

4

Technology

Starting point

- 1 What technology do you use for work?
- 2 Do you use the same technology at home?
- 3 Compare your answers with the class.

Working with words | Technology and functions

- 1 Do you use online or mobile banking? Why/Why not?
- 2 Read this text about mobile banking. Why is mobile banking useful?

MONEY ON THE MOVE

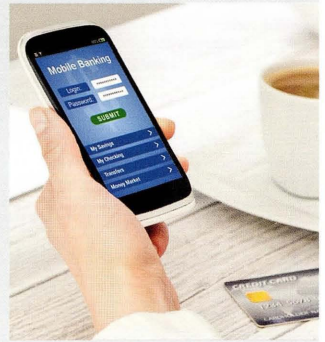
All over the world more and more people use mobile banking. In the UK, experts say that 60% of adults will use their smartphone or tablet to manage their money by the year 2020.

To start, just **download** your bank's mobile banking **app** onto your smartphone or tablet and register your mobile device. If you don't want to download the app, you can access the bank's website on your tablet or laptop.

With some banks in the UK, you can use the **Paym** payment system to send and receive money to and from your friends and family. You don't need their bank account information, only their mobile phone number.

With mobile banking, you can:

- **Log in** and access your **bank account** anytime you have **Internet access**.
- See all your accounts and move money easily between accounts.



- 3 Match the words in bold from the text in 2 to pictures 1–6.



1



2



3



4



5



6

- 4 ▶ 4.1 Listen to the conversation about the **Paym** system. Number the stages a–e in the correct order 1–5.

- a ___ log in to your mobile banking
- b ___ register for the **Paym** service
- c ___ the person who gets the money receives an SMS message confirmation of the payment
- d ___ open your mobile banking app or the bank's website
- e ___ enter the details, for example the amount of money you want to send

5 ▶ 4.2 Work with a partner. Use the words from the list to complete these phrases from the conversation. Then listen and check.

text message contact list battery username screen button
password power point link

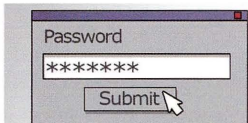
- Log in (to your account) with your _____ and _____.
- Press the *Paym* _____ or click on the *Paym* _____ if you are using your laptop.
- On the next _____ you can enter the details.
- It's a bit like sending a _____.
- Select someone from your _____.
- A I need to charge my phone first. The _____ is low.
B OK. There's a _____ over here.

6 Match the verbs in A to the nouns in B.

A	B
access	a battery / a phone
charge/recharge	a button / a link
click on	a contact / an account
download	a device / for a service
key in / enter	a text message / money
link	a website / an account
log in (to) / log out (of)	an account / a device
register	an account / a website
select	an app
send/receive	the details / a phone number

» For more exercises, go to **Practice file 4** on page 92.

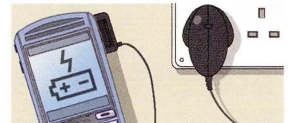
7 Look at actions 1–6. Make verb + noun phrases about each picture.



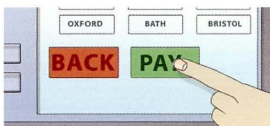
1 *Log in to an account*



2



3



4



5



6

8 Work with a partner. Tick (✓) the actions in **6** and **7** that you do at work. Tell your partner when you do the actions.

Example: I log in to my email account every morning. I recharge my phone battery once a week.

9 Technology words are often the same or similar in different languages. Are the words in **5** and **6** similar in your language? What about other technology words?

Tip | sign in/out/up

sign in/out = log in/out:

Are you a flighttickets.com customer? **Sign in** here

sign up = register for a service for the first time:

Are you a new customer? **Sign up** here

Language at work | Adverbs of frequency | Questions

- 1 Do you work eight hours a day? How many hours a week do you work?
- 2 Read this article and answer questions 1–3.
 - 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 nine or ten 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 Answer the questions in *Language point 1*.

LANGUAGE POINT 1

Complete this scale with the adverbs in **bold** in 2.

1 _____ 2 _____ *sometimes* *often* *usually* 3 _____
 0% ●────────────────── 50% ─────────────────── ● 100%

Read these sentences then underline the correct word in *italics* in a and b.

They *always* work 16 hours a day.

They *rarely* take breaks.

They are *never* late.

- a With all verbs except *be*, the adverb goes *before* / *after* the verb.
- b With *be*, the adverb goes *before* / *after* the verb.

» For more information, go to **Grammar reference** on page 93.

- 5 Make true sentences about you. Use an adverb of frequency.
Example: I often 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.
- 6 Work with a partner. Ask and answer questions about the sentences in 5. Use an adverb in your answer.
Example: A Do you work ten hours a day?
B No, I never work ten hours a day. I work ...

- 7 Find two questions in the article in 2. What are the question words?
 8 Answer the questions in *Language point 2*.

LANGUAGE POINT 2

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. |

What do the question words in **bold** in 1–7 refer to?

- | | |
|-----------------------------------|-------------------|
| a The way/method <u>How</u> | e Places _____ |
| b General information <u>What</u> | f Reasons _____ |
| c Time _____ | g Frequency _____ |
| d People _____ | |

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

Who / work for?

What / produce or provide?

Where / work?

Why / like / your job?

When / start / work?

How often / take / day off?

» For more exercises, go to **Practice file 4** on page 93.

Practically speaking | How to use sequencing words

- 1 ▶ 4.3 Listen to how the robots at Staples do their job. Number the stages a–e in the correct order 1–5.
- 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 ▶ 4.3 Listen again and match the words below to the five stages a–e in 1.
Example: First of all, the warehouse computer receives customer orders.
 first of all b 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 Do you share files at work? How do you share them? Do you use file-sharing systems like Dropbox, Hightail, Google Drive, etc? What problems do you have when you share files?
- 2 ▶ 4.4 Listen to two colleagues, Nathan and Melissa. Underline the correct words in *italics*.
 - 1 Nathan can't *log in to* / *log out of* his company's file-sharing system.
 - 2 The password uses *lower-case letters* / *UPPER-CASE LETTERS*.
 - 3 Nathan can't find the *meetings* / *project* folder.
 - 4 Nathan *finds* / *doesn't find* the folder by using the search box.
 - 5 You need to *log in* / *accept an invitation* to share the folder.
 - 6 Nathan finds the email invitation in *his inbox* / *the file-sharing system*.
 - 7 Nathan clicks on *view folder* / *share folder*.
 - 8 Nathan *can* / *can't* see the folder now.
- 3 ▶ 4.4 Listen again. Number the expressions a-j in the order you hear them 1-10.
 - a Yes, of course. ___
 - b Do you want a hand? ___
 - c Can you help me? ___
 - d That would be great, thanks. ___
 - e I don't know how to do that. ___
 - f Sure. ___
 - g How do I do that? ___
 - h Yes, please. ___
 - i Can I help? 1
 - j Can you give me a hand? ___
- 4 Work with a partner. Are the expressions in 3 asking for help (A), offering help (O) or responding (R)? Write the letter next to the expression.
Example: Can you help me? A

» For more exercises, go to **Practice file 4** on page 92.

- 5 You have a list of technical problems below. Move around the class and ask different people for help. Use the key expressions to find someone who can help you to:
 - log in to your company's Internet/intranet
 - download an app to your tablet
 - share a large file with a group of people
 - access a list of contacts at work
 - use the projector with your laptop
 - connect your smartphone to your computer
- 6 Work with a partner. Make a list of some other things you need help with at work. Then join another group and ask them for help.

Key expressions

Asking for help

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

Responding to a request for help

Yes, of course.
 Sure.

Offering help

Can I help?
 Do you want/need a hand?

Responding to offers

Yes, please.
 That would be great.
 No, I'm OK, thanks.

Responding to thanks

You're welcome.

TALKING POINT

Making use of technology



Discussion

- Look at the technology products A–F. What are they and what are they used for?
- ▶ 4.5 Listen to six people talking about why they use the products in 1. Which products A–F are they talking about?
1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___
- Which of the products in the pictures do you use? Are they useful? Write each product in the table below. Add other technology products that you use.

Very useful	Useful	Quite useful	A little useful	Not very useful	Not useful

- Work with a partner and discuss your answers in 3. Give reasons for your answers.
- Work in small groups. Discuss your answers in 3 and 4. Which is your group's favourite product?

Task

- Work in small groups. Choose one of the topics below. Think of a new product or technology idea that can make our lives better in this area. What is it? Describe it, how it works and why it is useful.
 - at home
 - travelling/commuting
 - health
 - at work
 - studying/learning
 - communication
 - free time / sport / hobbies
 - sleeping
 - food and drink
- Present your idea to the rest of the class. While you listen to the other presentations, think of two questions to ask about their products.
- Which idea is your favourite?