

POSITIVE AND NEGATIVE EMPHASIS

This lesson teaches you how to emphasize positive points with a what- clause and negative points by using negative and/or restrictive adverbials.

i) First, watch 'Darwin Awards: Mid-life Crisis'

<https://www.youtube.com/watch?v=1WizROlojIA>

Write a short summary of what happens to Tom Sparrow, Wally and Max in the video-clip.

Then watch, 'JATO Rocket Car - Harvey Whetstone - Darwin Awards'

<https://www.youtube.com/watch?v=KTzPx1mCBTY>

Write a short summary of what happens to Harvey Whetstone in the video-clip.

Tom Sparrow and Harvey Whetstone are Darwin Award winners.

ii) To discover more about the Darwin Awards, read the text on page 2.

iii) Look at how negative and/or restrictive adverbials are put at the beginning of the sentence for emphasis. Note that, in each case, the subject and the verb are inverted i.e. the question form is used.

Question 1 shows you how they are used.

Question 2 presents the phrases you need to learn.

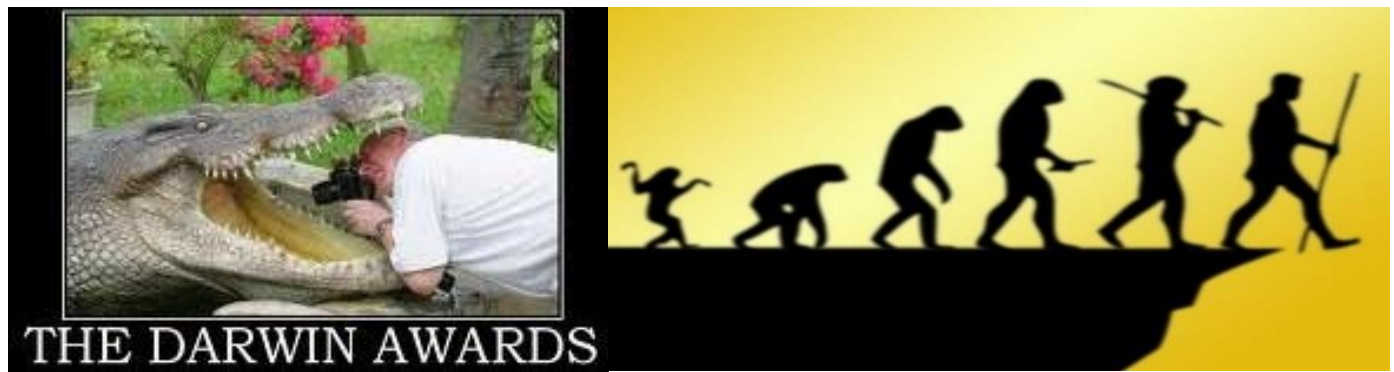
iii) Now do question 3.

iv) Question 4 – look at these image carefully and use your imagination to complete sentences a, b, c, d, e, f and g.

v) Now read 'The United Kingdom wins the 2020 Darwin Award'.

vi) Note that, to emphasize the important information in a sentence, we can use a What-clause and the verb 'to be'. Question 1 shows you how this is done.

vii) Now do question 2, using a What -clause and the verb 'to be' for emphasis, in each case.



The Darwin Awards commemorate individuals who protect our gene pool by making the ultimate sacrifice of their own lives: by eliminating themselves in an extraordinarily idiotic manner, thereby improving our species' chance of long-term survival. In other words, they are cautionary tales about people who kill themselves in really stupid ways, and in doing so, significantly improve the gene pool by eliminating themselves from the human race.

These individuals carry out disastrous plans that the average child knows are the result of a really bad idea. The single-minded purpose and self-sacrifice of the winners, and the spectacular means by which they snuff themselves out, make them candidates for the honour of winning a Darwin Award. The terrorist who mails a letter bomb with insufficient postage deserves to win a Darwin Award when he blows himself up opening the returned package. As does the fisherman who throws a lit stick of dynamite for his faithful golden retriever to fetch and return to him. As do the surfers who celebrate a hurricane by throwing a beachfront party and getting washed out to sea.

Named in honour of Charles Darwin, the father of evolution, the Darwin Awards represent examples of evolution in action by showing what happens to people who are unable to cope with the basic dangers of the modern world. These ironic tales of fatal misadventure illustrate some of life's most important lessons.

Most of us know that the words "trust me" and "light this fuse" frequently presage disaster. We assume that basic common sense eliminates the need for public service announcements such as, "Warning: Coffee is hot!" and "Superman cape does not enable wearer to fly." But the true stories you will read show that 'common sense' is really not so common. No amount of overzealous caution would have helped the man who used household current to electrocute fish in a pond, then waded in to collect his catch without removing the wire. There are even people who need to be told not to look inside a petrol can or a bag full of fireworks using a cigarette lighter.

So, the Darwin Awards are macabre tales that make us laugh while instructing us in the laws of common sense.

How are the Darwin Awards actually determined? Nominees significantly improve the gene pool by eliminating themselves from the human race in an obviously stupid way. They are self-selected examples of the dangers inherent in a lack of common sense, and all human races, cultures, and socioeconomic groups are eligible to compete. Actual winners must meet the following criteria:

Reproduction: Out of the gene pool, dead or sterile.

Excellence: Astounding misapplication of judgment.

Self-Selection: Cause one's own demise.

Maturity: Capable of sound judgment.

Veracity: The event must be true.

NEGATIVE EMPHASIS

1) Now look at the sentences below.

a) I didn't know that the train had been delayed.

b) **Little did I know** that the train had been delayed.

a) I had never been so unhappy in my life.

b) **Never in my life had I been** so unhappy.

a) No information was given and there was no-one at the venue to ask.

b) **Not only was no information given but** there was no-one at the venue to ask.

a) The police didn't arrive until 9.30.

b) **Not until 9.30 did the police arrive.**

a) She had never been to Russia before.

b) **Never before had she been** to Russia.

2) Note that negative and/or restrictive adverbials are put at the beginning of the sentence for emphasis. In each case, the subject and the verb are inverted i.e. the question form is used.

e.g. **No sooner had he started** the English lesson than somebody's mobile phone rang.

Under no circumstances must the fire doors be locked.

Never / seldom have I seen such an impressive PowerPoint presentation.

Not only was the source of his data unclear but his conclusions were suspect too.

On no account should we underestimate the seriousness of the situation.

Nowhere else in the world will you find such ethnic diversity.

Only in this way will the economic situation improve.

So high was the rate of inflation that Zimbabwe was forced to accept US dollars as legal tender.

Neither do I / Neither was he / Neither have we / Neither can they.

3) Put the words in order to make complete sentences.

a) loaded / clean / you / firearms / should / under no circumstances

.....

b) he / thrown away / than / his dog / back / the stick of dynamite / had / brought it / no sooner

.....

c) too / he / did he / not only / but / blow up / shot / his car / his friend

.....

d) to get / you / on no account / should / a vending machine / shake / your money back

.....

e) the engine / so powerful / that / flew / into the air / was / the car

.....

4) Look at these images carefully.





5) Look at the pictures and complete these sentences in a logical way.

a) Under no circumstances

b) Not only but also.

c) No sooner than

d) So that

e) Only after

f) Little know that

g) No way

The United Kingdom wins the 2020 Darwin Award



The Darwin Awards are always funny to read about, how some idiot leaned over the edge of a cliff to take a selfie and fell to their doom, or forgot to put the safety catch on while cleaning their gun and shot themselves in the head. But this year's ceremony will feature something a little different.

This year, an award will be presented to an entire country. Specifically, the UK will be receiving a Darwin Award for Brexit. Awards chairman Gordon Bennet had this to say on the matter:

"We couldn't overlook the stupidity of an entire nation democratically voting to deprive itself of all its human rights for possibly generations to come. We thought about making 17.4 million individual awards but that wouldn't work as voting is anonymous and many of the people who voted for Brexit have since died – in some cases as a consequence of their vote, so those ones should really get special mentions."

Brexit meets most of the criteria for a Darwin Award, namely:

1. It was self-inflicted.
2. It showed astonishingly poor judgement.
3. The population were capable of sound judgement but still went for it.

The only question mark against the award is the injury of innocent bystanders, as many people voted against Brexit or abstained, and they are going to suffer through no fault of their own. However, the scale of the disaster here has persuaded the awards committee to make an exception.

The presentation of an award to an entire country is not without precedent, the island of Malta was awarded the George Cross in 1942 but of course that was for bravery in the face of the Nazis, and not mass stupidity.

The Darwin Awards Committee had been considering giving the entire United States of America an award in 2017 after the inauguration of Donald Trump, but decided against it on the grounds that it was possible to recover from that brief bout of insanity.

POSITIVE EMPHASIS

1) We can emphasize the important information in a sentence by using a **What** -clause and the verb 'to be'. As here,

a) Now the world needs more clean water for drinking and irrigation.

b) **What** the world needs now **is** more clean water for drinking and irrigation.

a) I am telling you that the company will fail unless we take action immediately.

b) **What** I am telling you **is** that the company will fail unless we take action immediately.

a) I have said again and again that the government needs to change its energy policy.

b) **What** I have said, again and again, **is** that the government needs to change its energy policy.

a) I would really like know who got us into this mess in the first place.

b) **What** I'd really like to know **is** who got us into this mess in the first place.

a) He really wanted to reorganize the management structure.

b) **What** he really wanted to do **was** reorganize the management structure.

2) Now turn the sentences below into What-clauses.

a) It surprises me that Brexit Britain hasn't been nominated for a Darwin Award before.

What

b) I still don't understand why the UK committed such an obvious act of self-harm.

What

c) I fail to grasp why British people voted for higher prices and fewer job opportunities.

What

d) It struck me at the time that most of the people who voted for Brexit will end up poorer as a result.

What

e) It annoys me no end that their children and grandchildren will suffer most.

What

3) DISCUSSION: Find more striking images by googling the term 'Epic Fail' and comment on them.

Look at the <https://darwinawards.com> site, select a ridiculous case and tell your partner about it.

My Teenager Can't See the Point of Life. Is it My Fault for Talking Politics?



The Dilemma: *My daughter is 15. She seems like a normal teenager much of the time but is increasingly concerned about her future and the future of the planet.*

She doesn't want to go to university if it will leave her £50,000 in debt; she doesn't believe that she will ever have a job that can't be replaced by robots or Artificial Intelligence; with her older sister going from one unpaid internship to another, she can't see how she will ever have the money to buy her own home or have a child; global warming now seems unstoppable, unrecyclable rubbish is piling up and no-one listens to anything she has to say as society sleepwalks into disaster.

It came to a head when she couldn't stop crying and said: "I hate living. I wish I was born in a world before TV and the Internet, so I didn't have to deal with all this stuff. What's the point when we're all going to die anyway? All we do is wake up and it's the same old thing again and again and again until we die."

I've seen no signs of self-harm and she has a trusted group of friends around her. I've suggested that we do something that is tangibly meaningful, like helping out at a refugee centre or feeding the homeless, but it all meets with the same response: "It won't make any difference."

I talked to her about people who have made a difference – like the suffragettes, Martin Luther King, Greta Thunberg – but all are met with tears. I've talked to her about what we can do, or are doing: being vegetarian, recycling our rubbish, reducing packaging, but it doesn't allay her angst.

Holding her in my arms last night while she cried about her future and the future of the planet, prompted me to write to you. Half of me wants to say: "You know what? I think you're right."

Is it my fault for sharing politics with her?

DISCUSSION:

- (i) What should the adolescent daughter do?
- (ii) What should her mother do?












CHINA V TAIWAN

READING: <https://www.bbc.com/news/world-asia-china-59900139>

LISTENING: <https://www.youtube.com/watch?v=9lpg33viO6E>



Chinese and Taiwanese armed forces

	 China	 Taiwan
Total active forces	2,035,000	169,000
Ground forces 	965,000	94,000
Navy 	260,000	40,000
Air force 	395,000	35,000
Reserves 	510,000	1,657,000
Tanks 	4,800	650
Aircraft 	3,348+	691+
Submarines 	59	4
Naval ships* 	86	26
Artillery 	9,550	2,093

*Only includes ships classified as principal surface combatants, such as aircraft carriers, cruisers, destroyers and frigates

Source: The Military Balance 2023, IISS

BBC

SPEAKING: How likely is conflict between China and Taiwan?

What would the consequences be?

How could war be prevented?

PRESENTING

First, watch a sample presentation.

Then, watch 'An Introduction to Presenting'

"Presenting is simply communicating some ideas or messages to an audience in order to achieve something."

Part 1.

According to the various speakers, what should you do before you make a presentation ?

- i) Find out about the
- ii) Identify the points you need to communicate.
- iii) Divide what you want to say into the basic / / structure.

Part 2.

Now listen to the communications trainer, Andrew Mallet, and make notes about the following key points.

- i) Identify your key messages
- ii) Think about your audience
- iii) Practise your presentation
- iv) Check the room and the equipment first
- v) Recognize the value of what your are saying

Presentation trainer

PREPARATION

Checklist – Organization

Date & time: _____

Length of time for talk: _____

Questions at end? If yes, length of time for questions: _____

Place / Room: _____

Room set-up:

☐☐☐

Equipment needed: _____

Is it available? ☐ Does it work? ☐

Audience

Number of people

1–5

6–15

16–30

over 30

How much do they know about the topic?

nothing

a bit

a lot

How well do I know them?

not at all

a little

quite well

How formal?

very formal

formal

informal

Nationality/Culture?

same as me

international

Handouts

no ☐

yes/before talk ☐

at end of talk ☐

later (intranet/email) ☐

Checklist – Contents

Topic: _____

Three main points

1 _____

2 _____

3 _____

Purpose of talk: (What do I want to do?)

☐ Inform the audience

☐ Train the audience

☐ Sell something to the audience

☐ Persuade the audience to do something

Importance to audience: _____

What do I want audience to know by the end of talk: _____

Preparing visuals

How many visuals will I have? _____

Do they say (or show) what I want to say? ☐

Are they clear and simple to understand? ☐

Will the audience be able to read them (font size and colours)? ☐

Do they have effective headlines? ☐

Is there as little text as possible? ☐

Have I remembered the *rule of six*? ☐

Look at what these people say about the question and answer session.
Which opinion(s) do you agree with?



Person 1 *For me, the question and answer session is the most difficult part of a presentation. I don't like it at all. You never know what questions will be asked, so you can't really prepare. I always feel extremely nervous. The problem is you have to say something quickly and don't have the time to think of a clever reply.*

Person 2 *If you ask me, most questions aren't really questions at all. It seems as if a lot of people ask questions not because they want to get an answer but because they want to show the other participants how clever they are or how funny or whatever. I think some people just want to show off or be the centre of attention.*



Person 3 *I like the way questions are asked by American audiences. My experience is that they usually say something positive about a presentation before they start asking questions. I think that's a very good thing because the questioner shows some respect for the presenter and also helps create a more relaxed and friendly atmosphere during the question period.*

Person 4 *I think it's important to try and predict all the questions you might be asked. Before a presentation I always make a list of questions I expect people to ask. Then I think about possible answers and practise them. Sometimes I even get friends and colleagues to ask me questions. Of course you can't anticipate all the questions but at least you don't need to worry about the ones you have thought about. I feel much more comfortable this way.*



Person 5 *You need to decide when you want to answer questions. Allowing questions during your talk usually creates a rather informal, seminar-like atmosphere. You can answer questions directly and involve the audience. On the other hand, answering questions after the presentation gives you more control of your structure and timing. If you want questions after your talk, you can say that your time frame is very tight or the topic is rather complex.*

OVER TO YOU

Do you usually answer questions during or after your talk? Which do you prefer?

What other tips can you think of for preparing for the question period?

How often do you present to an English-speaking audience? How different is it from presenting to an audience in your own language?

DEALING WITH QUESTIONS

Asking for clarification

If you do not understand the question, politely ask the person to repeat or explain it.

I'm sorry. Could you repeat your question, please?

I'm afraid I didn't quite catch that.

I'm afraid I don't quite understand your question.

Avoiding giving an answer

Sometimes you may not want to answer a question, perhaps because it's the wrong time for it or the question is irrelevant. When avoiding giving an answer, make sure that your tone of voice is friendly and your reply is polite.

If you don't mind, I'd prefer not to discuss that today.

Perhaps we could deal with this after the presentation/at some other time.

I'm afraid that's not really what we're here to discuss today.

Admitting you don't know the answer

If you don't know the answer to a question, be honest and say so. Offer to find out or name a person who can answer the question.

Sorry, that's not my field. But I'm sure Peter Bott from Sales could answer your question.

I'm afraid I don't know the answer to your question, but I'll try to find out for you.

I'm afraid I'm not in a position to answer that. Perhaps Maria could help.

3 Match the two parts to make sentences.

- | | |
|--------------------------------|---------------------------------------|
| 1 Good point, but I'd prefer | a your question please? |
| 2 Perhaps we could | b deal with this at some other time. |
| 3 Could you repeat | c off the top of my head. |
| 4 I'm afraid that's | d not to discuss that today. |
| 5 I'm sure Ms Major | e answer your question? |
| 6 Sorry, I don't | f not my field. |
| 7 I'm afraid I don't know that | g could answer that question for you. |
| 8 I'm afraid I'm not | h in a position to comment on that. |
| 9 Does that | i quite understand your question. |

Now decide which of the sentences above you can use to ...

- a ask for clarification: _____
- b make it clear you don't want to answer the question: _____
- c admit you don't know the answer: _____



4 Complete the dialogue with phrases from the box. Then listen and check.

Could you give us • Does that mean • Are there any questions •
Go ahead • Excuse me • No, no, not at all • I suggest you speak to
• I'd be interested • Would you mind • May I ask

Presenter _____¹?

Susanne Yes, I have a question. _____² some background information on Track Ltd?

Presenter Certainly. They're one of the leading manufacturers of outdoor equipment in the UK with more than 35 factories worldwide.

Tim _____³ telling us why you've chosen them as partners?

Presenter _____⁴. The answer's quite simple. We were very impressed with the quality of their products and their prices are very attractive.

Annette _____⁵ a question?

Presenter Yes, of course. _____⁶.

Annette _____⁷ to know what their terms of payment are.

Presenter I'm afraid I can't answer that question. _____⁸ Sylvia Baker – she would be the right person to ask.

Alex _____⁹. You mentioned a London office. _____¹⁰ we do business through them?

Presenter That's right. We need to discuss the details though.

DIRECT QUESTIONS use the interrogative form

When does the train leave ?

Where is the stapler ?

Why is the delivery late ?

Is the office open on Saturdays ?

Has the flight been cancelled ?

How much is the ticket ?

INDIRECT QUESTIONS Here, the main clause is in the affirmative form

They sound more polite, especially in business communication, and follow the phrases shown below.

Could you tell me when the train leaves ?

Have you any idea where the stapler is ?

I was wondering if you could tell me why the delivery is late.

Do you know if the office is open on Saturdays ?

Do you think the flight has been cancelled ?

I'd like to know how much the ticket costs.

Is it OK if I bring a friend to the party ?

INDIRECT QUESTION PHRASE	QUESTION WORD OR IF/WHETHER	MAIN CLAUSE (AFFIRMATIVE FORM)
Could you tell me	whether	he'll be back soon ?
Do you know	if	he got my message ?
Have you any idea	where	he's gone ?
Can you tell me	what	his number is ?
Is it OK	if	I use your phone ?

We use IF or WHETHER in indirect questions when there isn't a question word.

In indirect questions, IF and WHETHER are interchangeable.

We don't use IF or WHETHER after 'Do you think...?'

ASKING POLITE QUESTIONS

There are different ways of asking questions in English. If you want to be more polite (and less aggressive), it is better to use less direct questions.

Direct questions

When do you plan to move to Geneva?

What is the project status?

Less direct questions

Could you tell me when you plan to move to Geneva?

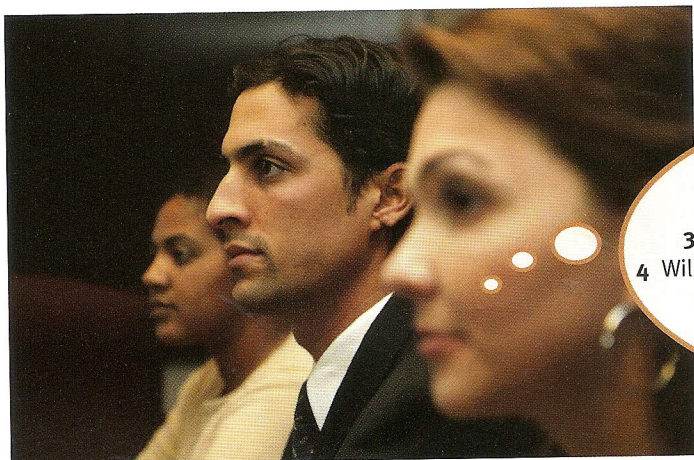
Do you mind if I ask what the project status is?

Note that in polite questions it is often necessary to change the word order or add words like *if* or *whether*.

What's the current project status? → Can you tell me **what** the current project status **is**?

Is that the final decision? → Could you tell me **whether/if that's** the final decision?

5 Look at the questions in the bubble and use the words given to make them more polite.



What you think

- 1 Are there any other options?
- 2 What would that mean for us?
- 3 How do we compare with other firms?
- 4 Will we cooperate with our branches in the UK?
- 5 How did she arrive at these results?
- 6 Are there any figures to back this up?

What you ask

- 1 May I ask if there are any other options?
- 2 Do you mind telling me what that would mean for us?
- 3 May I ask _____
- 4 Can you tell me _____
- 5 Would you mind telling me _____
- 6 Could you tell me _____

Now match the questions from above to the answers.

- a Of course. Basically we have two alternatives. ...
- b Well, first of all, more work for each of us.
- c Yes, we will. I've already contacted the London office.
- d Yes. As I said earlier, I'll be passing out handouts with the latest data.
- e Very well. At the moment we are market leader.
- f Not at all. They are based on the latest study.

□ □ □ □ □

ANTICIPATING QUESTIONS

If you know your topic well and know who your audience is, it is possible to anticipate most of the questions that will be asked. When preparing your presentation, always try to make a list of questions you expect to be asked. Some of the most common questions will be something like:

What has to be done?

How long does it take?

How much does it cost?

Is there a deadline?

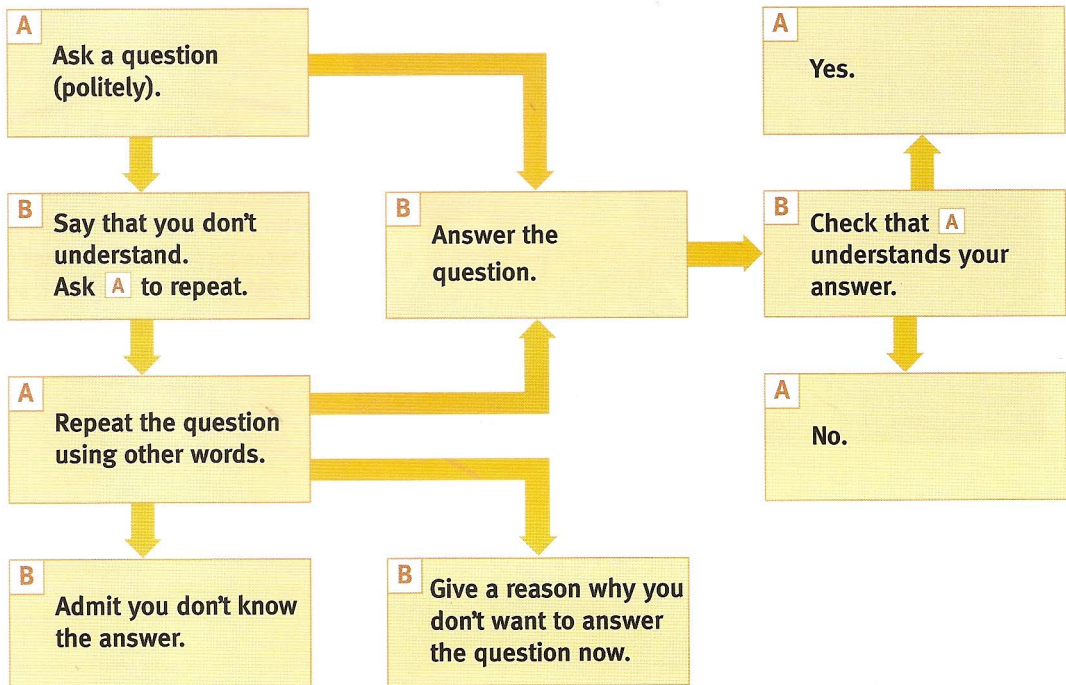
What are the alternatives?

Do we get support?

Who will be responsible?

What can go wrong?

- 6** Work with a partner. First think of a topic you both know well (e.g. an update on a current project or plans for a new project). Work separately to write four or five questions about the topic. Then use the flow chart to practise asking and answering your questions.



- 7** Sometimes you have to deal with interruptions or unexpected questions during your presentation. Listen to the following excerpts from four different presentations and say in which one the presenter:

- a postpones answering the question. ☐
- b deals with an aggressive question. ☐
- c explains a term that somebody doesn't understand. ☐
- d deals with a difficult question. ☐

REFORMING QUESTIONS

It is sometimes necessary to reformulate a question (i.e. say it in another way) before answering it. This not only gives you time to think, it also allows you to make sure you have understood the question. With a large or noisy audience, it allows the other participants to hear the question (again) and finally, it gives you the chance to change the tone of the question, e.g. by making it less aggressive.

You can use the following phrases and the techniques in the table below to reformulate questions:

I see. So, what you're asking is: ...

If I understand you correctly, you want to know ...

OK, let me just repeat your question so everybody can hear it.

If I could just rephrase your question ...

The question is:	You reformulate to make it:	by:
negative <i>Isn't there a better solution?</i>	positive <i>What would be a better solution?</i>	leaving out negative words such as <i>no, never, none</i>
aggressive <i>Do you honestly believe we can get the contract?</i>	neutral <i>You're asking whether I think it is possible to get the contract.</i>	avoiding words which sound aggressive or have a negative meaning such as <i>honestly, really, disaster</i>

10 Reformulate the following questions using the techniques and phrases in the box above.

- Are you really sure we can meet our deadline?
- Won't we get support from headquarters?
- Do you really think this will work?
- Do you honestly think we can rely on them?
- Isn't there a better way to reduce costs?

11 Put the words in the right order to make sentences with expressions from this unit.

- point back perhaps get we later can to that
- answer question can't afraid I that I'm
- correctly I've you'd system if understood works know like how the you to
- deadline interested meet I'd to know the can if be we
- those arrived you how may figures at I ask ?
- Sarah to department speak suggest you I the from marketing

12 It's your turn now. Practise the phrases from this unit using the checklist.

CHECKLIST FOR QUESTIONS

- ☒ 1 Listen carefully.
- ☒ 2 Make sure you have understood the question correctly.
- ☒ 3 Reformulate the question in your own words.
- ☒ 4 If you want to postpone the question, say why politely.
- ☒ 5 If you don't know the answer, say so and offer to find out.
- ☒ 6 Answer irrelevant questions politely but briefly.
- ☒ 7 Check that the questioner is satisfied with your answer.



CONDITIONAL SENTENCES: TYPES 1 & 2

FORM: Type 1

If + **Present** , **Will / Shall** + **Infinitive without 'to'**

USE: Type 1 describes the real, probable or likely consequence of a present and/or future action.

If you **leave** before ten o'clock, you **will catch** the eleven o'clock train.
Se esci prima delle dieci, prenderai il treno delle undici.

If you **don't hurry**, you **will miss** it.
Se non ti sbrighi, lo perderai.

The vase **will break** **if** you **drop** it.
Il vaso si romperà se la lasci cadere.

I **will get** some more milk **if** there **isn't** enough.
Prenderò dell'altro latte se non basta.

Si usa il primo tipo quando ci si riferisce a situazioni future che chi parla ritiene probabili. "If you leave before ten o'clock" significa che è abbastanza probabile che tu esca prima delle dieci.

VIDEO COMPREHENSION

Tesla Optimus Gen 2, Unitree H1 and Atlas Dynamic - Best Humanoid Robots.

<https://www.youtube.com/watch?v=sAW8xpgEKjM>

Find the following documentary on YouTube:

14 Most Advanced Robots Doing Complicated Actions [Humanoid Robots, Robot Dogs And More]

<https://www.youtube.com/watch?v=mf2rvZ7Uv4s>

Find the following promo video about Boston Dynamics on YouTube:

<https://www.youtube.com/watch?v=Rdm2ggtFvmQ>

Evolution of Boston Dynamic's Robots [1992-2023]

Now find this trailer on YouTube:

'The Truth About Killer Robots': this year's most terrifying documentary

<https://www.youtube.com/watch?v=jbFVEZ32tos>

Finally, watch this BBC news report

'Will robots take our jobs and if so which ones? BBC News'

<https://www.youtube.com/watch?v=skG3okhx2TU>

and summarize the content.

NB. The two economists referred to are David Autor and David Dorn

'The Truth About Killer Robots': this year's most terrifying documentary



'The Truth About Killer Robots' seeks to show the inevitability of an automated future.

When it comes to the dangers posed to us by automatons, film-maker Maxim Pozdorovkin wants us to start thinking beyond what Hollywood has warned us about.

"This idea of a single, malevolent AI being that can harm us, the Terminator trope ... I think it's created a tremendous blind spot," he said to the Guardian. "[It gets us] thinking about something that we're heading towards in the future, something that will one day hurt us. If you look at the effects of automation broadly, globally, right now, it's much more pervasive. De-skilling and the loss of human dignity associated with traditional labour will have a devastating effect much sooner than that long-distance threat of unchecked AI."

That isn't to say that robots can't also just reach out and crush us. In his new documentary, 'The Truth About Killer Robots', Pozdorovkin traces all manner of dangers – economic, psychological, moral and, yes, mortal – posed to our species by automation and robotics. At the center of his film lies the question: "When a robot kills a human, who takes the blame?"

Pozdorovkin had long sought to make a film on automation but he had a difficult time figuring out a way to approach the subject, given its scope, as well as the many misconceptions surrounding it. It wasn't until he heard about a case in Germany, where a manipulator arm killed a line worker at a Volkswagen plant, that he knew he had his way in.

Using science-fiction author Isaac Asimov's First Law of Robotics – "A robot may not injure a human being or, through inaction, allow a being to come to harm" – as a starting point, his documentary covers a number of deadly incidents involving automated machinery, including driverless car accidents that resulted in fatalities, as well as the first intentionally lethal use of a robot by American law enforcement.

In describing how his film came to fruition, Pozdorovkin recalls, "I went [to Germany] to investigate, to talk to the workers. Most of them were forbidden to discuss the accident. But a lot of them talked about the perils of automation, the way that their work environment was made worse as a result of robots. I'm using the tropes of science fiction and true crime to make a film that investigates some of the philosophical and economic problems that automation brings with it."

The film distinguishes itself from other science documentaries thanks to its holistic approach: rather than speaking exclusively to the people behind the technology – CEOs, programmers, engineers – Pozdorovkin also interviewed members of the global labour pool – truck drivers, factory workers, gas station attendants, SWAT team snipers – those whose lives and livelihoods have seen the most immediate effects of automation.

Given the disruptive nature of those effects, such as the hollowing-out of entire labour sectors and the rise of global inequality, you would think automation would be public enemy number one among the middle and lower classes. Yet, as a political issue, it remains on the margins. Pozdorovkin believes it's because we're still feeling it in qualitative ways.

"A lot of things that you see, like the rise in suicides amongst older white men in America, have to do with the way labour has been stripped of its dignity and existential value. Meanwhile, anti-immigrant and anti-globalization rhetoric covers up a lot of the structural damage done by automation. It goes back to the qualitative/quantitative distinction. The economy is elastic, so long before massive job losses, the labour that's involved will be systematically de-skilled."

Moreover, fears about killer robots are exacerbated by cases where Asimov's First Law is blatantly violated, such as when the Dallas police strapped C4 explosive onto a robot (a bomb-detecting robot, ironically), sent it into the corner of a library where they had a mass shooter cornered, and triggered it in order to kill him. In the aftermath, many observers wondered if we'd entered a new stage of weaponized robotics for domestic use.

That sense of discomfort is not limited to lethal examples. One of the most memorable segments in his documentary centers on Zheng Jiajia, a Chinese engineer who married a silicone sex robot that he had designed himself. The rise in robotic pleasure dolls was something that Pozdorovkin knew he had to cover but he wanted to avoid a sensationalized approach:

"The most interesting questions are 'what are the social factors that will bring this into the mainstream?' The obvious answer is demographics. It's just a fact that certain people will not have mates. This is exacerbated in China because of the one child policy but the problem will proliferate around the world as inequality rises."

Furthermore, Pozdorovkin worries about the effect it will have on our individual and collective empathetic abilities. That, more than anything, may be what's truly at stake.

"Picture yourself driving on the highway. You decide to switch lanes, and in your sideview mirror you see a car going really fast. You don't veer over and cut that person off, because you project fallibility onto them. They could be distracted, they might have a death in the family, they could just be reckless. You're just going to let them pass. But when you see that there's a robot next to you, you can drive like an idiot, because the machine is programmed not to bump into you. And once there's enough of these entities which we treat without any ethical regard, without having to project fallibility onto them, the way we interact with them will spill over and we will be ruder, more aggressive, more inconsiderate to other humans."

Have we already passed the point of no return? Is the current political climate throughout the West the result of this degradation of empathy, stemming perhaps from the way we communicate with each other online? Maybe the anger, aggression and rudeness that we see all over the Internet is ultimately part of a shielding mechanism exacerbated by the anonymity of social media.

Ultimately, it's just one of the ways in which the war of the machines is well under way. Those in charge of, or with access to, the technology – the corporate owners, the military, the police – will not hesitate to use it. Nor will they concern themselves with the philosophical consequences and complications of breaking Asimov's Law.

- 'The Truth About Killer Robots' premieres in the US on HBO on 26 November and in the UK on Sky Atlantic on 2 December

FORM: Type 2

If + **Simple Past** , **Would** + **Infinitive** without 'to'

USE: Type 2 describes the hypothetical consequences of a present and/or future action which is either unreal or contrary to the known facts.

If we **saved** £5000, we **would have** enough money for a holiday.
Se risparmiassimo £5000, sarebbero sufficiente per una vacanza.

Si usa il secondo tipo quando si riferisce a situazioni che chi parla ritiene possibile ma non probabile. "If we saved £5000" significa che è possibile che noi risparmiiamo questa somma, ma non è molto probabile.

If I **were** rich, I **would travel** around the world.
Se fossi ricco, farei il giro del mondo.

Si usa il secondo tipo quando ci si riferisce a situazioni irreali nel presente. "If I were rich" significa che non sono ricco.

GRAMMAR REFERENCE

First conditional

Form

if + present simple (= condition), will/can/may/might + infinitive (= result)

If we change our supplier, we'll reduce costs.

Use

To talk about likely or possible future situations and their likely results.

If they close the factory down, we'll have to look for another job.

(It is possible that the factory might close down in the future.)

Second conditional

Form

if + past simple (= condition), would/could + infinitive (= result)

If we changed our supplier, we would reduce costs.

Use

- 1 To talk about events that are unlikely to happen.

If you wasted less time chatting on the phone, you would get more work done.

(But I think you will continue to waste time.)

- 2 To talk about impossible (or highly unlikely) situations.

If I were taller, people would take me more seriously.

(But I'll always be short.)

If I ran the company, I would make a lot of changes.

(But I am just an 18-year-old office clerk.)

- 3 To talk about an imaginary situation.

If we took over their company, we'd have access to the South American market.

- 4 To be more polite, or achieve more 'social distance'.

What would you say if I asked you to be CEO?

- 5 We can use the second conditional structure *If I was ...* or *If I were ...* to give advice. We often use *were* instead of *was* to sound more formal.

If I was/were the manager, I would improve working conditions.

unless, when, as soon as

- 1 We can use *unless* to mean *if not* or *except*.

They won't let you into the restaurant unless you're wearing a tie.

- 2 Use *when* / *as soon as* instead of *if*, to show you are sure that something will happen.

Liz will call me when the client arrives.

(You are sure the client will arrive.)

Liz will call me if the client arrives.

(Maybe the client will arrive, but you are not sure.)

- 1 Complete the sentences with the most appropriate form of the verbs in brackets.

1 I know it won't ever happen, but what would we do (we / do) if our restaurant suddenly became (become) famous?

2 Unless you _____ (have) good financial planning, your expansion plans _____ (end) in disaster.

3 Every new recruit starts with the same opportunities. If you _____ (work) hard, you _____ (be) promoted.

4 If I _____ (know) the answer to that question, I _____ (be) a very rich person!

5 If you _____ (have) three wishes for your career, what _____ (they / be)?

6 Unless your work _____ (improve), you _____ (have to) start looking for another job.

7 I'm not saying it's going to happen, but how _____ (you / feel) if we _____ (ask) you to work in our Lagos office?

8 Just imagine what you _____ (do) if the firm suddenly _____ (go) bankrupt.

9 If you _____ (can) change just one thing about your working environment, what _____ (you / change)?

10 When they _____ (arrive), we _____ (be able to) start the meeting.

- 2 Underline the correct words in *italics* to complete the sentences.

1 We will start working on the project *as soon as* / *unless* the budget is agreed.

2 *If* / *When* we know more about our competitor's plans, we will make our final decision.

3 *If* / *Unless* you make the decision, I *will have* / *had* to make it for you.

4 *When* / *Unless* we improve the design, it *will look* / *looks* too old-fashioned.

5 She *will have to* / *has to* accept being unpopular *unless* / *if* she becomes the boss.

11 Working life

1 Read the text. What is Sandra's job now? Does she enjoy it?

Someone asked me recently if I thought it was important to have ¹**a career** that is well-paid. Personally, I think ²**job satisfaction** is more important than a high ³**income**. I started out doing jobs like cleaning and waitressing, but I'd always wanted to write so I did an evening course, and now I'm a ⁴**freelance** journalist. My work ⁵**involves** lots of research and I have to work long hours, but I love what I do. There are good and bad things about working freelance. I hardly ever ⁶**get a pay rise**, I don't get paid if I take ⁷**a day off**, and I didn't get ⁸**maternity leave** when I had my two children. On the other hand, I can't really ⁹**get fired** for missing a deadline or ¹⁰**be made redundant** and I'll never need to ¹¹**resign**. Unfortunately, I'll probably never be able to ¹²**retire** when I'm old either!



2 Match words/phrases 1–12 in bold in the text to definitions a)–l). Write the infinitive form of the verbs.

- when you lose your job because your employer no longer needs you
be made redundant
- the feeling of pleasure you get when you know that your work is worth doing
- doing pieces of work for several different organisations, rather than working for one organisation
- stop working (usually when you're 60–65)
- when you're told to leave your job (usually for doing something wrong or badly)
- a period of paid holiday for a woman after she's had a baby
- get paid more for doing a job than you did before
- tell an employer that you want to leave a job
- the amount of money you earn from working
- include as part of the job
- the job, or the series of jobs, that you do during your working life, especially if you continue to get better jobs and earn more money
- a day's holiday

3 a) Fill in the gaps with words/phrases from 1.

- Do you think job *satisfaction* is more important than a high _____?
- When did you last take _____ during the week?
- What age can people _____ in your country?
- Do you know anyone who has been made _____?
- Do you think it's better to work for an employer or work _____? Why?
- What does/did your father do? What does/did his work _____?
- Do you think it's important to have a _____? Why?/Why not?
- How much _____ do women get in your country?
- If you decided to _____, what would you say to your boss before you left?
- Can you think of four reasons why people get _____ from their jobs?
- Do you think everyone should get a _____ every year? Why?/Why not?

b) Answer the questions for you.

JOB INTERVIEWS

DISCUSSION:

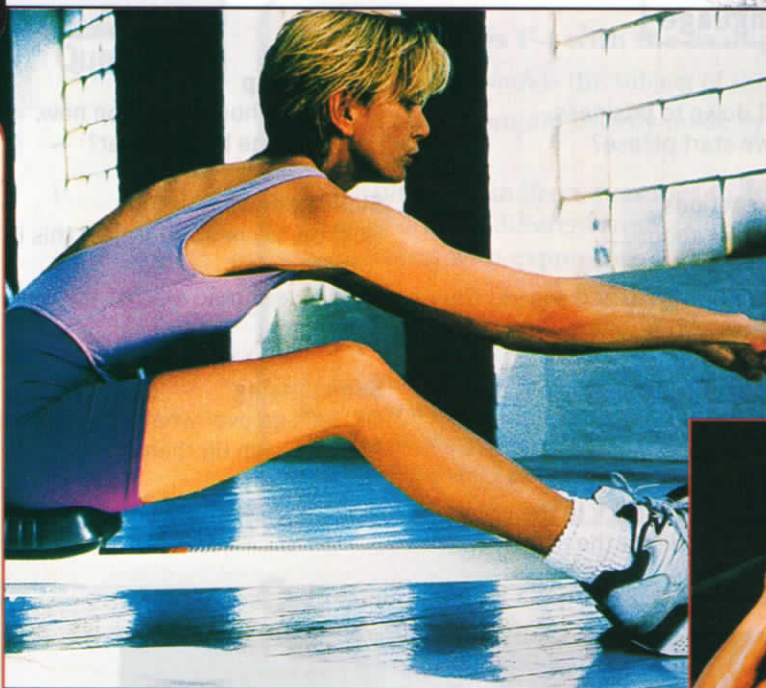
- 1) How should you prepare for a job interview?
- 2) What sort of questions do they ask candidates at a job interview?
- 3) How should you behave at a job interview?

Man at Work

'John Peter Sloan - Speak Now! For Work 2/20' https://www.youtube.com/watch?v=EvSYd9zydEg	3'.48"-10'.50" only
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- 1) What sort of job is Andrea Lanza applying for?
- 2) What experience does he have?
- 3) Why did he leave his last job ?
- 4) How did Andrea find out about the job vacancy?
- 5) What questions does Andrea have?
- 6) What is the salary that Andrea asks for?

Slim Gyms

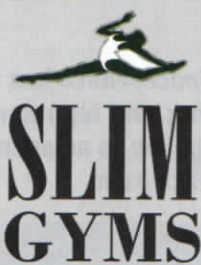


Background

SLIM GYMS owns and operates six health and fitness clubs in Manhattan, New York. The clubs aim to appeal to people of all ages and income groups.

All the clubs have a large gymnasium, with the latest equipment, an aerobics studio, a solarium, a swimming pool, sun decks, a cafe, bar and clubroom. There are always several fitness instructors on hand to advise people and provide them with personalised fitness programmes. A wide range of aerobic and relaxation classes run throughout the day and during the evening. The clubs try to create a friendly atmosphere, organising numerous social activities to bring members together. Three of the clubs are located in areas where large numbers of Spanish, Chinese and Italians live.

Slim Gyms recently advertised for a General Manager.



General Manager

Required for our chain of Health and Leisure Clubs

- Salary negotiable
- Excellent benefits package

Apply to:

88 Harvey Place 11-C
New York
NY 10003-1324

THE JOB

- Developing a customer-oriented culture in the organisation in the clubs
- Increasing the revenue and profits of the six clubs in Manhattan
- Exploiting new business opportunities
- Liaising with and motivating our team of managers and their staff
- Contributing to marketing plans and strategies

THE PERSON

- Dynamic, enthusiastic, flexible
- A strong interest in health and fitness
- A good track record in previous jobs
- The ability to work with people from different cultural backgrounds
- Outstanding communication skills
- A flair for new ideas and sound organisational skills

Task

You are directors of Slim Gyms. Study the file cards on the four short-listed candidates on the opposite page. Hold a meeting to discuss the strengths and weaknesses of each person. Try to agree on who seems to be the best candidate for the job.

Then listen to the interview extracts with each of the candidates and come to a final decision on who should get the job: ¶ 5.4 Isabella Rosetti, ¶ 5.5 Michael Bolen, ¶ 5.6 Bob Wills, ¶ 5.7 Stephanie Grant.

Writing

Design a promotional leaflet to increase membership of the six Slim Gyms clubs. It will be sent to various sports goods stores in New York. It will also be included in specialist health and fitness magazines.

Name: Isabella Rosetti
Age: 35

Marital Status: Single:

Education: Princeton University – Master's degree in Business Administration (MBA)

Experience: Advertising agency for the last eight years. Important position liaising with clients and managing a team of 10 people. Previously worked as Sales Manager in a department store (Chinatown area).

Outstanding achievement: Got a contract with a major advertiser.

Skills: Fluent Italian, judo expert, paints.

Personality/appearance: Well dressed and self-confident. Says she is usually successful when she wants to be. Thinks women are better managers than men: 'They listen more and use their intuition to solve problems.'

Comments: Positive reference, but employer suggested she sometimes took days off work with no good reason. Several good ideas for increasing revenue, e.g. by setting up beauty centres in our clubs. Didn't mention the cost of doing this! Above average score on our aptitude test.

Handwriting sample:

I am currently working for...



Name: Michael Bolen **Age:** 36

Marital Status: Married, with three children

Education: Columbia University – Master's degree in Business Administration (MBA)

Experience: Four years with international sports goods manufacturer – Marketing Director. Previous experience with a variety of firms (sales, administration). Wants to work for a smaller organisation.

Outstanding achievement: Successful product launch in previous job.

Skills: Numerate and good with computers. Only a few words of Spanish.

Personality/appearance: Forceful, determined, with strong views. Likes to 'keep his distance' from people until he knows them well. According to the letter of reference, 'Some women find him too assertive and cold.'

Comments: Unhappy in present position. He has often changed jobs. Aptitude test – average score.

Handwriting sample:

I am looking for a new challenge...



Name: Bob Wills **Age:** 40

Marital Status: Single

Education: Park High School

Experience: Twenty years in US army – Physical Fitness Instructor. Travelled all over the world. Left army three years ago. Has taken courses in marketing, management and computing. Over the last two years has run a fitness centre in Lower Manhattan very successfully.

Outstanding achievement: Two decorations for bravery.

Skills: Speaks Spanish fluently (his girlfriend is Puerto Rican). Is a successful disc jockey in a downtown club.

Personality/appearance: Correctly dressed in a dark suit, but has tattoos. Sociable, with a lot of friends. Enjoys parties and dancing.

Comments: Believes you should always stick to the rules. Values honesty and reliability. Can be quick-tempered if people are not doing their best. Very enthusiastic with many good ideas. High score on aptitude test.

Handwriting sample:

I am writing to apply for the post of...



Name: Stephanie Grant
Age: 30

Marital Status: married, no children

Education: New York University – BSc in Business Administration

Experience: Former swimming champion. Competed at Olympic Games. For last six years, highly successful presenter (children and sports programmes).

Outstanding achievement: Voted Top Sports Personality on a cable TV channel four years ago.

Skills: Exceptional sportswoman.

Personality/appearance: Beautiful, clever and successful. Good sense of humour. On television, handles people well. Presents an image of a caring, sympathetic person.

Comments: 'She'll do anything to get what she wants,' wrote one journalist. At 24, she gave up competitive swimming, following rumours of drug-taking. Aptitude test – above average.

Handwriting sample:

I would love the opportunity to contribute to your...



3B TALKING ABOUT YOUR COMPANY

1 Work with a partner. Think of a company in your region or country. How much do you know about it? Make a list of facts about the company.

2 Read these descriptions of some companies. Complete their names.

- This company **provides** many different Internet services including news, online shopping, and email. Most of its **sales** come from advertising on its website. Its head office is in Sunnyvale, California. **Y** _____
- This company **produces** tyres for cars and other vehicles. It is **based** in France, but it has more than 125,000 **employees** all over the world. It is also well known for its red and green travel guides. **M** _____
- This northern European company operates in the retail market. It **specializes** in low-price products, including furniture, bathrooms, and kitchens. **I** _____
- It's a **subsidiary** of the European Aeronautic Defence and Space Company (EADS). The company makes planes for the commercial aircraft market, where its main **competitor** is Boeing. **A** _____
- This company makes many different electrical and electronic products, such as TVs, computers, and mobile phones. It is South Korea's largest company and exporter. **S** _____

3 Complete these sentences with a form of the words in **bold** in 2.

- Some companies make or _____ goods.
- Other companies _____ or offer services.
- If you _____ in a particular product or service, it's your main activity.
- If you work for a company, you are an _____.
- If your head office is in a particular city, your company is _____ there.
- If you work in a _____, your company is part of a bigger group.
- If you sell a lot of products, your _____ are very good.
- If another company operates in the same market as you, it is your _____.

4 Work with a partner. Make sentences using the words in the table.

Gazprom	produces / makes ...
Pirelli	specializes in ...
AOL	operates in ...
Mitsubishi	provides / offers ...
Volkswagen	sells ...
UNICEF	's competitors are ...

5 **A▶ 3.1** An employee is talking about her company. Listen and complete the information in the table.



Name of company	Besam
Products	¹ A _____ ² d _____ mechanisms: locks and ³ s _____ systems
Group	Assa Abloy
Nationality	⁴ S _____
Number of employees	⁵ _____,000
Sales	€ ⁶ _____ billion
Number of subsidiaries	⁷ _____ in 40 countries
Other information	Main ⁸ c _____ are the Eastern Company, Ingersoll Rand, and Master Lock

6 Work with a partner. Talk about Besam, using some or all of these phrases and the information in 5.

It's a(n) ... company
 It's a subsidiary of ...
 Its head office is ...
 It makes / produces ...
 It provides / offers ...
 It has ... employees
 It operates in ...
 It is based in ...
 It specializes in ...
 Its main competitors are ...
 It has sales of ...

7 Work with a partner. Take turns describing a well-known company using the phrases in 6. Don't tell your partner which company you are describing. Your partner must guess.

3E TALKING ABOUT PRODUCTS

1 What new products can you buy at the moment? Think about the following areas.

- electronic gadgets
- food and drink
- health and beauty

2 Write the names of your favourite brands for the products or services below. Then discuss the reasons you prefer them.

- shoes _____
- mobile phone _____
- coffee _____
- airline _____

3 Do you often try new products or do you usually keep to one brand?

4 Look at texts 1–4, which describe four new products. Match the texts to pictures a–d.



1 A **well-designed** piece of office furniture. Comes with **user-friendly** assembly instructions.

2 A simple and **functional** item. Frequent travellers like it as it is **compact** and can fit easily into a washbag or overnight bag.

3 Travel in style with this brand new **stylish** and **attractive**, yet **practical**, item.

4 If you haven't already made the switch, do it now, if only because it's more **economical**.

5 Match 1–8 below to definitions a–h.

- | | |
|-----------------|-----------------------------------|
| 1 practical | a costs less to run |
| 2 economical | b easy to use |
| 3 attractive | c fashionable and good to look at |
| 4 functional | d useful |
| 5 stylish | e small |
| 6 user-friendly | f useful with little decoration |
| 7 well-designed | g beautiful |
| 8 compact | h planned and made well |

6 Complete these sentences with words in **bold** from the texts in 4.

- Our carpooling system is much cheaper for the staff. It's more _____.
- Our new car is much easier to park. It's very _____ for driving in the city centre.
- The new reception area looks more modern. It's quite _____.
- They took a long time planning the new model. It's very _____.
- The new office furniture is exactly what we needed. It's very _____.
- The operating system on my computer is easy to use. It's very _____.
- Jack's new PDA fits in his pocket. It's quite _____.
- I really like our new uniforms. They're really _____.

7 Work with a partner. Take turns to describe different products you have or use, for example, your mobile phone, car, coat, bag, or PC.

Example:

My car wasn't cheap, but it is very economical because it doesn't use much petrol.

8 Work in a small group. Imagine your company is launching a new product. Decide what the product is, then prepare a short presentation about it. Present the product to your class, using the ideas below to help you.

- product or service brand
- product or service development
- description of the product or service

3F TALKING ABOUT SERVICES

1 Work with a partner. Discuss these questions.

- 1 What services do you use regularly? Make a list.
- 2 What do you like about them?
- 3 What makes services good or bad?

2 Read these website reviews.

- 1 Which of the extracts is about a website for
 - a bank?
 - a newspaper?
 - an online travel agency?
- 2 Would you be interested in these services? Why? / Why not?

a

Instead of continuously visiting websites to see if there are new articles and updates, you can have them delivered directly to you. Its user-friendly service gives you access to all the most up-to-date and accurate news and information on the web.

b

This service is free and gives you immediate access to your accounts when it's convenient for you. The system also protects your personal financial information and ensures that you stay secure.

c

This system is really time-saving and efficient, because consumers can combine multiple flights, hotel bookings, car rentals, and local activities all from just one website. Users can customize their bookings to fit their needs and there are many discounts and special prices, so it's really cost-effective.

3 **A▶3.4** Listen to three speakers. Which website in **2** would they be interested in?

4 Underline the adjectives in the reviews in **2** that would attract the three speakers.

5 Work with a partner. Which of the adjectives you underlined in the texts in **2** might describe these services? Do you use services like these?



6 **A▶3.5** Listen to four people talking about a service from **5**.

- 1 Which service is each person talking about?
- 2 How does the service make their life easier or what does it allow them to do?

7 Work with a partner. Make sentences using the words in this table.

Example:

Search engines allow people to find relevant websites.

Search engines	help	me	infinitive (with to)
Telecommunication	allow	you	
Financial advisers	make it	companies	
Call centres	easier for	organizations	
Consultants	let	people	verb (without to)
Legal services		the world	

8 Work with a partner. Look back to the list you made for **1**. Can you add any more services to it? They might be financial, travel, legal, or medical. Tell your partner about the benefits of these services.

Example:

My financial adviser helps me to plan my future. Booking tickets online is really efficient and more cost-effective than using a travel agent.

6) DIRECT QUESTIONS & INDIRECT QUESTIONS

6a) **Direct questions** require the interrogative form of the verb.

When does the train leave ?

Where is the stapler ?

Why is the delivery late ?

Is the office open on Saturdays ?

Has the flight been cancelled ?

How much is the ticket ?

6b) In **indirect questions**, however, the main clause is in the affirmative form. They sound more polite, especially in business communication, and follow the phrases or prefixes shown below.

Could you tell me when the train leaves ?

Have you any idea where the stapler is ?

I was wondering if you could tell me why the delivery is late.

Do you know if the office is open on Saturdays ?

Do you think the flight has been cancelled ?

I'd like to know how much the product costs.

Is it OK if I call you back in ten minutes ?

6c) How to construct **indirect questions**.

PREFIX	QUESTION WORD, 'IF' OR 'WHETHER'	MAIN CLAUSE IN THE AFFIRMATIVE FORM
Could you tell me	whether	he'll be back soon ?
Do you know	if	she got my message ?
Have you any idea	where	she's gone ?
Can you tell me	what	his number is ?
Is it OK	if	I use your phone ?
I'd like to know	when	the meeting will take place.
I was wondering	whether	I could pay by credit card.

NB. We use 'if' or 'whether' in indirect questions when there isn't a question word.

In indirect questions, 'if' and 'whether' are interchangeable.

We don't use 'if' or 'whether' after 'Do you think...?'

6d) Now change these **direct questions** into **indirect questions**.

i) Can you call me a taxi ?

.....

ii) Do you accept payment in cash ?

.....

iii) What time does your showroom close ?

.....

iv) Why is the train late ?

.....

v) Will Ms Smith be in the office today ?

.....

vi) What sort of discount can you offer us ?

.....

vii) Where is Mr Jones ?

.....

viii) Can I call you tomorrow evening ?

.....

ix) Is this photocopier available in black ?

.....

x) When is the next trade fair ?

.....

7) WRITING ACTIVITY

7a) You are Bianca Scarpetta. You work for the footwear company Scarpe Diem and you want to export your shoes, boots, sandals and trainers from your factory in the Marche to the USA. You are trying to organize a meeting with Sue Horn at her office in New York sometime next week. Write her an email confirming the date of your visit to New York and telling her when you will arrive at the airport. Then ask her when and where the meeting will take place and which products she is particularly interested in. Finally, invite her to have dinner with you that evening at a restaurant you know in Little Italy (you should specify which one and explain why it is such a good place to eat).

7b) You are Sue Horn. Write Bianca Scarpetta an email (i) thanking her for her message, (ii) explaining when and where the meeting will take place and (iii) specifying which products you are particularly interested in. Finally, accept her invitation to have dinner together and suggest something you could do together afterwards.

GRAMMAR REFERENCE

Direct and indirect questions

Form

We use a question word (e.g. *what, when, how*) + auxiliary verb (e.g. *be, do, can*) + subject + verb to form direct questions.

What are you doing tomorrow?

When did she arrive? How can he get there?

Yes/No direct questions

For a direct question which needs a 'yes' or 'no' answer, we just use an auxiliary verb at the beginning.

Are you free tomorrow? Did she arrive on time?

Can he get there?

We use the following phrases before indirect questions.

I'd like to know/ask ... Do you know ...

Can/Could you/anyone tell me ... I was wondering ...

Do you have any idea ... Would you mind telling me ...

Use a question word after each indirect question phrase, but use the same word order as an affirmative sentence and don't use an auxiliary verb.

Direct question	Indirect question
<i>What time does the train leave?</i>	<i>I'd like to know what time the train leaves.</i>
<i>How often do trains to London leave?</i>	<i>Do you know how often trains to London leave?</i>

Yes/No indirect questions

For an indirect question which needs a 'yes' or 'no' answer, use an *if* statement after each phrase.

A I was wondering if this train goes to London?

B Yes, it does.

A Do you know if it leaves at three?

B No, it doesn't. It leaves at four.

Writing indirect questions

Some indirect questions need a question mark and some just need a full stop. If the phrase starts with a question word, use a question mark. If the phrase is a statement, use a full stop.

Do you know how often trains to London leave?

I'd like to know what time the train leaves.

Use

1 We use indirect questions instead of direct questions to sound more formal, polite and less direct.

I was wondering if you could meet me at 3.00?

Can you meet me at 3.00? (more direct)

2 We use indirect questions at the beginning of an enquiry followed by a series of direct questions.

A Can you tell me how much it costs to send a package to the USA?

B It depends on the size.

A How much does a five kilo box cost?

1 Put the words in the correct order to make direct or indirect questions.

1 was / if / could / I / order / an / place / I / wondering

I was wondering if I could place an order ?

2 much / a / does / it / magazine / cost / how / to / send

_____ ?

3 idea / do / you / how / any / it / long / have / takes

_____ ?

4 would / mind / arrived / if / a / telling / me / has / package / you

_____ ?

5 has / visitor / yet / my / arrived

_____ ?

6 tell / the / where / is / me / could / post / anyone / office

_____ ?

7 do / for / you / a / if / know / left / message / they / me

_____ ?

8 will / my / what / arrive / day / order

_____ ?

2 Complete the indirect questions so that they have the same meaning as the direct questions.

1 What would you like to drink?

I was wondering what you'd like to drink .

2 Why didn't you call to say you'd be late?

I'd like to know _____ .

3 Where is the next conference?

Could you tell me _____ ?

4 Which flight is Mr Stoppard on?

Do you have any idea _____ ?

5 Are they arriving tonight?

Do you know _____ ?

6 How often does the bus come?

Would you mind telling me _____ ?

FUTURE FORMS

1) The Present Continuous with a future meaning

- + *I am flying to New York on Friday*
- *She isn't coming with us to the cinema tonight*
- ? *Are you taking the Eurostar to Rome tomorrow ?*

USE: We use the present continuous with a future meaning,

- i) To talk about arrangements in the future (but you must say **WHEN**).
- ii) In phrases such as, 'I am looking forward to...', 'I am thinking of...', 'I am planning to...'

2) The Simple Present with a future meaning

- + *Our train leaves at 7.02 tomorrow morning.*
- *The President doesn't arrive in Milan until Thursday.*
- ? *Is there a performance on Sunday evening as well ?*

USE: We use the simple present with a future meaning,

- i) To talk about timetables and events scheduled for the future.
- ii) In phrases such as, 'I hope to...', 'I expect to...', 'I plan to...', 'I am about to...'
- iii) In first conditional sentences, e.g. '*If it rains tomorrow, I won't go to Rome*'.
- iv) With certain time phrases, such as:

<i>I will telephone you</i>	when <i>I get home.</i>	<i>I won't tell her</i>	until <i>she is ready.</i>
	before		<i>she is sitting comfortably.</i>
	after		<i>she has eaten lunch.</i>
	as soon as		

3) 'To Be' + 'Going To' + Infinitive without 'to'

- + *Look ! it's going to rain !*
- *I'm not going to tell you.*
- ? *Are they going to get married ?*

USE: We use 'to be' + 'going to' + infinitive without 'to',

- i) For plans and intentions for the future.
- ii) When we can see the future in the present.

4) Will / Won't

- + *I will send you the contract next week.*
- *She won't pass the exam.*
- ? *Will Brazil win the World Cup, do you think ?*

USE: Will / Won't are used for,

- i) Predictions based on what we know, not what we can see.
- ii) Instant decisions.
- iii) Promises.
- iv) Offers / refusals.
- v) Commands.
- vi) In first conditional sentences, e.g. '*If it snows tomorrow, I'll go skiing*'.

5) Shall / Shan't

- + *I shall pick you up at 20.30 tonight.*
- *We shan't be able to visit you on Sunday after all.*
- ? *Shall we go to Venice for Christmas ?*

USE: Shall / Shan't are used for,

- i) Suggestions.
- ii) Invitations.
- iii) Promises.
- iv) The formal future (e.g. in formal letters) (but only with 'I' or 'We' and only in British or Australian English. 'Shall' has legal connotations in the USA).