

# 5

## Technology



### What you will do

This unit is about technology for communication and entertainment. These are the skills you will practise. Which are the most useful to you? Tick the boxes.

### Listening and speaking

#### Skill

- ☐ Listen to instructions and give instructions
- ☐ Ask for help by phone
- ☐ Describe problems and solutions
- ☐ Take part in a discussion
- ☐ Make comparisons

#### Skill code

Lr/E3.1c, 2c; Sc/E3.4e  
Lr/E3.1c, 2a, 3b  
Sc/E3.4f  
Lr/E3.4a, 6b, 7c; Sd/E3.1d, 2a, 2b  
Lr/E3.2e; Sc/E3.1a, 3b, 4f

### Reading and writing

#### Skill

- ☐ Understand the main events and ideas in a text
- ☐ Select relevant texts and find information quickly
- ☐ Prepare and write reports
- ☐ Correct spelling mistakes

#### Skill code

Rt/E3.1a, 4a  
Rt/E3.6a, 7a  
Ws/E3.2a; Wt/E3.1a, 1b, 2a; Ws/E3.2a  
Wt/E3.4a; Ww/E3.1a, 1b

### Project work

At the end of this unit, you will find out about something new in the shops and produce a report about it for your class.

# Attitudes to technology

## Activity A • Listening to different points of view



Yasmin and Andy work together. It is their coffee break. Yasmin is reading the user guide for her new phone.

Listen to the conversation and answer these questions.

- Who doesn't like modern technology? Why not?
- Whose life has improved because of technology? Why?
- Whose opinion do you agree with most? Yasmin's or Andy's?

## Activity B • Language: *used to*

- Look at this sentence. Underline the verbs which tell you about **the past** and **now**.

*Phones used to be simple, but now you need a complicated instruction booklet.*

### Remember

- Use *used to* + infinitive for repeated actions or situations in the past which contrast with the present.



- Listen to the conversation again. Complete the sentences below.

#### Past

- You ..... to dial the number and that was it.
- I used ..... have difficulty finding telephones,
- Life used ..... harder for people like me.
- Children ..... outside.

#### Present

- Now it ..... more complicated.  
but ..... there's a phone in my pocket.  
Computers ..... help a lot.  
Now ..... computer games all day.

## Activity C • Talking about improvements in technology

- Do you think life has improved as a result of technology? In what ways? Write down an example.
- Work in groups. In turns, read out the sentences that you wrote. Do other learners agree or disagree with the statements? Try to use phrases like these:

*That's true.*

*You may be right, but ...*

*I wouldn't say that.*



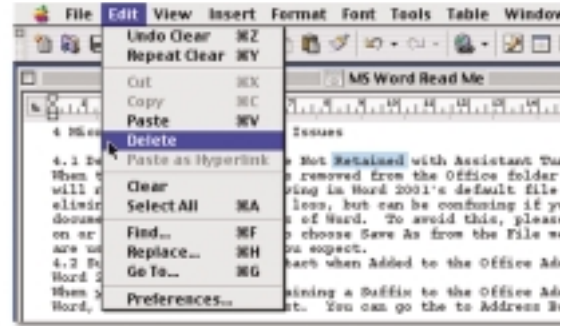
# Instructions

## Activity A • Vocabulary: verbs for technology

- 1 Look at the pictures. Discuss what is happening in each one.



press



- 2 Look at the verbs. Match them to the pictures. Use a dictionary to look up any new words.

adjust	click	connect	delete
insert	key in	press	select

## Activity B • Listening to instructions: searching the Internet



- 1 Yasmin's friend, Marta, wants to find some information on the Internet. She has never used it before. Yasmin is giving her instructions over the phone.

Listen and complete these sentences.

- To find the information you want, ..... a search page.
- ..... you enter the web address.
- Then, ..... , you see a box.
- ..... some key words for the thing you're interested in.
- Oh, and ..... with spelling. It's really important.
- ..... to select 'UK'.
- ..... , click on the search button.
- ..... you get a list of web pages.

- 2 Work in pairs. Choose one of the pictures. Give instructions using some of the phrases in task 1.

# A great inventor

## Activity A • Reading: selecting a website

Yasmin's son, Walid, wants help with his homework. He has to write about a famous inventor. Yasmin suggests he finds out about the inventor of Braille. She tells him to search on the Internet to find out more.

Here is the result of Walid's search. Read it quickly and choose the best web page for him to read.

**websearch**  
the number one search engine

search results

1 National Braille Press  
Leading provider of **Braille** books and electronic books for blind people. ...  
[www.nbp.org/](http://www.nbp.org/) – 4k

2 Braille Institute of America  
The **Braille** Institute is a private non-profit organisation which helps blind people to lead normal lives. ...  
[www.brailleinstitute.org/](http://www.brailleinstitute.org/) – 27k

3 HotBraille – Free online transcription service  
HotBraille.com is a web-based **Braille** transcribing service. Send **Braille** letters, learn **Braille**, meet people, all for free. Games to learn **Braille** ...  
[www.hotbraille.com/](http://www.hotbraille.com/) – 8k

4 Braille Monitor  
The **Braille** Monitor is a magazine that covers the events and activities of the National Federation of the Blind and addresses the many issues...  
[www.nfb.org/bralmons.htm](http://www.nfb.org/bralmons.htm) – 32k

5 Louis Braille – fact sheet  
Information about the blind Frenchman who invented the reading system for blind people. Louis **Braille** was born in France in ...  
[www.rnib.org.uk/wesupply/fctsheets/braille.htm](http://www.rnib.org.uk/wesupply/fctsheets/braille.htm) – 11k

search again

## Activity B • Reading for information

- On the next page is the fact sheet about Louis Braille which Walid found through his web search. Look through it quickly and find this information.
  - What happened in each of these years – 1809, 1813, 1819, 1821, 1827?
  - What three writing systems are referred to in the text?
- Make notes about the main events in Louis Braille's life.

Example

When	Main events
1809	born in France




BackForwardStopRefreshHomeAutoFillPrintMail

Address:

Braille

home | site map | contact

Louis Braille



Louis Braille

Louis Braille was born in France in 1809. When he was four years old, he lost his sight in an accident. In those days, a blind child had no future. Blind people used to beg on the streets because they could not work. But Louis Braille was fortunate. There was a new school for blind boys in Paris, and he got a place there when he was ten.


The teachers taught him to read using his fingers. They used special paper with big raised letters that the children could feel. Reading in this way was difficult and very slow, and blind people couldn't write anything by this method.

In 1821, a man called Charles Barbier visited the school. He showed the students his invention, which he called 'night writing'. This writing system used groups of 12 raised dots to represent sounds. Its purpose was to enable soldiers to communicate silently at night. The dots were easy to print by hand, but the 12-dot system was complicated, so soldiers didn't like it.

Louis Braille realised that this system would be good for blind people if it was simpler. After a lot of work, he created a system which used only six dots for each sound.

In 1827, the first book in 'Braille' was published. Braille's invention enabled blind people to read quickly and easily. Moreover, they could also write in Braille, using a simple small machine.

Nowadays, Braille is used in almost every country in the world and in almost every language. There are thousands of books that blind people can read for pleasure and for study at schools and universities.



### Activity C • Reading: main ideas

Read these sentences summarising the main points of each paragraph in the fact sheet.

Which three summaries are not correct? Say why.

Paragraph 1: Louis Braille was more fortunate than other children.

Paragraph 2: Blind children could learn to read slowly, but they couldn't write.

Paragraph 3: Braille heard about a system of writing with dots.

Paragraph 4: He made the system more complicated.

Paragraph 5: Blind people could read books easily, thanks to Braille.

Paragraph 6: People don't use Braille's system nowadays.

# Making choices

## Activity A • Language: questions for comparing products

- 1 Look at the pictures below. Where are these people? What are they doing?



- 2 Read the questions below. Match them to the pictures.

- a Have both of them got sockets for games machines?
- b Which of these is the least expensive?
- c How does the cheapest one compare with the other two?
- d Do they both have teletext?
- e Has it got headphones?
- f Is the big one more expensive than the other one?
- g Is it as strong as the others?
- h Which one has the better sound quality?
- i Will they all be cheaper next week?

2



- 3 Listen to the three conversations and check your answers.

## Activity B • Speaking: role play

Work in pairs. Choose one of the situations above. Prepare a role play. Choose another situation, change roles and repeat.

# Phrasal verbs

## Activity A • Language: using phrasal verbs

- 1 Listen to two conversations. Listen for the phrasal verbs and then say what each verb means.

**Conversation 1:** Rafid has just used his new phone. He is talking to a friend about it.

get through    hold on    put you through    hang up  
look into it    cut me off    call her back

**Conversation 2:** Marta has just unpacked her new TV/video and is talking to a friend.

try it out    set it up    look for it    look it up    work it out    plug it in  
switch it on    play it back    Look out!    look after it

- 2 Put all the verbs in task 1 into the correct boxes.

1 Verbs with no object	2 Pronoun object in mid-position	3 Object in end-position
get through	try it out	look for it
Stress: In groups 1 and 2 the verb and the preposition are both stressed, e.g. <i>set it up</i> . In group 3 the stress varies, e.g. <i>look after it</i> , but <i>look for it</i> .		

- 3 Complete the sentences with a suitable phrasal verb.

- I don't know the phone number. I'll have to .....
- (On the phone) Hello. Could you ..... to the accounts department, please?
- I've lost my phone. Can you help me to ..... ?
- Before you buy a radio, you should .....
- There's a very simple reason why it's not working: you haven't .....
- I phoned him, but we were cut off. I'll have to .....
- Your phone will get damaged if you don't .....
- What's 27 times 7? I can't .....
- ..... ! You'll get an electric shock if you're not careful.

### Remember

- Phrasal verbs are very common in English. A preposition is added to a verb to give a new and sometimes very different meaning.

#### Examples

*look for* (search)    *look into* (investigate)    *look after* (care for)

# Phoning customer services

## Activity A • Listening: recorded messages

Rafid wants to know how long the battery in his new phone will last, so he is phoning the customer services number in the user guide.



- 1 Listen to the first recorded message.
  - a Which button should he press?
  - b Which button should he press if he wants to listen again?
- 2 Listen to the second recorded message.
  - a Which button should he press?
  - b Which button should he press if he wants to ask a question?
- 3 Listen to the third recorded message. What is the information that he wants?

## Activity B • Language: zero conditional for instructions

- 1 Complete the sentences from the recorded messages.
  - a If your phone is lost, stolen or damaged, ..... 3.
  - b If you ..... to speak to a customer services representative, press 5.
  - c ..... another kind of problem, press 5.
  - d If your battery ..... to lose charge more quickly than usual, ..... a new one.
- 2 Work in pairs. Choose one of these topics and prepare some instructions or advice. Try to make three complete sentences beginning with *if*.
  - a Adjusting a television  
Example *If the sound is too loud, ...*
  - b Choosing a music system  
Example *If you want good sound quality, ...*
  - c Safety with electrical items  
Example *If your hands are wet, ...*

### Remember

- 'Zero' conditional sentences have two clauses, one beginning with *if*. Both clauses use present tenses. They are used for giving advice, instructions or describing situations which are always true.
- *If you drop glass on a hard surface, it breaks.*



# Problems and solutions

## Activity A • Listening: solving a problem on the phone

Marta has a problem with her new TV/video. She wants to contact customer services about this.

- 1 Look at these words and describe what you see on the three television screens.

lines or dots

vertical or horizontal

light or dark

thin or thick

large or small



- 2 Listen to Marta's conversation with the customer services representative and answer the questions.

- What is the problem?
- What is the representative's first explanation of the problem?
- Why is this not correct?
- What is his second explanation?
- What is his advice?
- How do we know that Marta understands the representative's advice?



## Activity B • Language: using modal verbs to discuss a problem

Complete the representative's sentences from the conversation. Use these verbs.

must be    can't be    may be    should

- There ..... a problem with the aerial socket on the television.
- The problem ..... in the television because it works with the indoor aerial.
- There ..... a problem with your outdoor aerial.
- You need to fix your aerial. That ..... solve the problem.

### Remember

- Use modal verbs *must + be* and *can't + be* when you are almost certain about a situation because of the information you have. Use *may + be* and *should + be* when you are less certain.

## Activity C • Speaking: phoning about a problem

Work in pairs. Use the information your teacher gives you.

# Surveys and reports

## Activity A • Reading a report

This report is about a customer survey carried out by a shop selling electrical goods.

**MyTech**

technology for the home and office **Stores**

**1** \_\_\_\_\_

The purpose of this report is to find out about customers' experiences in our shops and to identify areas for improvement in our service.

**2** \_\_\_\_\_

Sales managers at three of our largest shops in Manchester, Reading and London asked a total of 300 customers the following multiple-choice questions.

**1** How satisfied were you with the quality of our products?

**a** very satisfied      **b** quite satisfied      **c** not satisfied

**2** Are the staff ...?

**a** friendly and helpful      **b** satisfactory      **c** not helpful

**3** Did you get good advice and information about the products?

**a** yes      **b** some      **c** not really

**3** \_\_\_\_\_

The results indicate that the majority of our customers are satisfied with the quality of our products. On the whole, customers also found our customer service friendly and helpful. However, in terms of product information and advice, customers are less satisfied. Details of the results of the survey are shown below:

**1** **a** 75%      **b** 15%      **c** 10%

**2** **a** 69%      **b** 19%      **c** 12%

**3** **a** 26%      **b** 30%      **c** 44%

**4** \_\_\_\_\_

We clearly need to improve the quality of the product information and advice that our customers are receiving in the shops. We therefore recommend an urgent meeting of all shop managers to discuss a strategy for improvement.

- 1 Read the report. Who is it written for – the customers or the managers of the shops?
- 2 How many parts does the report have? What does each one deal with?  
Write these headings on the report.  
*Findings   Introduction   Survey   Recommendations*
- 3 Underline the words the writer uses to introduce the reason for writing the report and her recommendations.

### Activity B • Writing a report

- 1 You are going to write a report. Choose one of these situations.

**A** You are involved in a project to improve facilities at your local adult learning centre or college. You have carried out a survey to find out how satisfied students and other users are with the student café and to identify any ideas for improvement.

**B** You are involved in a project to improve facilities at a nursery where you work. You have carried out a survey to find out how satisfied parents are with the opening times of the nursery, and whether any changes are needed.

- 2 Your teacher will give you some notes for your report. Read them and then plan your report.
  - Choose a title for your report.
  - Decide how many parts the report will have.
  - Decide on a heading for each part.
- 3 Complete this sentence explaining the reason for the survey.  
*The purpose of this report is ...*
- 4 Now complete this sentence with your main recommendation.  
*We recommend ...*
- 5 Draft your report.
- 6 Go back through the report and check it for:
  - grammar
  - spelling
  - punctuation.

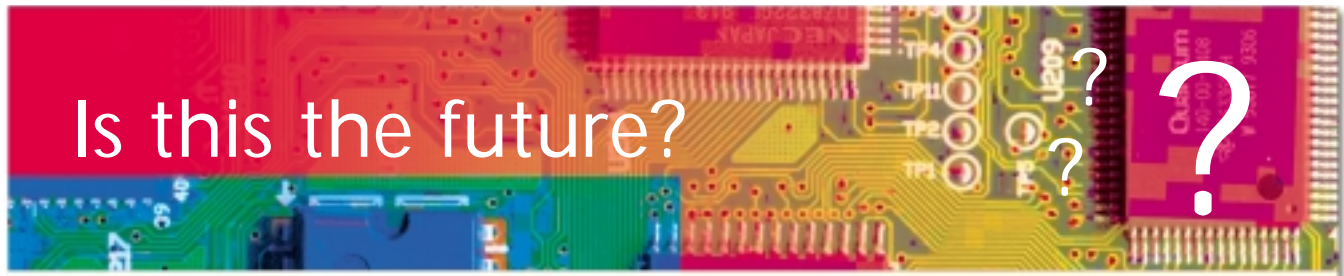
#### Remember

- Explain the reason for your report.  
*The purpose of this report is to ...*  
Make recommendations.  
*We recommend ...*  
*Our recommendation is that ...*

# What does the future hold?

## Activity A • Reading about the future

Read the newspaper article. Are the statements below true or false?



**Is this the future?**

Every year international experts meet at the Institute of Futurology in Geneva to discuss the future of our world.

First, each expert predicts some things that may happen in the next 20 years. Then the other experts give percentages to his or her predictions. Finally, they work out the average percentages. For example, if a prediction gets an average of 85%, it will probably happen, whereas 15% means it probably won't happen.

The results this year include the following: personal computers will almost certainly be as small as a watch (94%) but we almost certainly won't have small computers inside our heads (10%). However, we might wear very small phones under the skin below the ear (42%). Television screens will probably be as thin as paper (71%), so we'll be able to fold them up or hang them on the wall. Blind people may wear glasses that can see and give information to the wearers (60%).

	True	False
a The predictions are all about the next twenty years.	<input type="checkbox"/>	<input type="checkbox"/>
b The experts usually try to agree on a percentage.	<input type="checkbox"/>	<input type="checkbox"/>
c A low percentage means the possibility is small.	<input type="checkbox"/>	<input type="checkbox"/>
d The experts think that technology will be more visible.	<input type="checkbox"/>	<input type="checkbox"/>

## Activity B • Language: future possibilities

1 The phrases below are used in the passage. They express differing degrees of future possibility. Number the phrases in the correct order.

*certainly*                      *will*  
*won't* 1                      2                      3                      4                      5                      6                      7                      8 *certainly*

will almost certainly ☐

almost certainly won't ☐

probably won't ☐

might ☐

may ☐


will probably ☐

2 Use some of the phrases to write four sentences giving your opinion about future possibilities.

# What do you think?


## Activity A • Listening: a discussion about life in the future



 The topic of this TV discussion is 'Will computers become more intelligent than people?' Listen and answer the questions.

- a What does John think?
- b What is the reason for his opinion?
- c Why does Miriam disagree?
- d Who do you think the host agrees with?

## Activity B • Discussion skills

 Listen again. Complete the table with examples from the discussion.

Function	Examples
Asking for an opinion	What do you think, John? Miriam, what's your opinion?
Introducing an opinion	
Responding to an opinion	
Asking for a reason	
Confirming understanding	

## Activity C • Talking about life in the future

Work in small groups. Discuss your ideas about the future.  
Give reasons for your opinions.

Use these phrases and any similar phrases that you know.

*Do you think ..... will happen?*

*..... will probably happen*

*..... may/might happen*

*..... probably won't happen*





# Project

You are going to find out about a new type of electronic item that is now in the shops and report to the class about it.

## **Activity A • Get information about new products**

- 1 Look in a catalogue or a shop or at advertisements and choose a very new electrical or electronic item, e.g. a washing machine, an iron, a phone, a camera, a computer, a music system.
- 2 Make a list of questions to ask about the item. For example, you will need to know:
  - what it can do
  - how it compares with other models
  - how to use it
  - what it costs
  - possible future developments (will there be something better in the shops next month?).



## **Activity B • Research and make notes**

- 1 Get answers to your questions by talking to a shop assistant and by reading about the item that you have chosen. Write notes.
- 2 If you have access to the Internet, try to find a review of the item. Find the best price for it too.
- 3 Find a picture of the item.

## **Activity C • Write a report for the class**

- 1 First, plan your report. Decide what will interest the other learners. Choose about four main headings. Then decide what you will include under each heading.
- 2 Write the report, using information from your notes. Include a picture.
- 3 Finally, check your report carefully.

## **Activity D • Tell the class about the product**

Give a short talk to the other learners about the product that you have researched. Show them the picture and answer any questions that people ask you.



# Check it

## Activity A • Vocabulary: word families

How many other words can you make from these verbs? You'll find some of them in the unit.

Use your dictionary to check spellings.

Verb	Other words
invent	invention (noun)    inventor (noun)
explain	
print	
discuss	
predict	
satisfy	
produce	
represent	

## Activity B • Language: *used to*

- Write the correct form of the verbs. Use either the present simple tense or *used to* + infinitive.
  - All personal computers ..... (be) very big.
  - Nowadays, notebook computers ..... (be) small and light.
  - Before the invention of e-mail, people ..... (write) letters more often.
  - Many homes ..... (have) bigger televisions than they used to.
- Write some true sentences about your past.
  - I used to play .....
  - I used to have .....
  - I used to live .....
  - I .....
  - I .....
  - I .....



## Mini-projects

### **Activity A** ● Interview a friend

Ask a friend or relative to tell you some things that he or she used to do in the past. Ask how his or her life is different now. Take notes.

### **Activity B** ● Write about a friend

Use your notes from Activity A and write a short piece about your friend. Give it to another person in your class to proof-read.

### **Activity C** ● Research and write

Use the Internet or the library and find out who invented the telephone or the television. Make some notes about the main events in the story. Then write a short narrative.



## How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with .....

.....

.....

.....

I need more practice with .....

.....

.....

.....

Date .....



# Audio scripts

## Page 2 Attitudes to technology

### Activity A

- Andy: What's the book? Is it interesting?
- Yasmin: No! It's the user guide for my new phone.
- Andy: You don't sound too happy with it.
- Yasmin: Well, you know, phones used to be simple, but now you need a 40-page instruction book!
- Andy: That's true. You used to dial the number and that was it. Now it's more complicated.
- Yasmin: I really hate modern technology!
- Andy: Oh, I wouldn't say that.
- Yasmin: Really?
- Andy: Well, a mobile phone, for example ... It makes life easier for me. I used to have difficulty finding telephones, but now there's a phone in my pocket – whenever I need it.
- Yasmin: That must be useful.
- Andy: And my computer. I've got a visual impairment, but I can write letters and e-mails. And my computer can read e-mails to me. I tell you, life used to be harder for people like me. Computers can help a lot.
- Yasmin: You're right, of course, but ... I don't know ... I mean, take my children, for example. When I was young, children used to play outside. Now they play computer games all day. It can't be good for them.
- Andy: Yes. My kids are like that too. But you know, these games teach them important skills.
- Yasmin: Andy, this is one topic we're never going to agree on!

## Page 3 Instructions

### Activity B

- Yasmin: Don't worry, Marta. It's quite easy. To find the information you want, it's best to start with a search page. Google is the one I usually use ... but there's also Yahoo or Altavista. Have you heard of any of them?
- Marta: Yes, I've heard of Google.
- Yasmin: First of all you enter the web address. That's [www.google.com](http://www.google.com) or [www.yahoo.com](http://www.yahoo.com). And then–

- Marta: Hang on. I'll write it down.
- Yasmin: Then, when the page comes up on your screen, you see a box. You enter some key words for the thing you're interested in. So if you want to compare prices of DVD players, enter the words *DVD player* and *price*. Have you got that?
- Marta: Yeh ... I think that's clear.
- Yasmin: Oh, and make sure you're careful with spelling. It's really important. If you key in the wrong word, you may get the wrong information.
- Marta: OK.
- Yasmin: And don't forget to select 'UK'. If not you'll get lots of international sites. After that, click on the search button. After a short time you get a list of web pages. They'll all include the words you searched for. There may be lots, so look through and click on the one that looks most useful. It's really easy when you get started.
- Marta: Thanks. I'll have a go.
- Yasmin: And get back to me if you have any problems.
- Marta: Thanks a lot, Yasmin. That's really helpful ...

## Page 6 Making choices

### Activity A

#### Conversation 1

- Rafid: Which of these is the least expensive?
- Assistant: This one is the cheapest.
- Rafid: How does the cheapest one compare with the other two?
- Assistant: It doesn't have as many features. For example, you can't get e-mail on this one.
- Rafid: I see. Is it as strong as the others? My last phone got broken.
- Assistant: Oh, yes, it's just as strong.
- Rafid: The problem is that prices go down all the time. Will they all be cheaper next week?
- Assistant: I don't think this one will. It went down in price only last week. It's very good value now.
- Rafid: OK. I'll take it.

#### Conversation 2

- Marta: Have both of them got sockets for games machines?



Assistant: Yes, they've both got SCART sockets.  
Marta: Do they both have teletext?  
Assistant: Yes, they do.  
Marta: Is the big one more expensive than the other one?  
Assistant: No. They're the same price, because the small one has more features.  
Marta: Which one has the better sound quality?  
Assistant: I'll turn up the sound, and you can listen.

### Conversation 3

Andy: Can this play CDs?  
Assistant: Yes, it can. It plays CDs and it's got a stereo radio too.  
Andy: Good. And has it got headphones?  
Assistant: Yes, it has. They're very easy to use.  
Andy: Has it got tone control?  
Assistant: Yes, it has treble and bass controls here and here.  
Andy: Ah, yes. I can feel them. Thank you. How do I switch it on?  
Assistant: The switch is here. You can select on, off, radio or CD.  
Andy: Right. May I listen to it?  
Assistant: Yes, of course.

## Page 7 Phrasal verbs

### Activity A

#### Conversation 1

Rafid: Oh, dear!  
Simon: What's the matter?  
Rafid: I need to phone my boss, but I can't get through.  
Simon: Is the line engaged?  
Rafid: No. Someone answered and told me to hold on. So I waited. Then she said, 'I'll put you through,' but nothing happened. In the end I decided to hang up and try again.  
Simon: What happened then?  
Rafid: Well, the same person answered. I said I was having problems getting through and she said she'd look into it. And then something cut me off.  
Simon: The line went dead?  
Rafid: Yes.  
Simon: Call her back. You know what they say – third time lucky.

### Conversation 2

Sam: Your new TV looks good, Marta. Are you going to try it out?  
Marta: Yes. I'm setting it up now. I need the user guide. Can you look for it in that box?  
Sam: OK. ... It's not in here.  
Marta: Oh, well. The set-up's probably quite simple. We don't need to look it up. We can work it out.  
Sam: Yes. You probably just plug it in and switch it on.  
Marta: Here's the on/off switch. And here are the video controls. You just press this button to record something and this one to play it back.  
Sam: Hey! Look out!  
Marta: What?  
Sam: You've just sat on a book!  
Marta: Oh. It's the user guide.  
Sam: Look after it – after all, you may need it later.

## Page 8 Phoning customer services

### Activity A

#### Message 1

Welcome to customer services. Please listen carefully to the following options. For payment enquiries, press 1. For information on service plans, press 2. If your phone is lost, stolen or damaged, press 3. For help and advice about your phone or any phone problems, press 4. If you want to speak to a customer services representative, press 5 or stay on the line. If you need to hear the options again, press zero.

#### Message 2

Thank you. For general information on making or receiving calls, press 1. For advice about the battery and battery life, press 2. For an explanation of the symbols on your phone's display, press 3. For signal or network problems, press 4. If you have another kind of problem, press 5 to transfer to a customer services representative.

#### Message 3

Thank you. Every new battery needs charging for 16 continuous hours. After that, your battery will remain charged for about three days on standby. However, your phone will use power more quickly if you make or receive calls. After the first charging, normal





recharging takes about three hours. The useful life of your battery is about one year. It may last longer, but if your battery begins to lose charge more quickly than usual, buy a new one. Thank you for calling.

## Page 9 Problems and solutions

### Activity A

Mark: Customer services. Mark speaking. How can I help you?

Marta: Hi. I've just bought a combined TV and video, but there's something wrong with the picture.

Mark: OK. Can you describe the problem?

Marta: Well, the picture's not very clear, and there are little white dots all over it, like snow.

Mark: Right. Have you plugged in the outside aerial?

Marta : Yes, I have.

Mark: OK. There may be a problem with the aerial socket on the television. Take the aerial out of the socket.

Marta: OK.

Mark: Now plug in the indoor aerial.

Marta: The indoor aerial?

Mark: Yes. If that works, we'll know the socket is OK.

Marta: Right. I've done that, and the picture is fine now.

Mark: That means the problem can't be in the television because it works with the indoor aerial. There must be a problem with your outdoor aerial.

Marta: Oh. What can I do about that?

Mark: You need to fix your aerial. That should solve the problem.

Marta: Should I call an electrician?

Mark: An aerial specialist would be better. Look up *aerial services* in the Yellow Pages.

Marta: Aerial services ... Yellow Pages. OK. Thank you very much. Goodbye.

Mark: You're welcome. Goodbye.

## Page 13 What do you think?

### Activity A/B

Host: The question today is this: will computers be more intelligent than people? What do you think, John?

John: I think computers will certainly be more intelligent than people. The only question is, when will this happen?

Host: Why do you think that?

John: It's very simple. Every year, computers become more and more powerful. It's only a matter of time before their processing power will be greater than ours.

Host: You mean they'll become more intelligent than us?

John: Exactly.

Host: I see. That's an interesting idea. Miriam, what's your opinion?

Miriam: Well, I don't think processing power and intelligence are the same thing.

Host: That's a good point.

John: Why not? Why are they not the same?

Miriam: Because processing power is about making calculations very fast. Intelligence is about understanding.

Host: Right, so you feel that computers may become faster than us but not as clever.

Miriam: Yes. I don't think they will ever think and understand like us.



## Page 2 Attitudes to technology

### Activity A

Suggested answers:

- a Yasmin. (1) It is too complicated. (2) Computer games are not good for children.
- b Andy's. (1) He used to have difficulty finding a phone, but now he has a mobile in his pocket. (2) He can write letters and e-mails, and his computer can read e-mails to him.

### Activity B2

- a used; 's
- b to; now
- c to be; can
- d used to play; they play

## Page 3 Instructions

### Activity A2

Suggested answers:

Fax: insert, key in, press, connect

TV: adjust, select, press

Computer: delete, select, click

### Activity B2

- a it's best to start with
- b First of all
- c when the page comes up on your screen
- d You enter
- e make sure you're careful
- f And don't forget
- g After that
- h After a short time

## Pages 4 and 5 A great inventor

### Activity A

Page 5

### Activity B1/2

Suggested answers:

- a 1809 – born in France
- 1813 – lost his sight in an accident
- 1819 – started at a new school for blind boys
- 1821 – heard about Charles Barbier's 12-dot system of writing
- 1827 – first book in Braille was published

- b The school's system – used big raised letters on special paper
- Barbier's system – used groups of 12 raised dots to represent sounds
- Braille's system – used groups of six dots

### Activity C

Paragraph 1 (He was more fortunate than other blind children.)

Paragraph 4 (He made it more simple.)

Paragraph 6 (Blind people all over the world use the system.)

## Page 6 Making choices

### Activity A2/3

- a Have both of them got sockets for games machines? – 2
- b Which of these is the least expensive? – 1
- c How does the cheapest one compare with the other two? – 1
- d Do they both have teletext? – 2
- e Has it got headphones? – 3
- f Is the big one more expensive than the other one? – 2
- g Is it as strong as the others? – 1
- h Which one has the better sound quality? – 2
- i Will they all be cheaper next week? – 1

## Page 7 Phrasal verbs

### Activity A2

- 1 Verbs with no object: get through, hold on, hang up, Look out!
- 2 Pronoun object in mid-position: put you through, cut me off, call her back, try it out, set it up, look it up, work it out, plug it in, switch it on, play it back
- 3 Object in end-position: look into it, look for it, look after it

### Activity A3

- |                                |                 |
|--------------------------------|-----------------|
| a look it up                   | f call him back |
| b put me through               | g look after it |
| c look for it                  | h work it out   |
| d try it out                   | i Look out      |
| e plugged it in/switched it on |                 |



## Page 8 Phoning customer services

### Activity A1

a 4    b 0

### Activity A2

a 2    b 5

### Activity A3

The battery will last for a year or maybe longer.

### Activity B1

- |         |               |
|---------|---------------|
| a press | c If you have |
| b want  | d begins; buy |

## Page 9 Problems and solutions

### Activity A2

Suggested answers:

- a The picture isn't clear and there are little white dots all over it.
- b There may be something wrong with the aerial socket on the television.
- c Because it works with the indoor aerial.
- d There must be a problem with the outdoor aerial.
- e Get an aerial specialist to fix the aerial.
- f She repeats important phrases.

### Activity B

- |            |           |
|------------|-----------|
| a may be   | c must be |
| b can't be | d should  |

## Pages 10 and 11 Surveys and reports

### Activity A1

Managers

### Activity A2

The report has four parts:

- 1 Introduction
- 2 Survey
- 3 Findings
- 4 Recommendations

### Activity A3

The purpose of this report is ...

We clearly need to .../We therefore recommend ...

## Page 12 What does the future hold?

### Activity A

- a true
- b false
- c true
- d false

### Activity B1

- 1 certainly won't
- 2 almost certainly won't
- 3 probably won't
- 4 might
- 5 may
- 6 will probably
- 7 will almost certainly
- 8 will certainly

## Page 13 What do you think?

### Activity A

Suggested answers:

- a He thinks computers will certainly be more intelligent than people.
- b Every year, computers' processing power becomes more and more powerful.
- c She doesn't think processing power and intelligence are the same thing.
- d He probably agrees with Miriam (because he says 'That's a good point' in response to her opinion, which is more positive than his response to John).

### Activity B

Introducing an opinion: I think .../I don't think ...

Responding to an opinion: That's an interesting idea./That's a good point.

Asking for a reason: Why do you think that?/Why not?

Confirming understanding: You mean .../Right, so you feel ...

## Page 15 Check it

### Activity B1

- |              |                 |
|--------------|-----------------|
| a used to be | c used to write |
| b are        | d have          |