

3 Change

Learning objectives in this unit

- Discussing working practices
- Giving a formal presentation
- Speculating about future changes
- Showing understanding

Case study

- Planning office space

Starting point

- 1 What do you like or dislike about your place of work? Think about space, layout, lighting, equipment, noise, location, etc.
- 2 What does 'flexible working' mean to you?
- 3 Will the way you work in the future be different? If so, how and why?

Working with words | Discussing working practices

1 Read this text. Which description is closest to your organization?

Quite a few organizations invest in new offices and information systems in order to improve efficiency, but they do comparatively little to **transform** a corporate culture that is often rooted in a previous era. Others seek to **implement** innovations in their working practices and **procedures** – such as flexible hours, teleworking, policies for work-life balance – without **putting in place** the necessary infrastructure of facilities and technology. Some companies manage to combine a poor infrastructure with an aversion to any kind of cultural change. But of course there are a few that get it right, combining both innovative working practices and the **means** to make them work.

2 How good is your organization at changing with the times? Decide to what extent you agree with the statements below in relation to your company.

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1 | The company buildings create a dynamic working atmosphere. | 1 | 2 | 3 | 4 | 5 |
| 2 | Staff are judged by the hours they work, not what they achieve. | 1 | 2 | 3 | 4 | 5 |
| 3 | Staff need to have excellent IT skills. | 1 | 2 | 3 | 4 | 5 |
| 4 | In order to be able to work here you need to access paper files. | 1 | 2 | 3 | 4 | 5 |
| 5 | Staff can work wherever and whenever is most effective for the job in hand. | 1 | 2 | 3 | 4 | 5 |
| 6 | Meetings have a sense of purpose , and result in decisions. | 1 | 2 | 3 | 4 | 5 |
| 7 | The demands of working at the company put pressure on people's home lives. | 1 | 2 | 3 | 4 | 5 |
| 8 | Seamless technology across all our sites enables us to perform competitively. | 1 | 2 | 3 | 4 | 5 |
| 9 | Most staff aren't given the option to work flexible hours. | 1 | 2 | 3 | 4 | 5 |
| 10 | Staff are consulted before any new procedures are put in place. | 1 | 2 | 3 | 4 | 5 |

Strongly agree 1 2 3 4 5 Strongly disagree

3 Look at the texts in 1 and 2 again. Find words in bold that are similar in meaning to the words in *italics* in sentences 1–10.

- 1 We need to come up with ways of being more *efficient* in our work.
- 2 We're *entering* quite a difficult period, and there are plenty of challenges ahead.
- 3 At the interview you have to prove you have the *ability* to do the job well.
- 4 We like to give all staff the *opportunity* to come back to us with any comments.
- 5 We have *changed* the job description quite significantly.
- 6 It's important to *carry out* thorough research before redesigning jobs.
- 7 It's quite a lengthy *process* from agreeing the changes to implementing them.
- 8 I don't really understand the *meaning* of the last paragraph.
- 9 He's in his sixties, but he's still an *energetic* man with lots of new ideas.
- 10 Call IT and ask them to *install* all the software you need.



4 Can you use the words in **bold** from the texts in the sentences in 3? If so, does the meaning change?

5 14▶ Listen to an interview with Iñaki Lozano, a consultant specializing in space management and new ways of working, and answer questions 1–3.

- 1 What three organizational aspects of companies do BICG focus on?
- 2 Why is their work necessary, and what are the advantages?
- 3 Who is most likely to resist change / embrace change?

6 14▶ Listen to the interview again. What nouns collocate with verbs 1–8?

- | | |
|---------------------|------------------|
| 1 accommodate _____ | 5 generate _____ |
| 2 achieve _____ | 6 exchange _____ |
| 3 anticipate _____ | 7 assess _____ |
| 4 facilitate _____ | 8 measure _____ |

7 What other nouns do the verbs 1–8 in 6 collocate with? Match them to a–h below.

- | | |
|-----------------------------------|---------------------------------------|
| a targets / objectives | e progress / productivity |
| b special requirements / requests | f development / growth |
| c ideas / interest | g performance / a situation |
| d knowledge / points of view | h potential difficulties / objections |

8 Work with a partner. Ask and answer questions about working conditions in your companies using the collocations from 6 and 7.

»» For more exercises, go to Practice file 3 on page 106.

9 Work with a partner. You work for a manufacturing company and meet to discuss a problem with morale in the factory. Read about the possible causes in the email, then follow steps 1–3.

- 1 Briefly outline the main points.
- 2 Discuss possible approaches to improve morale.
- 3 Decide on an action plan for change.

✉

Dear all

Following a series of low productivity figures, I've been looking into the situation in the factory. I have talked to a number of staff and the general impression is that they are not motivated and they are doing the bare minimum to achieve their daily targets. From my point of view, this seems to be a self-perpetuating cycle of low morale – the figures are down so the supervisors are applying more pressure, which means people feel less valued, etc. Anyway, I thought I ought to let you know my findings so far (see below).

Possible causes of low morale:

- the impact of recent technical changes in production
- work-life balance issues
- working by output / result, not by time spent
- cost-saving initiatives
- instability of jobs in the sector

Let me know if you'd like to discuss this further.

Best regards

Brian

Business communication skills

Context

A large insurance company is creating a strategy for facing the future and one of its managers has been asked to attend a seminar on the future of working practices. The manager is expected to report their findings to the management team including the CEO. As the management team is cross-functional, specialist terminology and jargon may not be understood by everyone.

Presenting | Giving a formal presentation



1 Work with a partner. Discuss the following questions.

- How often do you give presentations and what kind of audiences do you present to?
- How do you feel about giving presentations?
- How often do you listen to presentations and who gives these presentations?
- What difficulties do you have when listening to a presentation in English?

2 15–18▶ Listen to four extracts from a formal presentation. Fill in the notes on the slides below.

1 Facing the future

Introduction:

Flexible working – by 2050 most people will have been working flexibly for more than a decade.

Presentation outline (x3 sections):

- 1 current research
- 2 effects on the workforce
- 3 effects on employers

Notes

3 Effects on the workforce

- ‘Binge-time careerism’, employees working non-stop for a period, and then taking time off.
- ‘Shadow careers’ encouraging personal development.
- 24 / 7 access to work email and phones / BlackBerries leading to longer hours.

Notes

2

Current research

- Rise in ‘demuting’ – 12 million people in UK will be working from home by 2020.
- New generation of ‘career nomads’, employees moving around changing jobs / careers.

Notes

4

Effects on the employer

- Competing for talent.
- Faced with dilemma as employees gain the power to make choices.

Notes

- 3 15–18▶** Listen to the four extracts from the presentation again and refer back to the slides in **2**. Note down the phrases which are used for the following functions.

Extract 1

- Put the presentation in context: _____
- Refer to a point that will be raised later: _____
- Outline the structure: _____

Extract 2

- Introduce the second slide: _____
- Explain the terms 'demuting' and 'career nomads':

Extract 3

- Introduce the third slide: _____
- Explain the terms 'binge-time careerism' and 'shadow careers':

- Introduce the information on 24/7 working:

- Refer to a point that was made earlier: _____
- Talk about a point not included in the presentation outline:

Extract 4

- Introduce the last point: _____
- Finish the presentation: _____

- 4** Turn to audio scripts **15–18▶** on page 153. Check your answers to **3**.

▶▶ For more exercises, go to **Practice file 3** on page 106.

- 5** Work with a partner. You are going to report back to your colleagues and CEO on your findings from the presentation. Using your notes in **2**, prepare an outline for your own presentation summarizing your findings.

- Decide who will present which parts of your presentation, and what phrases from **3** you will use to structure and signal the different parts of the presentation.
- Practise giving your part of the presentation to each other. When listening to your partner, check against your notes in **2** that they include all the relevant information, and that they use appropriate language from **3**.

- 6** Think of a change you would like to make at your company. Prepare to present your proposal for change to the board of directors. As the presentation will be formal, you need to prepare well. Sketch out the structure of your presentation on a series of slides. Include

- background information
- an outline of the structure
- explanation of specialist terms
- a reference to something you will say later
- a reference to something you said earlier
- a digression
- links from one section to another
- a conclusion.

- 7** Work in groups. Listen to each other's presentations, and make notes of the key points. When you have finished, check your understanding and ask questions.

▶▶ Interactive Workbook ▶▶ Email

Key expressions

Outlining a structure

I've divided my talk up into ...
First of all, I'll ... After that, I'll ...
I'll conclude with ...

Beginning the presentation

I'd like to start by saying ...

Referring forwards / backwards / sideways

I'll return to ... later.
As I said earlier, ...
I'll say more about ... in a moment.
Just to digress for a second, ...

Signalling the next section

OK, moving on ...
Turning to ...
This brings me to ...

Ensuring understanding of a specialist subject

Just to fill you in on some of the background, ...
By ... I mean ...
Now I don't know if you're familiar with ...
Well, ... refers to ...
This is where ...
And perhaps here I should explain what I mean by ...
That's when ...
So, for example, ...

Ending the presentation

And this is my key point.
To sum up, ...
I'll be happy to take any questions now.

▶▶ Interactive Workbook
▶▶ Phrasebank

Culture question

- Is it appropriate in your culture to use humour in presentations?
- How else can you vary the pace?
- What difficulties can be caused when humour is used?

Language at work | Speculating about future changes

1 Look at extracts 1–10 from the presentation. For each one, answer questions a–d.

- What structure is used?
- How certain is the speaker in each sentence?
- Could the structure used be replaced by any other future structure?
- How would an alternative structure change the meaning of the sentence?

- The flexible working revolution means that management **will become** more about resourcing and measuring results.
- It's estimated that by 2050 most people **will have been working** flexibly for more than a decade.
- It's anticipated that as many as twelve million people in the UK **will be working** from home by 2020.
- The 21st century **is going to be** about a new generation of 'career nomads'.
- The trend towards home working **could have** other positive social side-effects.
- We anticipate that this trend **will only increase**.
- Home-based businesses **are likely to** revive local communities.
- By the mid-21st century a major cultural change **will have taken place**.
- People **are expected to be working** more flexibly in the future.
- Solving this dilemma **must surely become** a key priority.

» For more information, go to **Language reference Unit 3** on page 127.

2 19► Members of the Federation of European Employers were asked: 'Do you think there will be a major change in the way we work in the future?' Listen and note down phrases they use to make predictions.



3 Put the phrases you noted in **2** into these categories.

- certain _____
- probable _____
- possible _____
- unlikely _____

4 19► Listen again. Make a note of four phrases the speakers use to refer to a point or period in future time.

» For more exercises, go to **Practice file 3** on page 107.

5 Work with a partner. Give your predictions for possible changes in your company / department. Think about the aspects below.

- the business
- budgets
- the competition
- technologies
- your working day
- relationships with colleagues / boss
- your role / prospects
- your colleagues' roles / prospects



Practically speaking | Showing understanding

1 20▶ Listen to four conversations. What are the problems? How do the listeners respond?

2 20▶ Listen again and complete phrases 1–10.

- 1 I know _____.
- 2 It's quite _____.
- 3 No, it _____?
- 4 It _____ sending an email ...
- 5 I hear _____. I mean ...
- 6 I _____ for a lot of you ...
- 7 I can _____.
- 8 I _____ at my last company ...
- 9 I _____ the request again, though.
- 10 Well, _____ word it so that ...

3 Match the phrases in **2** to categories a–c. Can you add any other phrases?

- a Showing that you understand the problem: _____
- b Explaining why you are able to understand the problem: _____
- c Offering practical solutions: _____

4 Work with a partner. Look at sentences 1–4. Discuss how you would respond in order to show understanding.

- 1 'My workload has increased dramatically since we merged with the Cork office.'
- 2 'I don't think my presentation was very convincing.'
- 3 'This report just doesn't make sense.'
- 4 'I need to change offices – mine is getting too noisy.'

»» For extension and revision go to **Useful phrases** on page 134.

5 Think about a problem you currently have at work. Alternatively, use one of the problems below. Take turns to explain the problem, and to respond appropriately.

Problem 1: Time differences

You work for a company with offices all round the world. You need to coordinate a project, but it is very difficult to call a meeting at a suitable time for everyone.

Problem 2: Holiday planning

You have to plan staffing over the Christmas period. Everyone wants time off, and you feel priority should go to those with small children. However, there are childless staff who feel unfairly treated because they always have to work at Christmas.

6 Discuss your partner's reaction to your problem with the class. How sympathetic / understanding / practical was it?

Key word | quite

Replace *quite* in phrases 1–5 with synonyms a–e.

- 1 It's *quite* hectic over here too.
- 2 Not *quite*.
- 3 There were *quite* a few technical problems.
- 4 I'm finding it *quite* a task to manage my work.
- 5 **A** I don't want it to look like I'm badgering them.
B *Quite*. Well you might want to word it so it's not too aggressive, in that case.

- a exactly
- b several
- c very
- d absolutely
- e very difficult

📄 »» Interactive Workbook »» Exercises and Tests



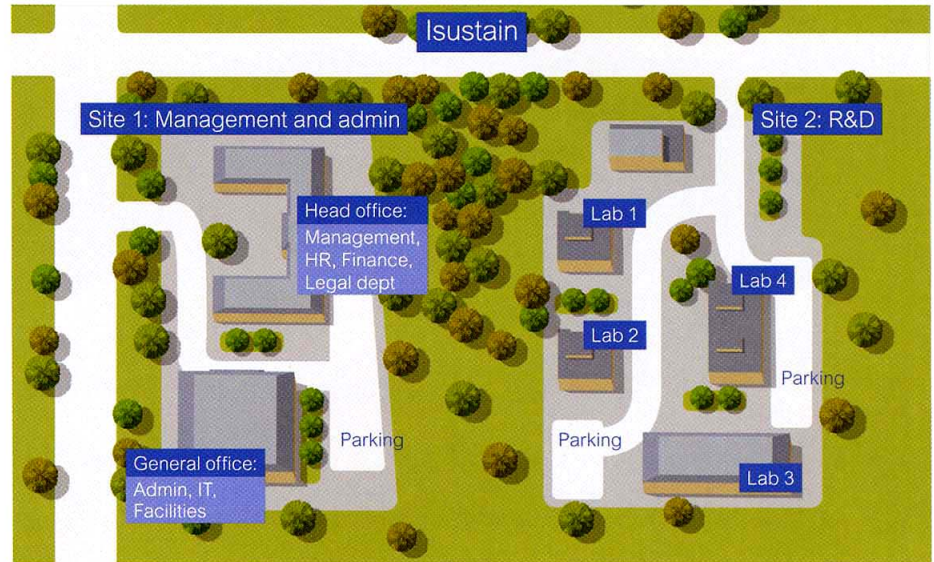
Company profile Parelect

Parelect is a multinational group operating in the energy, manufacturing, and healthcare sectors, which specializes in electronics and electrical engineering. The company has around 400,000 employees working to develop and manufacture products around the globe. There are a number of companies in the Parelect group. For example, RM-Circuit, an international supplier of automotive electronics, and Isustain, which focuses on sustainable energy.

Planning office space

Background

Phil Marsden, Facility Management Director at Isustain, has written to Carlos Medici at Parelect HQ about plans for changes to the working environment at Isustain. He has also sent Carlos plans of the current building layout for reference. Carlos has now sent a reply.



Hi Phil

Thank you for your email. As you know, we have been looking at redefining work space standards across our industry, and it is good that you are now thinking about how this could be achieved at Isustain.

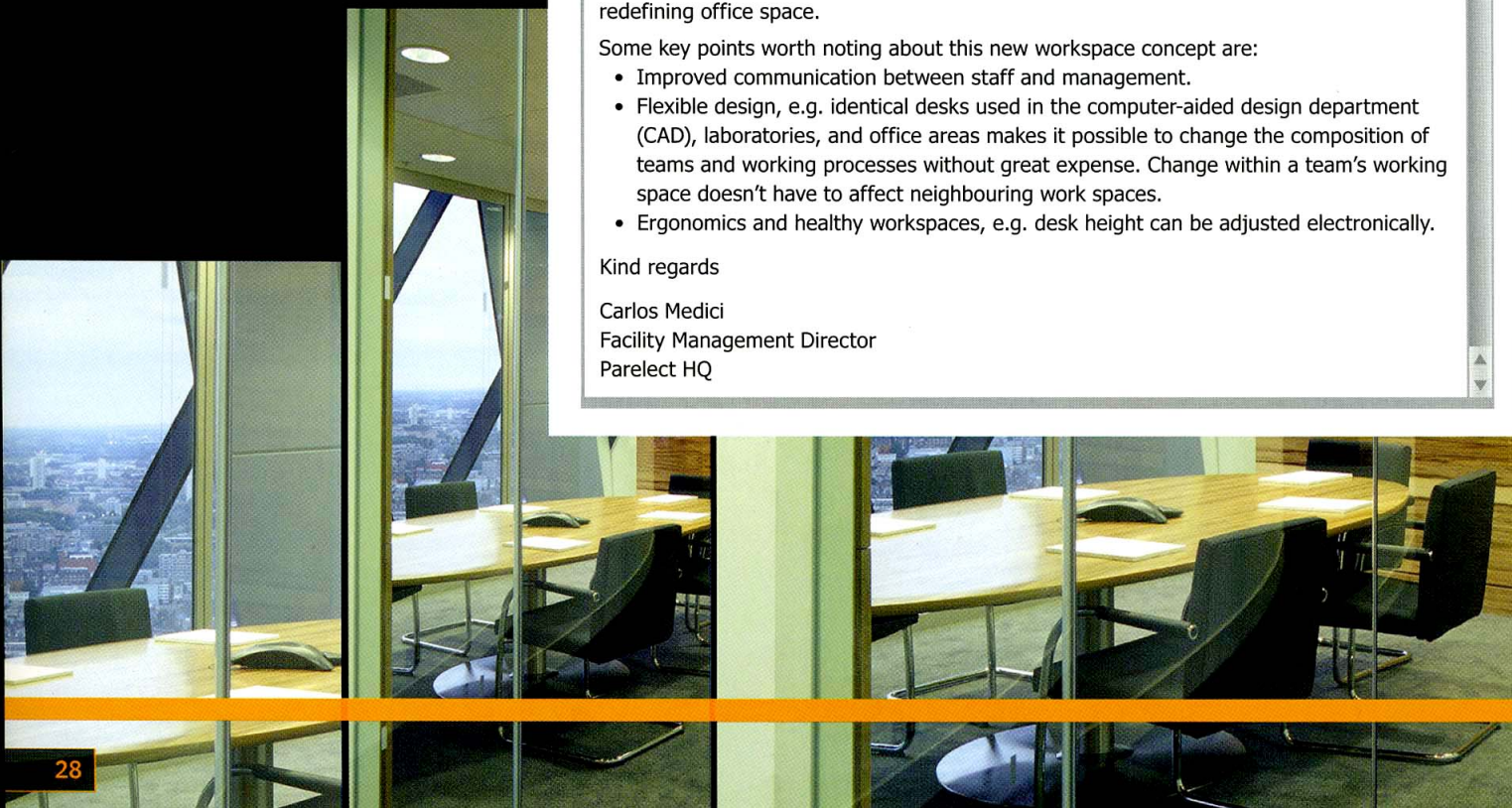
Please find attached for reference a summary of a report from RM-Circuit, where they initiated the first project of its kind. This is now the benchmark in the Parelect group for redefining office space.

Some key points worth noting about this new workspace concept are:

- Improved communication between staff and management.
- Flexible design, e.g. identical desks used in the computer-aided design department (CAD), laboratories, and office areas makes it possible to change the composition of teams and working processes without great expense. Change within a team's working space doesn't have to affect neighbouring work spaces.
- Ergonomics and healthy workspaces, e.g. desk height can be adjusted electronically.

Kind regards

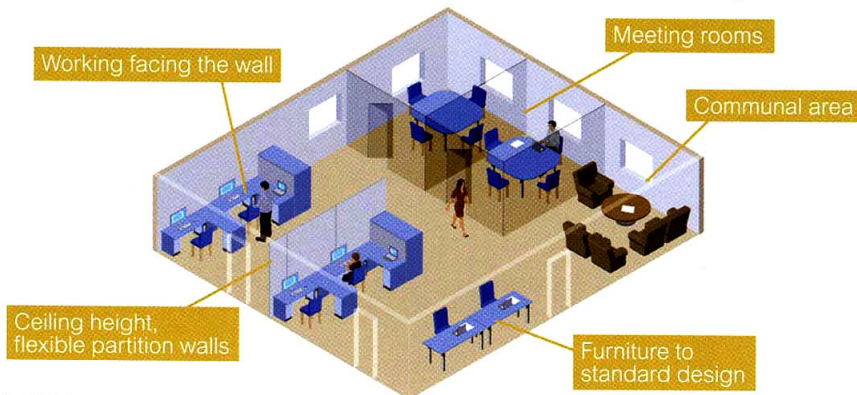
Carlos Medici
Facility Management Director
Parelect HQ



Office space planning project at RM-Circuit

Project

Aim: to promote communication through effective office space planning. Four main sites were set up at Head Office with 20 buildings for production, development, and administration. All activities were concentrated in one building. This building was designed to increase productivity and to act as a benchmark within the industry.



Process

- 1 Analysis of present-day and future working methods in over 80 discussions.
- 2 A flexible office concept was defined in workshops, so that the composition of teams and working processes could be changed without great expense, and working areas could be provided when greater concentration was required, as well as spaces for meetings. The management could sit with their teams in the open-plan structure, as well as being able to withdraw for confidential conversations.
- 3 A pilot project was carried out a year before the company moved into the development centre. Space configuration was mapped out with its variations of furniture. Some twenty staff also worked in these areas for almost twelve months, and changes were made in consultation with these pilot users.

Result

The project has been successful, with the positive reaction of users. An essential contributory factor to the success of such large-scale change has been the involvement of staff at an early stage in the project.

Discussion

- 1 What problems can you see with the layout of Isustain?
- 2 Why do you think the office space planning concept at RM-Circuit is used as a benchmark in the industry?
- 3 What key issues do you think need to be addressed when relocating employees and designing office space?

Task

- 1 Work in groups. You are office space consultants for Isustain. Discuss what solutions you would propose for the company's office space planning issues.
- 2 In your groups, prepare a presentation that could be given to the staff at the company.
- 3 Give your presentations to the rest of the class.
- 4 As a class, decide which proposal would work best for Isustain.

The Expert View

Managing any kind of change is a complex process and in order for it to be successful, the guiding team needs to generate trust, commitment, and teamwork. Firstly they need to encourage staff to feel dissatisfaction with the current situation, so that it's recognized change is required. Secondly, the vision must be right and should be communicated in clear, simple, and sincere ways. The first steps in implementing the change must then be taken in order to keep up the momentum. Tackling these three drivers (dissatisfaction, vision, first steps) and addressing organizational inertia and resistance help increase positive energy for change.

Lester Coupland, Executive Development Consultant, Centre for Customised Executive Development

Cranfield School of Management



4 Risk

Learning objectives in this unit

- Talking about different kinds of risk
- Taking part in a teleconference
- Using pronouns for reference
- Establishing rapport and showing interest

Case study

- Tackling risks

Starting point

‘Living at risk is jumping off the cliff and building your wings on the way down.’

Ray Bradbury 1920–, novelist

‘You can’t cross a chasm in two small steps.’

David Lloyd George
1863–1945, British Prime Minister

‘Expert prediction is rarely better than rolling the dice.’

Tom Peters 1942–, management writer

- 1 Discuss the quotes. Do you agree or disagree? Why?**
- 2 Do you consider yourself a risk-taker? Why / Why not?**

Working with words | Talking about different kinds of risk

1 What kinds of risks do businesses face?

2 Read this review of a new risk management software package called ‘Watchman’. What does the writer say about the following points. Do you agree?

- risks in our everyday lives
- risks in the telecommunications sector
- the link between survival and change
- technology versus human skills

A bold new solution for Risk Management

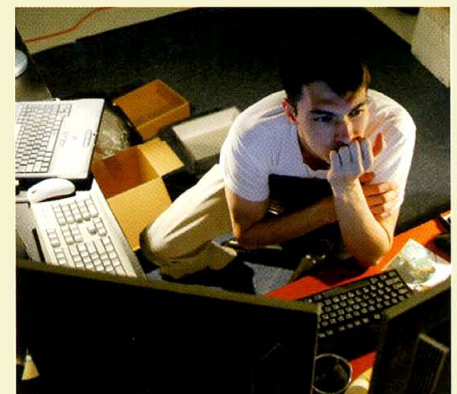
The world is often a dangerous place to do business in. For an organization to survive it must become adept at **identifying** and managing possible risks. In our personal lives we do this every day, often without thinking about it. Before we cross the road, we look around to make sure there isn’t a vehicle heading towards us. And every parent **weighs up** all potential dangers before allowing their child to **run the risk of** riding a bike outside. Businesses have to make **predicting**, **recognizing**, and **minimizing** risk as natural and habitual as this.

Some risks affect all businesses, such as the unpredictability of economics (e.g. inflation), politics (e.g. new legislation), and business realities (e.g. late payments). However, there are also risks specific to each sector. In the volatile telecommunications sector, a mobile phone company has to **anticipate** shifting customer taste in a market that is moving so fast it’s hard to look one year into the future, let alone ten.

It’s been said that the species most likely to survive is the one most responsive to change. The problem in risk assessment is that progression and change in today’s world is no longer linear and predictable. The only successful business will be one that **accepts** uncertainty and is flexible enough to respond to change as it comes. That’s where Watchman can help. This impressive software accepts a variety of inputs and then produces a stunning three-dimensional graphic display that allows you to

view various risk factors at a glance, all against an interactive timeline. Intuitive controls allow you to filter the output to compare probabilities, **determine** the relative importance of each risk factor, and **evaluate** potential impact. And, of course, you can alter the variables to **gauge** how different conditions make an impact – in the hope that this knowledge will help you to avoid **exposing** your organization to unnecessary risks.

So it’s great as far as it goes, but there is a problem. If the input you provide is incomplete this will affect the quality of the risk analysis. Watchman can’t do the thinking for you and it can’t determine whether a threat is directly relevant to your company. It’s a sound program, but it’s no replacement for the skilled, intuitive work done by an experienced risk manager.





3 Match the verbs and verb phrases in bold in the text in 2 to definitions 1–9.

- 1 make an informed guess that something will happen (2 verbs)
- 2 think carefully about something and decide its value or importance (2 verbs)
- 3 see something and know what it is (2 verbs)
- 4 consider good and bad aspects of something before making a decision (1 verb)
- 5 reducing something to the smallest possible level (1 verb)
- 6 put something in a situation where it is not protected from something (1 verb)
- 7 encounter the danger of something bad happening (1 verb)
- 8 carefully calculate and decide something (1 verb)
- 9 able to regard and understand a situation or future situation as true (1 verb)

4 Work with a partner. Using the verbs and verb phrases in 3, discuss what advice you would give to someone considering the following decisions.

- accepting a job with another company
- becoming self-employed
- investing savings in the stock market
- relocating to another city / country

5 21▶ Listen to three different people discussing risk. In each case, decide

- 1 what their job might be
- 2 what risks they have to deal with.

6 21▶ Listen again and note which speaker uses these adjectives.

sensible cautious rash risk-averse prudent foolhardy
reckless bold imprudent over-cautious

7 Which of the adjectives in 6 have a positive connotation (+) and which have a negative connotation (-)?

8 Read these four extracts from employee appraisal reports. Which of the adjectives in 6 could you use to describe their attitudes towards risk?

- 1 'Luis takes no or few risks.'
- 2 'Anastasia has a balanced, realistic view of risks.'
- 3 'Victoria doesn't take a sufficiently careful view of risks.'
- 4 'Lothar completely ignores obvious dangers and is largely unworried by risks.'

9 Work with a partner. Think about someone you know, e.g. a friend, a current or previous colleague / boss, a famous person, a relative. Describe their attitude towards risk. How similar is their attitude to your own?

»» For more exercises, go to **Practice file 4** on page 108.

10 Work with a partner. Read this information about a PEST analysis.

PEST analysis is a way of analysing four key external factors that may affect an organization, a business, or a project.

- Political** (e.g. change of government; change of legislation; impact of corruption)
- Economic** (e.g. change of labour supply and costs; impact of competitors' behaviour)
- Social & Cultural** (e.g. change of public opinion, taste, or attitudes; population changes)
- Technological** (e.g. new technologies; changing costs of communications)

Think about your company. For each category in the PEST analysis

- 1 brainstorm possible changes in your sector, your country, or the world
- 2 think about the associated risks for your company / project and any possible action points in response to these risks.

Example: (Economic) One of our competitors is getting stronger. They might launch a rival product at a lower price. We would then run the risk of losing market share. We should try to be bold with new product ideas to keep ahead of the competition.

11 Report back to your colleagues on your PEST analysis.



Context

Frangipani Travel organizes luxury specialist tours and safaris in Kenya, Brazil, India, and Egypt. Their main target clientele is well-off European couples. However, more potential Frangipani customers are organizing holidays for themselves via the Internet and there is less demand for ready-made packages.

The company is considering a bold reorientation to focus exclusively on ecologically-sound 'green holidays'. Jean-Luc, a senior manager based in France, has organized a teleconference with the regional managers to discuss the risks. The participants in the teleconference are – Joana in Brazil, Khalid in Egypt, Thomas in Kenya, and Greta in India.

Telephoning | Taking part in a teleconference



- 1 Work with a partner. What advice would you give to someone participating in a teleconference in English for the first time? Compare your ideas with the guidelines in File 10 on page 138.
- 2 **22▷** Look at the agenda, then listen to four extracts from the teleconference and note which guidelines from 1 are (or aren't) followed by the participants.

Agenda

Conference call 23 November 10:00 GMT

Moderator: Jean-Luc Boyer

- 1 Introductions.
- 2 Proposal 1: redirect Frangipani entirely towards 'Green-Stay' tours (Joana).
- 3 Proposal 2: introduce 'Green-Stay' tours alongside traditional holiday offers (Greta).
- 4 Decide on conclusions to take to the board. Agree action points.
- 5 AOB
- 6 Set date for follow-up meeting.

- 3 Put phrases 1–15 from the teleconference into these categories.
 - a Inviting / nominating someone to say something: _____
 - b Checking if you have understood something correctly: _____
 - c Stating that you are not persuaded or have doubts about something: _____
 - d Managing the discussion and the behaviour of the participants: _____
 - e Summarizing / ending the discussion: _____
 - 1 I'd be interested in hearing what you think about this.
 - 2 I'm not fully convinced as yet.
 - 3 Can I just ask everyone to sum up their views?
 - 4 Maybe we're digressing a little.
 - 5 Am I right in saying that the general opinion is we can go ahead on this?
 - 6 Could you let Greta finish, please?
 - 7 Maybe we can let Joana answer that.
 - 8 You're saying that it's not worth reconsidering?
 - 9 I'd like to draw things to a close.
 - 10 Can I just check – we are now talking about the alternative smaller-scale proposal?
 - 11 I still have serious reservations.
 - 12 Joana, could you talk us through this?
 - 13 I'm having some second thoughts about it.
 - 14 We seem to have some sort of consensus.
 - 15 If I could just bring the conversation back to the agenda.

3 The result clause usually has *would*, but we can use *might* instead for a less likely result, and *could* to express possibility.

If we had reduced prices, more people might have bought our products. (= would perhaps)

If you'd told me before about the operation, I could have arranged cover for you. (= it would have been possible for me to arrange cover for you)

4 Informally, we can use *'d* as a short form of *had* in the *if*-clause, and as a short form of *would* in the result clause.

I'd have phoned if I'd known.

5 We often use the third conditional to express regret, or to analyse past actions (especially for criticisms).

If I had sold my shares in May, I would have made a good profit.

6 When the past situation is negative, the effect is sometimes to congratulate ourselves or others for the actions they took. This can also happen with past situations that are not grammatically negative, but which are seen as undesirable.

If you hadn't warned us about that supplier, we would have had serious problems. Thank you so much!

If we had followed the consultant's advice, we'd have probably gone bankrupt. (It's a good thing we didn't!)

» For more information on conditionals, see **Language reference Unit 9** on page 131.

Perfect modals

1 The **bolded** result clause in this third conditional sentence would make sense on its own. This section of the sentence is a perfect modal (a modal verb followed by a perfect infinitive).

*If we had invested in Northern Rock, **we would have lost nearly everything.***

This pattern is especially useful to talk about our likely actions if we were in the situation described.

I would have told my manager straight away, rather than hiding everything.

2 We can also use *could*, *might*, *should*, *ought to*, and *needn't* followed by perfect infinitives (perfect modals) to talk about things that did not happen in the past. Notice that *should* and *ought to* often express irritation and criticism, and that *might* and *could* also do this in many contexts.

You could have told me you'd be late.

I might have known the distributors would let us down.

They should have consulted me about the cancellation.

They ought to have warned us about the strike.

You needn't have sent flowers – but they're lovely.

Other ways of expressing condition

1 There are several other words we can use instead of *if* in the *if*-clause of a third conditional sentence.

If we had invested in Northern Rock, we would have lost nearly everything.

Suppose / Supposing we had invested in Northern Rock ...

Imagine if we had invested in Northern Rock ...

2 Use *if only* to emphasize regrets and wishes.

If only we hadn't relocated, we'd be sitting on €1 million of real estate by now.

3 We can use *even if* to talk about an unreal past situation, but to say that it would make no difference to the situation in the result clause.

Even if we had kept to our schedules, the manufacturers probably wouldn't have kept to theirs.

4 Note that we do not usually use *unless* with the same meaning as *if not* in third conditionals, but we can use it with the meaning *except if*.

I wouldn't have employed him, unless he had had exceptional references. (I didn't employ him.)

5 We can use *whether* when we are talking about two or more past situations that would have had the same result.

Whether we had given the job to Hogg, Curtis, Xama, or Kzenksy, they would have had a difficult task ahead.

Unit 3 | Speculating about future changes

Will / shall or going to

In many sentences and situations, either *will* or *going to* is possible. However, in general use *will*

1 to make predictions based on experience

We've changed the job description so more people will apply.

2 to give or ask for information about the future

When will we need to be ready?

3 to make future promises, requests, and threats

Will you give me a hand?

4 to make spontaneous decisions (at the time of speaking)

You're running late? OK, well, I'll start the presentation without you.

5 Note that for offers and suggestions, we use *will* in positive and negative sentences, but *shall* in questions.

Shall we have a quick drink before dinner?

Use *going to*

6 to make predictions based on our current feelings and thoughts

I'm going to get angry in a minute.

7 to talk or ask about plans or intentions

Sue's going to attend the Milan conference in June.

8 to talk about decisions that have already been made

I'm going to give Ed a written warning, no matter what he says.

9 Note that we also use the present continuous for arrangements.

Jeremy's attending the conference in Berlin in May.

Future continuous, future perfect, and future perfect continuous

1 Use the future continuous (*will + be + -ing* form) to say that something will be in progress at a time in the future. The focus is on the future actions, rather than their result.

This time next year, I'll be playing golf on afternoons like this.

2 Note that *going to + be + -ing* form is also possible, especially for plans and intentions.

We're going to be experimenting with Internet campaigns from next March.

3 Use the future perfect (*will + have + past participle*) to say that something will be finished at a time in the future.

Our end of year figures will have come out by the time of our next meeting.

1 | Introducing yourself to a group

Saying who you are

Hi, my name's X. I'm from the Y office.
As most of you will know, I'm ...
For those of you who don't know me already, I am ...

Talking about your role

I'm accountable for ...
My responsibilities include ...
I'm empowered to ... and have the task of ...
Lately I've been concentrating on ...
Basically, my role is to coordinate ..., making sure ...
This entails ...
I'm responsible for ...

Giving your reasons for being there

What's the point of me being here today?
I hope to share some of my ideas with you.
I'm here today to ...

Updating people on achievements / activities

I'm pleased to say that ...
I've now managed to ...
I'd like to point out that over the years, I have been continually ...
We've had a great few years.
You'll be happy to know that ...

Talking about your aspirations

And I can see ways of further improving ...
We want to help out ...
I guess I'm ready to take on board ...
I can't wait to share our expertise with you and to help you ...

2 | Getting your point across

Reformulating

Yes, sorry, let me rephrase that ...
In other words, ...
To put it another way, ...

Clarifying what is meant

What I'm saying is that ...
I was actually referring to ...
What I mean by ... is ...
To clarify, I'm saying that ...

Illustrating or offering to illustrate a point

Would it help if I gave you an example?
Well, if you look at ... you'll see ...

Summarizing

The fact of the matter is ...
But the point I'm trying to make is ...
Basically, ...
To summarize, ...

3 | Showing understanding

Showing you understand the problem

I know what you mean.
No, it hasn't, has it?
I hear what you're saying ...
I can see where you're coming from.
I totally understand.

Explaining why you understand

It's quite hectic over here, too.
I know this is a tricky time for a lot of you.
I had a similar problem at ...
That happened to me, too.

Offering practical solutions

It might be worth ... -ing ...
I still think you should ...
You might want to ...
What about ... -ing?
Have you tried ... -ing?

4 | Establishing rapport

Recalling past events in common

It must be two years or more since we last met?
Wasn't it at that conference in ...?
Oh, yes, ... – it was really beautiful.
Do you remember that ...?

Paying a compliment

You're looking well.
You look great – have you been on holiday?

Asking a follow-up question

And are you still enjoying it? Really?
And what do you think of it?

Asking about someone's journey

How was the journey?
Was the journey OK?
How was the flight?
Did you get here OK?

Showing knowledge about a person you have just met

It's X, isn't it? I've seen your picture on the website.
You're not the X who ..., are you?
And anyway, X, I've heard quite a lot about you, too. You ..., didn't you?

Giving a brief summary of your recent history

Well, I'd been working in ... for five years when ...
So I've been in ... for the last ..., in a luxury apartment overlooking ...

Echoing the other person to encourage them to say more

A I have had a few ups and downs.
B Ups and downs?
A I've just been on a business trip to Budapest.
B Budapest?

Picking up on a key word to extend the conversation

A ... but the job's pretty challenging.
B ... Challenging in what way?
A I'm not sure about Jack. I find him a bit distant.
B Distant in what way?

Joking about yourself

I may be old, but you can't get rid of me that easily.

Being modest about achievements

Well, it wasn't just me. There was a whole team involved.
Oh, it was nothing.
I couldn't have done it without the team.

5 | Responding to feedback

Responding to positive feedback

Thanks for your support – it's good to know I'm on the right track.
Thanks, though I have to admit, I got the idea from ...
Thanks. I'm glad you liked it.

Taking on board negative feedback

I'm sorry, I didn't realize – thanks for pointing that out.
Oh, I see. Well it seems a pity to ..., but maybe you're right.
Oh, really? Why do you think that?
So how do you think I could improve it?
OK, I'll see if I can improve it.
Actually, I'm very happy to have some honest feedback. I'll just keep working on it.

Challenging negative feedback

Look, you're entitled to your opinion, but ...
I see what you're saying, but ...
To be honest, I just don't have time to ...
Fair enough, but it's a bit late now.