

SOLUTIONS INTERMEDIATE 3
UNIT 6: HIGH FLYERS
6H

PEGAH BAHOJB GHASEMI

6G

Speaking

Guided conversation


I can exchange information about jobs.



A Fruit picking



B Fruit packing

- 1  1.28 Listen to a teenage boy enquiring about a job.
Complete the information.

Job: A or B? _____

Responsibilities:

1 _____

2 _____

Salary: _____

Hours: _____

Accommodation included? _____

2 Complete the Speaking Strategy with the words below.

ask question reminds something speaking thing

Speaking Strategy

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

*Moving on to the*¹ _____ *of ...*


*Another*² _____ *I wanted to ask / know is ...*

³ _____ *else I'd like to talk about is ...*

*Could I possibly*⁴ _____ *you about ... ?*

⁵ _____ *of X (if X has been mentioned)*

*That*⁶ _____ *me, ... (if there is a link with something you want to say or ask)*

- 3  1.28 Listen again. Tick the phrases in the Speaking Strategy that the interviewee uses.

4 Match 1–5 with a–e to make the start of indirect questions.

1 Could you

2 I'd be

3 I'd like

4 May

5 I was

a I ask ...

b tell me ...

c interested to know ...

d wondering ...

e to know ...

5  1.29 Listen to a teenage girl enquiring about a job.
Complete the information.

Job: ¹ _____

Responsibilities:


²

³

⁴

Salary: ⁵ _____

Travel expenses included? ⁶ _____

6  1.29 Listen again. Complete the indirect questions with phrases from exercise 4.

1 _____ if I could ask you some questions.

2 _____ what the job involves?

3 _____ what experience is required.

4 _____ what the salary is.

7 Read the task. Prepare questions about the information below. Think of follow-up questions to find out more details.

You have applied for a part-time holiday job as a sales assistant in a supermarket. You are going for an interview with the store manager. Prepare questions for the interview about these four points:

- responsibilities
- personal qualities and experience required
- hours of work and salary
- travel expenses.

1 Responsibilities?

2 Personal qualities?

3 Experience required?

4 Hours of work?

5 Salary?

6 Travel expenses?

8 Now do the speaking task above. Use your notes from exercise 7.



WHAT IS YOUR IDEA ABOUT STUDYING ABROAD?






**WHAT WOULD YOU LIKE TO
STUDY AT UNIVERSITY?
IS YOUR CHOICE DIRECTLY
RELATED TO THE JOB YOU
WOULD LIKE TO DO
IN THE FUTURE?
HOW DO YOU THINK YOUR
UNIVERSITY DEGREE COURSE
WOULD PREPARE YOU FOR
YOUR FUTURE CAREER?**

- 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.*



**HAVE YOU EVER SEEN
ANY VOCATIONAL
COURSE RELATED TO
THE JOB YOU WANT TO
HAVE IN FUTURE?**

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.



**HOW CAN A TEENAGER
KNOW WHAT IS RIGHT
FOR HIM OR
HER? IS IT NOT
BETTER FOR STUDENTS
TO EXPLORE OTHER
INTERESTS WHILE
AT UNIVERSITY?**



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?





WHO WOULDN'T WANT TO EAT A PIZZA?





**WHAT COULD BE MORE EXCITING
THAN THEME PARK?**

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?

WHICH ONE?

1. That you feel proud is only natural.
2. It is only natural that you feel proud.

WHICH ONE?

1. That you feel proud is only natural.
2. It is only natural that you feel proud.

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*.

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?

6

Functional Language Practice: Asking for information about a job

1 Put the dialogue into the correct order.

- ___ Dan Well, it depends on experience. We'd have to invite you in for an interview and then we can discuss that in more detail.
- ___ Dan Our camps run throughout the summer, from mid-July until the end of August. Each camp is one week long, starting on a Monday and finishing on a Sunday.
- ___ Dan We run two holiday camps – the junior camp is for 8–12-year-olds, and the senior camp is for 13–17-year-olds.
- 1 Dan Hello, this is Dan Fletcher speaking.
- ___ Dan Oh no! Don't worry about that. We provide all the accommodation for our staff.
- ___ Dan Well, Ms Kumar, we're looking for someone who will help to entertain and look after the children. You would need to make sure that the children are happy and you would have to organise some of their activities.
- ___ Aisha Thank you. Something else I'd like to ask you about is the accommodation. Do the Activity Leaders need to provide their own tents?
- 12 Aisha OK, well thank you very much, Mr Fletcher. I'll send you my application form!
- ___ Aisha I see. And, speaking of the children, what age group are they?
- ___ Aisha Oh, that's good, because I haven't got tent! And finally, moving on to the question of salary. Could you tell me what the salary is, please?
- ___ Aisha OK. So the youngest children are eight years old. Oh, another thing I wanted to know is the exact dates of the camps.
- ___ Aisha Oh, hello Mr Fletcher. My name's Aisha Kumar. I'm calling about the Holiday Camp Activity Leader job, advertised in yesterday's Gazette. Could I ask you about the main responsibilities of the job?

2 Work in pairs. Act out the dialogue.

- 3 **SPEAKING** Work in pairs. Read the job advertisement below. Then role-play a conversation asking for information about it.

The Mars Tennis Academy

The Mars Tennis Academy is looking for tennis coaches for our kids' summer tennis club.

Do **you** love sport? Could **you** teach tennis to young children?

CALL:

Rita Simmonds or Paul Hernandez
on **01682 435122**
for more information.

Student A

You are Rita / Paul. Think about these things:

- What are the responsibilities of the job?
- What personal qualities does the job require?
- What are the working hours?
- What is the salary?

Student B

You want to find out more about this job.

Ask about:

- responsibilities.
- personal qualities.
- working hours.
- salary.

**ASSIGNMENT:
WORKBOOK 6H
WRITING
(PAMPHLET)**

DEADLINE: THURSDAY