

6

High flyers

6A

Vocabulary

Describing character

I can describe people's character.

1 **SPEAKING** Describe the photos. In your opinion, which is a) the most interesting job and b) the most difficult job? Give reasons.

2 **VOCABULARY** Look at the list of nouns for describing character. What are the corresponding adjectives? Use a dictionary and the list of adjective endings below to help you. Sometimes, you just need to remove a noun ending to form the adjective.

Describing character: nouns ambition cheerfulness creativity enthusiasm flexibility generosity honesty idealism intelligence loyalty maturity modesty optimism patience pessimism punctuality realism self-confidence seriousness shyness sociability stubbornness sympathy thoughtfulness

Adjective endings -able/-ible -al -ant/-ent -astic/-istic -ed -est -ful -ive -ous -ual
ambitious, cheerful, ...

3 **2.24** Listen to ten noun–adjective pairs. In which noun–adjective pairs is the stress different between the noun and the adjective?

creative creativity

Unit map

Vocabulary

Describing character: nouns
Describing character: adjectives
Personal qualities: phrases
Separable and inseparable phrasal verbs
Verb and preposition

Word Skills

Phrasal verbs (2)

Grammar

Defining relative clauses
Non-defining relative clauses

Listening

Nellie Bly



Reading

#GIRLBOSS



Speaking

Guided conversation



Writing

A for and against essay

Culture

6

British public schools



Vocabulary Builder

page 124

Grammar Builder and

Reference page 137

A



disability support worker

B



children's entertainer

LOOK OUT!

Some personal qualities are best expressed using phrases.

have a good sense of humour show lots of initiative
have physical courage have lots of / no common sense
be good at communicating have lots of energy
have good organisational skills lack self-confidence

- 4 **VOCABULARY** Read the **Look out!** box. What personal qualities do you need for the jobs in the photos in exercise 1, in your opinion? Use words from exercise 2 and the phrases in the **Look out!** box.

A disability support worker needs lots of patience / needs to be very patient.

It's important for a children's entertainer to have a good sense of humour.



instrument maker



helicopter paramedic

- 5 **2.25** Listen to three people discussing the qualities needed for particular jobs. Which jobs are they talking about? Choose from the ones below. There are three extra jobs. Explain your choices.

hotel receptionist nurse police officer sales assistant
sports coach teacher

RECYCLE! Comparison

- a Key forms:

kinder – the kindest
more practical – the most practical
less sociable – the least sociable
(not) as intelligent as

- b We use double comparatives to say that something is changing.

You're getting more and more impatient!

- c We use *the ... the* and comparatives to say that one thing changes with another.

The more arrogant you are, the less popular you'll be.

- 6 **2.25** Read the **Recycle!** box. Complete the sentences with the correct form of the adjectives in brackets. Then listen again and check.

Dialogue 1

- 1 The _____ (sympathetic) you are, the _____ (good) you'll be at the job.
2 I don't think idealism is _____ (useful) as patience.
3 These days they have to work _____ and _____ (long) hours.

Dialogue 2

- 4 I think that _____ (important) quality is punctuality.
5 You'll certainly be _____ (popular) if you can laugh at things.

Dialogue 3

- 6 I think patience is less _____ (important) physical courage.
7 Which do you think is _____ (useful) quality of the three?

- 7 **SPEAKING** Work in pairs. Agree on which are the three most important or useful qualities when you are in the following situations. Use the adjectives and nouns from exercise 2 and the phrases from the **Look out!** box and exercise 6 to help you.

- | | |
|----------------------|----------------------------|
| 1 at a party | 4 in lessons |
| 2 in a job interview | 5 with close friends |
| 3 in your first job | 6 at home with your family |

We think that sociability and ... are useful qualities to have when you're at a party.

It's best not to be ... when you are ...

Defining relative clauses

I can use defining relative clauses.

1 Read the article. What job is Harris applying for?



Harris Aslam is an ambitious young man who left school at the age of thirteen to work in his family's grocery business. Now, at the age of eighteen, he owns three shops in Kirkcaldy, Scotland, the town where he was born and brought up. But Harris has bigger ambitions and wants a new challenge. The job he is now applying for is CEO of Nisa Retail, a grocery business whose annual sales are about £1.6 billion! This is a job which usually attracts middle-aged businesspeople, not eighteen-year-olds. And indeed, Nisa Retail is looking for someone who is very experienced, so Harris might not get the job. But you have to admire his ambition!

2 Underline these relative pronouns in the article in exercise 1: which, who, whose, where. Which do we use a) for people, b) for things and animals, c) for places and d) to indicate possession?

LEARN THIS! Defining relative clauses

a A defining relative clause tells us which person, thing, or place we are talking about. It follows the noun and can come in the middle of a sentence. We do not put commas before or after the clause.

He's the police officer who arrested the man.

The police officer who arrested the man is over there.

b In informal style, we often use *that* instead of *who* and *which*. *The boy that you saw is my brother.*

c In very formal English, we can use *whom* instead of *who* when the pronoun is the object of the clause or follows a preposition.

The nurse whom the police questioned has moved abroad.

Is this the man to whom you are referring?

d Prepositions can go at the end of a relative clause, or, in very formal style, at the start.

The music which I'm listening to is great.

He remembered the music to which he had listened in his youth.

3 Read the **Learn this!** box. Can you find examples of all four rules in the article in exercise 1?

4 Complete the text with *who*, *which*, *where* and *whose*.



This is Katie Stagliano, a girl ¹ _____ idea to grow vegetables for the homeless has improved the lives of thousands of people. In 2008, she planted a seed ² _____ grew into a 20-kg cabbage. She donated it to a soup kitchen ³ _____ it fed more than 275 people ⁴ _____ were living on the streets. She decided to create gardens ⁵ _____ she could grow vegetables ⁶ _____ she would then donate to organisations ⁷ _____ help homeless people. Katie's a girl ⁸ _____ mission in life is simple: to help others.

5 Read rules c and d in the **Learn this!** box again. Then rewrite these sentences in a less formal style.

- The car in which we drove to London belongs to my mum.
- This is the address to which you should write.
- The exam about which I'm worried is on Monday.
- Chris is the friend with whom I went to Italy.
- The man about whom I told you is over there.
- Who is the girl to whom you were talking?

LOOK OUT!

We can omit object pronouns, but not subject pronouns.

Who's the man that I saw you with?

→ *Who's the man I saw you with?* ✓

Who's the man who was with you?

→ *Who's the man was with you?* ✗

6 Read the **Look out!** box. Underline a relative clause in the article in exercise 1 where the object pronoun has been omitted and rewrite it with the pronoun. In which of the sentences from exercise 5 can you omit the pronoun?

► Grammar Builder 6.1 page 137

7 In which sentences can we omit the relative pronouns?

- Patience and tolerance are qualities which I admire.
- I like people who are modest and thoughtful.
- Punctuality is a quality which is quite rare in young people.
- Sam's a boy who people see as good-humoured and generous.
- I'm grateful for the sympathy which you showed.
- Joanna is a girl who is always willing to help.

8 USE OF ENGLISH Choose the correct option(s) to complete the sentences. Sometimes more than one option is correct.

- Who's the girl _____ is sitting over there?
a which b (no pronoun) c who
d whom e that
- Did you get the job _____ you applied for?
a who b that c which
d (no pronoun) e for which
- A nurse is someone _____ job is to care for people in hospital.
a who b whose c of which
d (no pronoun) e that's
- That's the office _____ my dad works.
a whose b that c in which
d which e where

9 SPEAKING Work in pairs. Take turns to define these jobs and places of work. Use defining relative clauses.

- | | |
|------------------|----------------|
| 1 a doctor | 5 an engineer |
| 2 a fire station | 6 a town hall |
| 3 an actor | 7 a babysitter |
| 4 a school | 8 your ideas |

A doctor is a person who ... / whose job ...

Nellie Bly

I can listen for linking words and phrases.

- 1 **SPEAKING** Work in pairs. What qualities do you think you need to be a good journalist? Why? Discuss the qualities below and your own ideas.

ambitious creative determined intelligent
patient self-confident stubborn

- 2 **USE OF ENGLISH** Complete the article with suitable words.

At the age of sixteen, Nellie Bly read an article in her local newspaper which argued that women were not able to do the same jobs ¹ _____ men. Furious, she wrote an anonymous article in reply and sent it to the paper. The paper's editor was so impressed ² _____ he offered her a job: Nellie was now a journalist!

At that time, female journalists mostly wrote about fashion and gardening, but Nellie had other ideas. She was determined to be an investigative journalist ³ _____ wrote about serious issues, like women's rights and the problems of factory workers. But when Nellie accused companies ⁴ _____ treating workers badly, they refused to buy advertisements in the paper, so the editor stopped Nellie's investigations.

⁵ _____ 1887, Nellie moved to the *New York World* newspaper, where the owner, Joseph Pulitzer, helped her to do undercover work. For example, Nellie pretended to be insane so that she could become a patient at a psychiatric hospital in New York and find out ⁶ _____ the conditions there. As a result of Nellie's shocking discoveries, the authorities changed the way they cared ⁷ _____ mentally ill patients. This was probably her greatest success ⁸ _____ an investigative journalist.

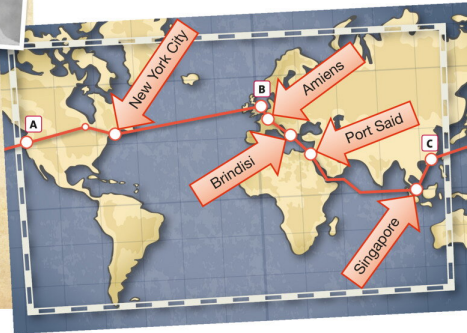


- 5 **2.27** Listen to six sentences and the linking words which follow. Circle the endings (a or b) that make sense.

- 1 a ... Nellie was not interested in that.
b ... Nellie was happy just to have a job.
- 2 a ... this did not affect Nellie's ambitions.
b ... Nellie was one of the first.
- 3 a ... her reports were truthful and well written.
b ... she wrote about children who worked in factories.
- 4 a ... she was not popular with those people.
b ... she was shocked by what she saw.
- 5 a ... the pay was not good.
b ... they started before sunrise.
- 6 a ... nobody seemed to know or care.
b ... the staff did not treat the patients well.

- 6 **2.28** Listen and check your answers to exercise 5.

- 7 **2.29** Listen to a radio interview about Nellie Bly's most famous adventure: a trip around the world. What are the missing places on the map (A–C)?



- 3 **2.26** Listen and check your answers to exercise 2.

Which of the qualities from exercise 1 do you think Nellie Bly showed? Justify your answer with evidence from the text.

Listening Strategy

When you listen to a more formal text, pay attention to linking words and phrases. These tell you how the pieces of information are connected: a contrast, a result, an example, emphasis, etc.

- 4 Read the **Listening Strategy**. Add one more phrase from the list below to each group (a–d).

for instance for that reason however indeed

- a **contrast**: *mind you, though,* _____
- b **result**: *as a result, consequently,* _____
- c **emphasis**: *in fact,* _____
- d **example**: *for example,* _____

- 8 **2.29** Listen again. Are these sentences true or false? Write T or F.

- 1 Nellie's adventure was Joseph Pulitzer's idea. ____
- 2 Elizabeth Bisland worked for a different newspaper. ____
- 3 Nellie began her journey in 1888. ____
- 4 Nellie and Elizabeth travelled together some of the way. ____
- 5 Bad weather nearly caused Nellie to fail. ____
- 6 Joseph Pulitzer's money helped Nellie get home on time. ____

- 9 **SPEAKING** In what ways do you think Nellie Bly is a good role model? Give examples from her life to support your opinions. Use the phrases below and your own ideas.

discover the truth follow her dream help the poor
make a difference win the race

Non-defining relative clauses

I can use non-defining relative clauses.



- 1 SPEAKING** Discuss the questions below, which were asked in job interviews at Google. Do you think they are fair questions for a job interview? Why? / Why not?

- How many golf balls can fit in a school bus?
- How many times a day do a clock's hands cross?

- 2** Read the article. Do you think this interview was fair? Why? / Why not?

A graduate was shocked at being asked to dance at a job interview. Alan Bacon, **who left university in July**, had been looking for a job for several months. He prepared thoroughly for the interview, **which was for a job with a major retailer**. But Alan, **whose degree is in film and TV studies**, was not expecting it to include dancing. 'I felt so embarrassed,' he said. The retailer has apologised and said that they are investigating managers at the store in Cardiff, **where the interview took place**. They also offered Mr Bacon another interview, **which he has declined**.

- 3** Look at the highlighted examples of non-defining relative clauses in the text. Circle the correct words to complete the **Learn this!** box.

LEARN THIS! Non-defining relative clauses

- a** In non-defining relative clauses, we use *who*, *which*, *where* and *whose*, but we do not use *that*.
- b** A non-defining relative clause:
- comes immediately **'before' / 'after'** a noun and gives us information about that noun.
 - adds extra information to the sentence; the sentence ***makes sense* / *does not make sense*** without it.
Alan Bacon, who had to dance at an interview, now has a great job.
 - 'has' / 'doesn't have'** a comma at the start. It has a comma or a full stop at the end.

- 4** Complete sentences 1–5 with phrases a–e. You need to add the correct relative pronoun (*who*, *which*, *where* or *whose*) at the start of each phrase.

- Our neighbours, ___, want to give up their jobs.
- We spent a week in New York, ___.
- My cousin Grace, ___, wants to be a doctor.
- Wal-Mart, ___, is an American company.
- We bought this furniture at IKEA, ___.

- ___ my mother used to live
- ___ is a Swedish company
- ___ mother is a nurse
- ___ both work in London
- ___ is the largest retailer in the world

Grammar Builder 6.2 page 137

- 5 USE OF ENGLISH** Complete the second sentence in each pair so that it means the same as the first.

- Ben lives in San Francisco and his dad works for Apple. Ben, _____ Apple, lives in San Francisco.
- Lucy is a talented chef and has a lot of experience. Lucy, _____ chef, has a lot of experience.
- My sister used to study in Madrid and now works there. My sister works in Madrid, _____ study.
- My job used to be relaxing, but it's now very stressful. My job, _____ relaxing, is now very stressful.
- I sat next to Laura at school and now she's a TV star. Laura, _____ at school, is now a TV star.

- 6** Rewrite each pair of sentences as a single sentence with a non-defining relative clause.

- She was exhausted after the interview. It lasted two hours.
She was exhausted after the interview, which lasted two hours.
- My local department store has offered me a job. Two of my friends work there.
- My neighbour is going for an interview at Google. Her degree was in computing.
- Completing the training course means she can teach English abroad. It lasted six months.
- I'll never forget my first job. It was in a toy factory.
- My violin teacher helped me get a place at music college. He wanted me to be a professional musician.
- I studied at the London School of Economics. My father had been a student there.
- Jemma wants to study languages at university. Her dad is French.

- 7 SPEAKING** Work in pairs. Agree on one piece of extra information to add to each sentence as a non-defining relative clause.

- Einstein developed the general theory of relativity.
Einstein, who was born in Germany, developed the general theory of relativity.
- Silicon Valley is in California.
- The Statue of Liberty was designed by a Frenchman.
- Lionel Messi was born in Argentina.
- The Hunger Games was made into a film in 2012.

- 8 SPEAKING** Compare your sentences with another pair. Did they add the same information?

Einstein, who was born in Germany, was a famous scientist.

Phrasal verbs (2)

I can use separable and inseparable phrasal verbs correctly.



- 1 Read the article. What is the problem Boyan Slat is trying to solve? What is his solution?

There are very few people who come up with a world-changing idea during their lifetime – but to come up with it while you are still a student is even more unusual. But that is exactly what Dutch teenager Boyan Slat has done. *Environmental Impact* magazine interviewed him.

EIM What is the problem that you identified?

BS Every year, millions of tonnes of plastic end up in the oceans, where the waves break it up into tiny pieces. This pollution kills millions of sea creatures every year.

EIM Hasn't there been any action to stop it?

BS Very little, even though campaigners have been calling for it for years.

EIM And you've worked out a way to tackle the problem.

BS Yes. My invention would float on the surface of the ocean and gradually clean it up by collecting around 20 billion tonnes of plastic from the water.

EIM What would you do with all that plastic?

BS Rather than throwing this away, it could be recycled and sold for about \$500 million a year.

EIM And how would your floating invention be powered?

BS It would take energy from the waves and sun, so it would never run out of it!

- 2 Circle the correct words to complete the **Learn this!** box. Use the examples in the box and the article in exercise 1 to help you.

LEARN THIS! Separable and inseparable phrasal verbs

a Two-part phrasal verbs can be separable or inseparable.

With separable phrasal verbs, the object can come before or after the particle (*for, up, with, etc.*).

We must work out the answer.

OR *We must work the answer out.*

b When the object is a pronoun (*her, it, them, etc.*) it can only come **1** after / **before** the particle.

We must work it out.

c With inseparable phrasal verbs, the object always comes **2** after / **before** the particle, even when it is a pronoun.

She looks after her dad. She looks after him.

d Three-part phrasal verbs are always **3** separable / inseparable.

We won't run out of energy. We won't run out of it.

- 3 Find the phrasal verbs in the article in exercise 1. Are they separable or inseparable? How do you know?

- 4 **DICTIONARY WORK** Read the dictionary entries. Then answer the questions below.

PHR V **look after sb/sth/yourself** to be responsible for or take care of sb/sth/yourself: *I'll go back to work if I can find somebody to look after the children.* • *The old lady's son looked after all her financial affairs.*

look down on sb/sth to think that you are better than sb/sth

look sth up to search for information in a book: *to look up a word in a dictionary*

look up to sb to respect and admire sb

- 1 Which phrasal verbs are two-part and which are three-part?
2 Which two-part phrasal verb is separable and which is inseparable? How do you know?

- 5 **VOCABULARY** Match the phrasal verbs below with definitions 1–9. Is each phrasal verb separable or inseparable?

Separable and inseparable phrasal verbs ask sb out
bring sth up call sth off come across sth count on sb
give sth up hold sb up take after sb turn into sth

- 1 stop doing something *give sth up (separable)*
2 mention something
3 be similar to somebody (a parent or older relative)
4 rely on somebody
5 delay somebody
6 invite somebody to go on a date (e.g. to the cinema)
7 find something accidentally
8 become something else
9 cancel something

- 6 Complete each question using a phrasal verb from exercise 4 or 5. Complete the follow-up question with the same phrasal verb and the correct pronoun.

- 1 Which person from history do you _____ to?
Why do you _____?
Which person from history do you look up to? Why do ...
2 Which food or habit would you like to _____?
Why do you want to _____?
3 If you could _____ a famous person, who would you choose? Why would you want to _____?
4 Have you ever _____ some money in the street?
If so, what did you do when you _____?
5 Which member of your family do you _____?
In what way do you _____?

- 7 **SPEAKING** Work in pairs. Ask and answer the questions and follow-up questions from exercise 6.

Which person from history do you look up to?

I look up to ...

Why do you look up to him / her?

Because ...

#GIRLBOSS

I can understand a text about a fashion entrepreneur.

1 Look at the title of the article and the images. What kind of business do you think the woman runs? Give reasons.

2 Read the article and answer the questions.

- 1 How did she get into trouble with a) the police and b) eBay?
- 2 Describe a typical a) Nasty Gal customer and b) Nasty Gal employee.



2.30 Sophia Amoruso is the highly successful CEO of Nasty Gal, an online fashion retailer with over 550,000 customers in 150 countries. But Sophia is not your average entrepreneur and certainly nothing like the majority of CEOs that you come across in today's business world.

Amoruso hated school and left home at the age of seventeen. She did a variety of boring jobs, spent a couple of years hitch-hiking around, and then got arrested for shoplifting. ¹ There, she got a job in a shoe shop, from which she was soon sacked. Her next job was on the reception desk at an art school, checking student IDs. While sitting at her computer, she spent hours visiting shopping sites such as eBay and the social networking site MySpace. She was interested in fashion and photography and thought that selling clothes on eBay might be an amusing way to make money. So she resigned from her job and bought a book called *Starting an eBay Business for Dummies*.

She decided to start buying and selling vintage designer clothes – clothes that would appeal to fashion-conscious women like herself in their late teens and early twenties. Having named her eBay store 'Nasty Gal Vintage', she

began visiting second-hand clothes shops and charity shops, and spent hours searching for designer clothes that other people had rejected. ² For example, she bought a Chanel jacket at a Salvation Army store for \$8 and sold it on eBay for \$1,000. She also searched for second-hand clothes online. For example, she found Yves Saint Laurent clothes by googling misspellings of the designer's name. She reasoned that anyone who couldn't spell the name probably had no idea how much the clothes were worth!

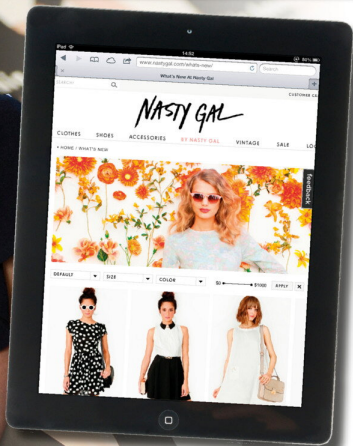
Amoruso realised that people were more likely to visit her eBay shop if her clothes were worn by real people rather than photographed hanging on a door or thrown across a bed. As she explained, 'Put it on the right girl, with the right hair and the right attitude, showing people how they could wear it – that was everything.' ³ She had hardly any money to spend on wages, so she paid them in hamburgers!

In 2007, eBay suspended her account because other eBay sellers had complained about the links on her eBay page to her MySpace page, where she had also begun to sell her clothes. ⁴ Customers were flocking to her MySpace page, and she had already learned all

Reading Strategy

When you are doing a gapped-sentence task:

- 1 Fill in the easiest gaps first.
- 2 When you have filled all the gaps, try the extra sentences in each gap again to make sure they don't fit.
- 3 Read the whole text again, checking your answers.



she could from her time on eBay – to respond to every customer comment and to really understand the people who were buying her clothes and what they liked about them. This has allowed her to build up a large group of incredibly loyal customers. Most are women in their twenties who come back again and again to her online store. Half of Nasty Gal's business comes from customers who are returning for a second, third or fourth visit. 5 From a small office in Amoroso's aunt's house in 2006, Nasty Gal has moved to enormous offices and warehouses in Los Angeles with over 350 employees, 75% of whom are women. Even 6 Amoroso's mother works for Nasty Gal, but only part-time!

Amoroso isn't going to stop there, however. 6 She knows how much time and effort has gone into building the business and has no time for people who think success like hers comes easily. 'A lot of people in my generation don't seem to understand that you have to work your way up,' she writes in her book #GIRLBOSS.

3 Read the Reading Strategy. Match sentences A–H with gaps 1–6 in the text. There are two extra sentences.

- A So she employed her MySpace friends as models.
- B All the clothes she bought were very expensive and certainly would not appeal to teenagers or young women.
- C That is quite rare in retail stores, whether online or on the high street.
- D Luckily, the police didn't charge her and she moved to San Francisco.
- E She has big plans for Nasty Gal and is prepared to work hard for it.
- F She knows that her success is due in large part to luck and not to her own efforts and talents.
- G Occasionally, she came across something really valuable that other customers had evidently missed.
- H But she didn't worry about that. She had no regrets about leaving the auction site.

4 Read the text again. Are the sentences true or false? Write T or F.

- 1 Amoroso resigned from the job in the shoe shop because she found it boring. ____
- 2 She hoped to attract women of her own age to her eBay store. ____
- 3 She found all the clothes for her eBay store by searching online. ____
- 4 She found one valuable item of clothing by accidentally misspelling the designer's name. ____
- 5 She couldn't afford to employ professional models. ____
- 6 Amoroso thinks that many young people's expectations are too high when they first start work. ____

5 VOCABULARY Complete the verb + preposition combinations with the words below. Check your answers in the text and in the sentences in exercise 3.

Verb and preposition about about as at for for for on to to

- 1 arrest somebody ____ (a crime) (line 10)
- 2 sit ____ (a desk, a computer, etc.) (line 13)
- 3 appeal ____ somebody (line 21)
- 4 search ____ something (line 25)
- 5 employ somebody ____ a (name of a job) (sentence A)
- 6 spend money ____ something (line 40)
- 7 complain ____ something (line 43)
- 8 worry ____ something (sentence H)
- 9 respond ____ something / someone (line 47)
- 10 work ____ (a business, etc.) (line 60)

➔ Vocabulary Builder Verb plus preposition: page 124

6 SPEAKING Work in pairs or small groups. Discuss these questions and report your ideas to the class.

- 1 Is Sophia Amoroso a good role model for young people? Why? / Why not?
- 2 Do you agree with the opinion Amoroso expresses in the last paragraph of the text? Why? / Why not?
- 3 Would you like to be an entrepreneur? Why? / Why not? If so, what kind of business would you like to start?
- 4 Do you think it's as easy for a woman to succeed in business as it is for a man? Give reasons.

Guided conversation

I can exchange information about jobs.

- 1 **SPEAKING** Why do people go abroad to work? Think of at least three reasons.
- 2 **SPEAKING** Compare and contrast the photos of people working abroad. What are the people doing?



Speaking Strategy

Make sure that you refer to all of the points in the task. You may need to move the conversation on in order to cover all of the topics. Use phrases like:

Moving on to the question of ...

Another thing I wanted to ask / know is ...

Something else I'd like to talk about is ...

Could I ask you about ... ?

Speaking of X, ... (if X has been mentioned)

That reminds me, ... (if there is a link with something you want to say or ask)

- 3 **2.31** Read the **Speaking Strategy** above and the task below. Then listen to a student doing the task. Which phrases from the strategy does she use?

You have moved to the UK and are looking for work. You have seen a job advert for hotel staff. Discuss the job with the hotel manager. Cover these four points:

- responsibilities
- personal qualities required
- hours of work and salary
- if accommodation is included

- 4 **2.31 KEY PHRASES** Listen again. Complete the questions that the student asked with the phrases below.

Indirect questions Could you tell me ... ?

I was wondering ... I'd like to know ... May I ask ... ?

I'd be interested to know ... I'd like to know ...

- 1 ... if I could discuss it with you.
- 2 ... what the job involves.
- 3 ... what I would be doing in the restaurant?
- 4 ... when I would start and finish work exactly.
- 5 ... what the salary is?
- 6 ... if accommodation is included.

LEARN THIS! Indirect questions

- a We often use indirect questions to sound more polite in formal situations. They begin with phrases like the ones in exercise 4.
Could you tell me what the time is?
- b We use *if* or *whether* to turn a *yes / no* question into an indirect question.
Is accommodation included?
I'd like to know if accommodation is included.
- c In an indirect question, the word order and verb form are the same as in a direct statement.
Is the job well paid? → *Could you tell me if the job is well paid?*

- 5 Read the **Learn this!** box. Why does the student choose to use indirect questions in exercise 4?

➔ **Grammar Builder 6.3** page 138

- 6 Write the direct questions that correspond to the indirect questions in exercise 4.

1 *Could I discuss it with you?*

- 7 Read the task below and think of at least six direct questions that you could ask the café manager. Make sure you cover all four points in the task.

What does the job involve?

You have moved to the UK and are looking for work. You have seen a job advert for waiters and kitchen staff in a café. Discuss the jobs with the manager of the café. Cover these four points:

- responsibilities
- experience required
- your personal qualities
- hours of work and salary

➔ **Vocabulary Builder** Working and employment conditions: page 124

- 8 Rewrite the questions from exercise 7 as indirect questions. Use a variety of structures from exercise 4.

Could you tell me what the job involves?

- 9 Work in pairs. Swap the questions you wrote in exercise 8 and write answers to them. Use the phrases below to help you.

Could you tell me what the job involves?

– It involves greeting customers and taking orders.

– Sometimes you will have to work in the kitchen.

- 10 **SPEAKING** Take turns to do the task in exercise 7. Use the questions and answers you prepared in exercises 8 and 9.

I saw a job advert for ... and I was wondering if I could discuss it with you.

A for and against essay

I can write a for and against essay about education and work.

- 1 **SPEAKING** In pairs, read the definition of *vocational*. Then think of three jobs for which you would need to do a vocational degree.

vocational /vəʊ'keɪʃənəl/ *adj* (of education or training) preparing students for a particular job: *Vocational courses such as costume design and catering are becoming very popular.*

- 2 Read the task and the essay. Do you agree with the writer's general opinion? Why? / Why not?

Students should be encouraged to choose vocational courses at university instead of more traditional courses. Discuss.



Some people maintain that the benefits of vocational courses are greater than those of more traditional ones. That is the question we need to consider. It is certainly true that the workplace is becoming more competitive. A vocational course may be a more direct route into employment compared to traditional courses. It is also undeniable that certain jobs (for example nurse, hairdresser) are only available to people with a vocational qualification. On the other hand, choosing a vocational course means deciding what job you want to do when you are still at school. Many people believe this is too early. How can a teenager know what job is right for him or her? Another problem is that vocational courses only focus on what you need to learn for a particular job. Is it not better for students to explore other interests while at university? On balance, I do not believe that students should choose vocational courses unless they are sure what career they want to follow. It is wiser to opt for a course that really interests you.

- 3 Look at the paragraph plan for a for and against essay. Then decide where the paragraph breaks should come in the essay in exercise 2.

Paragraph 1: Introduction

Paragraph 2: Arguments for

Paragraph 3: Arguments against

Paragraph 4: Conclusion (the writer's opinion)

- 4 Look at the essay in exercise 2 again. What phrase does the writer use to:

- 1 introduce the first argument for?
- 2 introduce the second argument for?
- 3 introduce the first argument against?
- 4 introduce the second argument against?
- 5 begin the conclusion?

Writing Strategy

Rhetorical questions can make an essay more persuasive, provided you only include one or two. You do not have to answer the questions, but always make sure that the expected answer is clear, e.g.

Some people work long hours for very low pay. How can this be right? (Expected answer: It can't be right.)

- 5 Read the **Writing Strategy**. Underline two rhetorical questions in the essay in exercise 2. What are the expected answers?

LEARN THIS! Preparatory it

We often use *it* to avoid beginning a sentence with an infinitive, an *-ing* form or a clause, which can all sound unnatural or too formal. We use:

it + be + adjective + an infinitive or a clause.

It's important to book in advance.

It's surprising that she hasn't phoned.

- 6 Read the **Learn this!** box. In the model essay, circle three examples of preparatory *it*.

➡ Grammar Builder 6.4 page 138

- 7 Read the task. Then plan your essay following the paragraph plan below.

More students should choose to do voluntary work during the long holidays rather than work for money. Discuss.

Paragraph 1: Introduction (*rephrase the statement in the task*)

Paragraph 2: Arguments for (*include two*)

Paragraph 3: Arguments against (*include two*)

Paragraph 4: Conclusion (*state your opinion*)

- 8 Write your essay using your plan from exercise 7. Include one or two rhetorical questions.

CHECK YOUR WORK

Have you ...

- followed your paragraph plan carefully?
- presented both sides of the argument?
- included at least one rhetorical question?
- checked the spelling and grammar?