

UNIT 7

Language focus

1 Zero, 1st, 2nd Conditional

1 Look at these sentences from an article about the problem of lack of sleep for working people. Match these three sentences with the type of conditional.

- 1 If such policies were adopted in the West, productivity would increase as a consequence.
- 2 If employers don't take action soon, the number of people who feel overtired at work will increase dramatically.
- 3 If people don't get the right amount of sleep, they don't perform effectively at work the following day.
- 4 Would people work better if they were allowed to take naps at work?

- a Zero Conditional
- b 1st Conditional
- c 2nd Conditional

2 Complete the article below (A–D) with the sentences (1–4) from exercise 1.

A ____ With people now working longer and longer hours, it seems that B ____.

A survey conducted on how sleep affects our daily working life revealed that two-thirds of employees regularly suffer from lack of sleep – much of it due to worry and stress at work.

The researchers concluded that it would be better for bosses to allow workers regular breaks during the working day than if they missed a day's work by phoning up to say they were sick. The majority of employees interviewed believe that C ____.

Countries in the Far East have partially solved the problem by allowing employees to use 'nap' rooms, and by law in China,

workers must be able to have a short sleep after lunch. This has gone some way to creating a more effective balance between work and life, and possibly, D ____.



3 Underline the correct forms.

- 1 If I will have / have / would have any problems, I will / would let you know.
- 2 If / Whether they come / will come, it won't / doesn't make much difference.
- 3 We do / will do it now unless you / if you don't prefer to do it tomorrow.
- 4 If you will work / work hard in this company, they generally give / will give / would give you a bonus at the end of the year.

1 Brainstorming

Complete the sentences below with the correct verbs from the box.

come out of
lay out

come up with
put forward

break down

THE RULES OF BRAINSTORMING

- Define the problem you want solved clearly, and _____¹ any criteria to be met.
- Keep the session focused on the problem.
- Ensure that no one criticizes or evaluates ideas during the session. Criticism introduces an element of risk for group members when _____² an idea. You are trying to open possibilities and _____³ wrong assumptions about the limits of the problem. Judgments and analysis at this stage will stunt idea generation.
- Encourage an enthusiastic, uncritical attitude among members of the group. Try to get everyone to contribute and develop ideas, including the quietest members of the group.
- Let people have fun brainstorming. Encourage them to _____⁴ as many ideas as possible, from solidly practical ones to wildly impractical ones. Welcome creativity.
- Ensure that no train of thought is followed for too long.
- Encourage people to develop other people's ideas, or to use other ideas to create new ones.
- Appoint one person to note down ideas that _____⁵ the session. A good way of doing this is to use a flip chart. This should be studied and evaluated after the session.



2 Phrasal verbs

Correct, where necessary, the position of the words in bold in the sentences below.

- 1 I don't want to go details **into**.
- 2 I'll be going various issues **over**.
- 3 I'd like to put some new ideas **forward**.
- 4 I'll just switch the video **on**.
- 5 We are looking it **into**.
- 6 Can you help me figure this spreadsheet **out**?
- 7 I have no idea how to go it **about**.
- 8 Let's go **through** your ideas.

1 Starting a conversation

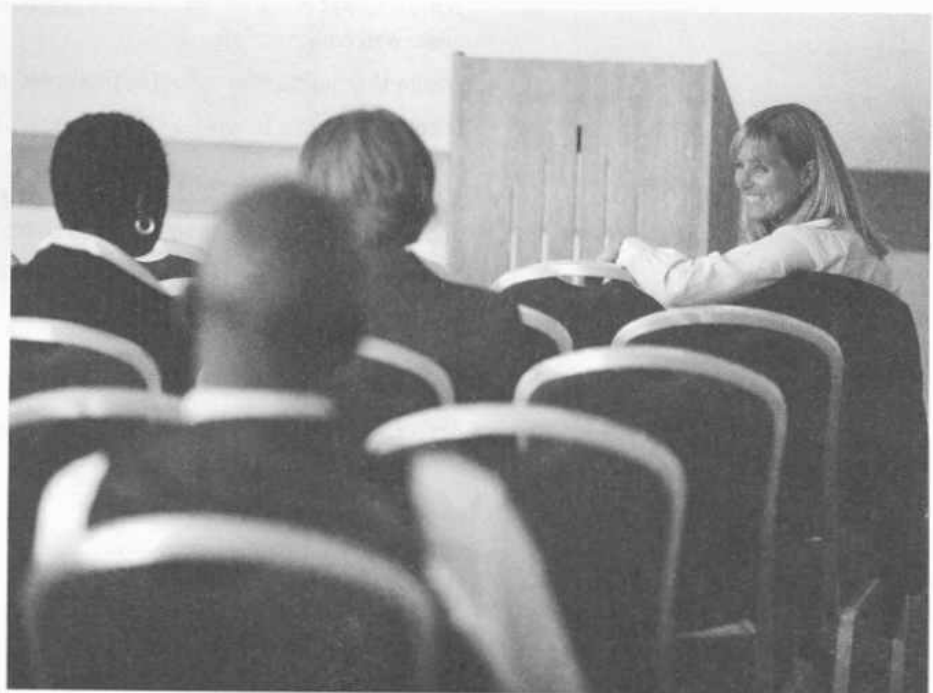
- 1 **7.1** Listen to this conversation between two people who have never met. Decide which statements below refer to Speaker A or Speaker B.

	SPEAKER A	SPEAKER B
1 asks questions	<input type="checkbox"/>	<input type="checkbox"/>
2 tries to involve the other speaker	<input type="checkbox"/>	<input type="checkbox"/>
3 gives one-word answers	<input type="checkbox"/>	<input type="checkbox"/>
4 takes responsibility for the success of the conversation	<input type="checkbox"/>	<input type="checkbox"/>
5 does not give many details	<input type="checkbox"/>	<input type="checkbox"/>
6 makes positive comments	<input type="checkbox"/>	<input type="checkbox"/>

Which speaker has better social skills?

- 2 **7.2** Listen to a similar conversation. Which of these techniques are used?

- be friendly ☐
- share experience ☐
- show interest in what the other person is saying ☐
- repeat back the same question that you have been asked ☐
- repeat back what someone has just said to encourage them to continue ☐
- don't try to dominate the conversation and take equal responsibility for its success ☐
- if there is a pause in the conversation, refer back to what someone has said earlier ☐



2 Being helpful

- 1 Read the conversation below. Rewrite the receptionist's parts (1–6) so that they are friendlier and more helpful.

C = Caller, R = Receptionist

C Could I speak to Desdemona Alvarez, please?

R She's not at her desk. ¹

C Do you know what time she will be back?

R No. ²

C Actually, could you possibly give me her mobile number? It's quite urgent.

R I am not authorized to. ³

C Is there any chance of you ringing her for me and asking her to call me back?

R OK. ⁴

C Yes, it's Penny Dalgarno.

R What? ⁵


C Penny Dalgarno. D-A-L-G-A-R-N-O

R OK. Goodbye. ⁶

- 2  7.3 Listen and compare your answers.

3 Being diplomatic

- 1 Underline the most appropriate phrase in *italics*.





Hi Sandra
I *hope / wish* ¹ you had a good weekend.
Thanks for *replying / getting back* ² to me so quickly with ideas for your presentation. You *wasted / saved* ³ me a lot of time.
I've been looking through the ideas which I think are *↑ OK / great* ⁴, but I was *↑ asking myself / wondering* ⁵ if you might consider making a couple of changes.
As *I am / you are* ⁶ aware, the audience will be made up mainly of Americans and I think we *could / must* ⁷ *↑* introduce a bit more hands-on stuff throughout, plus a few more examples. What *about it / do you reckon?* ⁸ *↑* I don't think it should take too much time, as you can recycle the old training materials.
Sorry to *bother / disturb* ⁹ you with this, as I know you have a lot going on at the moment. In any case, *↑* could you get back to me as soon as you can?
Thanks again.
Adrian

- 2 Now decide where you could insert the adverbs from the box where you see the *↑* sign, to make the email more diplomatic.

actually just please possibly really


Compare your answer to the one in the key on page 82.

1 Checking information on the telephone

- 1 Which phrases could you use on the telephone to let someone know
 - 1 you can't hear what they are saying _____ ?
 - 2 you don't hear a particular word _____ ?
 - 3 you didn't catch their name _____ ?
 - 4 you want them to spell their company's name _____ ?
- 2  **7.4** Listen to this conversation. The operator is having some difficulty understanding the caller. What phrases does she use for the four problems above? Then listen again and write down the message.
- 3  **7.5** Listen and write down the exact phrases used to check whether the caller said:

Tuesday or Thursday	_____
thirteen or thirty	_____
can or cannot	_____

2 Clarifying

 **7.6** Complete the sentences below with words and phrases from the box. Then listen and check your answers.

but that answer I understand you correctly making myself right	I see you see in that case mean by what you're saying
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- 1 So basically, _____ is that twenty is not enough.
- 2 If _____, what you mean is the colours are not clear enough.
- 3 I'm not sure what you _____ 'overdue'.
- 4 OK, I see what you're saying, _____ I still think that ...
- 5 Am I _____ clear?
- 6 You said there was no difference in price, _____ ?
- 7 _____ what you mean.
- 8 So, _____, you will need them earlier.
- 9 Do _____ what I mean?
- 10 Does _____ your question?

3 Reply to these emails, asking for clarification of the points in brackets.

1

Hi, just a quickie to let you know I'll be at the airport (*what time?*) and if you could pick me up, that would be great. (*where to meet?*) In the evening Andi (*Andi who?*) has invited me for dinner. Do you want to come along? (*where and what time?*)
Cheers, Phil

2

Dear Mr Sanders
I regret to inform you that we are unable to supply part (*which part?*) of the order that you made with us last month. We should be able to make a delivery by Wednesday. (*this week or next?*). Please let me apologize for any inconvenience this may cause. (*will discount be given for delay?*)
Geronimo Fusarpoli

Now write replies for the emails you have just written, using the information below.

- 1 airport at 06.30 (hope not too early), meet in arrivals hall (drop you off on the way back), Andi Graves (guy you met at hotel in Munich), dinner (no idea at the moment)
- 2 50 of the 100 items ordered, Weds 27th, 5% discount