




<https://www.youtube.com/watch?v=j8OdE4hSyUw>



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"I realised that English is a requirement for success in business, not just a competitive advantage, but a limitation if you don't have it"

Carlos is from Portugal and he is working in Finance in the US, focusing on social and sustainable projects.
Achieved B2 First & C1 Advanced


Cambridge
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"I also took C1 Advanced as I always wanted to have a certificate. I already knew I had an intermediate level, but I wanted to have a document to prove these skills, and I took the Cambridge English exam because it is a lifelong document."

Luana is from Brazil and she has worked in communication and customer services roles in the UK
Achieved C1 Advanced

Cambridge
English Qualifications



"Having a deeper understanding of a language is paramount to a successful career, especially for law where the answer often lies in the subtlety of the words used to convince."

Valentin is from France and studied law at Cornell Law School in the USA
Achieved C1 Advanced

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TALKING ABOUT THE FUTURE

The World's First AI Employees

This is The Next Industrial Revolution

Email Sent
Meeting Approved
LinkedIn Messages Sent
New LinkedIn Connection
salesforce

AI BDR

Ava

The AI BDR powerhouse to boost your outbound using our integrated software.

Get Started

Management

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Artisans Are Excited to Work 70+ Hours a Week

The Era of AI Employees Is Here

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Stop Hiring Humans

The Era of AI Employees Is Here

Artisans Won't Complain About Work-Life Balance

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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 documentary on YouTube:

https://www.youtube.com/watch?v=X_wLVgMzSH4

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: the year's most terrifying documentary

Mon 26 Nov 2018 08.01 GMT



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. The things happening – de-skilling, the loss of human dignity associated with traditional labor – they 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 crushed a line worker at a Volkswagen plant to death, 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 jumping-off point, his documentary covers a sampling of deadly incidents involving automated machinery, including a couple 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 from talking about the accident. But a lot of them talked about the perils of automation, the way that their work environment was made worse as the 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 tech – CEOs, programmers, engineers – Pozdorovkin also interviewed members of the global labor pool – truck drivers, factory workers, gas station attendants, Swat team snipers – those whose lives and livelihoods have seen the most immediate effects of automation’s disruption.

Given the dire nature of those effects, such as the hollowing-out of entire labor 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." He continues: "A lot of things that you see, like the rise in suicides amongst older white men in America, has to do with the way labor has been stripped of 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 way before massive job loss will be a period of broadly sucking out the skills from the labor that's involved."

Our fears over the rise of machines therefore tend to take a sci-fi, post-apocalyptic bent, a la *The Terminator*. Those fears are exacerbated by examples where Asimov's First Law is blatantly violated, such as when the Dallas police strapped C4 on to a robot (a bomb-detecting robot, ironically), sent it into the corner of the library where they had mass shooter Micah Johnson cornered, and triggered it, effectively killing Johnson. In the aftermath, many observers wondered if we'd entered a new stage of weaponized robotics for domestic use.



Pozdorovkin doesn't think that there was anything that problematic about the use of the robot in this particular case. "Ultimately, had the sniper, who we interview in the film, shot [the suspect], as he had done many times before in other cases, there wouldn't be any problem. [But] sending a robot to go in and kill someone *feels* uncomfortable. You can't quite pinpoint it, but it touches into some kind of fundamental, uncanny, discomfort."

That sense of the uncanny 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 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. "I've watched and read hundreds of reports, articles, etc, about sex robots and silicone dolls. And every single one was predicated on the question of whether the sex was any good. This sounds like the most interesting thing, but it's by far the least interesting. 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 it will be true around the world as inequality skyrockets."

If the results of all this new uncanniness were as simple as law enforcement using robots to supplement legally sanctioned police manoeuvres or giving lonely people a new form of emotional and physical reprieve, there wouldn't be that much to fear. But 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.

Pozdorovkin lays out a thought experiment: “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 off that person, because you project fallibility on to 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 and then go. But when you see that there’s a robot next to you, you will drive like an idiot, because the machine is programmed not to bump into you.

“And the kicker is this: once there’s enough of these entities which we treat without any ethical regard, without projecting possible fallibility onto, the way we interact with them will spill over and we will be ruder, more aggressive, more inconsiderate to humans. This argument applies to sex dolls, it applies to a lot of things that we see.”

Have we already crossed 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, where we can automate personal exchanges via a retweet, like, or eye-roll emoji – to say nothing of the way we spread vitriol?

“I think that a lot of the sheltering and toxicity that you see online is ultimately part and parcel with the shielding mechanism that the anonymity of social media permits,” he says.

Ultimately, it’s just one of the ways in which the takeover of machines is well under way. Even as we continue to reel from the pace at which it is happening, 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”.

And what about his own field: the movies? Can the people in front of and behind the camera expect to lose their jobs to robots, the same way those in manufacturing and the service industry have? Pozdorovkin thinks it entirely plausible.

“Artists have become shameless in promoting our absolute immunity from this. But if you look at the economic data, the exact same thing that happened to all of these other industries is happening to the arts.”

Rather than attempt to fight against this new paradigm, *The Truth About Killer Robots* embraces the inevitability, using an android robot (originally designed to read the news on Japanese television) and automated narrator as its face and voice.

“It’s cheaper, easier, more flexible. But most importantly, it’s a way for us to be honest about the process. The worst thing that we could have done was hire a James Earl Jones sound-alike to add human gravitas to the story.”

It’s a fitting choice, considering that the medium of film – like the broader story of this moment in history – no longer belongs first and foremost to humanity.

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

Euronaval 2022 - the largest exhibition of military and marine robots | Latest Technologies

https://www.youtube.com/watch?v=79mejf_CPko



One of the unexpected stars of Russia's Army-22 trade show was a robot dog dressed as a ninja and carrying an RPG-26 rocket launcher. However, the Twittersphere quickly spotted that the outfit looked like an attempt to conceal a Go-1 robot made by Chinese company Unitree, and the killer robodog was quickly labelled a fake. But there is more going on here than you might think.

Firstly, the Russian makers of the "M-81 robot" seem to be open about the fact that they use Chinese hardware, though they say they hope to produce a Russian version. The company, Machine Intellect, is based in St. Petersburg, and says their robot dogs could transport supplies, act as scouts, and carry out attack missions. On the face of it then, we have a company adapting commercially available robotic hardware to take on a new role. Far from being a fake, it is actually an ingenious development of a viable combat platform.

So far, the Ukraine conflict has seen the large-scale use of bomber drones, consumer quadcopters adapted to drop improvised munitions made from grenades. Ukraine, in particular, has made effective use of this technology, and their drone operators are good enough to drop grenades through open vehicle hatches and into trenches. They even use racing drones as loitering munitions able to strike through open windows and doorways.

So, if you can put a grenade on a commercial Chinese drone and thereby acquire a new capability, would it be possible to stick a high-calibre weapon on a commercial robot? Well, yes. A Ghost Robotics platform with a 6.5mm rifle pod from Sword Defense — is reportedly accurate at several hundred meters. Unlike a drone, the robot dog offers the possibility of crawling forward into an ambush location and staying there for several hours, while the operator stays well back. Quadruped robots like Boston Dynamics' Spot (a non-military robot), the Ghost Robotics machines, currently being tested by the U.S. military, are favoured over wheels or tracks for their mobility over rough terrain although the Chinese version is likely to be cheaper. Boston Dynamics, on the other hand, strictly prohibits weaponization of its robots — so any such use would be highly unauthorized.

One way or another, then, robot dogs armed with guns or rocket launchers may well turn up on the battlefield in the near future.

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 risparmiamo 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.

11

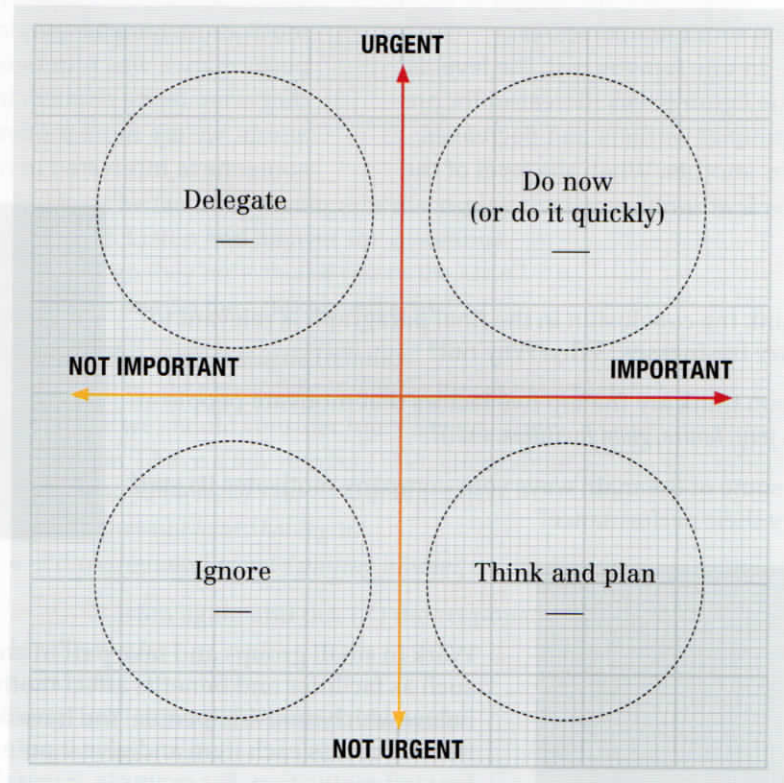
Decisions

Starting point

- 1 Read how four people make decisions. Who are you most like?
 - 1 'I trust my instincts. If I think too much about something I often get it wrong.'
 - 2 'Sometimes I rush into decisions too quickly and I often regret what I have done.'
 - 3 'I make a list of advantages and disadvantages of each option before I decide.'
 - 4 'I ask people I trust what they think before I make up my mind. I find it hard to make decisions on my own.'
- 2 What was the best decision you ever made? What was the worst? (Either at work or in your personal life.)

Working with words | Decision-making

- 1 When you have a long list of individual tasks at work (or at home), how do you decide which to do first? Tell your partner.
- 2 ▶ **11.1** Look at 'The Priority Matrix' below and listen to a trainer explaining the four parts of the matrix. Number each part (1-4) in the order you hear them talked about.



- 3 Work with a partner. Look at four tasks a-d. Where would you put them in the Priority Matrix? Give reasons for your answers.
 - a The launch of a major new product in 12 months' time.
 - b Arranging a leaving party for an employee who has been with the company for over 20 years.
 - c Your key customer has left a voicemail with a complaint about a large order. He sounds very angry.
 - d You receive an invitation to visit the new showrooms of an office furniture company.
- 4 Make a list of four or five jobs that you currently have to do. Decide where to put them on the Priority Matrix.
- 5 Tell your partner about your decisions in 4. How helpful was the Priority Matrix in your decision-making?

- 6 ▶ 11.1 Replace the words in **bold** in sentences 1–8 with the verbs from the list. Then listen again and check.
- make up your mind invite avoid evaluate ignore prioritize
reach delegate*
- The hardest part is to **decide** which job to do first. *make up your mind*
 - Immediately deal with** any job which is urgent and important. Do it straightaway. _____
 - Spend some time thinking before you **arrive at** a final decision. _____
 - It might be useful to **ask for** suggestions from colleagues. _____
 - Compare and consider** their opinions before making a final plan. _____
 - These are the types of jobs you can often **give** to others. _____
 - Stay away from** dealing with those kinds of jobs for a while. _____
 - If you **don't think about** them, they might disappear altogether. _____
- 7 Read about decision-making at a company called Suma. Complete the article with six of the answers from 6. Change the form of the verb if necessary.



Suma

Suma is a healthfood wholesaler with a truly **democratic** system of management. At its regular General Meetings, the company ¹ _____ any major decisions through a system of **consultation** and **consensus** in which every employee is ² _____ to speak out and no one's view or opinion is ever ³ _____.

While Suma has a management committee to implement the decisions made at the General Meetings, the company is able to ⁴ _____ the traditional **confrontation** between managers and workers in **hierarchical** structures. This is partly because all the employees are paid the same wage and have an equal stake in the success of the company.

At a day-to-day level, self-managing teams of employees make a list of tasks and then ⁵ _____ them in order of importance. Suma also uses a system of multi-skilling so employees learn more than one role within the **cooperative**. This means that different jobs can be ⁶ _____ more widely and every **member** has the chance to learn more about the company.



- 8 Match the words in **bold** in the article about Suma to definitions 1–7.
- a discussion where different opinions are heard _____
 - an argument or open conflict _____
 - a system where decision-making always starts at the top _____
 - when everyone has an equal vote _____
 - an employee in a cooperative _____
 - general agreement between a group of people _____
 - a company which is owned by all the employees and profits are shared _____

» For more exercises, got to **Practice file 11** on page 126.

- 9 Work in two groups.
- Group A:** Make a list of the advantages of decision-making with a cooperative like Suma and the disadvantages in more hierarchical company structures.
- Group B:** Make a list of the disadvantages of decision-making with a cooperative like Suma and the advantages in more hierarchical company structures.
- 10 Now each group presents its lists of advantages and disadvantages. Then the whole class can discuss the different views. Try to reach a consensus about the best approach to decision-making.

Language at work | First and second conditionals

- 1 If you need to make an important decision at work or in your personal life, do you talk to other people first? Which people usually give you good advice?
- 2 Read this email from Ilse, a business owner, to Jeff, a consultant, and answer the questions.
 - What decision does Ilse have to make?
 - What are her options?
 - What advice do you think Jeff will give her?



Dear Jeff,

I'm writing to you to ask for your expert advice. We've got the opportunity to relocate our computer games shop to a new out-of-town shopping centre. If we move, we'll probably have a larger base of potential (and wealthy) customers.

However, there is a downside. If we don't keep our shop in town, we may lose our current customers who are local students without cars. I don't think they'll travel all the way to the new premises. Obviously, if we had more money, we'd keep the shop in town and open up at the shopping centre too, but that's not a realistic option.

We'd greatly appreciate it if you could advise us on this matter.

Many thanks and best wishes,

Ilse



- 3 Match sentences a–c from the email to the two types of conditionals in the *Language point*. Use the words in **bold** to help you.

LANGUAGE POINT

- a If we **move**, we'll probably **have** a larger base of potential customers.
- b If we **don't keep** our shop in town, we **may lose** our current customers.
- c If we **had** more money, we'd **keep** the shop in town.

1 First conditional: *if + present simple, will/may/might/can + infinitive*
We use the first conditional to talk about possible future situations.

2 Second conditional: *if + past simple, would/could + infinitive*
We use the second conditional to talk about an imaginary or unreal situation that is improbable or impossible.

Tip | *if not and unless*

if + not = unless:

If we don't keep this shop, we'll lose most of our current customers.

Unless we keep this shop, we'll lose most of our current customers.

4 Underline the correct words in *italics*.

- 1 If you asked the bank for a loan to keep both shops, they probably *won't / wouldn't* give you it.
- 2 I might be able to put you in touch with an investor if you're / *were* interested.
- 3 If you *want / wanted* to meet me tonight, I can give you some detailed feedback on your idea.
- 4 I'd even lend you the extra money if I *have / had* it.
- 5 *If / Unless* your customers have cars, they won't be able to travel to your shop.
- 6 *Will / Would* you need to move if your online business takes off?
- 7 What *will / would* you do if there wasn't a new shopping centre?

» For more exercises, go to **Practice file 11** on page 127.

5 Complete sentences 1–8 with your own words and ideas.

Example: If you ignore unimportant jobs which aren't urgent, they normally disappear.

- 1 If you ignore unimportant jobs which aren't urgent, they ...
- 2 If you don't trust your instincts sometimes, then ...
- 3 One day, I might start my own business if ...
- 4 Unless a business consults its employees from time to time, it ...
- 5 If managers didn't delegate, they ...
- 6 If managers can't make quick decisions, then they ...
- 7 No group of workers can achieve a consensus if ...
- 8 If my company offered me early retirement, I ...

6 Work with a partner. Take turns to read your full sentences in 5. As you listen, compare your ideas and check your partner used the correct verb form.

- ### 7 Work with a partner or in small groups. What will/would you do if ...?
- your company is/was relocated to another part of the country or abroad
 - your company is/was taken over by its main competitor
 - your partner gets/got a new job a long way from home/abroad
 - your boss's job becomes/became vacant

Practically speaking | How to use *if*

1 ► 11.2 Listen to the four conversations. Answer the questions.

Conversation 1: What is difficult? Does the other person agree?

Conversation 2: What is their deadline to pay? What don't they have?

Conversation 3: What is starting? Where is Walter's appointment?

Conversation 4: How much is the increase in the cost?

2 ► 11.2 Match sentences a–d to the conversations in 1. Then listen again and check.

- a **What if** we gave them after-sales support for free? _____
- b **If I were you**, I'd take it. _____
- c **If you don't mind**, I'd like to leave a bit early today. _____
- d **If only** we had more time. _____

3 Look at the words in **bold** in 2. Which *if*-expression is for ...?

giving advice suggesting wishing making a request

4 Work with a partner. Take turns to:

- give your partner advice about his/her job
- suggest a place for the whole class to go to this evening
- wish for something to improve in your working life
- request an extra day off this week

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 ¹a **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 ⁷a **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' 3'.48"-10'.50" only
<https://www.youtube.com/watch?v=EvsYd9zydEg>

- 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?



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.



SLIM GYMS

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.

- 1 Our carpooling system is much cheaper for the staff. It's more _____.
- 2 Our new car is much easier to park. It's very _____ for driving in the city centre.
- 3 The new reception area looks more modern. It's quite _____.
- 4 They took a long time planning the new model. It's very _____.
- 5 The new office furniture is exactly what we needed. It's very _____.
- 6 The operating system on my computer is easy to use. It's very _____.
- 7 Jack's new PDA fits in his pocket. It's quite _____.
- 8 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.

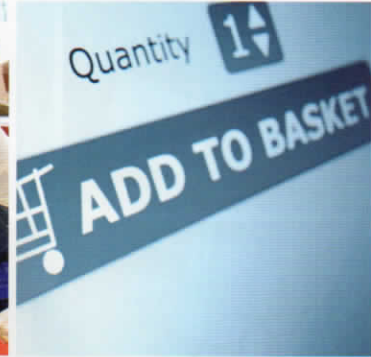
c

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	verb (without to)
Call centres	easier for	organizations	
Consultants	let	people	
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.

COMPANY PROFILES

What is a Company Profile?

Your company profile is a professional introduction. It aims to inform people (primarily prospective buyers and stakeholders) about your products, services, and current status.

What should be included in a Company Profile Presentation?

Your company's profile is like a résumé, outlining its greatest achievements, goals, and potential. It should include all the data prospective clients and customers need to know.

<https://www.impactbnd.com/blog/examples-of-company-profile-pages>

See how real companies devise effective websites by clicking on the various links (Zappos, Google, Starbucks etc.).

How to Write a Company Profile

1. The Title Slide

The first slide of your company profile presentation should contain all the basic company information. To determine what these elements are, just ask yourself what you would want to know about a potential client. Things like: Company name, Address, Phone Number, Website, Email etc.

2.The Overview

The next slide should outline the company's goals and objectives. First, describe the big picture. Then describe the actionable steps in front of you. What are the things you've decided to achieve in the coming year?

Be Chronological. Tell a story. An effective company profile presentation is usually sequential. When people look at your company overview, they expect the information to be set out in chronological order.

3. Products and Services

Next, you should introduce your Products and/or Services. Describe a few problems that the audience can relate to. Make sure you introduce every single feature of your product and/or service from the perspective of the consumer. First, talk about a

problem, then introduce the feature of your products and services that solves that problem.

Be interactive. Your vision and mission are important but the best way to make them come true is to give your audience a voice and listen to what they have to say.

Time your speech so that there's room for questions afterwards but ask the most important questions yourself during the presentation to see if someone in the audience can answer them.

So, before you offer the solution to a problem, ask your audience to tell you how they would solve it. You can even introduce key features as questions. This gives your audience a chance to think of possible solutions before you give them yours.

4. Introduce the Team

If you want your company to seem trustworthy, it must be unified. So, talk about your team members and how they're a part of your vision. Mention how they fit into the bigger picture, and how they helped you to see it in the first place.

You can either dedicate a whole slide to listing your team members or briefly show your team in a group picture on a slide while you talk about it. This fosters a sense of collaboration.

5. The Ending Slide

The last slide of your company profile presentation should always be a Call to Action (CTA).

Be specific. Tell the audience everything you need from them. For example, the type of investment you need and the return they can expect.

A Call to Action is now standard practice for the ending of business presentations. Be honest about what you want the audience to do. Persuade them to take those actions by daring them to do so. Promise them they will see the results for themselves.

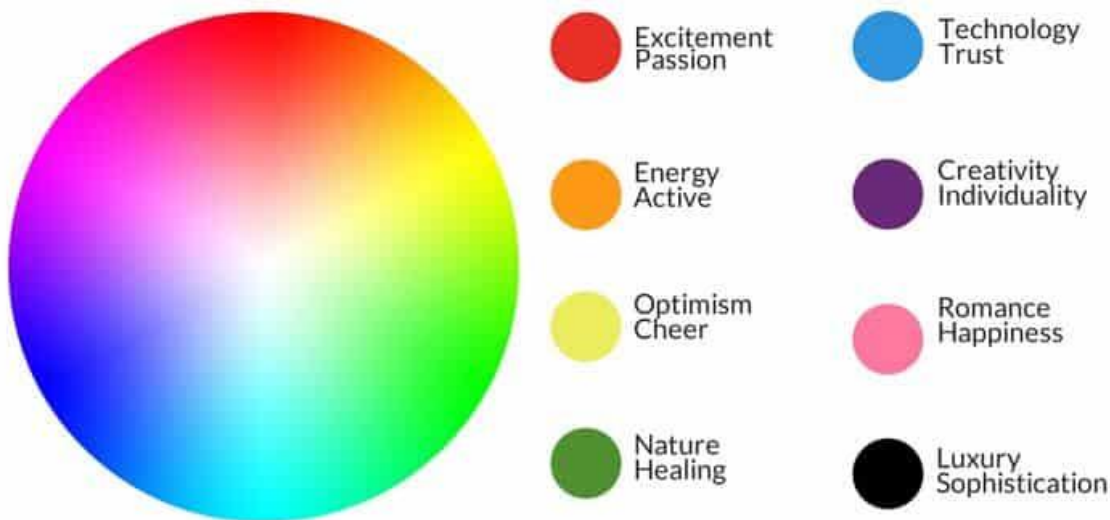
PRESENTATION

Find the Right Templates

When it comes to choosing the right company overview templates, you can't go wrong with a standard format. Since your presentation is going to be chronological, every template is going to have the same elements in the same order.

Picking the right template for your Company Profile Presentation entails capturing the branding. Do not use too many colours. If you want to be unique, your brand should stand out. So, pick a few shades that people start associating with your brand.

Use the psychology of colour to determine the best shades for your brand, and pay attention to what the others are doing.



Now You're Ready to Present Your Company

As you can see, Company Profile Presentations are not difficult. Make sure you know what you're selling, and be honest about it. Talk about all the problems that exist before you start mentioning the features you're solving them with. Stick to those problems long enough in order for them to start resonating with the audience. Then, introduce your solutions, step-by-step, with questions and stories. Use the power of colour psychology to choose the right look for your company overview template and branding. Don't forget to include the rest of your team. And don't forget to be specific and honest in your call to action. Tell the audience what you really need – they'll appreciate the honesty. After that, kindly invite or dare them to take the action, and become part of your company's journey.



Emily

QUICK REVIEW *Types of transport* Write ten words for types of transport (*car, bus, etc.*). Work in pairs. Compare lists. Tell your partner which types of transport you used last week. Where did you go?

I'll get back to you

1 Emily is at work. Look at A-C and answer the questions.

- 1 What is Chris Morris's job?
- 2 Where can you see *Not Now*?
- 3 What is the postcode of Morris Computers?
- 4 In which month is the conference?
- 5 How many phone calls does Emily want to make?
- 6 What is Chris Morris's email address?
- 7 Who are the actors in *Not Now*?
- 8 Is Clare a friend or a customer, do you think?

HELP WITH LISTENING

Phone messages

2 a Look at these sentences from phone messages. Work in pairs. Try to fill in the gaps with these words.

voicemail person choose
back message press try

- a Hello, this is Alan Wick's voicemail .
- b If you leave a message, I'll get _____ to you.
- c I'm sorry, but the _____ you called is not available.
- d Please leave your _____ after the tone.
- e Please _____ one of the following three options.
- f For all other enquiries, _____ zero.
- g Please _____ later.

b **CD2** **56** Listen to four messages. Check your answers to **2a**. What do you do after each message?

- a end the call
- b leave a message
- c press a number on the phone

3 **CD2** **57** Emily is making three phone calls. Listen and answer these questions.

- 1 When does Emily want to:
 - a meet Alan Wick?
 - b meet Clare?
 - c go to the theatre?
- 2 How much are the theatre tickets?

A

To do – Wed 16th

- * phone Chris Morris
- * check contract
- * call Alan Wick
- * check date of March conference
- * call theatre – prices?
- * phone Clare – coffee later?

B

C



Can I call you back?

4 Work in pairs. Discuss these questions.

- How many phone calls do you make or get on a normal day?
- Do you always answer your phone at work or at home? If not, why not?
- When was the last phone call you made? Who did you call? Why?

5 a **VIDEO** 8 **CD2** 58 Close your book. Watch or listen to two phone calls. What does Emily talk to Clare about? When can Emily talk to Chris Morris again?

b Work in pairs. Choose the correct words/phrases.

TIM Hello, 3DUK. Can I help you?

CLARE Hello, ¹I want to can I speak to Emily, please?

TIM ²Hold on/Stop a moment, she's here.

EMILY Hello. Emily Wise.

CLARE Hi. ³It's/I'm Clare. I ⁴got/had your message.

EMILY Good. Do you want to go for a coffee after work?

CLARE Sure. Is six o'clock OK?

EMILY Yes, that's fine. Let's meet at Café Uno.

CLARE OK. See you there at six. Bye.

EMILY Bye.

CHRIS Hello?

EMILY Hello, ⁵is that/are you Chris Morris?

CHRIS ⁶Speaking./I am.

EMILY ⁷This is/I'm Emily Wise from 3DUK.

CHRIS Hello, Emily. Look, I've got a conference call in a minute. Can I call you ⁸back/lagain in an hour?

EMILY Of course. Call me ⁹on/by my mobile.

CHRIS Right. ¹⁰I'll call/I'm calling you later.

EMILY Thanks a lot. Bye.

CHRIS Bye.

c Watch or listen again. Check your answers.

6 Close your books. Work in pairs. What can you remember about the two conversations?

REAL WORLD Talking on the phone

7 Write these headings in a–d in the table.

other useful phrases calling people back
saying who you are asking to speak to people

a	b
Hello, can I speak to (Emily), please?	This is (Emily Wise) from (3DUK).
Hello, is that (Chris Morris)?	Speaking. It's (Clare).
c	d other useful phrases
Can I call you back (in an hour)?	I got your message.
I'll call you later.	Call me on my mobile.
Can you call me back?	Hold on a moment.

REAL WORLD 8.1 p146

8 **CD2** 59 **PRONUNCIATION** Listen and practise the sentences in 7. Copy the stress and intonation.

Hellô, can I speak to Êmily, pléase?

9 a Clare is making some phone calls. Fill in the gaps with parts of the phrases from 7.

CLARE Hello, ¹ *is that* Simon Dale?

SIMON Speaking.

CLARE Hi, Simon. ² _____ Clare Ross.

SIMON Oh, hello, Clare. Look, I can't talk right now.

³ _____ you back?

CLARE Yes, of course. ⁴ _____ my mobile.

SIMON Right. I'll ⁵ _____ later. Bye.

CLARE Hi, Vicky. ⁶ _____ Clare.

VICKY Hi, Clare. How are you?

CLARE I'm fine, thanks. ⁷ _____ to Rob, please?

VICKY ⁸ _____ a moment, I'll get him.

ROB Hello, Clare. I ⁹ _____ your message.

Let's meet at 8.30 outside the cinema.

CLARE OK, see you then. Bye.

b Work in pairs. Compare answers.

10 a Work in new pairs. Write a phone conversation.

b Swap conversations with another pair. Correct any mistakes.

c Practise the new conversation with your partner. Then role-play it for the other pair.

Reading

1 Match pictures A and B to the messages. Which message does not match a picture?



1 Hi. Andrew and Janine aren't in at the moment, but if you leave a message, we'll get back to you as soon as we can. Thanks for calling. Bye.

2 Thank you for calling the Filmworld Cinema. Please choose one of the following three options. For information about films showing this week, press 1. To book by credit card, press 2. For any other enquiries, press 3.

3 Hello, this is the voicemail of Tom Lenk at FTL Limited. I'm sorry, I can't take your call at the moment, but if you leave me a message I'll get back to you as soon as I can.

2 Read the messages again. Answer these questions.

- 1 Are Andrew and Janine at home now? _____
- 2 What do you do if you want to know the time of a film at Filmworld?

- 3 What number do you press to buy tickets? _____
- 4 Who works in an office? _____

Talking on the phone REAL WORLD 8.1

3 Tom is making some phone calls. Fill in the gaps with these phrases.

Is that Can I call you back I'll call you later I'm calling
call me on my mobile Speaking I'm in a meeting

- 1 TOM Hello. ¹ Is that Mr Ali?
MR ALI ² _____ .
TOM This is Tom Lenk. ³ _____ about the Richardson contract.
MR ALI I'm sorry, but ⁴ _____ at the moment. ⁵ _____ later?
TOM Yes, of course. I'm in the office until 5.30. After that you can ⁶ _____ .
MR ALI OK, ⁷ _____ . Bye.
TOM Goodbye.

can I speak to What time shall we meet I got your message
Hold on a moment Can you It's Tom see you then

- 2 TOM Hello, ⁸ _____ Andrew, please?
JANINE ⁹ _____ , I'll get him.
ANDREW Hello?
TOM Hi, Andrew. ¹⁰ _____ . How are you?
ANDREW I'm fine, thanks. ¹¹ _____ about the party.
TOM Good. ¹² _____ come?
ANDREW Yes, of course. ¹³ _____ ?
TOM Let's meet at eight at my house. I'll drive.
ANDREW Fine, ¹⁴ _____ Bye.
TOM Bye.

Invitations and making arrangements **REAL WORLD 9.1**

1 a Make questions with these words.

1 meet / we / Where / shall ?

Where shall we meet?

2 you / tonight / Are / free ?

3 time / What / come / I / shall ?

4 Tuesday / you / on / What / doing / are ?

5 on / you / Are / anything / Friday / doing ?

6 you / Saturday / come / like / to / dinner / to / Would / on ?

b Complete these conversations with the sentences in **1a**.

1 A Where shall we meet?

B What about at your house?

2 A _____

B How about between 8 and 8.30?

3 A _____

B Nothing. Why?

4 A _____

B Yes, that'd be great.

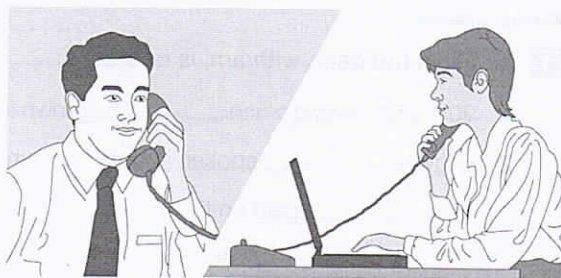
5 A _____

B Yes. Why?

6 A _____

B No, I don't think so. Why?

2 Complete the conversations with these phrases.



How about Would you like to
Are you doing anything What time shall we

VIV Hi, Doug. How are you?

DOUG I'm fine. ¹ _____ on
Tuesday?

VIV I don't think so. Why?

DOUG ² _____ go out for a meal?

VIV Yes, I'd love to. ³ _____ meet?

DOUG ⁴ _____ seven? We can have
a drink and then find a restaurant.

VIV Yes, that's fine.

DOUG Right. I'll see you in the bar next to the
cinema. Bye!

What about what are you doing
Yes, that'd be great Nothing special

LAUREN Joey, ⁵ _____ on
Wednesday?

JOEY ⁶ _____. Why?

LAUREN We're going to see the new Spielberg
film. Would you like to come?

JOEY ⁷ _____. Where are you
going to see it?

LAUREN I'm not sure. I don't like the cinema on
Park Street. It's too big.

JOEY I know what you mean.

⁸ _____ the one near the post
office?

LAUREN Yes. That's better. I'll tell the others.

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 _____?

Unit 9 | Language at work, exercise 7

Student A

Think about what questions you might need to ask to get the information you need. (Use a mix of indirect and direct questions).

Call 1:

You work for a shipping company. Use this information to answer your partner's questions about a shipment from Singapore to New York.

Size of containers	Price	Time for shipment
67 cubic metres	£5,000	6 weeks (approximately)
33 cubic metres	£3,500	

Warehouse storage: First seven days free. After that, minimum of \$100 a week (depending on size of order).

Note: For insurance enquiries, please contact our agent on 0044 235 4756.

Call 2:

You want to transport some handmade goods from Istanbul to London by road. Call the transport company for a quote. Find out about:

- price for up to 1,000 kilos
- delivery time
- any additional costs
- warehouse storage for two days
- insurance for goods

Unit 9 | Business communication, exercise 5

Student A

Take turns to role-play two situations on the phone. In one situation you will be a customer, and in the other situation a call handler. In each situation you will have two conversations.

Situation 1

Conversation 1

You are the customer. You work for an oil company.

- Call the supplier (S1 Engineering).
- Give your account number HK568 and order two drill pieces.

Conversation 2

You urgently need the pieces you ordered five days ago. You are very unhappy with the delay.

- Call S1 Engineering again. Explain the problem.
- Give your account/order details again.
- Ask for a solution.

Situation 2

Conversation 1

You are a call handler for Haddows Trading, a fashion distributor.

- Answer the call from a customer.
- Ask for the account number and details of the order.
- Give this order reference: HTGS899.

Conversation 2

You receive another call from the customer two days later.

- Answer the call.
- Ask for the account details and order reference. Find out what the problem is.
- Invent an excuse and explanation.
- Promise to send a delivery van with the order today at no extra charge.

Unit 9 | Business communication, exercise 5

Student B

Take turns to role-play two situations on the phone. In one situation you will be a customer, and in the other situation a call handler. In each situation you will have two conversations.

Situation 1

Conversation 1

You work for S1 Engineering, a company which provides spare parts for the oil industry. A customer calls you to place an order.

- Answer the call.
- Ask for the account number and details of the order.
- Give this order reference: 965/LQ and say goodbye.

Conversation 2

Five days later you receive another call from the customer.

- Answer the call.
- Ask for the account details and order reference.
- Explain that the order was delayed by two days because of a strike.
- Tell the customer the order will arrive later this afternoon.

Situation 2

Conversation 1

You are a customer from the fashion trade.

- Call the supplier (Haddows Trading, a fashion distributor).
- Give your account number VX890 and order 15 green skirts.

Conversation 2

You have just received the order from Haddows Trading. Unfortunately it contained 50 green shirts. You are very unhappy.

- Call and complain.
- Ask for a solution.
- Agree and say goodbye.

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).