           |                              |         |        |
| never  | hardly ever   | seldom/rarely                             | sometimes | often                        | usually | always |
| 0%   | -----50%----- |   |           |                              |         | 100%   |
| once in a while / every so often / occasionally  |               | regularly/frequently                      |           | all the time                 |         |        |
| One-word adverbs of frequency (and <i>hardly ever</i> ) most often come before the verb, but after the verb <i>be</i> .  |               |   |           |                              |         |        |
| Salespeople <b>frequently</b> interact with customers.   |               | We <b>hardly ever</b> see her.            |           | She's <b>sometimes</b> busy. |         |        |
| Multiple-word adverbs of frequency usually come at the beginning or end of the sentence. <i>Sometimes, occasionally, frequently, often, and usually</i> may also come at the beginning or the end of the sentence: |               |   |           |                              |         |        |
| <b>Once in a while</b> , he misses work.   |               | I'll ask for help <b>every so often</b> . |           | She's busy <b>often</b> .    |         |        |

Circle the correct words.

- Doctors interact with patients ( usually / all the time ).
- ( Sometimes / Seldom ) she works overtime at the office.
- I have technical questions ( frequently / hardly ever ).
- My work hours were ( usually / every so often ) flexible.
- His work is ( always / every so often ) outstanding.
- ( Never / Occasionally ), they work the late shift.

## E USE THE LANGUAGE

### Writing a Job Ad

Think of a job that you would like to have in the future. On a separate sheet of paper, write a short advertisement for that job. Include the following information:

- Duties
- Necessary education and other qualifications
- Salary and benefits
- Usual working hours

Share your advertisement with the class.



# 3. DANGER ON THE JOB

## A WARM UP

Talk about the question as a class.

Which jobs do you think are the most dangerous? Name five.

### Brief note

Logging is the activity of cutting down trees in order to get wood that can be sold.

## B AUDIO

Listen to part of a podcast about dangerous jobs. As you listen, fill in the chart with the correct jobs. (1-03)

|        | The most injuries    | The most deaths |
|--------|----------------------|-----------------|
| Job(s) | 1. _____<br>2. _____ | 3. _____        |

Listen again and fill in the blanks with the correct words or numbers. (1-03)

- Many people think that the most dangerous job is \_\_\_\_\_ work, or \_\_\_\_\_.
- Every year, farmers and farm workers suffer 6,600 injuries per \_\_\_\_\_ workers.
- Many farmers are hurt by \_\_\_\_\_ or heavy machinery.
- Nursing home employees often injure themselves while they are \_\_\_\_\_ their \_\_\_\_\_.
- Loggers suffer \_\_\_\_\_ fatal injuries per 100,000 workers annually.
- One factor is that there usually aren't any \_\_\_\_\_ nearby.

### Brief note

Hazardous is another word for "dangerous."

## C VOCABULARY

Write the words from the box under the correct pictures.

on duty      gear      strike      remote      construction



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

Fill in the blanks with the correct words from the box.

demand      factor      incident      trade      fatal

- Pay is only one \_\_\_\_\_ that people consider when choosing a career.
- Two people were hurt in the car accident, but luckily, their injuries were not \_\_\_\_\_.
- Many people choose to learn a(n) \_\_\_\_\_ rather than get a university degree.
- When the \_\_\_\_\_ for a product goes down, so does its price.
- If you experience a fall or any other \_\_\_\_\_ while on duty, be sure to report it to your manager.

## D GRAMMAR

### Relative clauses

| defining and non-defining relative clauses  |   |  |   |
|---|---|--|---|
| Relative clauses modify nouns and begin with a relative pronoun ( <i>that, who, which, etc.</i> ).<br><b>Defining relative clauses</b> specify <i>which</i> person, place, or thing is being talked about. They are important to the basic meaning of the sentence, so they are not set off by commas.<br><b>Non-defining relative clauses</b> add <i>extra information</i> about the noun. They can be left out without changing the basic meaning of the sentence, so they are set off by commas. |   |  |   |
|   | subject   | object   | possessive  |
| for people  | <i>who, that</i>  | <i>whom/who, that</i>                                    | <i>whose</i>  |
| defining  | People <b>who</b> work in logging often get hurt.                 | He's the manager ( <b>who</b> ) they hired last month.   | She's the employee <b>whose</b> computer isn't working.             |
| non-defining  | They hired some new workers, <b>who</b> are not very experienced. | That's my sister, <b>whom</b> you haven't met before.    | I saw Ben, <b>whose</b> office is across the street from mine.      |
| for things  | <i>which, that</i>  | <i>which, that</i>                                       | <i>whose, of which</i>  |
| defining  | What's the job <b>that</b> is most likely to result in injury?    | That's the gear ( <b>that</b> ) we need.                 | Wood is a material <b>whose</b> uses are many.                      |
| non-defining  | He's a farm worker, <b>which</b> is a dangerous job.              | She gave me a lot of advice, <b>which</b> I appreciated. | We visited several towns, <b>of which</b> Amos was the friendliest. |

#### Circle the correct words.

1. I hope she gets the job ( that / whose ) she applied for.
2. Can you please describe the incident ( that / whom ) happened yesterday?
3. We were visiting relatives ( whom / whose ) house is in a remote area.
4. I'd like to introduce you to Carrie, ( whom / who ) is joining our team this week.
5. My brother wants to work in construction, ( that / which ) is very hazardous work.

## E IN YOUR WORLD

### Which jobs would you do?

#### Discuss the following questions with a partner.

1. The following are a few more jobs that are surprisingly dangerous. How do you think people get injured while doing these jobs?

building cleaner   truck driver   trash collector   teacher   veterinarian

2. Why do you think many people do dangerous jobs?
3. Which dangerous jobs would you be willing to do?

