# What if ...?

#### WAGENDA

- Time clauses
- 1st and 2nd Conditionals
- Expressing probability
- Phrasal verbs file. Dictionary skills (2)
- **Urban living**
- Writing emails

#### Language focus



Work in groups.

- 1 How will the world be different in the year 2030? Make predictions about
  - · energy supplies
  - the relationship between different generations of people
  - the role of women in society





- 2 Compare your predictions with other groups. How likely or unlikely do you think each other's predictions are?
- Read the article 'What if ...?' Scenario 2030 about the UK.
  - 1 Are any of your predictions in 1 mentioned in the article?
  - What other predictions are made?
  - 3 How likely or unlikely do you think the predictions are?

# 'What if ... ?

SCENARIO 2030

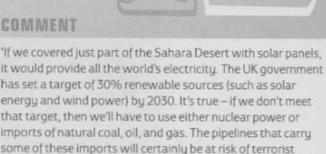
Sky-trains, space travel for the masses, and food pills? Future predictions haven't always been accurate. But now governments and businesses are increasingly using 'scenario planning' to help them plan policies and make decisions.

### 1 What if the power fails?

#### SCENARIO

In 2030, the UK will have problems generating enough energy and will be dependent on imported sources of fuel. It is easy to imagine a terrorist attack on a major pipeline. As soon as the pipeline is attacked, energy supplies will drop by 40%. Emergency supplies will not be enough. The logical consequence is that by the evening rush-hour, whole sections of the country will lose power. There will be traffic gridlock, trains will stop, and airports will close. Essential services won't be able to move and lives will be put at risk. After the government introduces emergency powers, the army will control daily life.





Professor Rees Wilson, Institute of Energy Management

attack as well as mechanical failure.



#### Time clauses

Read the examples and answer the questions. The time clauses are underlined.

- As soon as the pipeline is attacked, energy supplies will drop by 40%.
- Before the strike is a week old, the transport and financial systems will collapse.
- 1 Which tense is used after as soon as and before?
- 2 Find other examples of time clauses beginning with when, after, as soon as, and (not) ... until in the article in 2. Do they refer to present or future time?
- 3 Which tense is used in the time clauses?



Pocket Book p. 16

#### 1st Conditional

Read the examples and answer the questions.

- If we don't meet that target, then we'll have to use either nuclear power or imports of natural coal, oil, and gas.
- If current trends continue, the number of elderly people will more than double in the next 25 years.

- 1 Do the sentences refer to present or future time?
- 2 Which form of the verb is used in the if clause?
- 3 Which form of the verb is used in the result clause?
- 4 Is the event in the if clause likely to happen?
- 5 What are the negative and question forms of 1st Conditional sentences?

#### 2nd Conditional

Read the examples and answer the questions.

- If we covered just part of the Sahara Desert with solar panels, it would provide all the world's electricity.
- · If women had control, there'd be fewer conflicts.
- 1 What is the uncontracted form of there'd in the second sentence?
- 2 Which form of the verb is used in the if clause?
- 3 Which form of the verb is used in the result clause?
- 4 Is the event or situation in the if clause (a) likely, or (b) unlikely or impossible?
- 5 What are the negative and question forms of 2nd Conditional sentences?



Pocket Book pp. 3-4

# 2 What if the money runs out?

#### SCENARIO

In 2030, the number of retired people in the UK will be higher than the number of working people. The pressure on the Government to find money to provide the services and facilities needed by this ageing population will be enormous. There's a chance that the government might decide to increase taxes dramatically on the younger population. If this happens, there will be demonstrations, perhaps even riots. People will continue to protest until the government starts to listen. If they don't abandon their plans, a national strike will be called. Before the strike is a week old, the transport and financial systems will collapse. The country will be divided: generation against generation.

#### COMMENT

The developed world is definitely getting older. If current trends continue, the number of elderly people will more than double in the next twenty-five years. At the same time, the number of workers expected to pay for everyone's pensions and services will increase by only 10%. It's a fact that governments will need to look for alternative sources of labour if they want to avoid conflict between the generations over tax and other financial issues.'

Sean Cope, UK Economics Forum

# 3 What if women have control?

#### SCENARIO

By 2030, it is possible that nearly all the senior positions at work will be taken by women. The leading female politicians of the day will help to end wars by dialogue and discussion. The world will be a more peaceful and co-operative place. Families, too, will be dominated by women, and men will have a smaller part to play in bringing up their children. Men could be marginalized and have fewer rights. But what if they decided to fight back against this situation? If men demanded a return of their rights, it could lead to a fresh gender battle. Men's groups would be formed to help protect the new 'weaker sex'.

#### COMMENT

'The 21st century will be the century of women. By 2030, when the workplace is "feminized", traditional working structures and hours will be a thing of the past. At the same time, I agree that families will change so there will be less need for men as soon as their biological function is complete. If women had control, there'd be fewer conflicts. Dialogue, discussion, and compromise would be the main features of international relations.'

Kim Harmer, Gender Studies Initiatives

Practice	0		s. Use when, before, after, as soon as, or (not) until.
			as soon as I get to the airport.
		1 I'll send you an em	il
		2	, I'll explain what I'd like you to do.
		3 I probably won't le	ave the office
		4	, I'll text you.
		5 I need this docume	it sent urgently. Will you be able to send it
		6 I won't book a tabl	
		7 Could you log off	
		8	, I'll get us some coffee.

Complete the sentences using the verbs in brackets. Decide whether the predictions are likely, or unlikely or impossible, and use 1st and 2nd Conditional forms as appropriate.

1 If fuel consumption \_\_\_\_\_ (increase), we \_\_\_\_\_ (need) to look for more energy resources.

2 If everyone in the world \_\_\_\_\_ (use) their cars less, the demand for petrol and gas \_\_\_\_\_ (fall).

3 If life expectancy in the West \_\_\_\_\_ (continue) to rise, there \_\_\_\_\_ (be) more older people.

4 If people \_\_\_\_\_ (work) until the age of 90, they \_\_\_\_ (not need) to have a state pension.

5 If women \_\_\_\_\_ (take) more positions of power in business, some traditional practices \_\_\_\_\_ (change).

6 If men \_\_\_\_\_ (disappear) completely, the human race \_\_\_\_\_ (become) extinct.

3 Work in pairs. Look at the events in the box. Decide

1 how likely or unlikely they are to happen to you in the future.

2 your course of action.

Make conditional sentences.

Examples If it rains at the weekend, I'll go to the cinema. If I became a top politician, I'd ...

4 9.1 Listen to an interview with three young working adults: Peter, Jola, and Yves. They are discussing three predictions. As you listen, tick to show how probable they think the predictions are.

Prediction		Definite	Likely	Possible	Unlikely	Definitely not
1 The family will disappear as the	Peter					
main social unit.	Yves					
2 People will move away from the	Jola					
parental home earlier.	Peter					
3 There will be cheaper, independent accommodation for	Yves					
young people and key workers (e.g. teachers and nurses).	Jola					

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1 Peter	I'm The family is far too important. I that it will become a little less important – but it won't disappear.
2 Yves	I'm not so sure. I that the family as we know it will disappear – eventually.
3 Jola	I
4 Peter	Yes, I agree with Jola. There a move away from the family for young working people – for financial reasons as much as anything.
5 Yves	
	I, because, as Yves says, society needs it. But to mean the end of the family.  phrases they use to express different degrees of probability in the table.
	phrases they use to express unretent degrees of probability in the cause.
Definite	
Likely	
Likely	

- Work in groups. Discuss the following predictions using the phrases in 6.
  - 1 The family will disappear as the main social unit.
  - 2 People will move away from the parental home earlier.
  - 3 There will be cheaper, independent accommodation for young people and key workers.
  - 4 We'll have to spend more time looking after our elderly relatives.
  - 5 People will work from home more.
  - 6 Employees will be expected to work a minimum of six days a week.
- B Decide what the results will be if the predictions in come true. Use the 1st or 2nd Conditional as appropriate.
  - Examples (5) If people work from home more, there will be less need to commute to work, and the roads and transport system will be better.

    (6) If employees were expected to work a minimum of six days a week, they would go on strike.
- Work in groups.
  - 1 Think of possible future events in your place of work or study. Choose some likely and some unlikely events. Think about new developments, building improvements, technology, staff changes, relocation, training, exams, etc.
  - 2 How will/would you react if these events happen/happened?

Examples I think it's likely that my company will open a branch in another country. If they do, I'll ...
I doubt if I'll pass my exams. If I did, I'd ...

#### Wordpower

#### Phrasal verbs. Dictionary skills (2)

Phrasal verbs (also called multi-word verbs) consist of two, or sometimes three, words. The first word is a verb and it is followed by an adverb (put away) or a preposition (look after) or both (put up with). The adverbs and prepositions are sometimes called particles.

Work in pairs. Read the instructions for a first-time computer user. What do you think the underlined phrasal verbs mean?



## Getting started

- First of all, check you have <u>plugged in</u> all the connections in the correct colour-coded sockets. Then <u>turn on</u> the power. 'Matt Mouse', the on-screen computer assistant, will <u>come up</u> on your screen.
- Matt provides simple tutorials where you can find out about the different functions of your computer. He'll show you how to set up a password, which you will need every time you log on. Remember, if you write your password anywhere, do it in a secret way so that no one else can work it out.
- If you've got a report to write up or a memo to type,
  Matt will show you how to do it, how to save it, and how
  to print it off. If you want to use the Internet, Matt will
  also show you how to set up an email address and how
  to download information and files. You'll be shown how
  to send an email, and attach documents.

It couldn't be easier! And if there's a problem you can't sort out with the help of Matt, or if your computer breaks down, then you can always call our 24-hour helpline. Our free mouse mat has all our details on it—so you won't need to waste time looking up our number.

- 2 Match the phrasal verbs in 1 with the definitions below.
  - 1 find the answer
  - 2 appear
  - 3 deal with a problem
  - 4 connect to an electricity supply
  - 5 transfer from computer to paper
  - 6 search for information in a book
- 7 establish for the first time
- 8 write something in a final form
- 9 move the switch to start
- 10 discover information
- 11 stop working
- 12 type your password to start
- Which of the phrasal verbs from the instructions in 1 can take an object, and which of them can't?
- 4 Read the extracts from the Oxford Advanced Learner's Dictionary. Answer the questions.
  - 1 Which verb has two particles?
  - 2 Which verb does not take an object?
  - 3 Do you know another meaning for take off?
  - 4 What do you think the symbol ↔ means?
  - 5 Which of the example sentences is in the passive?

'come across sh/sth to meet or find sh/sth by chance: I came across children sleeping under bridges. She came across some old photographs in a drawer. put sth↔'off to change sth to a later time or date: We've had to put off our wedding until September. take 'off 3 (of an idea, a product, etc.) to become successful or popular very quickly or suddenly: The new magazine has really taken off.

get 'on with sb to have a friendly relationship with sb: She's never really got on with her sister.

take sh⇔'on 1 to employ sb: to take on new staff ◦ She was taken on as a trainee.

(Extracts based on Oxford Advanced Learner's Dictionary 7th edition 019 431 6068 @2005)

#### Phrasal verbs which take an object

#### Type 1 Phrasal verbs with an object which has two possible positions ('separable')

- Did you take on any new staff?
- Did you take any new staff on?

When the object is a pronoun (it/me/her/them, etc.) only one position is possible.

- Did you take him on?
- · Did you take on him?

#### Type 2 Phrasal verbs with an object which has one position only ('inseparable')

- I came across an old friend.
- I came an old friend across.
- I came across him.
- I came him across.

How do the dictionary extracts show if the object is separable or inseparable?



Pocket Book p. 10

- Match the phrasal verbs in A with suitable objects in B.
  - A
  - 1 take on
  - 2 put off
  - 3 come across
  - 4 get on with
  - 5 look after
  - 6 look forward to
- a a new receptionist
- b your holidays
- c my new colleagues
- d an old diary
- e a difficult decision
- f my sister's children
- 6 Build short question and answer dialogues using the phrasal verbs in 5.

Example A Has your company taken on any new staff recently?

B Yes, we've taken on a new Sales Assistant, Lisa Kitano.

A When did you take her on?

- Complete the sentences with the correct form of the phrasal verbs below. Check the meaning in a dictionary.
  - On my first day at work I was completely lost. I didn't know who to for help.
  - 2 I was talking to my boss on my mobile when I went into a tunnel and he
  - 3 The door of my flat was damaged. Someone had \_\_\_\_\_ and stolen my TV.
  - 4 I didn't do very well at the interview, so they \_\_\_\_\_ me \_\_\_
  - 5 I was so late that the meeting was almost over when I eventually
  - 6 I started giving my presentation, but suddenly \_\_\_\_\_ when I realized that I didn't have my notes.
  - 7 I \_\_\_\_\_ the computer by mistake and lost all the work I'd done.
  - my partner last week. We were just about to go on holiday together.
  - Have any of the situations in **7** happened to you? Change the sentences so that they are true for you. Tell your partner about the situation and what happened. Ask each other questions to find out more details.

## down up off up off break up with

#### Pronunciation

- 1 9.3 Listen to the examples. Notice the stress on the adverb/preposition of a phrasal verb.
  - a My car has broken down.
  - b We've put the meeting off.
- 2 9.4 Listen to the sentences. Mark the adverbs/prepositions that are stressed.
  - 1 What time do you usually get up?
  - 2 Did you turn on the TV?
  - 3 Shall I turn it off?
  - 4 Could you fill in this form?
  - 5 They've managed to put the fire out.

- 6 Has the plane taken off?
- 7 I've just sorted out the problem.
- 8 What time did they set off?

Complete the rules. Write stressed or unstressed.

- The adverb/preposition of a phrasal verb which doesn't take an object is \_\_
- · The adverb/preposition of a phrasal verb which takes an object is \_\_\_\_\_ when it is separated from the verb, and \_\_\_\_\_ when it is not separated.
- 3 Q 9.4 Listen again. Repeat each sentence twice quietly to yourself after the tape.





- · crowded living conditions
- · not enough services and facilities (e.g. health care and schools)
- high rents for businesses
- · inadequate sanitation
- shortage of affordable accommodation for key workers
- 2 Do any of these problems occur in your town or city?

#### Work in pairs.

- 1 Describe the place where you live to your partner, e.g. the kind of accommodation, the number of rooms, the size of the rooms, any special features.
- 2 Which of these features do you think
  - a you must have
  - b it would be nice if you had
  - c you can live without?
  - · a bed
  - · a shower
  - a bath
  - · high ceilings
  - · a balcony with a nice view
  - · plenty of natural light
- · well-insulated walls
- · a large kitchen
- modern furniture and fittings
- polished wooden floors
- space to entertain friends (e.g. for a dinner party)
- 3 Look at this plan of a 'microflat', which provides accommodation in a city centre.
  - 1 What rooms and features are there?
  - 2 Which type of person do you think it is suitable for?
  - 3 Would you like to live in it?
- Before reading the article Living in a shop window, discuss who you think would live in a shop window and why.

Now read the article and answer the questions.

- 1 Where is the microflat?
- 2 Which type of person is the microflat designed to help?
- 3 Which of the features in **2** does the microflat have?

# Living in a shop window

A 24-year-old bank clerk has begun a week-long stay in a 'microflat' specially constructed in a shop window on London's Oxford Street. A small crowd cheered as Warren Bevis arrived, suitcase in hand, for his experiment in cheap inner-city living. 'I'm really looking forward to living here,' he announced cheerfully.

The event is aimed at promoting a way of allowing young people and key workers to beat rising real estate prices. 'There's enough space for Warren to invite friends round for a dinner party,' said Richard Conner, of Piercy Conner, architects of the flat. 'He can even put a friend up for the night if he wants!'

Organizers insist that the living window-display in Selfridges store is not another reality-TV show. 'This sort of micro-living has been happening in countries like Japan for several years, but it hasn't happened here before. The aim is to help young professionals get a foot on the property ladder,' Conner told Reuters on Monday. 'The microflat is about two-thirds of the size of the average London flat. But everything's been resized so it doesn't feel very small,' he said of the 32-square-metre flat.

Features include a double bedroom, a tiny pod with a toilet and shower, some storage space, and a kitchen/living room with access to a small balcony. Ceilings are high (2.8 m) to introduce natural lighting and a feeling of space, the walls are well-insulated to keep heat in and noise out, and the interiors are attractively fitted with the latest fashions and styles.

The project will run for a fortnight and Bevis will be replaced after a week by a young woman, Hélène Cacace, who also wants to move to London but cannot afford the high house prices. The price of the flat will be about a quarter of an ordinary one-bedroom flat.

Onlookers were divided on the attractions of living in a shop window. Marka Peake, 14, waited two hours to see the flat revealed – with its glistening stainless steel kitchen and polished wooden floors. 'It's cool. I'd love to do it if I was sure you couldn't be seen in the bathroom,' he said. Student Corine Smith wasn't so convinced. 'Do I want to live in a glass box? Twenty-four hours a day – eating, sleeping, and washing in front of the whole of Oxford Street? No way,' she said.

But, who knows – it may be the answer to housing problems for lots of young working people in cities throughout the world.



6 Read the article again and complete the table.

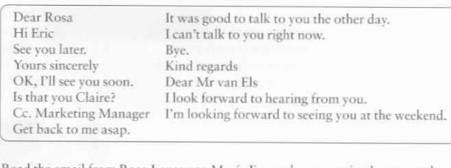
	Who are they?	What's their opinion of the microflat?
1 Warren Bevis		
2 Richard Conner		
3 Hélène Cacace		
4 Marka Peake		
5 Corine Smith		

- 6 Work in groups and discuss these questions.
  - 1 Is there a problem finding enough affordable accommodation for young working people in the cities of your country?
  - 2 Would the microflat solution be a good idea in your country?
  - 3 What other ways of solving city centre accommodation problems can you think of?

#### Focus on functions

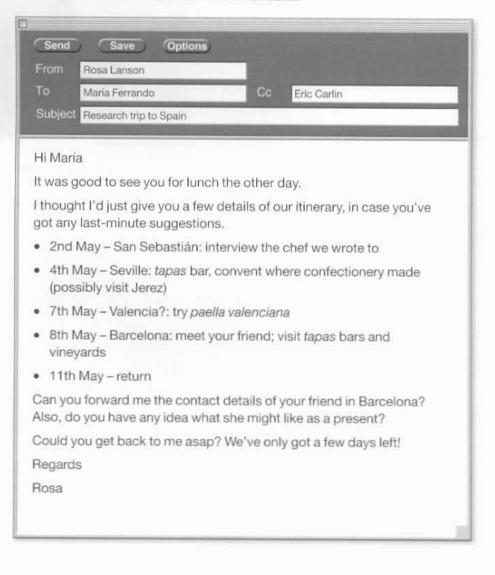
#### Writing emails

- Work in pairs.
  - 1 Have you ever written emails in English? If so, what problems did you have?
  - 2 What are the similarities and differences between the language used in emails, letters, and phone communication?
- 2 Look at the phrases in the box.
  - 1 Are they from an email, a letter, or a phone conversation? (Note they could be from more than one.)
  - 2 Are they formal, informal, or neutral?
  - 3 Are they used at the start or the end of the email?





- 1 What is the purpose of the email?
  - 2 Who else will read the email?
  - 3 What information does Rosa want from Maria?





- 4 Read the list of email guidelines.
  - Identify examples of good practice in Rosa's email to María.

## **Email guidelines**

- Clearly state the purpose of the email
- Make sure the subject line is updated each time you reply
  - Copy in any relevant people
  - Don't use capitals (it's like shouting)
  - Personalize the greeting and reply in the same style
    - Fig. Get to the point quickly (keep social 'chat' brief)
      - Use short sentences
    - Make sure grammar and spelling are accurate
- Abbreviations are acceptable (if you're sure the reader understands them)
  - Use bullet points and headings
  - 2 Are the guidelines the same in your country and your language?
- Work in pairs. Write the following emails.
  - 1 The travel agent to Rosa, confirming details of a flight change (and where to collect the tickets at the airport).
  - 2 Rosa to Eric, arranging where to meet for the trip to the airport.
  - 3 Rosa (in Spain) to her husband, Colin, telling him how the trip is going.
- 6 Work in groups of four or five. Sit in a circle. You are going to write short emails from Rosa Lanson to some of the following people or companies:
  - · Piet van Els
  - · Eric Carlin
  - · a restaurant or food producer in another country
  - · a travel agent
  - · the production department of NMP
  - · a friend of Rosa's
  - · the owner of a specialist food shop
  - 1 Choose one of the people and start an email from Rosa related to the subject of 'The food and drink project'. Only write the headings (From, To, Date, Cc, Subject).
  - 2 Pass your email to the person on your left. Write the next stage of the email you receive from the person on your right (greeting and social chat, if appropriate).
  - 3 Continue passing the emails round, adding one stage at a time in the following order: the purpose of the email, the main message (including bullet points), any questions you have, a quick closing summary and final 'signature'.
  - 4 The last person to receive each email should check it, and then put it up on the wall for other groups to read.