

4 Technology

Learning objectives in this unit

- Talking about technology
- Talking about everyday activities
- Asking questions
- Sequencing actions
- Asking for and offering help

Case study

- Making use of technology

Starting point

What technology do you use

- for work?
- in your private life?

Compare your answers with the class.

Working with words | Technology and functions

1 Read this text about Virgin. What services does it offer customers?

What's new with Virgin?

Fast Ticket Machines

Save time and get your tickets from the new Fast Ticket Machines at many stations.

Use of electronic devices

Why fly? On the train you never switch off electronic devices for take-off or landing. Each seat has power points for laptops and you can recharge your mobile phone.

First class waiting areas

Now at all large stations, first class travellers can use the business waiting areas with desks and photocopiers. Meet clients here and use the wireless Internet connection to check emails.



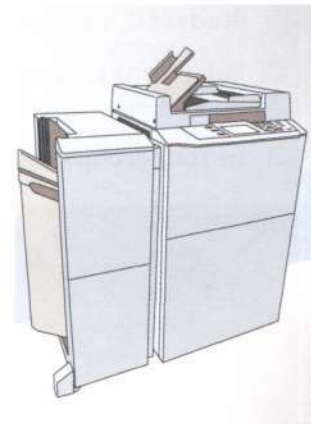
2 Match words from the text in 1 to these pictures.



1 _____



3 _____



5 _____



2 _____



4 _____

3 23▶ Listen and match the technology in 2 to these conversations.

1 _____

3 _____

2 _____

4 _____



4 23▶ Listen again and match the words in the list to 1–5 below.

battery screen button start menu username and password

- 1 ticket machine _____
- 2 mobile phone _____
- 3 laptop _____
- 4 Internet _____
- 5 photocopier _____

5 Work with a partner. Think of two types of technology or machine. Write definitions. Read them to your partner. Guess the technology.

*Example: A You call people with it.
B A mobile phone?
A Correct!*

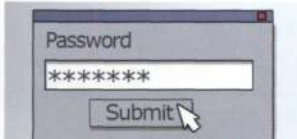





6 Technology words are often the same or similar in different languages. Are the words in 4 similar in your language? What about other technology words?

7 Read audio script 23 on page 120. Underline the technology-related verb + noun combinations. Then write the verbs below.

put in 1 <u>insert</u>	→ the money	switch on 5 _____	→ your mobile phone
	→ a credit card	6 _____	→ a laptop
2 _____	→ the screen	enter 7 _____	→ your code
3 _____	→ the start menu		→ your username and password
	→ an icon		→ your details
4 _____	→ the Internet	push 8 _____	→ the button
connect to	→ a website		

» For more exercises, go to Practice file 4 on page 84.

8 Look at these actions. Make verb + noun combinations about each picture.

		
1 Enter your password	2 _____	3 _____
		
4 _____	5 _____	6 _____

9 Tick (✓) the actions in 8 you do at work. Tell your partner when you do them.

Example: I enter my password when I switch on my computer.

Tip | Phrasal verbs

A phrasal verb has a main verb + particle: *put in, switch on, log on.*

Some phrasal verbs can change position:

- Put the money in. / Put in the money.*
- Switch the phone on. / Switch on the phone.*

Some can't change position:

Click on the icon. NOT Click the icon on.

Language at work | Adverbs of frequency | Questions

- 1 Do you work eight hours a day? How many hours a week?
- 2 Read this article and answer these questions.
 - 1 Do they work eight hours a day?
 - 2 Do they arrive on time?
 - 3 Do they take breaks?

The Super employees!

How often do you work 9 or 10 hours a day? Well, imagine these workers: They **always** work 16 hours a day, seven days a week. They are **never** late for work because they **never** leave the building. They **rarely** take breaks – only to recharge their batteries. Of course, they aren't human, they're robots.

So where do these robots work? Staples – the US office product distributor – employs them in its warehouse in Chambersburg, Pennsylvania. 50% of staff are robots who move items around the warehouse. Because the new 'employees' are so good, Staples wants more in its other 29 warehouses.



- 3 Does your company use robots? If not, do you have jobs for a robot in your place of work?
- 4 Complete this scale with the adverbs in **bold** in 2.
1 _____ 2 _____ sometimes often usually 3 _____
0% ● 50% 100% ●
- 5 Read these sentences then underline the correct word in *italics* in 1–2.
They always work 16 hours a day.
They rarely take breaks.
They are never late.
 - 1 With all verbs except *be*, the adverb goes *before* / *after* the verb.
 - 2 With *be*, the adverb goes *before* / *after* the verb.
- 6 Make true sentences about you. Use an adverb of frequency.
Example: often
I work ten hours a day.
 - 1 I work ten hours a day.
 - 2 I'm late for work.
 - 3 I take breaks.
 - 4 I work five days a week.
 - 5 I'm sick and take a day off.



7 Work with a partner. Ask and answer questions about the sentences in **6**. Use an adverb in your answer.

*Example: A Do you work 10 hours a day?
B No, I never work 10 hours a day. I work ...*

8 Find two questions in the article in **2**. What are the question words?

9 Match questions 1–7 to answers a–g.

- | | |
|--|--------------------------------|
| 1 Who do the robots work for? ___ | a Office products. |
| 2 What does Staples deliver? ___ | b After 16 hours. |
| 3 Where do the robots work? ___ | c To recharge their batteries. |
| 4 How often do they take a day off? ___ | d To move items. |
| 5 When do they stop work? ___ | e Never. |
| 6 Why do they stop work? ___ | f In the warehouse. |
| 7 How does Staples use the robots? ___ | g For Staples. |

10 What do the question words in **bold** in **9** refer to?

- | | |
|-----------------------------------|-------------------|
| 1 The way / method <u>How</u> | 5 Places _____ |
| 2 General information <u>What</u> | 6 Reasons _____ |
| 3 Time _____ | 7 Frequency _____ |
| 4 People _____ | |

» For more information and exercises, go to **Practice file 4** on page 85.

11 Work with a partner. Ask and answer questions about your company and your work. Use these prompts.

- | | |
|----------------------------|-----------------------------|
| Who / work for? | Why / like / your job? |
| What / produce or provide? | When / start / work? |
| Where / work? | How often / take / day off? |

Practically speaking | How to use sequencing words

1 24▶ Listen to how the robots at Staples do their job. Put these stages in order.

- ___ the person takes the correct items for the order.
- 1 the warehouse computer receives customer orders.
- ___ the robot returns the box and starts again.
- ___ the robot finds the box and delivers it to a human co-worker.
- ___ the computer tells a robot to find the correct box.

2 24▶ Listen again and match these words to the five stages.

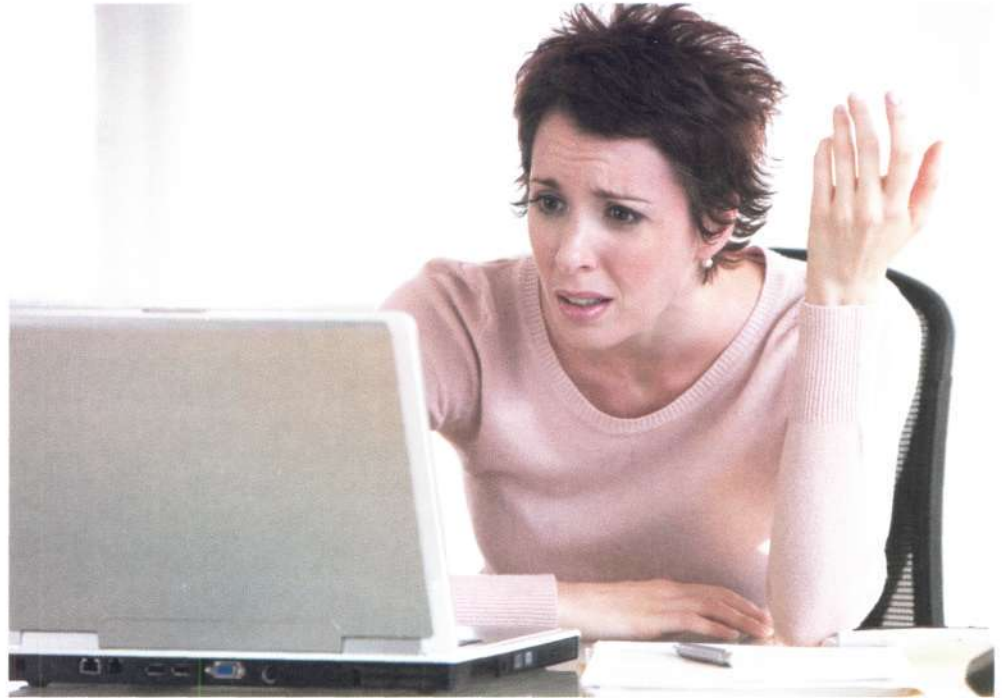
Example: First of all, the warehouse computer receives customer orders.
first of all ___ finally ___ after that ___ then ___ next ___

3 Think of stages for a process at work or your typical day. Tell your partner the stages with the sequencing words in **2**.

*Example: First of all, I check emails. Then, I send new orders to the warehouse.
Next, I ...*

Business communication | Asking for and offering help

- 1 What is the difference between the Internet and Intranet? Does your company have an Intranet?



- 2 25▷ Listen to two colleagues, Chen and Magda. Underline the correct answer in italics.

- 1 Magda can't use the *Internet* / *Intranet*.
- 2 You need to enter the password with *lower case letters* / *UPPER CASE LETTERS*.
- 3 The Intranet gives company *news* / *products*.
- 4 You can send messages to *colleagues* / *clients*.
- 5 Magda can't *log out of the Intranet* / *switch the computer off*.

- 3 Are these expressions asking for help (A), offering help (O), or responding (R)?

- | | |
|------------------------|---------------------------|
| 1 Can you help me? ___ | 4 I'm trying to ... ___ |
| 2 Sure. ___ | 5 Do you want a hand? ___ |
| 3 How do I ...? ___ | 6 That would be good. ___ |

- 4 25▷ Listen again and check your answers to 3.

»» For more exercises, go to Practice file 4 on page 84.

- 5 Work with a partner. Student A, turn to File 10 on page 105. Student B, turn to File 41 on page 113.

- 6 You have a list of technical problems below. Move around the class and ask different people for help. Find someone who can help you to

- log on to your company's website
- set the alarm clock on your mobile phone
- get a coffee from the machine in the corridor
- install a printer to your computer
- buy a train ticket from the machines at your local station.

Key expressions

Asking for help

Can you help me?
Can you give me a hand?
How do I ...?
I'm trying to ...
I don't know how to ...

Responding to a request for help

Yes, of course.
Sure.

Offering help

Can I help?
Do you want a hand?

Responding to offers

Yes, please.
That would be good.

📍 » Interactive Workbook
» Phrasebank

📍 » Interactive Workbook » Email and » Exercises and Tests

Making use of technology

Background

1 Look at these pictures. What are they and what are they used for?



2 26▶ Listen to two people explain how they use two of the items of technology in 1. What items are they talking about?

3 Can you think of any unusual uses for the other technology in 1?

Discussion

1 Which of the products do you use? Which product is not useful for you? Mark each product on the line.

Useful

Not useful



2 Work with a partner and discuss your ranking.

3 Work in small groups. Re-order your ranking for your group. Which is your group's favourite product?

Task

1 Work in small groups and think of a new product / new technology that can make your lives better, or a new use for a product. What is it? How does it work?

2 Present your idea to the rest of the class. While you listen to the other presentations, prepare two questions to ask about the products.

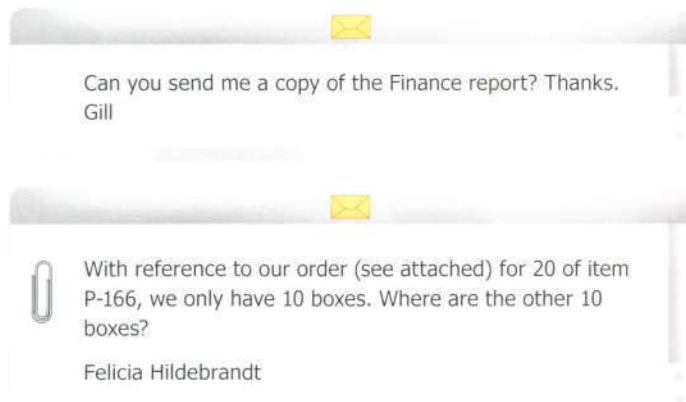
3 Which idea was your favourite?

File 09 | Unit 5

Working with words, Exercise 8, page 31

Student A

- 1 You are away on a business trip. Student B has two emails for you and telephones you for help. Ask what the emails are about and give the following instructions.
 - Email 1: Reply and attach electronic copy. It's in the folder marked 'Newbroch'.
 - Email 2: Forward it to HR and reply to the applicant.
- 2 Student B is on a training course. You check his or her email. Telephone B and explain the emails. Ask what to do. Make notes and check you understand.



File 10 | Unit 4

Business communication, Exercise 5, page 28

Student A

Role-play these situations.

- 1 You have a heavy box to carry to your office. Student B speaks to you.
- 2 Student B asks you for help. Respond.
- 3 Student B looks sick. Offer help.
- 4 You need to do 50 photocopies for a meeting starting now. Ask Student B for help.

File 11 | Unit 5

Language at work, Exercise 11, page 33

Student A

- 1 You received this telephone message. Ask your partner for the missing information. Use the question words in brackets.

Mr Simons called at _____ a.m. (When ...?)
He called about _____. (What ...?)
He didn't come to the meeting because _____. (Why ...?)
He wanted to know _____ of the next conference. (What ...?)
Please call him back if you want him to speak at the conference.

- 2 Now answer your partner's questions about the information in this telephone message.

From: Mr Koch
Time: 2.00 p.m.
Subject: Trip to Germany last week.
Message: Hans was sick – another meeting next month.

File 12 | Unit 5

Business communication, Exercise 4, page 34

Student A

Read more information about the problems in the email.

- Astrid, the receptionist, is sick today.
- You called IT about the printers, but no one answered.
- You didn't remember to book the tickets.
- You can buy Ellen a leaving present.

Now telephone your partner.

- 1 Explain and solve the problems together.
- 2 Promise action.

File 13 | Unit 5

Case study, Task, Exercise 3, page 35

Student A

Call 1

You are the Tasks Everyday assistant.

- Call Balfour Furnishings.
- Explain the problem about Tony.
- Ask your client to go to the meeting at 3.00 p.m.

Call 2

You work for Omega. You receive a phone call.

- Your boss isn't in the office.
- Take a message and promise to call back.

File 41 | Unit 4

Business communication, Exercise 5, page 28

Student B

Role-play these situations.

- 1 Student A has a heavy box. Offer help.
- 2 The printer doesn't work. Ask Student A for help.
- 3 You are sick, but have lots of work to finish. Student A speaks to you.
- 4 Student A asks you for help. Respond.

File 42 | Unit 5

Case study, Task, Exercise 3, page 35

Student B

Call 1

You are a colleague of Nina at Balfour Furnishings.

- You can't go to the meeting – you have another meeting.
- Promise to call the customer and explain the situation.

Call 2

You are the Tasks Everyday assistant.

- Call Omega.
- Explain the problem with the order form.
- Ask if they want to order the products now over the phone, or send the order form again.

File 43 | Unit 6

Business communication, Exercise 7, page 40

Student B

Role-play these situations.

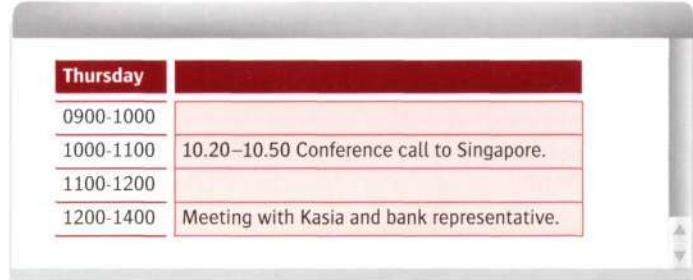
- 1 It's the first morning of a conference. You're one of the organizers. Room 125 is on the first floor. You think Student A has a problem. Speak to him / her.
- 2 You are a visitor at a company. It's your first time at the company. You are here to see Sara Olsen. Student A speaks to you.

File 44 | Unit 8

Business communication, Exercise 5, page 52

Student B

You are Dolores. Here's your calendar on Thursday.



Thursday	
0900-1000	
1000-1100	10.20–10.50 Conference call to Singapore.
1100-1200	
1200-1400	Meeting with Kasia and bank representative.

File 45 | Unit 8

Activity, Stage 2, page 53

Student B



MONDAY Holiday
TUESDAY 11.30 – 13.30 meeting
WEDNESDAY 11.00 – 13.00 telephone duty at Reception
THURSDAY 10.00 – 12.00 go to customers
FRIDAY 08.30 appointment at bank