

# Discussion

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- 1 Which of the following learning situations are most effective for you?
  - 1 being part of a large group and listening to a lecturer or teacher talking
  - 2 being part of a smaller group and actively participating in the class
  - 3 being in a one-to-one situation and discussing your work with your teacher
- 2 Which three of the following factors are most important for you in selecting a university for undergraduate or postgraduate study?
  - 1 the location of the university
  - 2 course fees and living costs
  - 3 the influence of your parents
  - 4 the reputation of the university
  - 5 the age of the university
  - 6 class sizes
  - 7 facilities (technology, sports, etc.)
  - 8 language of instruction
  - 9 language support
  - 10 the number of international students
- 3 Work in pairs and discuss your selections in 1 and 2, with reasons. Explain why you applied to the university you are

## Expressing and exchanging opinions

To take part effectively in a seminar, you need to be able to say what you think, to find out what other people think and respond to their ideas. Remember that people are interested in what you have to say. There are many ways to exchange opinions. Look at these examples for five key functions.

## Giving your opinion

*My views (that) ...*

## Agreeing

*I think that's right (and) ...*

## Asking for opinions

*Do you agree?*

## Disagreeing

*No, I don't really agree.*

## Recognizing an opinion

*OK, I understand (that) ...*

## TASK 5 Recognizing language for expressing opinions

- 1 1.2 Listen to Extract 2 again and identify the phrases you hear.

I think (that) ...	What do you think?
What about you?	I see what you mean.
For me, ...	I don't agree with that (at all).
I would say (that) ...	I think that's right, but ...
Yes, absolutely.	I wouldn't say that.
Yes, but what about ...?	I agree (with / that) ...

- 2 For each phrase in 1, decide which of the five key functions it is used for.

## TASK 6 Preparing for a seminar discussion

- 1 You are going to take part in a seminar discussion. Work in groups and select one of the statements on education to discuss.

- Students in higher education should be required to learn a foreign language.
- Having a university education is necessary for a person's success in life.
- Subjects related to science, technology, engineering, and medicine are more important than humanities subjects such as history and the arts.

- 2 Work alone and prepare for the discussion. Note down your views on the selected statement using the following headings.

- |                      |                          |
|----------------------|--------------------------|
| 1 Topic and focus    | 4 Main arguments against |
| 2 Your view          | 5 Examples and reasons   |
| 3 Main arguments for | 6 Conclusion             |

- 3 Think of some questions to ask other students.

## TASK 7 Contributing to a seminar discussion

- 1 Work in groups and discuss your selected statement. Use the following stages to help you.

- Express your main points
- Get reactions
- Allow others to make their points
- Listen and respond

- 2 Select one person to take notes of the main points from your discussion. Use the headings from Task 6.2.

# Conditionals

## Zero conditional

The zero conditional is used for things which always happen (or what to do) under certain conditions.

Clause 1: *if* + present simple      Clause 2: present simple  
*If water is heated to 100°C, it boils.*  
Clause 1: *if* + present simple      Clause 2: imperative  
*If the alarm sounds, evacuate the building.*

## First conditional

The first conditional is used for possibilities in the future.

Clause 1: *if* + present simple      Clause 2: *will* (not)  
*If the conference is in Germany, I'll go to it.*

## Second conditional

The second conditional is used for unreal situations in the present.

Clause 1: *if* + past simple      Clause 2: *would* (not)  
*If I had an instruction manual, I'd be able to repair the fault.*

(But I don't have a manual, so in reality I can't repair the fault.)

## Third conditional

The third conditional is used for unreal situations in the past.

### Active

Clause 1: *if* + *had* (not) + past participle      Clause 2: *would* (not) + *have* + past participle  
*If they had replaced the turbine bolts, the accident would not have happened.*

### Passive

Clause 1: *if* + *had* (not) + *been* + past participle      Clause 2: *would* (not) + *have* + *been* + past participle  
*If the turbine bolts had been replaced, the accident would have been avoided.*

(But in reality the bolts were not replaced, so the accident actually happened.)

(See 'Conditions')

## Linking

Relative clauses and participial phrases are useful ways of linking clauses together to form longer sentences. They are used most often in written language.

### Non-defining relative clause

A non-defining relative clause does not provide part of a definition, or limit the meaning of the preceding word. It simply adds further information.

The non-defining relative clause uses relative pronouns such as *which*, *who* and *where*. A comma is used immediately before the relative pronoun.

*A test was carried out. The test confirmed the results.*

→ *A test was carried out, which confirmed the results. The goods were taken to the warehouse. Here they were put away. → The goods were taken to the warehouse, where they were put away.*

### Defining relative clause

A defining relative clause limits the meanings of the preceding words and is often used in definitions.

*A sensor is a device that detects certain external stimuli and responds in a distinctive manner.*

(The sensor is not any kind of device: it is a limited type of device restricted to detecting certain stimuli and responding in a special way.)

*Which* is used with things, and *who* is used with people. In defining relative clauses (but not normally in non-defining ones), *that* can replace *which* or *who*. There is no comma immediately before *which* / *who* / *that*.

(See 'Definitions')

### Present participial phrase

A present participial phrase can sometimes replace a clause or sentence when two actions by the same subject take place at the same time, or one action follows immediately after, or as a result of, another. The present participle ends in *-ing*, and is active in meaning.

*The photons move up and down inside the ruby crystal. They travel at the speed of light. → The photons move up and down inside the ruby crystal, travelling at the speed of light.*

*The blowout preventer was automatically activated. (As a result,) it shut down the well. → The blowout preventer was automatically activated, shutting down the well.*

When events happen in a clear sequence, *before* or *after* can precede the present participle:

*The water flows through a network of pipes. Then it finally enters the storage tank. → The water flows through a network of pipes before finally entering the storage tank. After flowing through a network of pipes, the water finally enters the storage tank.*

### Past participial phrase

The past participle can sometimes replace subject + passive verb. This method of linking clauses or sentences is very common in technical writing as it helps to make it more concise. The past participle is passive in meaning.

*The oilfield is located 90 km off the coast of Brunei. It is an important resource. → The oilfield, located 90 km off the coast of Brunei, is an important resource.*

The past participial phrase can also occur at the beginning of a sentence: *Located 90 km off the coast of Brunei, the oilfield is an important resource.*

For a person you loved deeply, would you be willing to move to a distant country knowing there would be little chance of ever seeing your family and friends again?	If you knew there would be a nuclear war in one week, what would you do?	Would you have one of your fingers surgically removed if it somehow guaranteed immunity from all major diseases?	Would you like to know the precise date of your death?
You discover your wonderful 2-year-old daughter is, because of a mix-up at the hospital, not yours. Would you want to exchange the child to try to correct the mistake?	Would you accept twenty-five years of extraordinary happiness if it meant you would die at the end of the period?	Would you accept a job twice as good as your present one – twice as much money and twice as fulfilling – given one condition of employment; you can never reveal anything about it to anyone you know?	In a nice restaurant, after getting the bill for an excellent meal, you notice that you were not charged for one of the items you ate. Would you tell the waitress?
You are given the power to kill people. They would die a natural death and no one would suspect you. Are there any situations in which you would use this power?	Your house, containing everything you own, catches fire. After saving your loved ones and pets, you have time to safely make a final dash to save any one item. What would it be?	If you were having difficulty on an important test and could safely cheat by looking at someone else's paper, would you do so?	If you could prevent either an earthquake that would kill 40,000 people, a plane crash that would kill 200 people, or a car accident that would kill a friend of yours, which would you choose?
Would you rather be extremely successful professionally and have a fairly ordinary private life, or have a very happy private life and only an ordinary professional life?	Before you are ten pistols – only one of which is loaded. For £1 million would you pick one up, point it at your forehead and press the trigger? If you survive, you keep the money.	If you could take a one-month trip anywhere in the world and money were not a consideration, where would you go and what would you do?	If you could script the basic plot for the dream you will have tonight, what would the story be?
Would you be willing to become extremely ugly physically if it meant you would live for 500 years at any physical age you chose?	Someone close to you is in pain, paralysed and will die within a month. He begs you to give him poison so that he can die. Would you? What if it were your father?	Would you be willing to reduce your life expectancy by five years to become extremely attractive?	Assuming that you had no children and felt the only way for you to have a family was to marry someone you didn't love, would you be willing to do so?
Would you be willing to murder an innocent person if it would end hunger in the world?	For £20,000 would you go for three months without washing, brushing your teeth, or using a deodorant? Assume you could not explain	Given the ability to project yourself into the past but not return, would you do so? Where would you go and what would you try to accomplish?	If a crystal ball would tell you the truth about any one thing you wished to know concerning yourself, life, the future, or anything else,

Some conditional clauses beginning with *if* suggest that a situation is *real* – that is, the situation is or was true, or may have been or may become true:

- If anyone phones, tell them I'll be back at 11.00.
- If you really want to learn Italian, you need to spend some time in Italy.

Others suggest that a situation is *unreal* – that is, the situation is imaginary or untrue:

- What would you do if you won the lottery?
- If you had started out earlier, you wouldn't have been so late.

Compare:

- If I go to Berlin, I'll travel by train. (= *real* conditional) *and*
- If I went to Berlin, I'd travel by train. (= *unreal* conditional)

In the first, the speaker is thinking of going to Berlin (it is a real future possibility), but in the second, the speaker is not thinking of doing so. The second might be giving someone advice.

## Real conditionals

In *real* conditionals we use tenses as in other kinds of sentences: we use present tenses to talk about the present or unchanging relationships, and past tenses to talk about the past:

- If you leave now, you'll be home in two hours.
- If water is frozen, it expands.
- If I made the wrong decision then I apologise.

However, when we talk about the future, we use a present tense, not *will* (see Unit 100):

- I'll give you a lift if it rains. (*not ...if it will rain...*)

## Unreal conditionals

In *unreal* conditionals, to talk about *present* or *future* situations, we use a past tense (either simple or continuous) in the *if*-clause and *would* + *bare infinitive* in the main clause:

- If my grandfather *was/were* still alive, he *would be* a hundred today.
- If you *were* driving from London to Glasgow, which way *would you go*?
- I'd (=would) offer to give you a lift if I *had* my car here.

Notice that we sometimes use *if...were* instead of *if...was* (see Unit 100).

When we talk about something that might have happened in the *past*, but didn't, then we use *if* + *past perfect* and *would have* + *past participle* in the main clause:

- If I *had known* how difficult the job was, I *wouldn't have taken* it.
- If she *hadn't been ill*, she *would have gone* to the concert.

In *unreal* conditionals, we can also use *could/might/should* (have) instead of *would* (have):

- If I lived out of town, I *could take up* gardening.
- They *might have found* a better hotel if they *had driven* a few more kilometres.

In some *unreal* conditionals we use mixed tenses. That is, a past tense in the *if*-clause and *would have* + *past participle* in the main clause, or a past perfect in the *if*-clause and *would* + *bare infinitive* in the main clause:

- If Bob *wasn't so lazy*, he *would have passed* the exam easily.
- If the doctor *had been called* earlier, she *would still be alive* today.

Notice that in *unreal* conditional sentences:

- we don't use the past simple or past perfect in the main clause:
  - If we *were* serious about pollution, we *would spend* more money on research. (*not ...we spent... or ...we had spent...*).
- we don't use *would* in an *if*-clause (but see Unit 100):
  - If I *had* a more reliable car, I'd drive to Spain rather than fly. (*not If I would have...*)



**A** In unreal conditionals we use **if...were + to-infinitive** to talk about imaginary future situations:

- If the technology were to become available, we would be able to expand the business.
- If he were to have a chance of success, he would need to move to London.

However, notice that we can't use this pattern with many verbs that describe a state, including **know, like, remember, understand**:

- If I knew they were honest, I'd gladly lend them the money. (*not* If I were to know...)

We sometimes use this pattern to make a suggestion sound more polite:

- If you were to move over, we could all sit on the sofa.

**B** If the first verb in a conditional **if**-clause is **should, were, or had** (see Unit 99) we can leave out **if** and put the verb at the start of the clause. We do this particularly in formal or literary English (see also Unit 119):

- **Should** any of this cost you anything, send me the bill. (= If any of this should cost...)
- It would be embarrassing, **were** she to find out the truth. (= ...if she were to find out...)
- **Had** they not rushed Dan to hospital, he would have died. (= If they hadn't rushed Dan...)

**C** We use **if it was/were not for + noun** to say that one situation is dependent on *another situation* or on *a person*. When we talk about the past we use **If it had not been for + noun**:

- If it wasn't/weren't for *Vivian*, the conference wouldn't be going ahead.
- If it hadn't been for *my parents*, I would never have gone to university.

In formal and literary language we can also use **Were it not for...** and **Had it not been for...**:

- **Were it not for** Vivian...      • **Had it not been for** my parents...

We often use **but for + noun** with a similar meaning:

- **But for** Jim's support, I wouldn't have got the job. (= If it hadn't been for Jim...)

**D** We don't usually use **if...will** in conditional sentences (see Unit 99). However, we can use **if...will** when we talk about a *result* of something in the main clause. Compare:

- Open a window **if it will help** you to sleep.    *or*    ...**if it helps** you to sleep.  
(*'Helping you to sleep' is the result of opening the window.*)
- I will be angry **if it turns out** that you are wrong.    *not*    '...**if it will turn out**...'  
(*'Turning out that you are wrong' is not the result of being angry.*)

**E** We also use **if...will** in requests:

- If you **will** take your seats, ladies and gentlemen, we can begin the meeting.

If you want to make a request more polite, you can use **if...would**:

- If you **would** take your seats, ladies and gentlemen...

In a *real* conditional sentence, we use **if...happen to, if...should, or if...should happen to** to talk about something which may be possible, but is not very likely. **If...happen to** is most common in spoken English:

- If you **happen to** be in our area, drop in and see us. (*or* If you **should** (happen to) be...)

Notice that we don't usually use this pattern in *unreal* conditionals which talk about impossible states or events in the **if**-clause:

- If the North Sea **froze** in winter, you could walk from London to Oslo. (*not* If the North Sea **happened to freeze / should** (happen to) freeze in winter...)

## EXERCISES

- 100.1** Choose from these verbs to complete the sentences, using each verb once only. If possible, use the pattern *were + to-infinitive*. If this is not correct, use the past simple form of the verb. (A)

~~catch~~ fail like know win understand

- 1 If the police were to catch him, he'd spend at least five years in prison.
- 2 If they ..... to reach their target, the order would be lost.
- 3 If I ..... how to contact Mike, I'd get in touch with him today.
- 4 If she ..... the next four races, she would be world champion.
- 5 If I ..... how it worked, I'd explain it to you.
- 6 If you ..... his first film, I'm sure you'd enjoy this one, too.

- 100.2** Write new sentences with similar meanings. Begin with the word(s) given. (B & C)

- 1 John lent me money. Otherwise, I would have gone out of business. *Had it not been for John lending me money I would have gone out of business.*
- 2 Return the product to the shop if you have any complaints about it. *Should...*
- 3 There would be nowhere for them to stay if they arrived today. *Were...*
- 4 I wouldn't have finished this book without Suzanne's help. *If it...*
- 5 John is giving me a lift. Otherwise, I wouldn't be able to visit you. *But for...*
- 6 Megan and I both have e-mail. Without it, it would be difficult for us to keep in touch. *Were it...*

Now write some true sentences about your life beginning with:

- 7 But for...                      8 If it hadn't been for...                      9 Had it...

- 100.3** Are the underlined parts of the sentences correct? Correct the ones that are wrong. (D)

- 1 If they will get married, they'll probably move to France. *If they get married...*
- 2 If it will make you happy, we'll buy a dishwasher.
- 3 If you will send me a copy of your previous letter, I will reply immediately.
- 4 If some extra money will help, take this £200.
- 5 If anyone will ask for me, I'll be in the café.
- 6 If he will continue to improve, he should be out of hospital next week.

- 100.4** Make these requests and suggestions more polite. Begin *If you would...* (D)

- 1 Excuse me. I have to make a telephone call.
- 2 Leave your name and telephone number. I'll call you back as soon as I can.
- 3 Stay here until I return. I'd appreciate it.

- 100.5** If possible, rewrite the underlined parts of these sentences with *happen to*. If it is not possible, write *X* after the sentence. (E)

- 1 If you see Ken, tell him that I'd like to see him. *If you happen to see Ken...*
- 2 If you are at home on Monday evening, you must see the TV programme on Korea.
- 3 If computers could think like humans, then more people would lose their jobs.
- 4 If I am in New York in December, we must meet up.
- 5 It's delicious – if you like very sweet things.
- 6 The world would be very different today if the aeroplane had been invented in 1800.

## EXERCISES

### 99.1 Are these real or unreal conditional sentences? (A)

- 1 If we had travelled together we would have saved money. *Unreal*
- 2 If you're scared of spiders, don't go into the garden.
- 3 Where would you choose if you could live anywhere in the world?
- 4 If he recognised me, he certainly didn't show any sign of it.
- 5 She'll be furious if she finds out the truth.
- 6 You would know the answer if you had read the book.
- 7 You'll have to take a taxi home if you want to leave now.
- 8 If you had taken that job in Norway, you'd have been able to learn to ski.

### 99.2 Write sentences with similar meanings beginning *If...* . All the sentences you write will be unreal conditionals. (C)

- 1 I don't know enough about the machine, so I can't mend it myself.  
*If I knew enough about the machine I would mend it myself.*
- 2 He didn't prepare for the interview, so he didn't get the job.
- 3 Not enough money is spent on cancer research, so a prevention has not been found.
- 4 Andrew wanted to ask Frank Sinatra for his autograph, but he wasn't brave enough.



Now write sentences including *..., so...* or *..., but...* with similar meanings to these unreal conditional sentences.

- 5 If you'd listened to me, we wouldn't have gone the wrong way.  
*You didn't listen to me, so...*
- 6 If they hadn't found him in time, they wouldn't have been able to save his life.
- 7 If there were any truth in her allegations, I would resign.
- 8 If I hadn't been so busy I would have written to you earlier.

### 99.3 If necessary, correct these sentences. (B-D)

- 1 If Jack had been honest, he would return the money.
- 2 The video pauses if you press this button.
- 3 If she would have really wanted to see me, she would have come earlier.
- 4 If he doesn't break the window then who is responsible?
- 5 If Claire will continue to work hard, she should pass the exams easily.
- 6 Steve would have been attacked if I hadn't come along.
- 7 I'd be able to visit Jim first thing in the morning if I stay in Manchester overnight.
- 8 Speak to Jane if you want to book a room.
- 9 If you know what it was going to be like, why did you come?
- 10 You'd be surprised if I told you how much this cost.
- 11 If I had suddenly announced that the holiday was cancelled, the children had objected.
- 12 We might soon be making a profit if all will go according to plan.



## EXERCISES

**100.1** Choose from these verbs to complete the sentences, using each verb once only. If possible, use the pattern *were + to-infinitive*. If this is not correct, use the past simple form of the verb. (A)

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