Start making connections
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<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------</td>
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<td>Appropriate technology Crime-fighting and security</td>
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1 Technology and society

Switch on

1. Look at pictures A–F. They show ways in which technology affects how we live. Identify the different items in each picture.

2. Match the effects of technology to pictures A–F. Decide which effects are positive, and which are negative.

   1. fast travel
   2. river pollution
   3. nuclear missiles
   4. less housework
   5. cheap power
   6. noise pollution
   7. road deaths
   8. space exploration
   9. overweight people
   10. global warming
   11. easy communication
   12. mass entertainment

   Example:
   Picture A  8 (Positive effect)  3 (Negative effect)
In this unit
- speaking about the way technology affects our lives
- listening to people describing the effects of new technology on their work
- comparisons with adjectives and adverbs
- how to stress technical words
- how to group and remember new terms

Listening
Technology and work

1 Listen to four people describing the effects of new technology on their work. Match each person to his/her job.

2 Listen again. Decide whether each person makes comments which are positive, negative, or both. Tick (✓) the correct column(s).

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Vera</td>
<td></td>
</tr>
<tr>
<td>2 Christine</td>
<td></td>
</tr>
<tr>
<td>3 Gupta</td>
<td></td>
</tr>
<tr>
<td>4 Anton</td>
<td></td>
</tr>
</tbody>
</table>

3 Work in pairs. Listen to the shop owner again and write down what he says. Help each other to make a complete and accurate version. Then compare with the Listening script on p.124.

Language spot
Comparisons with adjectives and adverbs

- The speakers are comparing how things are now with how they were before:
  - It's much faster.
  - It's more realistic.
  - It's safer.
  - My sales are much worse.

- We make comparisons with short adjectives like fast by adding -er (faster).
- With long adjectives like realistic, we use more and less (more / less realistic).
- Note the irregular forms: good → better and bad → worse.

- Some adverbs are the same as adjectives, for example early, fast, high, late. With these adverbs, we use -er (early, faster, higher, later).
- With adverbs ending in -ly, we use more and less. We can add much to emphasize the comparison:
  - With a computer I can work more efficiently and much faster.

Go to Grammar reference p.115

1 Fill the gaps to compare computers now and ten years ago. Use the adjectives in brackets.

Computers today are more powerful 1 (powerful). They operate ________ 2 (fast) and they have much ________ 3 (large) memories. Because they contain more electronics, the cases have become ________ 4 (big) but the flat-screen monitors are ________ 5 (heavy) and fit into a ________ 6 (small) space on your desk. Computers are also ________ 7 (cheap). The price is ________ 8 (low) now than in the past. The programs too are ________ 9 (good). They are ________ 10 (sophisticated) and you can work much ________ 11 (efficiently).
Look at the diagrams of the Airbus A380 and the Boeing 747. Then study the table and complete sentences 1–8 comparing the two planes.

<table>
<thead>
<tr>
<th></th>
<th>Airbus A380</th>
<th>Boeing 747</th>
</tr>
</thead>
<tbody>
<tr>
<td>length</td>
<td>73 m</td>
<td>70.7 m</td>
</tr>
<tr>
<td>wingspan</td>
<td>79.8 m</td>
<td>64.4 m</td>
</tr>
<tr>
<td>weight (empty)</td>
<td>275,000 kg</td>
<td>180,800 kg</td>
</tr>
<tr>
<td>weight (maximum take-off)</td>
<td>548,000 kg</td>
<td>397,000 kg</td>
</tr>
<tr>
<td>speed (maximum)</td>
<td>945 kph</td>
<td>1,127 kph</td>
</tr>
<tr>
<td>range</td>
<td>15,100 km</td>
<td>14,200 km</td>
</tr>
<tr>
<td>ceiling</td>
<td>13,100 m</td>
<td>13,500 m</td>
</tr>
<tr>
<td>capacity (maximum)</td>
<td>840 (1-class)</td>
<td>550 (1-class)</td>
</tr>
<tr>
<td>engines</td>
<td>4 turbofans</td>
<td>4 turbofans</td>
</tr>
<tr>
<td>thrust</td>
<td>1,208 kN</td>
<td>1,096 kN</td>
</tr>
<tr>
<td>first introduced</td>
<td>2005</td>
<td>1989</td>
</tr>
</tbody>
</table>

1. The Airbus is _________ (long) than the Boeing.
2. The Boeing is a little _________ (short) than the Airbus.
3. The Airbus can carry a _________ (heavy) weight than the Boeing.
4. The Boeing is _________ (fast) than the Airbus.
5. The Airbus can fly _________ (far) than the Boeing.
6. The Boeing can fly _________ (high) than the Airbus.
7. The Airbus engines are _________ (powerful).
8. The Airbus was introduced _________ (recently).

Now write three more sentences of your own comparing the two planes.
**Reading**

**Branches of technology**

Read headlines 1–8 from recent news stories. Match the headlines to the correct branch of technology a–h.

1. Mice given human brain cells
2. 15 billion text messages sent every month
3. USA developing a weapon to fire microwaves
4. **MAJOR HACK ATTACK**
5. World’s tallest bridge opens
6. **APPLE INTRODUCE WORLD’S LARGEST SCREEN**
7. Sunlight will power spacecraft
8. New ways to make shoes

**Vocabulary**

**Recording new words**

One effective way of recording key words used in technology is to group them into **word sets**. Study the example of how to group words related to **biotechnology**.

**Information technology**

<table>
<thead>
<tr>
<th>Key word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>memory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part of speech</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>noun (uncountable)</strong></td>
<td>/ˈmemərɪ/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample sentence</th>
<th>Words often used with the key word</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memory is used for programs and data</strong></td>
<td>chip, slot, card, random access</td>
</tr>
</tbody>
</table>

**Design your own word cards to help you remember your technical vocabulary. Make word cards for six of the words you listed in 1. Use a good English–English dictionary, such as *Oxford Wordpower*, to help you.**
Gadget box
A smoke detector is a safety device to detect smoke in the air. There are two types: an optical detector which operates when smoke disturbs a beam of light, and an ionization detector which operates when very small particles of smoke interrupt an electric current.
Where is the best place to put a smoke detector in a house?

Pronunciation

Word stress
Listen to the technical words and mark the stressed part of each word.

**EXAMPLES**  
engine  engineer

1 machine  
2 machinery
3 mechanics  
4 mechanic
5 mechanical  
6 technical
7 technician  
8 technology
9 electron  
10 electronics
11 electrical  
12 electrician

Vocabulary

Word groups
Some technical words look similar to each other but are used in different ways, for example, mechanic and mechanics. One way to remember these words and the differences between them is to put them into groups.

Mechanic belongs to a group containing people and jobs. Mechanics belongs to a group of subjects. You can think of your own groups to help you remember other technical terms.

Put the list of common technical words into groups using the table below.

| mechanic | mechanics | mechanical | mechanism |
| electron | electronic | electronics |
| technical | technology | technician |
| electricity | electrical | electrician |
| engine | engineer | engineering |

<table>
<thead>
<tr>
<th>Subjects</th>
<th>People and jobs</th>
<th>Things</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>engineering</td>
<td>engineer</td>
<td>engine</td>
<td>engineering</td>
</tr>
</tbody>
</table>

Pairwork

Work in pairs, A and B. Each of you has information about one of the launch systems in the pictures. Exchange information with your partner by asking and answering questions and complete the table.

Student A  
Go to p.110.

Student B

<table>
<thead>
<tr>
<th>Student A's launch system</th>
<th>Student B's launch system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Russia</td>
</tr>
<tr>
<td>First launched</td>
<td>1965</td>
</tr>
<tr>
<td>Height</td>
<td>53m</td>
</tr>
<tr>
<td>Diameter</td>
<td>7.4m</td>
</tr>
<tr>
<td>Engines</td>
<td>6</td>
</tr>
</tbody>
</table>
| Payload GTO  
(geostationary transfer orbit) | 6,000 kg |
| Mass | 456,400 kg |
| Lift-off thrust | 1,745 kN |
Project: class survey

1 Study the list of the ten most important technological innovations of the past 60 years. Work in groups, and order them 1 to 10 (1 = most important, 10 = least important). Then ask your teacher, and compare with results from a recent survey in the UK.

<table>
<thead>
<tr>
<th>Innovation</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS brakes</td>
<td></td>
</tr>
<tr>
<td>Air bags</td>
<td></td>
</tr>
<tr>
<td>Credit cards</td>
<td></td>
</tr>
<tr>
<td>Digital camera</td>
<td></td>
</tr>
<tr>
<td>DNA testing</td>
<td></td>
</tr>
<tr>
<td>Laser eye surgery</td>
<td></td>
</tr>
<tr>
<td>Long-life, low-energy light bulbs</td>
<td></td>
</tr>
<tr>
<td>Microwave oven</td>
<td></td>
</tr>
<tr>
<td>Mobile phone</td>
<td></td>
</tr>
<tr>
<td>Smoke detector</td>
<td></td>
</tr>
</tbody>
</table>

2 Find out from other students what they consider the most important technological innovations in their lives. Make a list of the ten most important for your class.

Webquest

Find out the year of introduction for each of the innovations in the Project: class survey. Compare answers with other students in your class.

Example: Smoke detector 1969

These search engines and this site may help:
- www.google.com
- www.askjeeves.co.uk
- www.wikipedia.org

Checklist

Assess your progress in this unit. Tick (√) the statements which are true.

- I can talk about the positive and negative effects of technology
- I can make comparisons with adjectives and adverbs
- I know three ways for recording and remembering new words
- I know how to stress common terms in technology
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adjective
realistic

Nouns
exploration
global warming
innovation
missile
pollution
power station
rocket
satellite receiver
smoke detector
take-off
thrust

Verbs
affect
download
hack

Note here anything about how English is used in technology that is new to you.
Switch on

1 Study the description of the course of Alec Hammond, a technology student from Scotland, and answer the questions.
   1 How long does the course last?
   2 What jobs can he do after he completes this course?
   3 Can he study a foreign language?

Civil engineering, HND

Ideal for students who want to follow a career in Civil engineering.

Duration:
Two years full-time, starting in September

Overview:
The construction industry needs well-trained and qualified managers, technologists, and technicians. This course is designed to teach you the skills necessary for a managerial role in this industry. You will learn the latest construction practices and be given the opportunity to specialize in one area.

Course content
You study core units in:
- CAD
- Communications
- Construction management
- Construction technology
- Construction surveying
- Civil engineering materials
- Drawing and design
- Fluid mechanics
- Geotechnics
- IT
- Maths
- Mechanics and structure

You can take additional units in:
- Advanced structural design
- Advanced surveying
- Highway engineering
- Quality assurance
- a foreign language

What can I do next?
On successful completion of the course, you may progress to a range of degree-level courses. Some students progress to employment as Civil engineering technicians / technologists.
In which of the core units will these topics be covered?

1. the properties of concrete
2. computer application software
3. forces on a structure
4. calculus
5. report writing

Work in pairs. Ask and answer the questions.

1. What choice do students have if they successfully complete the course?
2. Is this course similar to engineering courses in your country?
3. Would you like to follow this course?

Listening

The course

1. Look at Alec's timetable below. Some of the information is missing. Before you listen, answer the questions about the timetable.
   1. What time do classes start each day?
   2. Which room is Maths in?
   3. Who teaches Calculus?
   4. What do students do on Tuesdays and Thursdays?

2. Listen to part 1 of the interview. Answer the questions.
   1. Which stage of the course is Alec at?
   2. How many women are taking the course?
   3. What age was he when he left school?
   4. Which subject did he enjoy most at school?
   5. What job did he do when he left school?

3. Listen to part 2 of the interview. Fill gaps 1–8 in the timetable.

4. Here are the interviewer’s questions from part 3 of the interview. Predict how Alec answers them. Then listen to part 3 and check your answers.
   1. What do you hope to do at the end of your course?
   2. What kind of degree will you take?
   3. How long will it take?
   4. When you start work as a civil engineer, what do you want to build – houses, or big structures like bridges and roads?

5. Write your own timetable in English, including the following information:
   - course title
   - lesson times
   - subjects
   - names of teachers
   - self-study time and free periods

### Civil engineering, Semester 2

<table>
<thead>
<tr>
<th>Mon</th>
<th>09.00–11.00</th>
<th>11.15–12.15</th>
<th>13.15–14.15</th>
<th>14.30–16.30</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Maths</td>
<td>4.5</td>
<td>G2</td>
<td>Civil engineering</td>
</tr>
<tr>
<td>H.Lomax</td>
<td>B.Davis</td>
<td>Wei Ming</td>
<td>D.Cowan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>SELF-STUDY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Calculus</td>
<td>4.2</td>
<td>4.5</td>
<td>FREE</td>
</tr>
<tr>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Davis</td>
<td>J.Bell</td>
<td>J.Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur</td>
<td>SELF-STUDY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td></td>
<td>G4</td>
<td>G4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.Doyle</td>
<td>D.Cowan</td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>
18% of engineering students on university courses in the USA in 2004 were female.

**Language spot**

**Present Simple v Present Continuous**

- Study these examples from the interview. Why is the Present Continuous used for sentences 1-4 and Present Simple for sentences 5-8?
- **1** You're doing an HND in Civil Engineering.
- **2** What's the company working on?
- **3** They're turning an old office building into a night club ...
- **4** I'm doing a project on a new bridge ...
- **5** I have classes three days a week ...
- **6** I really enjoy it.
- **7** I like the maths and physics side of it ...
- **8** I want to go on to do the degree.

- We use the Present Continuous for things that are happening now and for a limited period around now: I'm studying Civil Engineering.
- We use the Present Simple for things which are always true: Copper conducts electricity.
  - for repeated actions, habits, and events: We finish early on Wednesdays.
  - with verbs that describe thinking and feeling: I like calculus.

> Go to Grammar reference p.115

1 Put the verb in the sentences in the correct tense, Present Simple or Present Continuous.

- **1** Ms Davis __________ (teach) Maths.
- **2** Classes __________ (start) at nine o'clock.
- **3** Alec __________ (take) an HND course.
- **4** He __________ (study) at Telford College this year.
- **5** On Tuesdays, he __________ (study) in the library.
- **6** He __________ (want) to be a Civil Engineer.
- **7** He __________ (work) on a project about a new bridge.
- **8** A lot of local people __________ (not / like) the proposal.

- **9** They __________ (think) it will increase the amount of traffic near their homes.
- **10** The old bridge __________ (carry) ten times the traffic it was designed to carry.

2 Answer these questions about yourself with complete sentences. Use the timetable you wrote in 5 on p.11 to help.

- **1** What are you studying?
- **2** Where are you studying?
- **3** How long is your course?
- **4** Is it part-time or full-time?
- **5** What qualification do you get when you complete the course?
- **6** What are the main subjects?
- **7** Which subject do you find most difficult?
- **8** Why do you find it difficult?
- **9** Which subject do you enjoy most?
- **10** How many classes do you have each week?
- **11** When do your classes start each day?
- **12** When do they finish?
- **13** Do you have any self-study time?
- **14** What do you hope to do when you finish your course?

3 Ask the same questions to your partner.

4 Using your answers to 2, complete the gaps in this description.

I'm studying __________ 1 at __________ 2. It's a __________ 3, __________ 4. When I complete the course, I will get a __________ 5.

The main subjects are __________ 6. The subject I find most difficult is __________ 7. I find it difficult because __________ 8. The subject I enjoy most is __________ 9.

I have __________ 10 classes each week. Classes start each day at __________ 11 and finish at __________ 12. I __________ 13. When I finish my course, I hope to __________ 14.
Pronunciation

Strong and weak forms of auxiliary verbs

Auxiliary verbs have strong and weak forms.

1. Listen to the examples.
   - Does Alec like Maths? Yes, he does.
   - Is he in his first year? Yes, he is.

   We use the strong form when the auxiliary verb is stressed, as in the short answers in the examples. The weak form is used when the auxiliary is not stressed. This is usually in Yes/No questions.

2. Answer the questions about Alec.
   1. Is he studying to be an engineer? Yes, he is.
   2. Are there any women in his class?_________
   3. Does his course take two years?_________
   4. Can he start a degree after six months?_________
   5. Has he got acceptance from two universities?_________
   6. Does he have to pass all the modules?_________
   7. Will it take him four years to complete the BEng?_________
   8. Has he got any lab work on his course?_________

3. Now listen to the questions and answers. Underline the strong forms.


   Example:
   - A: Are you studying to be an engineer?
   - B: Yes, I am. I'd like to be a civil engineer.

   1. Do you like your course?
   2. Are there any women in your class?
   3. Have you got any lab work on your course?
   4. Is there any project work on your course?
   5. Does your course take two years?
   6. Do you have to pass all the modules?
   7. Can you start a degree after your course?
   8. Will you look for a job after your course?

Pairwork

Work in pairs, A and B. Each of you has part of a timetable for a student taking a diploma in computing support. Exchange information with your partner by asking and answering questions. Complete the table.

Student A Go to p.110.
Student B

<table>
<thead>
<tr>
<th>Mon</th>
<th>09.00–11.00</th>
<th>11.15–13.00</th>
<th>14.00–15.30</th>
<th>15.30–16.30</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-STUDY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>Tutorial</td>
<td>Hardware installation &amp; maintenance R110</td>
<td>Client operating systems R102</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Computer operating systems R105</td>
<td>Structured programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur</td>
<td>IT applications R107</td>
<td>Computer architecture A104</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Communication skills R105</td>
<td>Free</td>
<td>Free</td>
<td></td>
</tr>
</tbody>
</table>
Problem-solving

1 Pictures A–H represent different branches of technology. Match each picture to sentences 1–8.

1 Electrical engineering is about generating and supplying power.
2 Electronic engineering is about designing and making machines that use electric power.
3 Civil engineering is about designing, building, and looking after structures.
4 Marine engineering is applying engineering to take advantage of the sea.
5 Manufacturing engineering is about making useful things from raw materials.
6 Mechanical engineering is about designing and making all the parts of machines that move. That could mean rocket science or bike design – and everything in between.
7 Chemical engineering is about using the processes which change materials in a chemical or physical way. The science behind these processes helps to find out the best way to make the right products.
8 Information technology is about using computers for collecting, storing, and sending information.

2 Work in groups of three or four. Make a list of as many other branches of technology as you can. Try to explain them in English.
Webquest
1 Study the course description and complete the table.

Hornby College of Technology
Foundation Degree 1563: Computing – Web technology

What are the entry requirements?
An A-level qualification, but we will consider other qualifications including any work experience you have. Prior knowledge of computing can be helpful.

How long does the course last?
Three years.

What can I do with this qualification?
Further study:
You can go on to take an Honours degree in Computer studies at a university. This needs just one more year of full-time study.

Career:
This degree gives you the chance to work in commerce, industry, entertainment, and the public sector. There are job opportunities in traditional areas of computing as well as web development, making digital images for animation, and computer games.

<table>
<thead>
<tr>
<th>College or University</th>
<th>Course</th>
<th>Entry qualifications</th>
<th>Length</th>
<th>Career prospects</th>
</tr>
</thead>
</table>

2 Work in groups. Search one of these sites each for a course you find interesting. Note the information in a table similar to that in 1.
- [www.hereford-tech.ac.uk](http://www.hereford-tech.ac.uk)
- [www.dudleycol.ac.uk](http://www.dudleycol.ac.uk)
- [www.uts.edu.au](http://www.uts.edu.au)
- [www.ttu.edu](http://www.ttu.edu)
- [www.unitec.ac.nz](http://www.unitec.ac.nz)

3 Share your information and try to agree on the best course. Then explain your choice to the other groups.
Switch on

Look at products A–F in pairs. Answer the questions for each product.

1. What is it?
2. Who uses it?
3. What do you think makes the design good or bad?
In this unit
- key terms in design
- speaking and writing about design requirements
- how to ask Yes / No and information questions
- listening to and reading about designers describing their work
- using your search skills to find out about the work of famous designers

Listening
The design process

1. Listen to a designer talking about the design process. Complete the missing stages by choosing from the list.
   a. choosing a solution
   b. evaluating
   c. investigating
   d. realization
   e. the design brief

2. Match the questions to each stage in the design process. There is more than one question for some stages.

   **Example**
   
   **Question**   **Stage**
   Is it safe?     6 testing
   a. What are the most suitable materials?
   b. Does it work?
   c. What exactly is required?
   d. How well does it match the brief?
   e. How will the product look?
   f. Is this the best design?
   g. How many ways are there to solve this problem?
   h. How can we make a prototype?
   i. Can it be improved?

Language spot

<table>
<thead>
<tr>
<th>Question types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes / No and information questions</td>
</tr>
<tr>
<td>When we want the answer Yes or No, we ask questions like these:</td>
</tr>
<tr>
<td>Does it work?</td>
</tr>
<tr>
<td>Is it safe?</td>
</tr>
<tr>
<td>For specific information, we ask questions like these:</td>
</tr>
<tr>
<td>How will the product look?</td>
</tr>
<tr>
<td>What materials are available?</td>
</tr>
<tr>
<td>Yes / No questions start with an auxiliary verb (can, do, has, is, will, etc.) which is followed by the subject:</td>
</tr>
<tr>
<td>Did you test it?</td>
</tr>
<tr>
<td>Information questions start with a Wh- question word (what, where, when, which, who, why, or with how, how much, how many, how long, etc.). Note the auxiliary verb and the word order when the question word is the object:</td>
</tr>
<tr>
<td>What does he design?</td>
</tr>
</tbody>
</table>

Go to Grammar reference p.116
1 Make the statements into Yes / No questions.
1 It's safe.
2 It works well.
3 You can mould some plastics easily.
4 She made a model.
5 He has designed a lot of products.
6 You design sports equipment.
7 The materials are available.
8 He built a prototype.
9 They've drawn a lot of sketches.
10 She thinks nylon is the best choice.

2 Ask information questions to get the answers.
1 Where _____________________________?
   She works in London.
2 When _____________________________?
   She moved there in 2006.
3 What _____________________________?
   She designs mobile phones.
4 Who _____________________________?
   I work with a team.
5 Which material _____________________________?
   We use plastic.
6 Why _____________________________?
   Because it's easy to mould.
7 How _____________________________?
   This model weighs 120 grammes.
8 How _____________________________?
   It costs €400.
9 How _____________________________?
   It has more than twenty functions.
10 Where _____________________________?
    You can buy it anywhere.

Customer care
Using non-specialist language

A computer specialist is trying to advise a non-specialist about which monitor to buy. Which parts of his explanation might be difficult for a non-specialist to understand?

"The monitor is an important part of the human interface with the computer. I advise this TFT XGA 19-inch flat panel. This model has 1024 by 768 pixels so you get a high-resolution display."

2 Compare this version. Has the specialist missed out anything important?

"When you work on a computer, the monitor is very important. It has to be the right size and give you a clear picture so it's comfortable to work with. The screen size is measured diagonally from one corner to another. You need at least a 19-inch screen. The picture is composed of tiny picture elements or 'pixels'. The more pixels you have, the sharper the display. This model has a high number of pixels so you'll get a very good display."

3 Work in pairs. Prepare an explanation for a non-specialist of one of these topics or on a topic in your own field. Then try your explanation with a new partner.
- how a diesel engine works
- how a semiconductor works
- how GPS works
- how a nuclear power station works
You see things and you say 'Why?'. But a designer dreams things that never were and says ‘Why not?’.

George Bernard Shaw adapted by Dick Powell

It's my job

1 Study the requirements in the design brief for Kenneth Blake, a Furniture Designer. Then match each requirement to the correct reason.

Product: garden chair

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 lightweight</td>
<td>a stores easily in winter</td>
</tr>
<tr>
<td>2 strong</td>
<td>b spends most of the time outside</td>
</tr>
<tr>
<td>3 stackable</td>
<td>c supports heavy adults</td>
</tr>
<tr>
<td>4 available in a range of colours</td>
<td>d keeps manufacturing costs low</td>
</tr>
<tr>
<td>5 durable</td>
<td>e easy to lift</td>
</tr>
<tr>
<td>6 comfortable</td>
<td>f competes with rivals</td>
</tr>
<tr>
<td>7 easy to mass-produce</td>
<td>g looks attractive</td>
</tr>
<tr>
<td>8 sells for less than €20</td>
<td>h encourages people to use it</td>
</tr>
</tbody>
</table>

2 Read about Kenneth. Complete sentences 1–6 with words from the text.

1 Plastic is very hard-wearing—it's ___________.
2 A company which competes with yours is a ___________.
3 A ___________ helps to make a structure stronger.
4 Kenneth ___________ his designs first and then makes finished drawings.
5 You can make hundreds of plastic chairs from one ___________.
6 A ___________ is a model which is ready for testing.

Kenneth Blake: Furniture Designer

I decided to use plastic because it's durable. You can make it in a lot of colours and it's easy to mass-produce plastic items.

I went to the local garden centre to examine the chairs other companies made, the rival products, and to find out their cost—about €20. I bought three different models. I wanted a chair without arms so I cut the arms off one. This made the back too weak so I added vertical supports to make the back stronger.

I sketched my designs on paper, and from these I produced technical drawings with all the dimensions. I made a full-scale model to make sure the chair looked good and was comfortable. Then I transferred my drawings to a 3-D computer modelling program, and sent a copy by file transfer to the moulding company.

They made a mould and sent me a prototype chair. I added more supports to the back and the chair was ready to produce.

3 Write questions to ask Kenneth about his design. The answers should be in the text above.

EXAMPLES

Why did you go to the garden centre?
How much do garden chairs cost?
Did you make a model?

4 Now practise your questions in pairs. Take turns to ask and answer.
Gadget box

This wall-mounted CD player was designed by Japanese designer Naoto Fukasawa just for fun in 1999. Now it is one of the top selling products at Muji.

Why do you think this design is so successful?

Listening

Working with design

1 You are going to hear three people talking about their work with design. Before you listen, find out how each of the words in the diagram below relates to design. Use the Glossary on p.131 to help.

Now listen and note the answers to the questions.

A Karl
1 What does he design?
2 What two things does he think about when he's designing?
3 What does he start with?

B Martin
4 What does he design?
5 What two things does he have to balance?
6 What does he start with?

C Hilary
7 What does she do?
8 What two groups does she work with?
9 What does she have to work out?

Work in pairs. Write down as much as you can of what Karl says. Help each other to make a complete and accurate version. Then compare with the Listening script on p.125.

Problem-solving

1 Work in small groups. Look at the designs for chairs which are used in a room intended both for lectures and for indoor sports. List the advantages and disadvantages of each model.

Useful language

- It's too heavy.
- It looks comfortable.
- It's not strong enough.
- You can stack it. It's stackable.

2 In your groups, design a chair for use in classrooms in your school or college. Sketch your solution and present it to the class. Decide which chair is the most suitable.
Pairwork

1 Work in pairs, A and B. Each of you has information about one designer. Complete the table below for your designer and exchange information with your partner by asking and answering questions.

<table>
<thead>
<tr>
<th>Student A’s designer</th>
<th>Student B’s designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Dates</td>
<td>Dates</td>
</tr>
<tr>
<td>Nationality</td>
<td>Nationality</td>
</tr>
<tr>
<td>Famous for designing</td>
<td>Famous for designing</td>
</tr>
</tbody>
</table>

Student B
Ferdinand Porsche (1875–1951). Austrian car designer who contributed to the design of the first Volkswagen and the Auto Union racing cars.

2 In your pairs, find out the same information about these designers. These sites may help you:
- www.tinyurl.com/qat7n
- www.wikipedia.org

Checklist
Assess your progress in this unit. Tick (√) the statements which are true.

- I know key terms for the main stages in the design process
- I can ask Yes / No and Information questions accurately
- I can explain using non-specialist language
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adjectives
- rival
- vertical

Nouns
- brief
- costings
- function
- manufacturer
- model
- mould
- product
- prototype
- support

Verbs
- evaluate
- investigate
- mass-produce
- sketch

Note here anything about how English is used in technology that is new to you.
Switch on

Look at the picture of a mountain bike and its rider. Match the items of the rider’s clothing and the bike components to the materials in the table.

<table>
<thead>
<tr>
<th>Bike components</th>
<th>Material</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>rubber</td>
<td>good grip</td>
</tr>
<tr>
<td>4</td>
<td>braided steel</td>
<td>very strong</td>
</tr>
<tr>
<td>5</td>
<td>steel</td>
<td>hard</td>
</tr>
<tr>
<td>6</td>
<td>aluminium alloy</td>
<td>light, strong</td>
</tr>
<tr>
<td>7</td>
<td>titanium</td>
<td>lighter and stronger than steel, highly corrosion-resistant</td>
</tr>
<tr>
<td>8</td>
<td>nylon</td>
<td>light, flexible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rider’s clothing</th>
<th>Material</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>shorts</td>
<td>Kevlar and nylon</td>
<td>aerodynamic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wear-resistant</td>
</tr>
<tr>
<td>1</td>
<td>rubber</td>
<td>good grip</td>
</tr>
<tr>
<td>2</td>
<td>polystyrene and polycarbonate</td>
<td>strong, lightweight – 250 grammes</td>
</tr>
</tbody>
</table>

It's my job

1. What do you think are the most important factors in choosing materials for a bike? Read about Pedro Fernandez, a Bike Maker, and check your answers.

Pedro Fernandez: Bike Maker

When I choose a material for a bike frame, I have to think about the properties of the material. How elastic is it? If you bend or stretch it, will it go back to its original shape? If it does, it has high elasticity. How strong is it? There are two kinds of strength. The first is how much force you need to bend it to a point where it can't go back to its original shape. The second is the amount of force you need to break it.

Steel is the least expensive choice. There's a wide range of standard gauge tubes available. It's strong and it has good elasticity but it's heavy.

Aluminium is light and strong but it's flexible. The more it bends, the quicker it breaks. So aluminium bike frames use large diameter tubes. That limits the amount of bending.

Titanium has a great strength-to-weight ratio. It's got good elasticity so when it bends it tends to return to its original shape. It's corrosion-resistant so you don't need to paint it. But it's expensive - fifteen times the price of steel! The professionals use carbon fibre. It's very light and it's very strong. You can shape it any way you like. But carbon-fibre frames are hand-made so they're very expensive.

2. Complete the table with the advantages and disadvantages of the materials mentioned by Pedro.

<table>
<thead>
<tr>
<th>Material</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>steel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aluminium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>titanium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>carbon fibre</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Language spot

used to, used for, made of, made from

- Study the ways of describing how materials are used:
  - Steel is used to make the bearings.
  - Titanium is used for making the frame.
  - The wheels are made of aluminium alloy.
  - A bike is made from many different materials.

- We can add a reason to explain the choice of material:
  - Steel is used to make the bearings because it is hard.

Go to Grammar reference p.117

1. Correct the errors in these sentences.
   1. Rubber is used for make the tyres.
   2. The frame is made titanium.
   3. Kevlar is used to making the rider's clothing.
   4. Because it is very strong, braided steel is used to brake cables.
   5. Carbon fibre is used make racing bike frames.
   6. Steel is made iron and carbon.

2. Explain the choice of materials for each of the items in the table on p.22.
3 Identify the main material in items of sports equipment 1–10. Tick (✓) the material used. More than one answer is possible in some cases.

<table>
<thead>
<tr>
<th>Item</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 baseball bat</td>
<td>nylon, aluminium, wood</td>
</tr>
<tr>
<td>2 football</td>
<td>leather, polyurethane, fibre-glass</td>
</tr>
<tr>
<td>3 vaulting pole</td>
<td>nylon, Kevlar, fibre-glass</td>
</tr>
<tr>
<td>4 ski poles</td>
<td>aluminium, graphite, carbon-fibre</td>
</tr>
<tr>
<td>5 tennis racket</td>
<td>graphite composites, nylon, wood</td>
</tr>
<tr>
<td>6 kayak</td>
<td>fibre-glass, aluminium, plastic laminates</td>
</tr>
<tr>
<td>7 ice skates</td>
<td>nylon, high carbon steel, wood</td>
</tr>
<tr>
<td>8 crash helmet</td>
<td>Kevlar, titanium, plastic</td>
</tr>
<tr>
<td>9 bobsleigh</td>
<td>steel, pvc, aluminium</td>
</tr>
<tr>
<td>10 hang glider</td>
<td>aluminium and polyester, wood and nylon, wood and acrylic</td>
</tr>
</tbody>
</table>
Thanks to the large multi-component core and a cover made of a soft, thin, high-performance urethane, golfers are driving over 20 yards further on average.

Golf ball advertisement

Pronunciation

Intonation for questions

Information or wh-questions begin with a question word: who, what, where, when, how. Your voice goes down on the last important word in an information question.

1) Listen to the examples.
   a) Where are you from?
   b) What do you study?
   Yes / No questions expect the answer Yes or No. They don't contain questions words. Your voice goes up on the last important word in Yes / No questions.

2) Listen to the examples.
   a) Are you Italian?
   b) Do you speak English?

3) Listen to the short dialogue and mark the intonation.

A What materials do we use for ski poles?
B Aluminium or carbon-fibre, I think. What are footballs made of?
A I'm not sure. Is it leather?
B Yes, I'm certain. What's used to make bobsleighs?

4) Work in pairs. Ask questions to check your answers to Language spot 3. Use the correct intonation.

Vocabulary

Describing materials

1) Study the words used to describe materials. Fill the gaps. Most of the words have been used in this unit.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 elastic</td>
<td>elasticity</td>
</tr>
<tr>
<td>2 _______</td>
<td>plasticity</td>
</tr>
<tr>
<td>3 strong</td>
<td>_______</td>
</tr>
<tr>
<td>4 _______</td>
<td>corrosion-resistance</td>
</tr>
<tr>
<td>5 wear-resistant</td>
<td>_______</td>
</tr>
<tr>
<td>6 brittle</td>
<td>_______</td>
</tr>
<tr>
<td>7 _______</td>
<td>hardness</td>
</tr>
<tr>
<td>8 tough</td>
<td>_______</td>
</tr>
<tr>
<td>9 _______</td>
<td>flexibility</td>
</tr>
</tbody>
</table>

2) Check the meaning of any unfamiliar words using the Glossary on p.131. Then fill the gaps in sentences 1–8 with the correct word from the table.

1 Fibre-glass is used for vaulting poles because it's light and _______. It bends very easily.
2 You don't need to paint titanium because it's _______.
3 Bike bearings are made from steel because it's _______.
4 A material which returns to its original shape when you bend it has high _______.
5 Rubber is very _______. You can stretch it without breaking it.
6 Diamond is an incredibly _______ substance. As well as jewellery, it is sometimes used for drilling.
7 Glass is very _______. It breaks easily.
8 Kevlar doesn't wear out easily. It's _______.
**Gadget box**

Adidas 1 trainers contain a microcomputer, a battery, and a tiny motor in the sole. The trainer senses the surface you’re running on and adjusts the amount of support provided. It also takes into account the weather, the weight of the athlete, and the intensity of the sporting activity. The battery lasts for 100 hours.

What else could you do to improve the trainers?

**Speaking**

**Skateboard v snowboard**

Work in pairs, A and B. Each of you has a diagram of a piece of sports equipment. With the help of your partner who has information about your equipment, label your diagram, and complete the table below. Give reasons for the choice of material where possible.

**Student A** Go to p.110.

**Student B**

**Skateboard**

The body of a skateboard is called a deck. Plywood is the most common deck material used because it’s light but strong. The front of the board is called the nose and the back is called the tail. The nose and tail are tilted up at a twenty degree angle. These help the skateboarder perform tricks.

Fixed to the deck are two metal alloy trucks which connect to the wheels. Some truck alloys contain titanium for strength. The top part of the truck is called the baseplate. It’s screwed to the deck. The bottom part is called the hanger. It’s fixed to the wheels, which are made of polyurethane. The hardness of the wheels varies. Very hard wheels are good for performance but not for rough surfaces. Between the baseplate and the hanger are bushings which provide the spring mechanism for turning the board.

**Listening**

**Exchanging information**

1 Listen to this extract from a conversation between two students. Then change roles and repeat the activity in Speaking.

2 Listen again to the second part of the conversation and complete the questions.

1 Is it fibre-glass?
2 Really? ________?
3 OK, is it the same ________?
4 What’s ________?
5 Right. Important on snow. What ________ the edge? ________ made of p-tex as well?
6 ________ it turns and does tricks?
7 OK. Oh, and these straps – ________ made of nylon?
Customer care
Making recommendations

A student of materials science is advising his friend how to choose the right skateboard deck. His friend is a new skateboarder, and quite short and light. Study the expressions he uses to make recommendations.

"I'd go for a wooden deck – wood is more responsive than plastic or a composite."

"If you're going to use it mainly on the street, I'd recommend a short board and not too wide so you'll have more control. Your best bet is something a little less than twenty centimetres."

"The shape is important. For a new skater, I'd advise something shallow – not too deep."

Work in pairs. Make recommendations about the skateboard wheels using this information.

<table>
<thead>
<tr>
<th>Size</th>
<th>Used for</th>
</tr>
</thead>
<tbody>
<tr>
<td>52–55 mm</td>
<td>Street, skate parks. Shorter and lighter riders.</td>
</tr>
<tr>
<td>56–60 mm</td>
<td>Many uses. Street, skate parks, ramps. Taller and heavier riders.</td>
</tr>
<tr>
<td>60+ mm</td>
<td>Speciality rides. Long boards, dirt boards, hills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hardness</th>
<th>Used for</th>
</tr>
</thead>
<tbody>
<tr>
<td>87A</td>
<td>Very rough surfaces, long boards, hills.</td>
</tr>
<tr>
<td>95A</td>
<td>Hard and durable. Street, rough surfaces.</td>
</tr>
<tr>
<td>97A</td>
<td>Street, skate parks. Smooth surfaces.</td>
</tr>
<tr>
<td>100A</td>
<td>Very hard. Top professionals only.</td>
</tr>
</tbody>
</table>

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I know the words for the main materials used in sports technology
- I can describe what something is made of
- I can speak and write about the properties of materials
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adjectives
- aerodynamic
- flexible

Nouns
- alloy
- bearings
- composites
- corrosion
- laminate
- performance
- plywood
- property
- pvc
- ratio
- wear

Verbs
- stretch
- vary

Note here anything about how English is used in technology that is new to you.
Switch on

1 Work in pairs. Look at the mechanism and answer the questions.
   1 What is it?
   2 What does it do?
   3 How does it work?
   4 In which parts of the world is it used?
   5 What's it made from?

2 a) Now listen to the explanation by an Agricultural Engineer, and check your answers.

Reading

The inventor

1 Work in pairs. What do you know about the inventor of the 'clockwork radio'? Read the first paragraph of the text and check your answers.

2 Read the rest of the text and match parts a–e to the numbered components on the diagram.
   a winding handle
   b steel spring
   c generator
   d gears
   e pulley

3 Scan the text. What do the following numbers and quantities refer to?
   a more than two million
   b 60
   c 3V
   d 30 minutes
   e 1991
   f 30 mA

4 Complete the sentences using information from the text.
   1 As you turn the handle on the side of the radio,___________________________
   2 When the spring unwinds,___________________________
   3 As the generator turns,___________________________
   4 The spring has enough power to run the radio for 30 minutes before___________________________
   5 The 'electric shoe' charges batteries as___________________________
The clockwork radio

Trevor Baylis is an inventor. In 1991, he heard about the problem of bringing health information to people in rural Africa. Radio was the best way but people had no electricity and couldn't pay for expensive batteries. So he invented a radio which doesn't need mains power or batteries. Instead, it consists of a spring, gears, and a small generator.

So how does his clockwork radio actually function? As you turn the handle on the side of the radio, you wind up a spring. It's the same kind of steel spring used in car safety belts. It takes 60 turns to wind up the spring fully.

When the spring starts to unwind, the gears engage. There are three 1:10 step-up gears. The last step-up link is a pulley. Pulleys run more quietly than gears so this reduces noise. Each time the first gear turns, the generator turns one thousand times. As it turns, it generates electricity - a voltage of 3V at about 30 mA. The spring has enough power to run the radio for 30 minutes before you have to wind it up again.

More than two million clockwork radios are in use all over the world. Trevor Baylis has also invented an 'electric shoe'. It charges batteries as you walk.
Gadget box

Professor Negroponte of MIT (Massachusetts Institute of Technology) in the USA has developed a clockwork computer which will cost less than $100. This low-cost laptop is intended for children in the developing world. It uses 'open source' software and will connect to Wi-Fi networks. He hopes to produce 150 million a year.

Why does this computer use 'open source' software and connect to Wi-Fi networks?

Language spot

Time clauses

- To show actions in quick succession, we use when:

Action 1: The spring starts to unwind.
Action 2: The gears engage.
When the spring starts to unwind, the gears engage.

- To show actions happening at the same time, we use as:

Action 1: You walk.
Action 2: The electric shoe charges batteries.
As you walk, the electric shoe charges batteries.

- To put actions in sequence, we use before or after:

Action 1: The radio plays for 30 minutes.
Action 2: You have to wind it up again.
The radio plays for 30 minutes before you have to wind it up again.

Go to Grammar reference p.117

1. Link the pairs of actions with a suitable time word.
   1. The wind turns the pump blades. / The piston moves up and down.
   2. The blade rotates. / Water is pumped from the well.
   3. Baylis invented the clockwork radio. / He invented the electric shoe.
   5. The generator turns. / It produces electricity.
   6. She left college. She became an engineer.
   7. You apply the brakes. / The car slows down.
   8. You press the accelerator. / The car speeds up.

2. Choose suitable time words to fill the gaps in the explanation of a two-stroke engine. Use the diagram to help.

The two-stroke engine

_________1 you can use a two-stroke engine, you have to fill the fuel tank with petrol and oil in the right ratio, usually 40:1.

Combustion stroke

_________2 the spark plug fires, the fuel ignites. The explosion pushes the piston down. _________3 it moves down, it compresses the fuel in the crankcase on the other side of the piston. _________4 the piston nears the bottom, it uncovers the exhaust port. The pressurized fuel in the crankcase rushes into the cylinder. The pressure pushes out the exhaust gas. _________5 the piston reaches the bottom, it uncovers the fuel intake port.

Compression stroke

_________6 the piston moves up the cylinder, it compresses the fuel. At the same time, the fuel valve opens and fresh fuel is sucked in. Just _________7 the piston reaches the top of the cylinder, the plug fires again and the cycle repeats.

Two-stroke engines are powerful for their size but they produce a lot of pollution. They wear badly and _________8 they have been used for some time, they produce oily smoke.
**Problem-solving**

1. The Stirling engine is a simple hot air engine. Look at the diagram and put the sentences in the correct order to explain how it works.

   - a. The air cools and pressure drops in the power cylinder.
   - b. This displaces the air to the hot end.
   - c. The air heats up rapidly and pushes the power piston back up the cylinder.
   - d. This movement rotates the flywheel, drawing the displacer piston to the cold end of the cylinder.
   - e. The power piston moves down the cylinder.
   - f. When the displacer moves to the hot end of the cylinder, air is displaced to the cold end.
   - g. This rotates the flywheel and moves the displacer piston back to the hot end.

2. Work in pairs. Decide which factor is the most important to the successful functioning of the engine. Can you explain why?
   - a. The amount of heat applied
   - b. The size of the flywheel
   - c. The type of metal which the piston is made of
   - d. The temperature difference between the ends of the displacer cylinder
   - e. The external air temperature
   - f. The diameter of the displacer cylinder

3. What modern applications can you think of for the Stirling engine?

**Pairwork**

1. Work in pairs, A and B. Study this photo of an appropriate technology device. Discuss together what it might be.

2. Each of you has a diagram of the device. Exchange information with your partner by asking and answering questions. Label all the components.
   - Student A: Go to p.111.
   - Student B: Go to p.113.

3. Together decide how the device operates. Then compare your explanation with the recording.

**Speaking**

1. Study these statements about appropriate technology. Tick (✓) the ones you agree with and cross (X) those you disagree with.
   - 1. Appropriate technology is only for poor countries.
   - 2. Technology students should invent and make appropriate technology devices.
   - 3. Studying appropriate technology is a waste of time.
   - 4. Appropriate technology is out-of-date technology.

2. Now compare your answers with your partner. Discuss the statements you disagree about.

**Useful language**

Why do you think that...? In my opinion, appropriate technology...

Don't you think that...? My view is that...
**Pronunciation**

**Numbers and quantities**

1. Read out the numbers and quantities. Then listen and check your answers.

   a. 3,142
   b. 1150 mm
   c. 250 MB
   d. 60 GB
   e. 16 KHz
   f. 30 mA
   g. 0°C
   h. 73%
   i. 12V DC
   j. $10^4$

2. Listen and write down the numbers and quantities in figures.

   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 

- Go to Symbols and characters p.114

**Vocabulary**

**Describing motion**

1. Match adjectives 1–6 with the diagrams and adverbs A–F.

   1. anticlockwise
   2. clockwise
   3. linear
   4. oscillating
   5. reciprocating
   6. rotary

2. Work in pairs. Take turns to cover each column of the table and test your partner. Tell your partner to draw the arrows and say the vocabulary.

---

**Plant** (n) large industrial machinery
**Hire** (v) let somebody use something for a short time, in return for payment
Customer care
Explaining the difference between products

Work in pairs, A and B.

Student A Go to p. 111.

Student B

You are a customer at a plant hire company. You want to hire a portable generator for two weeks to provide power for your home. You don't want a noisy machine and you only want to fill the tank once a day. It must be easy to use and provide sufficient power for your home. You don't want to pay more than €40 a day.

Useful language
What's the output?
What kind of fuel does it use?
How often do I need to fill it up?
Is it easy to start?
How noisy is it?
How much will it cost?

Checklist
Assess your progress in this unit.
Tick (✓) the statements which are true.

- I know the words to describe movement in a mechanism and the names for simple mechanisms
- I can explain how a mechanism works
- I can understand and say numbers and quantities accurately
- I can explain the difference between products
- My reading and listening are good enough to understand most of each text in this unit

Key words
Adjectives
rural
sound-proofed
two-stroke

Nouns
accelerator
compression
crankshaft
domestic appliance
exhaust gas
fuel
generate pulley

Noun and verb
pump

Verbs
charge (batteries)
engage (gears)
wear

Note here anything about how English is used in technology that is new to you.
Switch on

Look at the picture of the police officer. Can you name any of the equipment he carries?

Listening

Crime-fighting equipment

1 Listen to a police officer talking about his equipment. As you listen, complete column A of the table with all the items he mentions.

2 Listen again and complete column B of the table with the function of the items.

<table>
<thead>
<tr>
<th>A Item</th>
<th>B Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>torch</td>
<td>provide light, signal</td>
</tr>
</tbody>
</table>


In this unit
- key terms for crime-fighting and security equipment
- how to describe the function of equipment
- developing the skills of finding and exchanging information
- writing a short report

Language spot

Describing function

Study these examples:

Handcuffs are used to restrain someone.
The knife-proof vest is used as body armour.
Radios are used for contacting police headquarters.
The baton is for keeping people at a safe distance.

We can describe what things are used for, their function, in these ways:

- used to + infinitive
- used as + noun
- (used) for + -ing

Go to Grammar reference p.118

1 Match the items in the first column with their function in the second column.

1 tasers a help people know exactly where they are
2 Personal Identification Numbers (PINS) b incapacitate suspects without serious injury
3 tagging c help protect air travellers
4 anti-virus software d keep people at a safe distance
5 face-recognition device e protect computers
6 helmet f admit only the right people
7 batons g protect cards from criminal use
8 Global Positioning System (GPS) h monitor convicted criminals
9 torches i head protection
10 luggage X-ray equipment j signalling devices

2 Work in pairs. Take turns to ask and answer questions about the items in 1.

Example
A What's the function of tagging?
B It's used to monitor criminals. What are tasers for?
A They're used to incapacitate suspects without serious injury.

Vocabulary

-proof, -resistant, -tight

1 Study the examples.

a knife-proof vest a vest which a knife can't pass through
a shock-proof watch a watch which isn't damaged by shock or is protected from shock
corrosion-resistant steel steel which isn't damaged by corrosion
an air-tight seal a seal which air can't pass through

2 Explain examples 1-8 in the same way.

1 a gas-tight seal
2 weatherproof paint
3 heat-resistant materials
4 a soundproof recording studio
5 rustproof car bodies
6 a foolproof device
7 a water-resistant coat
8 a water-tight container
You mustn’t smile on your passport photograph as showing your teeth or open mouth can affect face-recognition devices. Also, you mustn’t wear glasses with tinted lenses.

Pairwork

1. Work in pairs, A and B. Each of you has a short text about a crime-fighting device. The titles of the texts are:
   - Student A: Smart gun recognizes its owner
   - Student B: Caught – by a lamp post

   Discuss what you think the texts might be about. Use the pictures opposite to help you.

2. Read your own text. Then find out from your partner this information about his/her device. Ask these questions and make notes of the answers.
   1. What is the device called?
   2. What does it do?
   3. How does it work?
   4. Where is it used?
   5. How successful is it?

   Student A: Go to p.111.
   Student B:

Caught – by a lamp post

Cities in the UK like London, Glasgow, and Birmingham are fitting a new device to lamp posts in areas which have a crime problem. It's called Flashcam and has been developed by an American company, Q Star. It consists of a camera with a motion sensor. If it detects a group of people in an area where there is no reason for them to be, it shouts a warning at them such as: Stop! If you are engaging in an illegal activity, your photograph will be taken. Please leave the area. If people don’t move, it goes off with a very intense flash and a loud shout. They have had a positive effect in some parts of London in reducing crime and anti-social behaviour.

3. Now read your partner's text and check the information.

4. Discuss what you think are the practical problems of these two devices. Would they work in your country? What modifications would you make?
Problem-solving

What's the best technical solution to the problem of protecting a large store from shoplifters (people who steal things from shops)? Work in small groups and study the solutions, then make your choice. Give reasons for your choice.

CAMERAS

1. CCTV (closed circuit television) cameras with wide-angle lenses.
   - Signal relayed to a central office and monitored by a security guard.
   - Recorded on video tapes every day.

   **Advantages**
   - Visible deterrent.
   - Thieves know they may be recorded.
   - Not very expensive.
   - You can include some dummy cameras.

   **Disadvantages**
   - People forget to change tapes.
   - Image may not be very clear.

2. Digital CCTV cameras with online connections.
   - Recorded on hard disk which can store several months of recording.

   **Advantages**
   - Can be viewed from any broadband connection.
   - No tapes to change.

   **Disadvantages**
   - Expensive.

3. Concealed micro-cameras with RF connections.

   **Advantages**
   - No expensive wiring.
   - Good way to catch thieves in action.

   **Disadvantages**
   - Not a visible deterrent.

TAGS

4. Large electronic security tags on things which are often stolen.
   - Alarm is triggered by a 8.2 MHz signal when the tag is taken through a security gate at the shop entrance.

   **Advantages**
   - Visible deterrent.
   - Tags are inexpensive.

   **Disadvantages**
   - Must be removed at tills.
   - Expensive system to install.
   - Professional thieves may remove them in the store.


   **Advantages**
   - Thieves may not see them and so can be caught more easily.

   **Disadvantages**
   - Must be deactivated at tills. Sales people may forget.

6. Ink tags on clothing.
   - They break if wrongly removed and spoil the item.

   **Advantages**
   - Simple and inexpensive deterrent.

   **Disadvantages**
   - Professional thieves can remove them.
Gadget box
Rotundus is a spherical robot, invented at the University of Uppsala in Sweden, which can patrol a site or building to guard it. It contains sensors such as cameras, heat and smoke detectors, and microphones. It can send for security forces, sound an alarm, and follow intruders over sand, snow, mud, or water. However, it cannot climb stairs.

Why is Rotundus better than a low-tech solution like a security guard or a guard dog?

Writing
Short report and linking words
In writing we often use linking words to make it clear to the reader how the ideas in our writing are connected. We can use but to link an advantage and a disadvantage.

EXAMPLE
Use CCTV cameras and record onto video tapes. This is not very expensive but people forget to change the tapes.

We can use also use however and although to link an advantage and a disadvantage, usually at the start of a sentence.

EXAMPLES
Use CCTV cameras and record onto video tapes. These cameras are a visible deterrent to thieves. However, the image may not be very clear.
Use CCTV cameras and record onto video tapes. Although these cameras are a visible deterrent to thieves, the image may not be clear.

We can use because, since, and as to link a recommendation with a reason.

EXAMPLES
I advise you to install digital CCTV cameras because they are effective and not very expensive.
I recommend you use large electronic security tags since they are a visible deterrent to most thieves.
Our advice is to use large electronic security tags as they are a visible deterrent to most thieves.

1 Now write a short report on security for the owner of a large shop. Your report should have two sections:
1 List the advantages and disadvantages of each solution.
2 Recommend the best solution. Give reasons to support your choice.

2 Exchange your report from 1 with another student and decide if it can be understood easily. Mark any places where the report is not clear enough.
2 Work with a partner. Take turns to play the roles of Salesperson and Customer.

**Salesperson**

Use the information in 1 and select from the phrases below to sell the system that best meets the Customer's needs. The first row has more formal phrases. The second row of phrases are more common in informal, spoken English. Choose the language that matches the Customer.

**Customer**

Listen to the Salesperson and ask questions. Choose the home security system that best meets your needs.

<table>
<thead>
<tr>
<th>Not satisfactory</th>
<th>Satisfactory</th>
<th>More than satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>it's inadequate</td>
<td>it's adequate</td>
<td>it's ideal / perfect</td>
</tr>
<tr>
<td>it falls short /</td>
<td>it does the job /</td>
<td>it's spot on /</td>
</tr>
<tr>
<td>it's not up to</td>
<td>it fits the bill</td>
<td>it ticks all the</td>
</tr>
<tr>
<td>the job</td>
<td></td>
<td>boxes</td>
</tr>
</tbody>
</table>

**Checklist**

Assess your progress in this unit. Tick (√) the statements which are true.

- I know key terms for crime-fighting and security equipment
- I can describe the function of security equipment
- I can write a short report
- My reading and listening are good enough to understand most of each text in this unit

**Key words**

**Adjectives**

- low-tech
- unique

**Nouns**

- body armour
- GPS
- grip
- motion sensor
- PIN
- recognition
- security
- sensor
- shock
- tagging
- trigger

**Verbs**

- escape
- incapacitate

Note here anything about how English is used in technology that is new to you.

**Complete home defence system**

**Wireless, so easy installation**

- Can be switched on and off with a remote device, so no code numbers have to be remembered and keyed in
- Will text you a message when your children get home
- Five CCTV cameras activated if an intruder enters your home. System also notifies the security company who advise the police immediately
- Will also detect smoke or flooding and notify the emergency services
- Cost €3,600 plus a monthly maintenance charge of €30
Switch on
1 Manufacturing is about changing materials into products. Choose from the list and complete the table with the materials required for products A–C.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>alloy</td>
<td>copper</td>
</tr>
<tr>
<td>rubber</td>
<td>plastic</td>
</tr>
<tr>
<td>steel</td>
<td>wood</td>
</tr>
<tr>
<td>titanium</td>
<td>aluminium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Now choose from the list and complete the table with the processes involved in making these products.

| assembly | impact extrusion |
| bending | injection-moulding |
| bonding | painting |
| colour printing | plating |
| cutting | welding |

It's my job
1 Work in pairs and answer the questions.
1 What stages are involved in manufacturing bread on a large scale?
2 What kind of technician is responsible for keeping a plant bakery running?
3 What do you think the numbers a–g refer to?
   a 225 kg  d 21 minutes  f 10,000
   b 3 minutes  e 110 minutes  g 240,000
   c 54 minutes

2 Listen to Nasser Aziz, a Manufacturing Engineer, and check your answers.

Go to pp.56–58 for more manufacturing processes
In this unit
- key terms for common manufacturing processes
- Present Passive
- writing a short sequence
- how compound nouns work
- using your reading and search skills to find out how common products are made

Listen again and complete the table to describe what happens at each stage in plant bakery bread-making.

<table>
<thead>
<tr>
<th>Stage</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens</td>
<td></td>
<td>the dough is cut into loaves, put into tins, and left</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens</td>
<td></td>
<td>the loaves are left to cool, then taken out of their tins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens</td>
<td></td>
</tr>
</tbody>
</table>

Language spot

Present Passive

To describe a manufacturing process, we should answer these two important questions about each stage in the process:

- What happens?
- When does it happen?

- We can answer the What question using the Present Passive:
  The ingredients are mixed.

- We can answer the When question by numbering the stages (1, 2, 3, etc.), or by using sequence words (first, then, next, after that, finally), or time clauses (see Unit 5):
  1. The ingredients are mixed.
  2. First, the ingredients are mixed.
  3. After the loaves are sliced, they are wrapped.

Where necessary, we should also answer these questions:

- Where does it happen?
- Why does it happen?
- How does it happen?

We can answer the Where question by adding information on the place the stage happens:

- The ingredients are mixed in a steel mixer.

We can answer the Why question using the infinitive with to (see Unit 6):

- The ingredients are mixed in a steel mixer to make dough.

We can answer the How question like this:

- The loaves are taken out of their tins (by) using suction.

Go to Grammar reference p.118

Read what Nasser says in the Listening script on p.126. Then complete the Where, Why, and How information in the table with information provided in the text. You do not have all the information for each stage.

<table>
<thead>
<tr>
<th>Stage</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
</tr>
</tbody>
</table>

Now combine the information for each stage into one sentence.

**Example**

1. First, the ingredients are mixed in a steel mixer to make dough.
Writing

Short sequence

1 Study the injection moulding machine. It is for manufacturing plastic products like CD cases. Then put the stages in the injection moulding process in the correct sequence. The first and last stages are done for you.

1 The hopper is filled with plastic.
   a The plastic is carried through the barrel by the rotating screw.
   b The hot plastic is injected quickly into the mould.
   c The plastic is melted by the heaters.
   d The plastic travels through the barrel.
   e The plastic is fed into the barrel.
   f There is enough melted plastic in the barrel.
   g The mould is cool.
   h The plastic is left to set before the pressure is removed.
   i The screw is pushed forward by the ram.
   II The finished moulding is removed.

2 Combine the pairs of sentences using suitable time words (see Unit 5).
   1 d + c
   2 f + i
   3 g + II
Pairwork

1. Work in pairs, A and B. Study this diagram of the stages in the manufacture of CDs. With the help of the diagram, discuss how CDs are made.

2. Each of you has a set of short texts describing some of the stages. Try to match each of your texts to one of the stages in the diagram. Be careful – some of the stages are not shown in the diagram.

3. Discuss your information with your partner and agree on the correct order for all of the texts.

Student A Go to p.111.
Student B

D From the Father, multiple positive image metal Mothers are made by electroforming. Each Mother in turn produces a negative image Son which is also known as a stamper.

E The glass master disc is placed in a chemical bath. The resist coating is not affected but where the laser has removed the resist, the chemical etches tiny pits into the surface of the glass.

F Each disc is finished by applying a thin coating of aluminium to form a reflective layer. The disc is then covered with a protective coating of clear plastic, inspected, and labelled.

Speaking

1. Work in groups of three. Make a list of at least nine food and drink products which, like bread, are manufactured on a large scale.

2. Choose one from your list and try to explain to the others in your group how it is made using your own knowledge of the process.

3. Now combine information as a group to try to make a better explanation. Using any useful information your partners have provided, repeat the explanation.

4. The next person should now choose a topic. Continue until everyone has made three explanations.

Useful language
i think ... happens next.
you've forgotten about ... 
what about ... ?
Reading
Modern manufacturing processes

1. Work in groups of three. Each of you should read one of the texts about modern manufacturing processes. Tell the others in your group how your process works, any advantages it has, and what it is used for.

2. Complete the table for each text.

<table>
<thead>
<tr>
<th>Process</th>
<th>Advantages</th>
<th>Example of use</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Water jet abrasive cutting</td>
<td>Water jet abrasive cutting uses a high pressure jet of water combined with an abrasive substance to cut through materials. The advantages of this form of cutting are that the jet can be adjusted and the kind of abrasive changed so that almost any kind of material can be cut. In addition, the material can be cut without changing its properties in any way. With heat, there is always some damage to the areas nearest the cut. This form of cutting has many applications. It can be used to cut metals, composites, and even thick concrete. At the other end of the scale, fine water jets, without added abrasives, are used in surgery.</td>
<td></td>
</tr>
<tr>
<td>A Electroforming</td>
<td>Electroforming is a way of making very accurate metal parts. It is similar to electroplating in that a metal coating is deposited on a special form in an electrolytic solution. The difference is that the coating is thicker so that the form can be removed to leave a solid part. This process allows manufacturers to 'grow' components in metals such as nickel. Electroforming is ideal for very fine components with precise dimensions. It makes it possible to produce extremely accurate copies of masters. For this reason, electroforming is used in the manufacture of CDs.</td>
<td></td>
</tr>
<tr>
<td>C Hydroforming</td>
<td>Hydroforming is a way of shaping materials such as aluminium or ultralight steel. The metal is pushed into shape using fluid pressure. For example, to produce components for car bodies, steel tubes are placed inside a mould and high pressure applied in the tube which pushes the metal into the exact shape required. Hydroforming a component in this way means that several different operations such as stamping and welding are no longer required. Hydroforming is used where there is demand for lower weight with high strength. It is used in the manufacture of top-of-the-range sports cars and motorbikes, such as Harley Davidsons. It is also used in the aerospace industry to produce panels for aircraft.</td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary

Compound nouns

Compounds nouns are often used in technical English. They consist of two nouns working together. Study these examples.

car bodies = bodies of cars
plastic baths = baths made of plastic
injection moulding = moulding by injection
gas oven = oven which uses gas
gas canister = canister for gas

Explain compound nouns 1–8 in the same way.

1. computer covers
2. vacuum forming
3. pvc pipes
4. plane wings
5. steel mixer
6. wind pump
7. steel bearings
8. clockwork radio

Webquest

Use a search engine such as Google to find out what processes are used in the manufacture of items 1–5 and complete the table. (Tip: do an exact phrase search like this "car bodies are made by")

<table>
<thead>
<tr>
<th>Item</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 car bodies</td>
<td></td>
</tr>
<tr>
<td>2 computer case</td>
<td></td>
</tr>
<tr>
<td>3 plane wings</td>
<td></td>
</tr>
<tr>
<td>4 plastic baths</td>
<td></td>
</tr>
<tr>
<td>5 pvc pipes</td>
<td></td>
</tr>
</tbody>
</table>

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I know key terms for common manufacturing processes and treatments
- I can describe a manufacturing process
- I can write a short sequence
- I know some of the ways in which compound nouns work
- My reading and listening are good enough to understand most of each text in this unit

Key words

Nouns
barrel
blade
bonding
extrusion
hopper
ingredients
plant
plating
process
ram
saw
suction
welding

Verbs
cool
spray

Note here anything about how English is used in technology that is new to you.
Switch on

1 Identify the different forms of transport in pictures A–F.

2 Work in small groups. List other types of land, sea, and air transport.
Reading
The car of the future

1 Look at the diagram and answer the questions.
   1 How is this car different from a typical car of today?
   2 What do you think ASV means?
   3 What are the aims of the designers of this car?
   4 What further improvements could you make to this car?

2 Read the text and check your answers to questions 1–3 in 1.

3 Read the last paragraph of the text again and note the advantages and disadvantages of the forms of power in the table.

<table>
<thead>
<tr>
<th></th>
<th>Advances</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>electric</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>hybrid (petrol and electric)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>LPG</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>hydrogen fuel cell</td>
<td></td>
</tr>
</tbody>
</table>

ASVs

Road traffic is increasing worldwide. This increase brings problems: road accidents, congestion, and pollution. However, engineers are working on Advanced safety vehicles (ASVs) which will be much safer for drivers, other road users such as cyclists, and for pedestrians. They are also working on new engines which use cleaner fuels.

ASVs will be equipped with electronic sensors to prevent accidents and to make it safer for people when accidents do happen. One sensor will stop the driver falling asleep. Others will warn drivers when they are too close to other vehicles.

The car of the future might be electric. Electric motors are very efficient and produce no pollution, but they need heavy batteries and their range is limited with current technology. Hybrid cars have both a petrol engine and an electric motor. They save about 15% of fuel. They need batteries but they don't have to be charged overnight as the motor acts as a generator when the car brakes. Liquefied petroleum gas (LPG) is already used as a fuel. Cars can be converted easily but LPG only cuts down pollution a little. Hydrogen fuel cells may be the long-term answer. They provide clean power but each cell is very expensive.
Gadget box

The world's first hydrogen-powered motorbike can reach 80 kph in 12 seconds. It produces no pollution and is almost silent. However, the hydrogen fuel cell costs £15,000 and motorbike fans don't like the idea of a 'noise-free' bike. How could you make this motorbike more attractive to bikers?

It's my job

1 Listen to Jan Bronec, a Mechanical Engineer, and answer the questions.
   1. What kind of transport is he concerned with?
   2. How does his work improve life in cities?
   3. What other product does his company make?
   4. What kind of fuel does this product use?
   5. Why might he have more opportunity to use English?

Language spot

Prediction: will, may, might

1. Study these examples:
   Advanced safety vehicles (ASVs) will be much safer.
   The car of the future might be electric.
   Hydrogen fuel cells may be the long-term answer.

When we are talking about future developments, we use will for things which are certain. We use may and might for things which are possible. (There is little difference between may and might in written English.)

Note these short forms used in spoken English:
   won't = will not
   mightn't = might not
   NOT MIGHTN'T

Go to Grammar reference p.119

2 Complete the sentences using will, may / might, or their negative forms. The phrases in brackets will help.
   1. We ________ use petrol engines in the future.
      There are better alternatives. (I'm certain.)
   2. Hydrogen fuel cells ________ get cheaper as technology improves. (I'm certain.)
**Pronunciation**

**Corrective stress**

When we correct what someone says, we often stress the point of disagreement.

1) Listen to this example.
   - A Electric motors aren't very efficient.
   - B No, electric motors are very efficient.

2) Correct statements 1–8. Use the words in brackets where provided.

   1) Hybrid cars have a diesel engine and an electric motor. (petrol)
   2) Hydrogen fuel cells are cheap.
   3) Most car drivers are happy to use public transport.
   4) LPG cuts down pollution a lot. (little)
   5) ASVs are more dangerous for pedestrians. (safer)
   6) Solar-power is the answer to our transport problems.
   7) Air travel is good for the environment.
   8) Trains and cars are examples of public transport. (buses)

3) Work in pairs. Take turns to correct each other using the statements above.

4) Listen and check your answers.

5) Work in pairs. Make statements of your own about the topics below. Disagree with your partner’s views and give reasons to support your case. Use the dialogues in 4 as a model.

   • the best car made in Europe
   • the safest way to travel
   • travelling by air
   • studying English
   • travel by train in the past and now
   • the best motorbike
   • the answer to traffic problems
   • the most interesting job in technology

**Problem-solving**


2) In your pairs, decide what special features these forms of transport require to operate effectively.
Customer care
Making and acknowledging apologies

If your company supplies faulty goods or if there is a delay in providing a service or meeting an order, you may have to apologize to the customer.

We can apologize face-to-face, by phone, or by email using phrases like these:

I'm sorry that your order is late. We've been very busy but I'll see to it at once.

Sorry about the delay with your order.

We can acknowledge the apology using phrases like these:

That's alright. / OK. It's not a problem.

Don't worry about it. No problem.

Sometimes we want to acknowledge the apology and make sure that action is taken. In this case we add but....

EXAMPLE

It's not a problem but I'd like them to arrive tomorrow at the latest.

Work in pairs. Take turns making and acknowledging apologies for the problems below. The customer starts by explaining the problem.

- The car batteries you received are for an old model -- you wanted the ones for the new model.
- You are still waiting for an important delivery of solar panels, due this morning.
- One of the office telephones you received yesterday is faulty.

Vocabulary
Recording new expressions

In Unit 1 you studied useful ways of recording new vocabulary by grouping words according to subjects. It is also useful to group expressions by function -- what they are used for.

1 Study the expressions for apologizing in the table of functions.

<table>
<thead>
<tr>
<th>Function</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apologizing</td>
<td>I'm sorry that ...</td>
</tr>
<tr>
<td></td>
<td>Sorry about ...</td>
</tr>
<tr>
<td></td>
<td>I / We apologize for ...</td>
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<tr>
<td></td>
<td>I / We regret ...</td>
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<tr>
<td>Opening a letter or email</td>
<td></td>
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<tr>
<td>Closing a letter or email</td>
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<tr>
<td>Referring to previous contact</td>
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<tr>
<td>Giving reasons</td>
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<tr>
<td>Promising action</td>
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</tbody>
</table>

2 Now complete the table with the expressions below used for writing emails.

a Hi ...
b We will ...
c I'm writing to you because ...
d Regards ...
e Dear ...
f I wrote to you on (date) ...
g We're going to ...
h We spoke (last week) ...
i Best wishes ...
j The reason I'm getting in touch is ...
k I can assure you that ...

3 Write a short email to a customer apologizing for sending five air-conditioning units instead of the six he / she ordered. In your email, you should refer to the telephone conversation you had yesterday and provide a reason for the error and tell him / her you will send the remaining unit by express delivery.
Webquest

Search the sites for details of cars which do not have conventional petrol or diesel engines. Copy the details into this table for each model.

<table>
<thead>
<tr>
<th>Make</th>
<th>Model</th>
<th>Price</th>
<th>Engine type</th>
<th>CO₂ emissions</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

- [www.bmw.com](http://www.bmw.com)
- [www.daihatsu.com](http://www.daihatsu.com)
- [www.ford.com](http://www.ford.com)
- [www.gm.com](http://www.gm.com)
- [www.automobiles.honda.com](http://www.automobiles.honda.com)
- [www.mercedes-benz.com](http://www.mercedes-benz.com)
- [www.smart.com](http://www.smart.com)
- [www.suzuki.com](http://www.suzuki.com)
- [www.toyota.com](http://www.toyota.com)
- [www.volvocom](http://www.volvocom)
Technology in sport

1. How can clothing help athletes to perform better?

2. Scan the text quickly to find out which items of sportswear are:
   a. designed for swimmers
   b. designed for runners
   c. designed by Adidas
   d. designed to reduce drag.

3. Now read the text again to find the answers to these questions.
   1. How does the Precool vest improve performance?
   2. Why did the designers of Fastskin work with an expert in sharks?
   3. What are Power socks designed to prevent and why is this important?
   4. In addition to reducing drag, how does Swift suit help athletes?
   5. How are Strapless goggles held on the swimmer’s face?

High-tech sportswear

Sports companies are always trying to develop new sportswear that will allow athletes to perform more efficiently. Recent developments include:

PRECOOL VEST
Nike have developed a vest which holds ice packs in its lining. It is designed for athletes who compete in marathons and other long distance races. Wearing it for one hour before the race will reduce the body temperature by 19%, and therefore reduces the risk of heat injury.

Fastskin
Speedo have designed a swimsuit which they claim is the world’s fastest. The designers have worked with an expert on sharks — famously fast swimmers of the fish world. The material copies features of sharkskin and is designed to reduce drag. The makers say it can increase performance by up to 4%.

POWER SOCKS
Adidas produce knee-length socks for runners which are designed to reduce leg fatigue. The socks save energy by compressing the muscles in the legs. This prevents the muscles vibrating each time the runner’s foot hits the ground. The vibration is a waste of energy.

SWIFT SUIT
Adidas have designed an aerodynamic head-to-ankle suit for sprinters, cyclists, rowers, and ice-skaters. It keeps athletes cool and reduces drag. The designer claims it gives a ten-centimetre advantage in a 100-metre sprint.

STRAPLESS GOGGLES
For swimmers, Nike have developed featherweight carbon goggles without straps. Each lens is stuck to the eye socket with medical glue. Having no straps, the goggles produce less drag than ordinary goggles.
Appropriate technology

1 Study this mechanical device. Choose its correct function.
   a farming
   b exploding mines
   c travelling on the Moon
   d filming in dangerous places
   e carrying things

2 List some of the components of this device in the table.

3 Now read the description of how the device works to find the answer to these questions.
   1 What is the device called?
   2 What does it do?
   3 Why is it suitable for the developing world?
   4 Why do the wheels have steel teeth?
   5 How often does a wheel have to be changed?
   6 Why does the machine not miss any mine in its path?

### Three-wheeled life-saver

The device is called a Dervish. It is a mine-detonating vehicle for clearing anti-personnel mines from farmland in developing world countries. It has a very simple design and uses inexpensive parts. The United Nations estimates that 24,000 people die each year because of mines.

The Dervish has three wheels. Each wheel has steel teeth to create more pressure. When the teeth pass over a mine, it explodes. The wheels can explode around 1,500 mines before they have to be changed.

A motorbike engine powers the Dervish. The device rotates. As each wheel passes a certain point in the rotation, it slows down. This makes the machine advance in tight circles, about 30 mm apart. For this reason no mine in its path is missed.

---

### Table

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-metre metal or bamboo poles</td>
<td>3</td>
</tr>
</tbody>
</table>
Crime-fighting and security

1 Read one of these texts, A, B, or C, as your teacher directs. Find out the answers to these questions.
   1. What is this device or system called?
   2. Who uses it?
   3. How does it work?

2 Share your answers with others in your group.

3 Read the other two texts and see if you can find any extra information.

---

The iris is the coloured ring round the central part of your eye. Each one is different, which makes it perfect for security systems such as Iris-scanning.

First, your iris is scanned and the information converted to a digital file which is stored in a database. This process takes about three minutes. When you go to a high security area, you simply look at a camera which scans your iris. The result is compared with your database entry. It takes just over a second to complete the check.

The system is used at airports to speed passengers through passport control and to control entry to restricted areas. Some banks use it at ATM machines instead of PINs.

Apart from the speed, the advantage is that users don’t need to remember a password or key. The system can handle users wearing glasses, contact lenses, and also changes to the eye as people age. So far, it’s foolproof.

---

The Advanced taser gun is an electric stun gun which allows police to deal with violent people without causing injury or death. It has a laser sight to make sure the suspect is properly targeted. It uses a compressed air cartridge to fire two darts at the suspect. The darts pull behind them fine electric cable. They can penetrate the thickest clothing, up to 5 centimetres, at a range of 6.4 metres.

When the darts hit someone, the gun delivers a 50,000 volt shock for five seconds. The shock causes temporary paralysis. Taser waves, electrical signals, cause the suspect’s muscles to contract. The guns contain a microchip which records the date and time of each firing.
Offender tracking consists of a small tracking unit worn on the belt or ankle. It uses the technology of Global positioning system (GPS) to record the wearer's movements. This data is fed to a server which matches movements with places. Some offenders are restricted to an area around their home. If they move outside that area, this is reported by email to the police. Some offenders are forbidden to enter certain areas. If they go there, this is reported automatically to the police. The system also contains details of crimes. If an offender is near the scene of a crime at the right time, a report is sent directly to the police.
Manufacturing

Study the common manufacturing processes on pp. 56–58.

From the list below, identify the process and method involved in each of these operations.

1. Making a small circular hole in a metal sheet.
2. Joining two similar metals using heat.
3. Applying a permanent layer of chromium to a steel car body part.
4. Gluing wings to the body of an aircraft.
5. Making aluminium components by pouring hot metal into a shaped container.
6. Making plastic bottles by blowing air into a hot plastic tube.
7. Forcing aluminium through a die to make window frames.
8. Shaping steel by hammering an ingot of hot metal.
9. Spraying a component with tiny particles of resin and colour to make a protective and attractive covering.
10. Cutting a metal sheet into two using a sharp blade.
### CASTING AND MOULDING

<table>
<thead>
<tr>
<th>Metal</th>
<th>Metal, Polymers, and Plastic</th>
<th>Plastic</th>
<th>Plastic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sand casting and die casting</td>
<td>Injection moulding</td>
<td>Blow moulding</td>
<td>Vacuum forming</td>
</tr>
</tbody>
</table>

### JOINING AND ASSEMBLY

<table>
<thead>
<tr>
<th>Metal</th>
<th>Metal</th>
<th>Metal, Wood, Plastic, Fabric</th>
<th>Metal, Wood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arc welding and gas welding</td>
<td>Brazing</td>
<td>Using adhesives</td>
<td>Using mechanical fixings (rivets, screws, bolts, etc.)</td>
</tr>
</tbody>
</table>
CLEANING AND COATING

metal

chemical cleaning and ultrasonic cleaning
metal, wood, plastic

metal

plating

metal

painting

powder coating
Transport

1 A hybrid results from combining two different things. What two things are combined to make a hybrid car? Look at the diagram and check your answer.

2 Read the text and find the answers to these questions.
   1 When is the petrol engine used alone?
   2 When is the electric motor used alone?
   3 When are both motors used?
   4 What advantage does this car have over an electric car?
   5 How is the battery charged?

A Hybrid-electric vehicle (HEV) has both a petrol engine and an electric motor. The petrol engine is the main power source. It is smaller and lighter than the engines of conventional cars. The electric motor provides extra power when needed. In some HEVs, it is connected to the wheels by the same transmission. In addition to a fuel tank, the HEV carries a pack of advanced batteries. There is also a processor which decides when to use the motor and engine.

When the car is running at a constant speed, cruising, the petrol engine provides all the power required. For overtaking, hill climbing, and accelerating from stop, the electric motor provides extra power. In some cars, the motor also provides power for low-speed cruising as petrol engines are least efficient in these conditions.

HEVs use regenerative braking. When the driver brakes, the resistance of the motor helps to slow down the car. At the same time, the energy from the wheels turns the motor which then functions as a generator, producing electricity to recharge the batteries. When the batteries are low, the petrol engine also drives the generator.

HEVs have automatic start / shutoff. The petrol engine shuts off when the car comes to a stop. When the driver presses the accelerator, the motor instantly starts the engine again. No energy is wasted from idling when the car is stopped.

HEVs are more efficient and pollute less than cars with only petrol engines. They do not require special fuel like hydrogen cars and, unlike electric cars, they do not need to be plugged in overnight to recharge the batteries. However, they are heavy because of the weight of the batteries.
High living: skyscrapers

1 You need to be able to travel quickly up and down skyscrapers. Look at the diagram opposite of a lift system and answer these questions.
   1 What is the counterweight for?
   2 What are the guide rails for?
   3 What are the safety features?

2 Now read the text to check and add to your answers.

3 Read the text again and answer the questions.
   1 What does the microprocessor do?
   2 Why is travel in lifts one of the safest journeys you can make?

How lifts work

The development of tall buildings and lifts go together. The first lifts, or ‘elevators’ in American English, consisted of a platform suspended from a rope which passed over a pulley at the top of the building. If the rope broke, the platform fell to the ground. In 1852 Elisha Otis invented the first safety lift. If the rope broke, a brake was applied automatically which locked the platform in place between guide rails. Today the Otis company is the largest supplier of lifts in the world.

Most lifts today are roped lifts. The car runs between vertical guide rails which keep it steady and act as a safety device. Steel ropes, or cables, attached to the roof of the car pass over a pulley, called the drive sheave, which is turned by an electric motor. The other end of the cable is attached to a counterweight. This matches the weight of a car with an average load of passengers.

The counterweight saves energy. Its weight helps to raise the car. In the same way, the weight of the car when it descends helps to raise the counterweight. For the most part, the motor only has to overcome friction.

Lifts are controlled by a microprocessor in the machine room. This logs all passenger calls and monitors the number of passengers travelling from floor to floor, the position of any car in the system, and its speed. It can direct passengers to the car which will get them to their destination fastest and will prevent any car which is overloaded from moving.

Lifts have many safety devices which make it virtually impossible for an accident to happen. The cables consist of up to eight steel ropes wound together. Each one is strong enough to support the car. If the car starts to run too quickly, a ‘governor’ or safety brake locks the car to the guide rails. Doors on each floor ensure that no one can fall down an open lift shaft. Doors on the car ensure that no passenger can be injured by contact with the shaft. The car cannot move until both sets of doors are closed. Finally, at the bottom of the shaft there are large shock absorbers, or buffers, to cushion the impact of any fall. All these things combined make travel in lifts one of the safest journeys you can make!
Medical technology

1 Answer the questions.
   1 The affix tele- means 'distant'. What do you think these terms mean?
      a telemedicine
      b telecare
      c telesurgery
   2 What sort of technology would be needed for each of the services described by these terms?
   3 Who might benefit from these services?

2 Read the text and check your answers.

Telemedicine

Telemedicine is the application of Information Technology to medical care. It's about providing medical support at a distance to people who have no access to a doctor. Using the Internet, satellite phones, video links, and digital cameras, patients, nurses, doctors, and others can obtain specialist help quickly.

If passengers fall ill on an aircraft in flight, cabin crew can use a device called Vital signs to measure blood pressure and other important signs. The data can then be transmitted to a doctor to interpret and provide advice on treatment. Medical images, such as X-rays or ultrasound scans, can be taken in one country and sent by broadband to a specialist in another for expert advice. Using a video link, nurses in a minor injuries clinic can call a specialist to examine difficult cases remotely. This is much cheaper than having a specialist available in the clinic.

Telecare is a way of looking after vulnerable people such as old people at a distance. Sensors in their homes can detect falls, lack of activity, or even if food is removed from the refrigerator. Lack of movement triggers an alarm which alerts medical staff or relatives. Patients can wear monitors for recording the pulse and other signs. This can be sent via the telephone system to medical staff without the patient leaving home.

Telesurgery was used in 2001 to allow a surgeon in New York to operate on a patient in France. The operation was carried out using a high-speed computer link and robotic tools in the French operating theatre. At this stage, such procedures are expensive and a local surgeon has to be present in case the network link fails. In the future, however, telesurgery could be a life-saver for people living, working, or travelling remote from medical help.
Personal entertainment

1. What advice would you give to someone making a digital video movie for the first time?

2. Compare your advice with the tips given in the text.

3. Study these explanations for some of the tips given. Match each explanation to the correct tip.

   - Professionals make limited use of these kinds of shots. _____
   - When you start filming you won’t have to worry about where to shoot next. _____
   - They have to catch your attention and make their message clear in a very short time. _____
   - It's quality, not quantity that counts. _____
   - Unsteady or jerky shots can look amateur. _____
   - If the unexpected happens on the day of filming - problems with the technology, weather, or the actors - you still have time get it right. _____
   - Wind or street noise can ruin your film. _____
   - You won’t lose time, or worse, make serious technical mistakes and ruin good shots. _____
   - You can get all the necessary actors and locations organized in good time. _____

Tips for making a digital video movie

Digital video cameras along with software such as Apple's iMovie allow anyone to make home movies. You can add video and audio effects and publish your films on websites and blogs. You can produce video podcasts for others to share. However, having the right equipment doesn't guarantee quality. These tips might help:

1. Prepare your storyboard well in advance.
2. Allow plenty of time for filming.
3. Make a shooting schedule listing each location and the time for filming.
4. Find quiet locations and check them before you start filming.
5. Use TV adverts for good ideas.
7. Make sure you are familiar with all your camera controls.
8. Use a tripod to ensure your camera is steady.
9. Don’t overuse zoom shots.
Careers in technology

1. What questions would you ask someone with the job title of Technical Installation Engineer?

2. Read the answers to the questions the interviewer asked Ron Martinez, a Technical Installation Engineer. Correct your answers to 1 if necessary.

3. Now match these questions to the answers and put them in a logical order.

   a. What's the worst thing about the job?
   b. What does your work involve?
   c. How long have you worked there?
   d. What advice would you give students entering your profession?
   e. Why did you choose this job?
   f. What's the best thing about the job?
   g. What's the biggest challenge of your job?
   h. What's the salary like?

---

Planning the job, especially in older buildings. It's important to work out the best routes for the pipes, ducts, and cables involved as this can affect the cost of the work considerably.

I work for a company which installs central heating and air-conditioning systems. We do everything: planning, installing, testing, and commissioning.

Get the highest qualifications you can when you're at college. It's better to do it at that stage in life than try to catch up later. Keep up your professional training when you're in the job. Move to a company large enough to offer good promotion prospects.

Five years.

---

So you want to be a Technical Installation Engineer?

1. The pay's not bad and there are opportunities for overtime if you want.
2. Planning the job, especially in older buildings. It's important to work out the best routes for the pipes, ducts, and cables involved as this can affect the cost of the work considerably.
3. I like being out and about, not stuck in an office, and this job involves a lot of travelling. I also like the contact with customers.
4. I work for a company which installs central heating and air-conditioning systems. We do everything: planning, installing, testing, and commissioning.
5. Get the highest qualifications you can when you're at college. It's better to do it at that stage in life than try to catch up later. Keep up your professional training when you're in the job. Move to a company large enough to offer good promotion prospects.
6. When you switch on and it all works perfectly.
7. Working in confined spaces, for example under floors or in roof spaces where there isn't a lot of headroom.
8. Five years.
The future of technology

1 For robots to function less like machines and more like humans, they need to be covered in artificial or synthetic skin. Which features of human skin does robot skin need to copy? Choose from a–d.
   a sensitive to touch
   b sensitive to heat
   c stretchable
   d all of these

2 Now read the text and check your answer.

3 Read the text again to find the answers to these questions.
   1 What sort of tasks are robots good for?
   2 Typically, which industries make use of robots?
   3 What do robots need in order to work with people?
   4 How does E-skin stretch?
   5 Why is stretchability important?
   6 How could walking robots use information from E-skin in their feet?
   7 How could E-skin help robots not to damage themselves?
   8 What two features of E-skin would be important in bathing a baby?

Robots are very good at doing the same task in the same place over and over again. In factories and nuclear power stations more than a million robots behave in this way every day.

For robots to work with people, for example caring for the old, they need to be much more like humans. They need to be able to move like humans and adapt to new places. They also need to be more sensitive to touch and temperature. In humans it is skin which provides important information on pressure and heat.

Engineers at the University of Tokyo have developed an artificial skin for robots which is sensitive to pressure and temperature thanks to a large number of sensors. In addition, because it uses a mesh or net structure it can be stretched by up to 25% and still retain its sensitivity. This means it can be used to cover moving parts like joints.

This E-skin opens the way for much more sensitive robots. For example, walking robots could use feedback from their feet to adjust to different surfaces. Robots in future may be able to grasp different tools and use them as humans do. Domestic robots could pick up and bathe a baby without hurting it. They would also be less likely to damage themselves.

A lot remains to be done. E-skin will provide much more information than the robot requires at any one time. Human brains can select only the important information. Before robots can act like humans, they need to have brains like humans.
Technology in sport

2
a. Fastskin, Strapless goggles
b. Precool vest, Power socks, Swift suit
c. Power socks, Swift suit
d. Fastskin, Swift suit, Strapless goggles

3
1. It reduces body temperature and therefore the risk of heat injury.
2. Because sharks are famously fast swimmers of the fish world.
3. Leg muscle vibration. The vibration is wasted energy.
4. It keeps them cool.
5. They are stuck to the eye sockets with medical glue.

Crime-fighting and security

1
A
1. Advanced taser gun
2. Police
3. It uses compressed air to fire darts attached to electric cables. These deliver an electric shock which causes temporary paralysis.

B
1. Iris-scanning
2. Airports, banks
3. The iris is scanned digitally and stored in a database. This provides a check or match when the person later requests entry to a high-security area.

C
1. Offender tracking
2. Police
3. A tracking unit records an offender’s movements via GPS. A server matches these movements to places and reports automatically to the police if the offender enters forbidden areas.

Appropriate technology

1
b

2
<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-metre metal or bamboo poles</td>
<td>3</td>
</tr>
<tr>
<td>750 x 20 mm toothed wheels</td>
<td>3</td>
</tr>
<tr>
<td>125 cc petrol engine</td>
<td>1</td>
</tr>
<tr>
<td>3 mm armour plate</td>
<td>2 pieces</td>
</tr>
<tr>
<td>wheel motors</td>
<td>3</td>
</tr>
</tbody>
</table>

3
1. Dervish
2. It clears anti-personnel mines.
3. It’s made from easily available materials and is cheap to make and use.
4. To create more pressure
5. After it has exploded 1,500 mines.
6. It covers in a series of tight circles so no mines are missed.

Manufacturing

1. material removal: drilling
2. joining: welding
3. coating: plating
4. joining: using adhesives
5. casting: die casting
6. moulding: blow moulding
7. forming: extrusion
8. forming: forging
9. coating: powder coating
10. forming: shearing
Transport
1 Petrol engine and electric motor
2
1 Running at a constant speed, 'cruising'
2 Low-speed cruising
3 Overtaking, hill climbing, and accelerating from stop
4 It is not necessary to charge the batteries.
5 The electric motor serves as a generator when braking. The petrol engine also drives the generator when the batteries are low.

High living: skyscrapers
1/2
1 It saves energy by balancing the weight of the lift.
2 They keep the car steady and act as a safety feature.
3 Brakes on the guide rails operated by a 'governor', double-doors, multi-strand steel ropes, shock absorbers or buffers at the base of the lift shaft
3
1 It logs all passenger calls, monitors the number of passengers travelling from floor to floor, and the position of any car in the system and its speed. It can direct passengers to the car which will get them to their destination fastest, and will prevent any car which is overloaded from moving.
2 The large number of safety devices make it virtually impossible for an accident to happen.

Medical technology
1 a Administering medical help from a distance
   b Looking after people from a distance
   c Operating on people from a distance
2 the Internet, satellite phones, video links, digital cameras
3 people living, working, or travelling remote from medical help

Personal entertainment
3 a9 b3 c5 d6 e8 f2 g4 h7 i1

Careers in technology
3 a7 b4 c8 d5 e3 f6 g2 h1
Possible logical order
b4 c8 e3 g2 f6 a7 h1 d5

The future of technology
1 d
3 1 The same task in the same place over and over again
2 Factories and nuclear power stations
3 They need to be able to move like humans, adapt to new places, and be sensitive to touch and temperature.
4 It has a mesh or net structure.
5 E-skin has to cover moving parts like joints.
6 They could adjust to different surfaces.
7 The robot could detect any obstacle as soon as it touched it.
8 Sensitivity to pressure and temperature
9 High living: skyscrapers

Switch on

1 Name some famous skyscrapers. Which cities are they in?

2 Look at the diagram. It shows some of the components of a skyscraper. Match a-f below with 1-6 in the diagram.
   a concrete base
   b cladding
   c floors below ground
   d steel columns
   e horizontal I-shaped girders
   f steel piles
In this unit
- key terms for different parts of a skyscraper
- how to describe safety signs and give safety advice
- how to stress long words
- using your search skills to find out about the world's tallest buildings

It's my job

1 Listen to Leon Peters, a Steel Erector, and answer the questions.
   1 How big is Leon's gang?
   2 How long is a contract?
   3 What kind of buildings has he worked on?
   4 What word does he use to describe components which are cut and drilled off-site?
   5 How long is a typical shift?

2 Listen again and find the reasons why
   1 contracts vary in length
   2 bonuses are paid
   3 you need good ground people
   4 you don't come down for tea-breaks
   5 moving girders is dangerous.

Reading
How skyscrapers are built

1 Put these stages in the construction of a skyscraper in the correct order. Then work in small groups and compare answers.
   a ______ Metal decking called floor formers are laid between the beams to form a shallow pan.
   b ______ Outer walls, called cladding, are lifted into position by crane.
   c ______ Girders are bolted to the columns to form the floors of the building.
   d ______ The foundations are laid.
   e ______ Liquid concrete is poured onto the formers.
   f ______ Ducts are installed beneath each floor to carry cables and pipes.
   g ______ The vertical steel columns that form the base of the building's main frame are fixed to the foundations.
   h ______ The process is repeated floor by floor until the skyscraper is completed.

2 Read the text and check your answers.

Skyscraper construction

Skyscrapers start with a very large hole in the ground which will contain the foundations, several floors, and possibly even a metro or subway station. The type of foundations depend on the nature of the ground. Usually they are made by drilling narrow, deep holes and filling them with reinforced concrete to form piles. Another method is to drive steel piles, as much as twenty metres in length, into the ground. A thick raft of concrete is laid on top of the piles.

Vertical steel columns are bolted to the foundations. Each column rests on a platform of steel to spread the load. Steel girders are fixed horizontally from column to column by Steel Erectors to form a strong framework. Metal decking is laid across the girders and filled with lightweight liquid concrete which is pumped up from the ground. When it sets, it forms the floors.

Ducts are installed below the floors to carry all services: electricity, water, drains. All exposed metalwork is fireproofed. If a fire happens, it is important that the structure can withstand high temperatures without buckling.

The same process is repeated as the building rises. In some construction methods, entire floors are built at ground level and hoisted into position by cranes.

The outside of the building is covered in cladding. This consists of prefabricated panels of materials such as stainless steel, aluminium, and glass.
The world's first skyscraper was the Home Insurance building, Chicago, built in 1885. It was only ten storeys high.

**Language spot**

**Safety signs and safety advice**

Safety signs are found on construction sites.

Safety signs give direct commands to the reader:
- No smoking.
- Do not smoke here.
- You must not smoke here.
- Wear a safety helmet.
- Safety helmets must be worn.

Go to Grammar reference p.119

1. Match the safety signs to their meanings.

<table>
<thead>
<tr>
<th>Sign</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eye protection must be worn.</td>
</tr>
<tr>
<td>2</td>
<td>In the event of fire do not use this lift.</td>
</tr>
<tr>
<td>3</td>
<td>Ear protectors must be worn in this area.</td>
</tr>
<tr>
<td>4</td>
<td>Protective footwear must be worn in this area.</td>
</tr>
<tr>
<td>5</td>
<td>High-visibility clothing must be worn in this area.</td>
</tr>
<tr>
<td>6</td>
<td>No admittance.</td>
</tr>
</tbody>
</table>

2. Work in pairs. Take turns to explain the signs in 1 to a trainee.

**EXAMPLE**

Sign 5  This means 'No admittance'. You mustn't go in there.

More general safety advice is given in handbooks on safety and on safety training programmes:
- Don't wear flammable clothing where there may be open flames.
- Before operating an unfamiliar machine, check the guards.

We use always and never to strengthen safety advice:
- Always check the guards before using an unfamiliar machine.
- Never use an unfamiliar machine without checking the guards.

Go to Grammar reference p.119

3. Rewrite the examples of safety advice using always or never.

**EXAMPLE**

Don't use defective tools.

Never use defective tools.

1. Make sure a machine has stopped before removing the guards.
2. Do not use mobile phones in busy working areas.
3. Wear eye protection when using grinders.
4. Do not smoke near flammable substances.
5. Wear a hard hat when work is going on overhead.
6. Do not operate chain saws without ear protection.
7. Make sure the mains supply is disconnected before working on electrical equipment.
8. Store chemicals in a lockable room or container.
Customer care

Showing visitors round a construction site

1 Work in pairs. Study the picture of a group of civil engineering students who are visiting a construction site. Discuss what regulations they might be breaking and why they could be in danger.

2 The site manager is going to take the group round the construction site. Read what he says about the regulations the students must observe and note in the table. Add reasons using the text and your own safety knowledge.

"I’m responsible for your health and safety for this visit. Have you all signed in? Construction sites are dangerous places. You must wear a hard hat and yellow vest all the time you’re on site. Can you adjust the internal band of your hard hat now, please? Make sure it fits. Look up, look down. Check it doesn’t fall off."

"You’ve been told to wear boots. If anyone is wearing trainers or soft shoes, they can’t go on the tour. There may be nails or spills anywhere. Please don’t carry any loose papers with you. It’s quite windy today, and I don’t want papers blowing round the site. You can take pictures but no flash photography on any of the floor levels. It can distract."

"Look out for the guys with the forklifts. Their eyes are on the load, they’re not looking out for pedestrians. Don’t pick anything up – it might cut or burn. Always keep with the group and make sure you sign out at the end of the tour."

<table>
<thead>
<tr>
<th>Regulation</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear a hard hat and yellow vest.</td>
<td>Construction sites are dangerous. You must protect your head and be visible at all times.</td>
</tr>
</tbody>
</table>

---

High living: skyscrapers

71
Projected cost of the Empire State building in New York

$50m

Actual cost

Pronunciation

Stress in long words (1)

1 Listen to the words from this and earlier units. Write the number of syllables in each word.

a aluminium 4 g precaution
b component h prefabricated
c construction i reinforced
d defective j skyscraper
e installed k temperatures
f powered l visibility

2 Put the words below in columns 1–3 of the table according to their stress pattern. All the words are used in this book.

appropriate exploration operator
automatic generator polystyrene
designated helicopter regulation
developing horizontal supermarket
designated helicopter regulation
emergencies kilometre unfamiliar

1 2 3

3 Now listen and check your answers.

Pairwork

Work in pairs, A and B.

Each of you has two texts about foundation types. Match your texts to the diagrams below. Use the information to explain to your partner how these types of foundations operate.

Student A Go to p.112.

Student B

Piles on bedrock
Reinforced concrete or steel piles which rest on bedrock. Suitable when bedrock is near the surface.

Splayed base piers
Reinforced concrete piles with expanded or splayed ends. These spread the weight of the building over a larger area. Used when bedrock is not near the surface but where there is a layer of firm soil near the surface.
Webquest

Complete the table by finding out information about the tallest building in your country, as well as the ten tallest buildings in the world.

<table>
<thead>
<tr>
<th>Country name and place</th>
<th>Height</th>
<th>Floors</th>
<th>Year completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
<td></td>
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<td>7</td>
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<td>8</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These sites may help:
- www.tinyurl.com/nuzdb
- www.skyscraperpage.com

Checklist

Assess your progress in this unit. Tick (√) the statements which are true.

- I know key terms used in skyscraper construction
- I can describe safety signs and give safety advice
- I know how to stress long words
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adjectives
flammbable
prefabricated

Adverb
off-site

Nouns
bonus
cladding
decking
former
girder
grinder
guard
lifeline
pile
safety harness
storey

Verb
buckle

Note here anything about how English is used in technology that is new to you.
**Switch on**

1. Look at the diagram of an artificial heart system, and answer the questions.
   1. What kind of patient is the artificial heart for?
   2. What does the artificial heart contain?
   3. Why are there two batteries?
   4. How is the internal battery charged?
   5. What is the controller for?

**AbioCor artificial heart**

The AbioCor is an artificial heart made of titanium and plastic. It is for patients with very serious heart problems who are waiting for a heart transplant.

It contains a hydraulic pump and a valve which lets the hydraulic fluid move from one side of the heart to the other. When the fluid moves to the right, blood is pumped to the lungs. When the fluid moves to the left, blood is pumped to the rest of the body.

The system has two batteries: one internal, inside the patient's body, and one external. The internal battery lasts up to forty minutes. This is long enough for the patient to have a shower or to change the external battery. The external battery lasts four to five hours.

The external battery provides power using a wireless energy transfer system. A coil on the patient's skin induces power in a coil inside the body. This operates the controller and charges the internal battery.

The controller contains a microprocessor which decides the best heart rate for the patient at any time.
It's my job

1. Make definitions of each person or device in column A of the table by matching them with the information in column B.

   **EXAMPLE**
   
   1. *A hearing aid is a device which helps deaf people.*

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hearing aid</td>
<td>applies engineering principles to medical problems</td>
</tr>
<tr>
<td>2 X-ray technician</td>
<td>helps people with damaged kidneys</td>
</tr>
<tr>
<td>3 X-ray camera</td>
<td>people can use to call for help in an emergency</td>
</tr>
<tr>
<td>4 lab technician</td>
<td>takes 3-D images of the brain and other organs</td>
</tr>
<tr>
<td>5 kidney machine</td>
<td>person who helps people who cannot walk</td>
</tr>
<tr>
<td>6 personal alarm</td>
<td>device which helps people with heart problems</td>
</tr>
<tr>
<td>7 bioengineer</td>
<td>works in a scientific laboratory</td>
</tr>
<tr>
<td>8 CAT scanner</td>
<td>helps deaf people</td>
</tr>
<tr>
<td>9 pacemaker</td>
<td>specializes in taking and processing X-rays</td>
</tr>
<tr>
<td>10 wheelchair</td>
<td>takes pictures of bones and organs in the body</td>
</tr>
</tbody>
</table>

2. Now listen to Phillipe Rugeri, a Mechatronics Engineer, and check your answers.

**Language spot**

**Relative clauses**

- Study these examples:
  
  *A pacemaker is a device for people.*
  
  *The people have heart problems.*

- We can join these sentences like this:
  
  *A pacemaker is a device for people who have heart problems.*

- The part in **bold** is a relative clause. It adds important information – defining or telling us exactly who the people are. In the relative clause you replace *The people with who.* Who is used for a person or people.

- Now study these examples:
  
  *A page-turner is a device.*
  
  *The device turns the pages of books or magazines.*

- We can join these sentences like this:
  
  *A page-turner is a device which turns the pages of books or magazines.*

- *Which* is used for things.

>> Go to Grammar reference p.120
**Gadget box**

RP6 (Remote Presence) is the UK's first robot doctor. It allows doctors anywhere in the world to communicate directly with patients in their hospital beds. The robot is controlled by the doctor using a joystick. It is fitted with a camera so that the doctor can examine the patient.

What are the advantages and disadvantages of the robot doctor?

2 Look at the pictures of the Ultracane. Who do you think will use it? How do you think it works?

3 Fill the gaps in the description of the Ultracane with information a-g. Add who when the information describes people. Add which for things.

Useful language

**Disagreement**

I don't really agree with you.  
I don't think you're quite right.

**Agreement**

That sounds like a good idea.  
I think so too.

**Persuasion**

Isn't X more useful than Y?

Blind people or people 1 often use a cane to feel their way when walking. The Ultracane is a new type of cane 2. It uses echo-location, like a bat, to detect objects around the blind person. Some people call it the *Batcane*. The cane transmits ultrasound signals. These are reflected by objects 3. Sensors on the cane receive the reflected signals which are passed to a microprocessor 4.

There are four buttons on the handle of the cane – the two 5 are on the top, and the two which are for objects on the left and right are on the back. These buttons vibrate when an object is detected. The larger the object, the larger the vibration.

People 6 say that with a little practice they can use these vibrations to make a mental map of their surroundings as they walk. Because the cane uses vibrations, not noise, they can also use their ears for additional information about their surroundings. The engineers 7 are now planning new uses of echo-location to help the blind.
Vocabulary

Opposites

When a word and its opposite are often used together, try to remember them as a pair. Complete the missing words (they are all used in this book).

1. backwards  
2. ________  
3. ________  
4. input  
5. open  
6. ________  
7. wind /aʊ/  

Study the extract from instructions for using a medical inhaler. Discuss with your partner if these instructions are easy to understand and follow.

How to use your inhaler the right way

Using an inhaler may seem simple, but many patients do not use their inhaler in the right way. If you use your inhaler the wrong way, less medicine goes to your lungs. For the first two weeks, read these instructions out loud as you follow them.

Getting ready
1. Take off the cap and shake the inhaler.
2. Breathe out all the way.
3. Hold your inhaler in the correct way (see picture).

Breathe in slowly
4. As you start breathing in slowly through your mouth, press the inhaler down once. (If you use a spacer, press down on the inhaler first. Then within five seconds start to breathe in slowly.)
5. Take as long a breath as you can, slowly.

Hold your breath
6. Hold your breath and count slowly to ten.

Study the description of how to charge the batteries for an electric wheelchair. Use it to make a set of clear instructions for a wheelchair user. Give titles to the steps of your instructions.

The batteries must be charged when the capacity has fallen to 10%. This is indicated by two red lights flashing at the top of the joystick. When the charger is connected, a yellow charging indicator will show on the control panel. When the green indicator lights, this shows that the batteries are fully charged. Batteries should be charged in a well-ventilated area using only the charger supplied.

Customer care
Giving clear instructions

One way of communicating with customers is by instruction manuals or leaflets for your company's products. These need to be written in clear, simple language which cannot be misunderstood. This is particularly important in medical technology, where there is a high degree of risk to the user or damage to the product if it is used wrongly.

Study the extract from instructions for using a medical inhaler. Discuss with your partner if these instructions are easy to understand and follow.

How to use your inhaler the right way

Using an inhaler may seem simple, but many patients do not use their inhaler in the right way. If you use your inhaler the wrong way, less medicine goes to your lungs. For the first two weeks, read these instructions out loud as you follow them.

Getting ready
1. Take off the cap and shake the inhaler.
2. Breathe out all the way.
3. Hold your inhaler in the correct way (see picture).

Breathe in slowly
4. As you start breathing in slowly through your mouth, press the inhaler down once. (If you use a spacer, press down on the inhaler first. Then within five seconds start to breathe in slowly.)
5. Take as long a breath as you can, slowly.

Hold your breath
6. Hold your breath and count slowly to ten.

Study the description of how to charge the batteries for an electric wheelchair. Use it to make a set of clear instructions for a wheelchair user. Give titles to the steps of your instructions.

The batteries must be charged when the capacity has fallen to 10%. This is indicated by two red lights flashing at the top of the joystick. When the charger is connected, a yellow charging indicator will show on the control panel. When the green indicator lights, this shows that the batteries are fully charged. Batteries should be charged in a well-ventilated area using only the charger supplied.

Exchange your set of instructions from 2 with another student and decide if it can be followed easily. Mark any places where the instructions are not clear enough.
If somebody a few years ago saw the medical technology we make now, they'd call us miracle workers.

Dr J.W. Steadman
Institute of Electrical and Electronics Engineers

### Pronunciation

#### Linking words

When a word begins with a vowel sound, the final consonant sound of the word before links to it.

1. Listen to this example.
   *a door opener*

2. Mark where the words link in compound nouns 1-10. Then read them out loud.

   1. a curtain opener
   2. a window opener
   3. a personal alarm
   4. a remote control
   5. a light switch
   6. a domestic appliance
   7. a gear box
   8. a diesel engine
   9. a digital radio
   10. an MP3 player

3. Listen and check your pronunciation.

### Writing

#### Short description

1. Study the information about an ultrasound machine which makes images of internal parts of the body. Use it to complete the short description below.

<table>
<thead>
<tr>
<th>Main components</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>transducer probe</td>
<td>generates, transmits, and receives high-frequency sound waves</td>
</tr>
<tr>
<td>piezoelectric crystals</td>
<td>produce sound waves when current is applied across them</td>
</tr>
<tr>
<td>Computer</td>
<td></td>
</tr>
<tr>
<td>CPU (central processing unit)</td>
<td>processes the data from the transducer to produce an image</td>
</tr>
<tr>
<td>hard disk storage device</td>
<td>stores the image along with patient details and other information</td>
</tr>
<tr>
<td>LCD monitor</td>
<td>displays the image</td>
</tr>
</tbody>
</table>

An ultrasound machine is used to _________. It consists of a transducer probe, computer, LCD, monitor, keyboard, and _________. The probe contains _________. The computer includes a CPU which _________. This is displayed on _________. It also contains a hard disk which _________. This information is keyed in by the _________. Images can be printed or copied to DVDs.

2. Find out about CAT scanners (CT scanners), and write your own description in the same way.
Pairwork

1. Work in pairs, A and B. Discuss ways in which technology could provide a safe environment for an elderly person living alone and make a list.

2. Each of you has a list of devices produced by a company specializing in telecare for the elderly. Make notes in the table and then describe to your partner what you think these devices are for, and how they work.

   
<table>
<thead>
<tr>
<th>Device</th>
<th>a) What it’s for</th>
<th>b) How it works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pressure-sensitive floor tiles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement detector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pillow alert smoke alarm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperature extremes sensor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal radio alarm trigger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bogus caller button</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Choose from your combined lists the six most important devices to ensure a safe environment for an elderly person living alone.

Checklist

Assess your progress in this unit.
Tick (✓) the statements which are true.

- I know key terms in medical technology
- I can make definitions with relative clauses
- I can locate information in a diagram and text
- I know how to link words when speaking
- I can write a short description
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adjectives
- artificial
- hydraulic
- rechargeable

Nouns
- accuracy
- coil
- image
- joystick
- scanner
- sell-by date
- ultrasound
- valve
- web page

Verbs
- calculate
- reflect
- vibrate

Note here anything about how English is used in technology that is new to you.
## Switch on

Do a class survey. Find out how your class listen to music, apart from live performances. Then complete the table with the percentage of students.

<table>
<thead>
<tr>
<th>Device</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
</tr>
<tr>
<td>CDs</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>Portable hard disk devices</td>
<td></td>
</tr>
<tr>
<td>Other portable devices</td>
<td></td>
</tr>
</tbody>
</table>
In this unit
- key terms for personal entertainment devices and video games
- how to give advice using should / shouldn’t
- listening for opinions
- using your reading skills to find information about video games

Listening

Opinions

1. A radio interviewer is discussing developments in online music with Max Eggers, who works in the music industry, and Sam Fassbinder, a student. Listen and note how Max and Sam listen to music.

Max


Sam


2. Listen again and answer the questions.
1. Which music services does Max use?
2. According to Sam, what's special about this way of listening?
3. How many people regularly download music from illegal sites in Britain?
4. What does Max think of this?
5. How is it damaging the music industry?
6. What does Max think the music industry should do?
7. What does Sam think of this?

Language spot

should / shouldn’t

- Study these examples:
  What should the music industry do?
  They should go after anyone who downloads illegally.
  I don’t see why we shouldn't share tracks with our friends.

- We use should and shouldn't to give advice and to express opinions. Often we use I think before advice to show it’s our personal opinion:
  I think you shouldn't play violent video games.

Go to Grammar reference p.120
It’s my job

1 Read about Bruno Schlee, a Video Games Designer. Make a list of the jobs he mentions, and note the kind of work they do.

**EXAMPLE JOB**

**Level Designer**
- script events

2 Read about Bruno again and answer the questions.

1 Why is it difficult to get a job in the video games industry?
2 What qualifications does Bruno have?
3 How did he get a demo?
4 Name two predictions he makes about video games.
5 What other applications does video games technology have?

Webquest

Find out more about working in the video games industry. Make notes about the following information.

- education / qualifications
- experience
- salary

Compare answers with other students in your class. These sites may help:

- [www.gamesindustry.biz/jobs.php](http://www.gamesindustry.biz/jobs.php)
- [www.gamejobs.com](http://www.gamejobs.com)

Bruno Schlee: Video Games Designer

It’s difficult to get into this industry because you have to show success, and you can’t do that without having experience.

I took a degree in Computer science, worked for a while, and then did a Master’s in Computer games technology. We got into a competition called ‘Dare to be digital’ as a team of five students. Our team won the prize for ‘Greatest marketing potential’. That got us noticed and gave us a demo. So that’s how I got started.

Another way in is to be a Games Tester. It’s the hard way. You play games for eight hours a day, trying to make them fail. But quite a lot of people have become Level Designer from that position. You can script events in the game.

I work as part of a development team. A few years ago you only needed a couple of Programmers and an Artist. Now we’ve got teams of sixty or more. In addition to Games Designers like me who are responsible for creating ideas for games, there are Concept Artists. They’re normally trained Illustrators who draw 2-D characters. There are 3-D Artists who do all the 3-D modelling. There are also 3-D Animators who make the characters move. Of course, you have your Producer – to oversee, make sure deadlines are kept, and the work goes to budget, that kind of thing. You’ve got your Programmers to write the code. If you want realistic slow-motion action, you need CGI experts.

The way it’s going is more film techniques are coming into games. More people are getting broadband so online playability is important. Massively multiplayer online gaming, MMOG. That’s also proving really popular and is sure to grow. They’re role-playing games you play online with other people. As other hardware, mobile phones, all that stuff, becomes more advanced, what you play your games on will become less specific, not just consoles. You can play online at home, then plan your next moves on your mobile phone on your way to work.

It all sounds good fun, but there’s a serious side to games, too. Companies make military simulations and medical simulations, for example, dealing with a neck injury, responding to a disaster.
Vocabulary

New vocabulary

1 Entertainment technology is creating a new use for old words. Match the words with their definitions.

1 burn a copying tracks to CDs from online music sites
2 rip b recording your CDs and encoding them into MP3 or other digital files
3 tag c broadcasting files, mainly audio, on the Internet for others to download
4 podcast d adding extra information about artists, albums, and songs to tracks on your MP3 collection

2 Do you know any other new vocabulary connected with entertainment technology? If so, work in pairs and explain the words to your partner.

Problem-solving

1 Study the pie chart showing the best-selling computer game genres in the USA, and answer the questions.

1 What genre of computer games sells most?
2 What genre sells least?
3 What do you think is a strategy game?

2 Work in pairs. Using the title, decide which genre each of the games belongs to. Explain the reason for your answers.

1 Jade Empire role-play
2 Charlie and the Chocolate Factory
3 Grand Theft Auto: San Andreas
4 The Sims
5 Stronghold
6 Doom 3
7 Pro Evolution Soccer
8 Legend of Zelda

Problem-solving

1 Study the pie chart showing the best-selling computer game genres in the USA, and answer the questions.

1 What genre of computer games sells most?
2 What genre sells least?
3 What do you think is a strategy game?
The US Society of Hand Therapists warn that excessive use of handheld electronic devices can lead to hand and wrist problems. Some of these have been called Texter's thumb, Blackberry cramp, and iPod finger.

**Customer care**

**Making suggestions**

1. Sam has a problem downloading a music file, so she contacts Customer support. Read her email.

   ```
   Dear Customer support
   I downloaded an MP3 file and my computer thinks it's a text file. What can I do?
   Thanks
   Sam
   ```

2. Read how Customer support replies to Sam.

   ```
   Dear Sam
   Some operating systems shorten long MP3 file names by losing the .mp3. Try renaming the file by adding the .mp3 extension. That should work.
   Regards
   Customer support
   ```

3. Reply to the customer enquiry and make suggestions using the notes below.

   ```
   Hi Customer support
   None of the sound clips on your website work for me. What should I do?
   Cheers
   Lilly Qanze
   ```

   All clips are in Windows Media format – customers must have Windows Media Player installed. If they have Windows Media Player installed, they should:
   - check their system sound settings
   - check the sound settings on their media player (The sound settings might need to be turned up.)

   **Useful language**

   *Do...*
   *You can do...*
   *Try doing...*
   *I suggest you do...*
Pairwork

Work in pairs, A and B. Each of you has details of a video game. Find out from each other information to complete the table.

<table>
<thead>
<tr>
<th>Name of the game</th>
<th>Company / Development team</th>
<th>Type of game</th>
<th>Console</th>
<th>Good features</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student A Go to p.112.

Student B

Gran Turismo 4
This is a driving simulator game. You can buy, modify, and race cars. It was developed by Polyphony Digital for Sony. This version is for the PlayStation 2 console. The best features are the graphics which are very realistic, and the driving is very accurate.

Checklist

Assess your progress in this unit. Tick (√) the statements which are true.

- I know key terms in personal entertainment technology
- I can give advice in a number of ways
- I can listen for opinions
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adjectives
- online
- portable

Nouns
- animator
- broadband
- clip
- code
- games console
- hard disk
- hardware
- program
- setting
- simulation
- track
- trend
- update

Note here anything about how English is used in technology that is new to you.
**12 Information technology**

**Switch on**

1. Look at the pictures. What uses for information technology can you think of in these places or situations?

2. Match the examples of computer use in column A with the areas of application in column B. More than one answer is sometimes possible.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. using barcodes to identify items and prices</td>
<td>a. hospital</td>
</tr>
<tr>
<td>2. calculating the exact distance to a target</td>
<td>b. airport</td>
</tr>
<tr>
<td>3. producing scale models of new designs</td>
<td>c. supermarket</td>
</tr>
<tr>
<td>4. identifying an employee by his or her voice</td>
<td>d. design</td>
</tr>
<tr>
<td>5. checking credit cards used for payments</td>
<td>e. security</td>
</tr>
<tr>
<td>6. issuing seat numbers</td>
<td>f. library</td>
</tr>
<tr>
<td>7. analysing blood tests</td>
<td>g. military</td>
</tr>
<tr>
<td>8. storing employee records</td>
<td>h. oil refinery</td>
</tr>
<tr>
<td>9. keeping a record of all borrowings</td>
<td>i. the home</td>
</tr>
<tr>
<td>10. calculating the stress on a component</td>
<td></td>
</tr>
<tr>
<td>11. controlling the temperature of a washing machine</td>
<td></td>
</tr>
<tr>
<td>12. monitoring the safety of each stage in the process</td>
<td></td>
</tr>
<tr>
<td>13. warning when aircraft are too close</td>
<td></td>
</tr>
<tr>
<td>14. monitoring the life signs of a patient</td>
<td></td>
</tr>
<tr>
<td>15. comparing fingerprints</td>
<td></td>
</tr>
<tr>
<td>16. co-ordinating information from all parts of a war-zone</td>
<td></td>
</tr>
</tbody>
</table>

3. Now list the uses for computers in an area of technology you are familiar with.
In this unit
- key terms for computer use in the car industry
- Past Passive
- how to pronounce the -ed form of verbs and words with silent letters
- using your search skills to find out about the world's most powerful computers

Reading

CAD/CAM

1. Look at the pictures below. What uses for computers in car production can you see?

2. What do you think terms 1–4 mean? Read the text and check your answers.

   1 CAD 2 CAM 3 CIM 4 CNC

3. List the things computers can do in the design and production of a car.

   **Examples**
   - allow 2-D and 3-D designs to be made
   - calculate dimensions from a design

---

**Computer Use in the Car Industry**

All products begin with an idea. In the past, car designers worked first on paper. At a later stage models were made in wood or fibreglass. Now everything is done using CAD (Computer-aided design) programs. These programs allow designers to work in two or three dimensions (2-D or 3-D) but most new designs are created using a solid modelling program which allows the model to be viewed from any angle. It can also be viewed by engineers and executives anywhere in the world.

The models have accurate dimensions and the design file can be sent to rapid modelling devices to produce a prototype. Before a single component is produced, programs will have worked out the forces acting on it. Crash conditions can be simulated to test the safety features of the car. Assembly can be simulated to work out the best way of building the car. This saves time and money.

For components such as engine parts, when the design is complete, the file is imported into a CAM (Computer-aided manufacturing) program. Here, all machining operations are planned. The file is then sent to a post-processor which converts the data into a set of instructions in a form which can be read by Computer numerical controlled (CNC) machine tools. These instructions are fed to a CNC controller which controls the machine tools which shape the finished product.

In complete Computer-integrated manufacturing (CIM), computers control the assembly line and monitor the supply of materials, ordering new supplies when needed. They can calculate when tools need to be replaced. Computers also permit changes in a product to be made easily. Orders can be customized to meet the needs of a particular client. ‘Special editions’ of cars can be produced to attract new customers to a model, for example the BMW Mini.

On the assembly line, computer-controlled robots are used for tasks such as welding and painting. Robots with sensors check the finished vehicle for defects. For example, they can check the paint thickness and how well the doors fit.
The name was first suggested by a colleague. We'd been in the meeting for hours and, while he was drinking a cup of Peet's Java coffee, he picked 'Java' as an example of yet another name that would never work. The initial reaction was mixed.

Arthur van Hoff
former Senior Engineer, Sun Microsystems

4 Complete column B of the table.

<table>
<thead>
<tr>
<th>A How was it done in the past?</th>
<th>B How is it done now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 designs produced on paper</td>
<td>a</td>
</tr>
<tr>
<td>2 dimensions calculated by measuring</td>
<td>b</td>
</tr>
<tr>
<td>3 models made by hand</td>
<td>c</td>
</tr>
<tr>
<td>4 real cars crash-tested</td>
<td>d</td>
</tr>
<tr>
<td>5 welding done by hand</td>
<td>e</td>
</tr>
<tr>
<td>6 cars inspected by people</td>
<td>f</td>
</tr>
<tr>
<td>7 supplies ordered by staff</td>
<td>g</td>
</tr>
<tr>
<td>8 painting done by workers</td>
<td>h</td>
</tr>
</tbody>
</table>

**Language spot**

**Past Passive**

- Study the statements about *How was it done in the past?* in the table in Reading 4. We can make each statement into a sentence like this:

  Designs were produced on paper.

- We use the Past Passive to describe actions in the past where the action is more important than the agent performing the action, or where the agent is not known.

**Go to Grammar reference p.121**

1 Make each statement from column A of the table in Reading 4 into a sentence using the Past Passive.

2 Link each pair of statements, past and present, into one sentence.

**Example**

1 Designs were produced on paper but now they are produced by CAD programs.

**Listening**

**Describing changes**

1 Laura Santini works for a company which makes cans and containers for the food and drink industry. She explains to a journalist some of the changes which have taken place in this industry. Listen and note the six changes she describes.

2 Work in pairs and compare your answers.

**It's my job**

1 Discuss these questions with a partner. Then read the text to check your answers.

   1 What kind of work does an IT Support Technician do?
   2 What is a helpdesk?

2 Read the text again and answer the questions.

   1 How did Diana find her first job?
   2 What makes working on a help desk difficult?
   3 What words does Diana use to describe how callers to the help desk feel?
   4 What are the good points about working on a help desk?
   5 Why is it not a good idea to work on a help desk for long?
   6 What are the attractions of Diana's new job?
   7 What information sources does Diana use in her work?
   8 How will Microsoft certification help Diana?

3 Find an expression in the text which means:

   a people-handling skills
   b problem-solving
   c working directly with people
   d dealing with telephone calls.

**A How was it done in the past?**

1 designs produced on paper
2 dimensions calculated by measuring
3 models made by hand
4 real cars crash-tested
5 welding done by hand
6 cars inspected by people
7 supplies ordered by staff
8 painting done by workers

**B How is it done now?**

a
b
...
Diana Mayo: IT Support Technician

I'm an IT Support Technician. I work for a large chain which sells building materials to the public and to tradespeople. Almost every business these days, large or small, needs support technicians.

When I left college, I got a job through an agency working for a company which provided online support to local businesses and individuals. I was on their help desk. That meant taking calls and providing advice on all sorts of problems. It's a job where you need not just technical skills but also good 'soft skills'. That means people-handling skills. You need to be able to understand how the caller feels as well as trying to solve their IT problems. You have to keep calm when you're under pressure. People may be pretty frustrated by the time they phone you, and they expect you to fix their problem right away. It's a demanding job because you have to cope sometimes with angry people, get all the information you need to help them with their problem, work out how to solve it technically, and then explain in a clear, simple way what they can do to put things right.

A help desk is a good place to start. You learn to think quickly and how to handle people but I wouldn't advise doing it for long. It's not the best paid job. In my present job I get to work with people face-to-face. The work is more interesting. It's not all trouble-shooting. I also get to install software, maintain servers, and advise on the best choice of new hardware. The money is better too. I find the best way to find information on problems is to use the Internet. Most of the manufacturers have sites which provide information. There are also newsgroups for sharing information.

I'm planning to get Microsoft certification. My company is prepared to pay for the courses and the exams. It's good for them as it means I can do more and it's good for my future.

Customer care
Working on a help desk

Some computing support technicians work on help desks like Diana. They take telephone calls from people with IT problems. They have to:
- record the facts about the problem accurately
- diagnose the problem
- provide the right advice.

1 Study this extract from a problem report form. Find out the meaning of any unfamiliar terms.

<table>
<thead>
<tr>
<th>Item</th>
<th>Location</th>
<th>Make</th>
<th>Model</th>
<th>Problem</th>
<th>Advice given</th>
<th>Cleared by phone</th>
<th>Requires visit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

2 Now listen to the recording and complete as much of the form as you can.

3 Work with a partner. With the help of the completed form take turns at playing the role of help desk technician and the person needing help.

4 Compare your performance with the Listening script on p.128. What differences do you notice between your version and the Listening script?
**Vocabulary**

**Collocations**

1. Collocations are words which are often used together. The verbs in column A are used in computing. Match them with an appropriate noun from column B.

**EXAMPLE**

*download + pictures*

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>click on</td>
<td>a menu</td>
</tr>
<tr>
<td>calculate</td>
<td>an icon</td>
</tr>
<tr>
<td>download</td>
<td>a page</td>
</tr>
<tr>
<td>display</td>
<td>pictures</td>
</tr>
<tr>
<td>create</td>
<td>the Web</td>
</tr>
<tr>
<td>scroll up / down</td>
<td>costs</td>
</tr>
<tr>
<td>surf</td>
<td>a new document</td>
</tr>
<tr>
<td>select from</td>
<td>information</td>
</tr>
</tbody>
</table>

2. Use the phrases from 1 to fill the gaps in the sentences.

1. Flat screens around the airport display ________ on all arrivals and departures.
2. Click on the ________ for PowerPoint to prepare a presentation.
3. You can download ________ from your camera.
4. Spreadsheets are used to calculate ________.
5. Scroll down the ________ until you find the information you need.
6. I normally spending at least one hour a day surfing ________.
7. She created ________ to keep track of software updates.
8. You can select from the ________ to choose which application you need.

**Pronunciation**

**-ed form of verbs and words with silent letters**

The -ed form of verbs is pronounced in three ways: /t/ /d/ /d/.


<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>constructed 1</td>
<td>finished 6</td>
</tr>
<tr>
<td>controlled 2</td>
<td>integrated 7</td>
</tr>
<tr>
<td>customized 3</td>
<td>invented 8</td>
</tr>
<tr>
<td>damaged 4</td>
<td>mixed 9</td>
</tr>
<tr>
<td>disabled 5</td>
<td>operated 10</td>
</tr>
</tbody>
</table>

2. Now listen and check your answers.

3. Can you work out a rule to help you decide how to pronounce other -ed forms?


**Examples**

- could
design

1. listening 4. pneumatic 5. would
2. might 5. should
3. modelling 6. vehicle

5. Now listen and check your answers.
Speaking

Computer peripherals

1 Work in pairs, A and B. Each of you has pictures of four computer peripherals. Find out which peripherals your partner has by asking questions. Don’t ask directly for the names of the peripherals.

EXAMPLE
A What shape is it?
B It’s square.
A Does it have a back and front?
B Yes, it does.
Student A Go to p. 111.
Student B Go to p. 112.

2 When you have identified the peripherals, together decide whether they are input or output devices.

Webquest

Find out about the five fastest supercomputers in the world and complete the table. Compare your answers with others in your class.

<table>
<thead>
<tr>
<th>Order</th>
<th>Type or name</th>
<th>Speed</th>
<th>Maker</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This site may help:
- [www.top500.org](http://www.top500.org)

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I know key terms for computer use in the car industry
- I can use the Past Passive
- I know how to pronounce the -ed form of verbs and words with silent letters
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adjectives
- customized
- simulated
- three-dimensional (3-D)
- two-dimensional (2-D)

Nouns
- assembly line
- CADCAM
- CIM
- CNC
- defect
- machine tool
- machining
- peripheral
- software
- supplies

Verb
- inspect

Note here anything about how English is used in technology that is new to you.
13 Telecommunications

Switch on

1 Work in small groups. List as many ways as you can to send and receive messages.

EXAMPLE
1 by phone 2 writing

2 Identify the devices used in telecommunications in pictures A–F.

3 Work in pairs. Choose one device each and explain to your partner what it does.

EXAMPLE
A I'll choose the space satellite.
B OK. What does it do?
A It follows an orbit in space. Some satellites help communication and others provide information...
It's my job

1 Listen to Todd McArthur, a Telecommunications Technician. Note the following things.

1 the number of years he has worked for his company
2 as many items of telecommunications equipment as you can
3 as many country names as you can
4 the meaning of VoIP

2 Listen again and answer the questions.

1 Where did he first learn about telecommunications?
2 Name a change he has experienced in telecommunications.
3 Why is his job now much more about brain than muscle?
4 What does he like most about his job?
5 What does he not like?

Language spot

Past Simple v Present Perfect

Study these examples from It's my job. Why is the Past Simple used for sentences 1–3 and the Present Perfect for sentences 4–6?

1 I was in the army for four years.
2 I joined when I left school.
3 I travelled quite a lot.
4 I've been with the company for eight years.
5 I've been to Norway, Kenya, and Belize.
6 I've seen quite a few changes in phone systems.

We use the Past Simple for things that happened at a particular time in the past or during a period that ended in the past:
I travelled a lot when I was in the army.

We use the Present Perfect to talk about past experiences but not when they happened:
I've been to the USA.

In this unit

- key terms in telecommunications
- Past Simple v Present Perfect
- listening and reading for detail
- making simple explanations
- hearing the difference: Past Simple v Present Perfect

We use the Present Perfect for actions which happened during a period from the past to the present:
He's worked as a technician for eight years. (He's still a technician.)

We often start a topic using the Present Perfect and then switch to the Past Simple:
A Have you ever been to Norway?
B Yes, I went there in 2001.

Go to Grammar reference p.121

1 Complete the text about developments in radio and television. Put the verbs in brackets in the correct form: Past Simple or Present Perfect.

In just over a hundred years, radio ________ into a major form of entertainment and communication. Marconi ________ a wireless telegraph system in 1896. This ________ the birth of radio. Voice transmission ________ in 1909 following the invention of the valve. Semiconductors ________ it possible to develop much smaller, portable radios. The introduction in recent years of digital radios ________ (allow) us to enjoy much better sound quality. There ________ many changes in television too. In the UK, the BBC ________ daily TV broadcasts in 1936. Colour broadcasts ________ (begin) in the late 1960s. Since the 1970s satellite broadcasting ________ (allow) viewers a wider choice of programmes. The recent introduction of digital TV ________ (mean) better picture and sound quality. Manufacturers ________ now ________ (develop) entertainment systems which include television, radio, DVD recorder/player, and computer. The Internet ________ (make) it possible to enjoy radio and television from around the world on our PCs.
Gadget box

Japan's DoCoMo network allows users of 3G mobiles to use their phones as electronic wallets. The phone acts as a credit card. When the phone is passed over a special reader, it can pay for things and allow money to be withdrawn from a cash machine. As well as password protection, some phones using the system have a fingerprint scanner.

Why do you think a fingerprint scanner is useful with this system?

2 Choose the correct alternative.

Interviewer: How long have you been / were you a Telecommunications Technician?
Todd: About ten years. I have trained / trained in Signals when I was in the army.
Interviewer: How long have you been / were you in the army?
Todd: I have served / served for four years. Then I have joined / joined this company about eight years ago.

Interviewer: Have you seen / Did you see many changes during this time?
Todd: Yes, we’ve replaced / we replaced copper lines with fibre-optic cables and we’ve introduced / we introduced VoIP phone systems.

Speaking

Mobile phones

Work in pairs, A and B. Each of you has information about a mobile phone. Find out the information you need to complete this table by asking each other.

Student A     Go to p.113.
Student B

<table>
<thead>
<tr>
<th>Make</th>
<th>HP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>iPaq hw6510 Mobile Messenger</td>
</tr>
<tr>
<td>Keyboard type</td>
<td>full Qwerty</td>
</tr>
<tr>
<td>Screen</td>
<td>3 inch, 64K</td>
</tr>
<tr>
<td>Software</td>
<td>Windows Mobile 2003</td>
</tr>
<tr>
<td>Other features</td>
<td>GPS satellite navigation, Bluetooth, voice control, SMS (text) and MMS (picture) messaging</td>
</tr>
<tr>
<td>Email</td>
<td>instant messaging</td>
</tr>
</tbody>
</table>

Pronunciation

Past Simple v Present Perfect

Study these pairs of sentences. You are going to hear one of each pair. Tick (√) the one you hear.

1 a They’ve spent time in the army.
   b They spent time in the army.
2 a I’ve texted him an invitation.
   b I texted him an invitation.
3 a He faxed me a reply.
   b He’s faxed me a reply.
4 a Todd’s phoned the office.
   b Todd phoned the office.
5 a She emailed me twice.
   b She’s emailed me twice.
First telegraph message, 1844: What hath God wrought? ("What has God done?") Samuel Morse
First telephone message, 1876: Mr Watson, come here, I want you. Alexander Graham Bell
First email message, 1971: test signal, not preserved.

Reading
VoIP phone systems
1 Work in pairs and answer the questions. Then read the text and check your answers.
   1 What does VoIP stand for?
   2 What is a packet?
   3 What is a wireless hotspot?

How VoIP phone systems work

VoIP (Voice over Internet Protocol) phone systems work by sending data via the Internet in tiny packets. This is called packet switching. It works like this:

1 Your voice signal, which is analogue, is converted into digital data. If you have a standard phone, you need an extra piece of hardware to do this called an ATA (Analogue telephone adaptor). If you have an IP phone, it produces a digital signal so you don’t need an adaptor. You can also use your PC and a microphone as a telephone.

2 The sending computer uses software to compress the digital data, much like MP3 files.

3 The data is divided into packets, each one 30 milliseconds long.

4 The packets are sent to a router which decides the best path through the Internet for each packet. They will travel by many different paths. They will arrive at different times and some may even be lost.

5 The receiving computer uses special software to store the packets and put them in the right order. Because the packets are so small, you won't hear the difference if some are lost.

6 The data is converted back to voice and played through your standard phone, IP phone, or PC headphones.

If you have a wireless VoIP handset, you can make and receive calls anywhere near a wireless hotspot. Some mobile phones are dual-mode. You can use a mobile phone network or wireless VoIP, depending where you are.

Put the steps in the correct order to make a flowchart showing how this type of VoIP phone system works.

a The packets are sent to a router.

b The digital data is compressed by the sending computer.

c The data is converted back to voice.

d The receiving computer puts the packets back together again.

e The voice signal is converted to digital.

f The digital data is divided into very small packets.

g The router sends each packet through the Internet by the best available path.

1 e 3 ____ 5 ____ 7 ____
2 ____ 4 ____ 6 ____
geosynchronous (adj) describing satellites which orbit at the same speed as the earth but may not be above the equator. Some have figure-of-eight orbits.

Customer care
Explaining in simple terms

Like Todd McArthur, you may have to explain to clients in simple terms a process, or what a device is for and how it works. Work in pairs, A and B. Find out more about your device or process, then explain it in simple terms to your partner.

Student A the difference between analog and digital signals
Student B the difference between DVDs and CDs

Useful language
Basically...
In general...
To put it simply...
In very simple terms...
The main thing is...

These sites may help:
- www.howstuffworks.com
- www.wikipedia.org

2 Now listen to a native speaker explaining the differences. Compare your explanation with his. What differences can you find in the language used and the points made?

Webquest
Satellite communications systems

1 Study the diagrams which explain geostationary orbit. Then answer questions 1–4.

1 How long does a satellite in geostationary orbit take to rotate round the earth?
2 How many satellites in geostationary orbit are required to provide global coverage?
3 Why is it an advantage to launch geostationary satellites from countries near the Equator?
4 What are communications satellites used for?
2 Study the information about Milstar.

<table>
<thead>
<tr>
<th>System</th>
<th>Milstar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used for</td>
<td>US military communications</td>
</tr>
<tr>
<td>Number of satellites</td>
<td>5</td>
</tr>
<tr>
<td>Altitude</td>
<td>41,200 km</td>
</tr>
<tr>
<td>Orbit</td>
<td>geosynchronous</td>
</tr>
<tr>
<td>Coverage</td>
<td>global</td>
</tr>
</tbody>
</table>

3 Find out similar information about one of these satellite communication systems and complete the form below.

- SES Astra
- Eutelsat
- Worldspace

These sites may help:
- [www.wikipedia.org](http://www.wikipedia.org)
- [www.eutelsat.com](http://www.eutelsat.com)
- [www.ses-astra.com](http://www.ses-astra.com)
- [www.worldspace.com](http://www.worldspace.com)

**Checklist**

Assess your progress in this unit. Tick (√) the statements which are true.

- I know key terms in telecommunications
- I understand the difference: Past Simple v Present Perfect
- I can make simple explanations of technical terms and devices
- I can hear the difference: Past Simple v Present Perfect
- My reading and listening are good enough to understand most of each text in this unit

**Key words**

**Adjectives**
- compatible
- complex

**Adverb**
- in orbit

**Nouns**
- adaptor
- antenna
- computer file
- dish
- network
- router
- satellite
- screen
- semiconductor
- wireless hotspot

**Verbs**
- compress (data)
- replace

Note here anything about how English is used in technology that is new to you.
14 Careers in technology

Switch on

1 Choose two jobs from the list of jobs in technology that you would like to do. Then choose two which you would not like to do.

Aerospace Engineer
Agricultural Engineer
Biomedical Engineer
Chemical Engineer
Civil Engineer
Electrical Engineer
Electronic Engineer
Environmental Engineer
IT Engineer
Marine Engineer
Materials Engineer
Mechanical Engineer
Nuclear Engineer
Petroleum Engineer
Public Health Engineer
Sound Technician
Special Effects Technician
Telecommunications Technician
Transport Engineer

2 Work in small groups, and explain your choices.
In this unit
- discussing and reading about jobs in technology
- how to describe job requirements
- interview skills
- writing a CV

Reading
Job descriptions

Work in groups of three. Choose one job description (A–C) each. Make notes about the job. Then describe the job to others in your group using only your notes.

Your notes should cover:
1. the job title and some of the areas covered
2. what you think are the most important requirements
3. the location of the work
4. good and bad points about the job.

A

CIVIL ENGINEER

You could work in any of these fields at any point from the design to the completion of the structure:
- Construction: buildings, sports stadiums, shopping centres
- Transport: railways, roads, bridges
- Power: hydro-electric schemes, dams, pipelines
- Hydraulics: the movement of water from one area to another
- Maritime: the construction and development of docks and harbours
- Public health: waste disposal and sewage treatment plants

You might work both in offices and on site. Site work can be in difficult areas far from any town or city.

Requirements
Essential:
- degree or diploma in civil engineering
- ability to think creatively

Desirable:
- look at things in a practical way
- enjoy problem-solving
- good teamworker

B

Telecommunications Technician

Your work could involve:
- Making, testing, and checking components
- Assembling equipment
- Installing, setting up, testing, and repairing equipment
- Laying and connecting cables
- Installing radio equipment and mounting antennas on buildings or on masts

You could work indoors in a factory or outside working in all weather conditions. Your work could involve lifting and working at heights.

Requirements
Essential:
- degree or diploma in IT
- physical fitness

Desirable:
- good communication skills
- good teamworker

C

Sound Engineer

You could work in recording studios making high quality sound recordings, mainly for the entertainment industry. Sound engineers operate complex electronic equipment to reproduce music, dialogue, sound effects, and other audio content.

Your work could cover all types of sound for:
- COMMERCIAL MUSIC RECORDINGS
- THEATRE, RADIO, FILM, AND TV WEB SITES
- VIDEO AND COMPUTER GAMES
- MULTIMEDIA

Requirements
Essential:
- degree or diploma in an appropriate discipline
- excellent hearing
- a real interest in music and technology

Desirable:
- ability to work long hours
- a co-operative and friendly attitude
- good organizational skills

Competition for sound engineering jobs is fierce. You have to be willing to work long hours for little pay at first.
 Typical annual salary range in 2005 for Offshore Petroleum Engineers (with experience) in the UK:

- £50,000–£70,000
- €74,000–€104,000
- $93,000–$131,000

**Language spot**

**Job requirements**

- We can describe *essential* requirements like this:
  
  *You must have a degree or diploma in IT.*  
  *You must be physically fit.*

- Note the meaning of the negative form:
  *You mustn't be colour-blind.* *(It's a requirement not to be colour-blind.)*

- We can describe *desirable* requirements like this:
  
  *You should have good organizational skills.*  
  *You should be able to cope with long hours.*

**Go to Grammar reference p.122**

1. Write sentences to describe the requirements for jobs 1–3.

   *(✓✓ = essential, ✓ = desirable, ✗ = requirement not to be)*

<table>
<thead>
<tr>
<th>1</th>
<th>Satellite Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓✓</td>
<td>diploma in engineering</td>
</tr>
<tr>
<td>✓✓</td>
<td>good team player</td>
</tr>
<tr>
<td>✓</td>
<td>good communication skills</td>
</tr>
<tr>
<td>✓</td>
<td>physically fit</td>
</tr>
<tr>
<td>✗</td>
<td>afraid of heights</td>
</tr>
<tr>
<td>✗</td>
<td>colour-blind</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Engineering Construction Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓✓</td>
<td>certificate or diploma in engineering</td>
</tr>
<tr>
<td>✓✓</td>
<td>good mathematical and computing skills</td>
</tr>
<tr>
<td>✓</td>
<td>willing to travel</td>
</tr>
<tr>
<td>✓</td>
<td>able to explain complex requirements in clear terms</td>
</tr>
</tbody>
</table>

2. List the essential and desirable requirements for this job.

   **Offshore Petroleum Engineer**

   ✓✓ diploma or degree in petroleum engineering
   ✓✓ willing to travel
   ✓✓ willing to spend long periods in difficult environments
   ✓ good communicator
   ✓ able to supervise others

3. Find out what the job requirements are for a career you are interested in.

   This site may help:

   - [www.connexions.gov.uk/jobs4u](http://www.connexions.gov.uk/jobs4u)
Writing CV

1 Study the CV. It is based on the European Curriculum Vitae format.

<table>
<thead>
<tr>
<th>PERSONAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Aisha Q. Chetty</td>
</tr>
<tr>
<td>Address</td>
<td>7 Linden Crescent, Edinburgh, EH3 7DP, United Kingdom</td>
</tr>
<tr>
<td>Phone</td>
<td>(+44) 131 123 4567</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:aishaqchetty@hotmail.com">aishaqchetty@hotmail.com</a></td>
</tr>
<tr>
<td>Nationality</td>
<td>British</td>
</tr>
<tr>
<td>Date of birth</td>
<td>30.05.1984</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORK EXPERIENCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates</td>
<td>September 2003 to present</td>
</tr>
<tr>
<td>Employer</td>
<td>Western IT, 11 Randolph Road, Edinburgh, EH16 2NY, UK</td>
</tr>
<tr>
<td>Position held</td>
<td>Computing Support Officer</td>
</tr>
<tr>
<td>Main activities</td>
<td>Providing support in the field to a wide range of companies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATION AND TRAINING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates</td>
<td>September 2000 to August 2003</td>
</tr>
<tr>
<td>Organization</td>
<td>Simpson College, Glasgow, UK</td>
</tr>
<tr>
<td>Qualification</td>
<td>Higher National Diploma</td>
</tr>
<tr>
<td>Main subjects / skills covered</td>
<td>Computing (Technical support), Operating systems, Hardware installation and maintenance, Network building and maintenance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONAL SKILLS AND COMPETENCES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue</td>
<td>English – excellent communicator</td>
</tr>
<tr>
<td>Other languages</td>
<td>Good spoken French, some Hindi</td>
</tr>
<tr>
<td>Social skills</td>
<td>My work involves communicating with a wide range of clients with computing problems who often need help urgently. I work well under pressure.</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>At college I organized a class visit to France Telecom.</td>
</tr>
<tr>
<td>Technical skills and competences</td>
<td>Familiar with most current operating systems, Novell, and Windows networks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean driving licence</td>
<td></td>
</tr>
<tr>
<td>Personal interests</td>
<td>include rock climbing and cycling</td>
</tr>
</tbody>
</table>

2 Make notes in order to write your own CV. You can invent work experience for this task.
The number 1 rule in preparing for a job interview is to research your target company before the interview. The number 2 rule in preparing for a job interview is to research the competition of your target company before the interview.

Carol Fillipino, Recruitment Consultant

Pairwork

1 Study the personality test designed to help you choose a suitable career.

1 What do you like doing?
2 What are you good at doing?
3 How do you see yourself?
Choose adjectives from this list:
- practical
- artistic
- helpful
- ambitious
- scientific
- orderly
4 What do you value most in life?
- practical
- creative
- science
- artistic
- helping people
- success

2 When applying for a job, people often prepare a short personal statement to summarize their best qualities. Which of these expressions describe you? Check the meaning of any unfamiliar terms in a dictionary.
- creative
- dependable
- energetic
- experienced
- hard-working
- a good team player
- like a challenge
- motivated
- skilled
- well-organized

3 Prepare a short personal statement about yourself. Be positive, but don't exaggerate your qualities too much! Read your statement to your partner and see if you can improve it together.

Example
I'm a skilled technician who likes a challenge. I'm a dependable, energetic worker who is happy to work independently or as part of a team.

Pronunciation

Stress in long words (2)

1 Listen to these words from Units 10–14. Write the number of syllables in each word.
- computer
- microprocessor
- supercomputer
- co-operative
- petroleum
- telecommunications
- download
- prototype
- ultrasound
- hydraulic
- simulator
- simulator

2 Put these words from Units 10–14 in columns 1–3 of the table according to their stress pattern.
- animator
- antilockwise
- capacity
- dependable
- artistic
- conventional
- energetic
- enterprising
- environment
- indicator
- information
- motivated
- peripheral
- simulation
- ventilated

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>
Speaking
Job interview

1 Work in pairs, A and B.

Student A  Go to p.113.

Student B  You are the applicant for the Stage Technician job (p.100).

List the questions you think the interviewer will ask. Prepare answers to them.

Examples

- Which subjects did you enjoy most in your course?
  Think of reasons why you enjoyed particular subjects. Explain why your qualifications will be important for the job.
- What work experience do you have?
  Describe any part-time work, voluntary work, or work placement you have done.
- Why do you want this job?
  Think of reasons why this job is important to you.
- Why do you think you would be good at this job?
  Think about your qualifications, work experience, and interests.

Consider what kind of person you are. List your good points.

- What do you do in your free time?
  List any sports or other interests.

Think of three questions to ask the interviewer about the job.

Examples

- Who would I work with?
- What training is there for the job?

2 Listen to an extract from an interview for the Stage Technician job. Then change roles so that Student A is the applicant and Student B is the interviewer. Repeat your interview.
Switch on

Work in small groups. Discuss the predictions about technology. Decide which ones are most likely to happen and when they will happen.

1 Medical robots will carry out operations, controlled by surgeons who may be hundreds of kilometres away.
2 Tiny robots will be injected into our bodies to deliver medicine and to perform surgery from the inside.
3 You will be able to interact with characters in a TV programme and follow a storyline of your choice.
4 Planes will be controlled by computers which think like humans and are therefore afraid to crash.
5 Cars will be made of composites, plastic, and fibreglass, and will be assembled in six hours.
6 Cars will automatically drive at safe speeds and safe distances from each other.
7 You will be able to download your brain to a computer before you die.
8 Microchips will be stuck to your skin to form different circuits, including computers. You'll be able to watch a DVD using your arm as a screen.
9 Business will be carried out in 3-D virtual space, not in offices.
10 Active make-up will change to any shade you want.
11 Jobs like teaching children or nursing will continue to be done by people, but most other jobs will be done by robots and computers.
12 We'll be able to 'grow' plastics and fabrics from molecules.
In this unit
- listening to and discussing predictions about technology
- phrasal verbs
- how to link phrasal verbs when speaking
- revision quiz

Listening
Predictions

1) Work in groups, A and B. Listen to this radio debate between two 'futurologists', Lianne Bradley and Stefan Werner. They are discussing technology in the future.

Group A Listen to Lianne's comments.
Group B Listen to Stefan's comments.

As you listen, tick (✓) the table to indicate which areas of technology the speaker mentions.

<table>
<thead>
<tr>
<th>Lianne (Group A)</th>
<th>Stefan (Group B)</th>
<th>Prediction about</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. transport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. IT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. telecommunications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. military</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. crime</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. domestic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. developing countries</td>
</tr>
</tbody>
</table>

2) In the same groups, listen again and note down the predictions made by your speaker.

3) Now work with someone from the other group. Explain to each other your speaker's predictions. Decide together which predictions you accept.

Language spot

Phrasal verbs

- Study these sentences:
  His father set up the company in 1965.
The company closed down in 2002.
Try to work out the answer.

- The words in bold are phrasal verbs. Phrasal verbs consist of a verb + an adverb such as down, off, on, out, up. Some of these words can also be used as prepositions.

- Many phrasal verbs have two meanings:
  Look up, then look down. (a doctor speaking)
  Look up any new words in a (a teacher speaking) dictionary.

- Go to Grammar reference p.123

Study the phrasal verbs used in this book. Put each one in the correct sentence.

carry out give up shut off
close down plug in switch off
cut down print off switch on
find out set up work out

1 In future, robots will ________ operations instead of humans.
2 Will we ________ cars and use public transport?
3 We'll be able to use the Web to ________ the answers to almost every question.
4 It's important that we ________ pollution in cities.
5 If you don't have a dictionary, you can often ________ the meaning of a new word from the words around it.
6 When you ________ the petrol engine, the electric motor starts running.
7 It's my job to ________ all the equipment before the concert begins.
8 Old industries will ________ but new industries will take their place.
9 The first step is to ________ and ________ the equipment.
10 Click 'Print' and select the number of copies to ________.
11 To avoid electrical damage, always ________ the machine when it's not in use.
Gadget box

Mitsubishi have developed a robot, called Wakamaru, which can identify up to ten people and talk to them. It can recognize 10,000 words. It will wake you up in the morning and remind you of all the things you have to do that day. If you go on holiday, you can leave it to look after your house. It will report any problems by mobile phone.

What household tasks would you most like a robot to perform for you?

Pronunciation

Linking in phrasal verbs

Phrasal verbs are sometimes difficult to understand because of linking.

1) Listen to these examples.
   Set it up.
   Cut them off.

2) Listen and mark the linking in examples 1–10.
   1 Line them up.
   6 Shut it down.
   2 Give it up.
   7 Start it up.
   3 Work it out.
   8 Print them out.
   4 Switch it off.
   9 Plug it in.
   5 Find it out.
   10 Turn it on.

3) Work in pairs and say sentences 1–8. Time each other and see who can say them fastest without making a mistake.
   1 Don’t switch it on, switch it off.
   2 Start it up when he’s plugged it in.
   3 Take it out to see if it turns on, then turn it over.
   4 Find it out before they find it out and we’ll get ahead.
   5 Print them out so you can line them up and see the difference.
   6 Shut it down now, not later – if you do it later, it’s too late to start it up.
   7 Turn it up by turning ‘Up’ and turn it down by turning ‘Down’ – it’s simple!
   8 If we work it out today, we won’t have to find it out before we set it up tomorrow.

4) Write some phrasal verb ‘tongue-twisters’ of your own and practise saying them with a partner.

Pairwork

Work in pairs A and B. Each of you has information about a future development in technology. Take notes from your text so that you can explain the main points to your partner without looking at the text. Listen carefully to your partner so you can summarize their text.

Student A

Go to p.113.

Student B

INKJET TECHNOLOGY

A new use has been found for an old technology. Inkjet printers are being developed which can place tiny amounts of ink precisely in the right place. Using metal inks containing very small particles of copper or silver, this technology can be used to make printed circuits. It can also be used to print electronic components including semiconductors and even batteries. Electronic paper in future could be self-powered.

The technology has much wider applications. In future it may be used to print support structures which contain human cells. These will be used to help the body grow new skin, bone, or even organs. It will be possible to print pills, insect traps, and even wallpaper which contains its own lighting.
The telephone is a wonderful invention. I can foresee the day when there will be one in every city.
Unknown, circa 1890

Vocabulary

Affixes

1 Some technical words in English begin or end with common affixes. Knowing the meaning of the affix can help you work out the meaning of the whole word. Study the examples from this book.

<table>
<thead>
<tr>
<th>Affix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>bio</td>
<td>life</td>
<td>biotechnology</td>
</tr>
<tr>
<td>ex</td>
<td>out of</td>
<td>external</td>
</tr>
<tr>
<td>inter</td>
<td>between</td>
<td>Internet</td>
</tr>
<tr>
<td>intra</td>
<td>inside, within</td>
<td>intranet</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>wireless</td>
</tr>
<tr>
<td>micro</td>
<td>very small</td>
<td>microwave</td>
</tr>
<tr>
<td>mini</td>
<td>small</td>
<td>minidisk</td>
</tr>
<tr>
<td>poly</td>
<td>many</td>
<td>polyester</td>
</tr>
<tr>
<td>pre</td>
<td>before, earlier</td>
<td>prefabricated</td>
</tr>
<tr>
<td>super</td>
<td>above, much greater</td>
<td>supermarket</td>
</tr>
<tr>
<td>tele</td>
<td>far, distant</td>
<td>telecommunications</td>
</tr>
</tbody>
</table>

2 Using the table, work out the words which have the following meanings.

1 medicine at a distance
2 a very small electronic chip
3 a plastic containing many molecules of carbon
4 an instrument for measuring very small thicknesses
5 concrete which has been stressed earlier
6 a computer much more powerful than ordinary computers
7 a very small processor
8 a fan which removes air and blows it out
9 a phone without a cord
10 measuring according to biological data

Customer care

Saying goodbye

How many of these informal ways of saying goodbye do you know? Do they have equivalents in your language?
Accuracy is impossible, but blurred vision is better than none at all.
Ian Pearson, British Telecom Futurologist

Quiz

Work in groups of three. One student is the quizmaster and asks the questions for part A. The other two students work individually and write their answers. Change roles for parts B and C. Then find out who has remembered the most!

A (Units 1-5)
1. Give a negative and a positive effect of technology on society.
2. What's the comparative form of fast and efficiently?
3. Name one of the ways that the Airbus 380 is larger than the Boeing 747.
4. What does ABS stand for?
5. Which part of the word engineer is stressed?
6. Name one course civil engineering students take.
7. Correct this sentence: I'm liking calculus.
8. Complete this sentence: Electrical engineering is about...
9. Which branch of technology does this picture represent?
10. What is Autocad?
11. Name one of the stages in the design process.
12. Which word means 'the first example of a new type of design'?
13. Name a famous designer.
14. In design, what is the brief?
15. Make a question to get this answer: Because it's easy to mould.
16. Name two materials used for bike frames.
17. What property describes the capacity of a material to stretch?
18. Strong is an adjective. What is the noun?
19. Name something in the world of sport made of lycra.
20. What is a laminate?
21. Which verb goes with spring?
22. Which verb describes two gears making contact?
23. Name one of the strokes of a two-stroke engine.
24. Write down this number in words: 10²
25. What is the adjective which describes a movement from side to side like a pendulum?

B (Units 6-10)
1. Name an item of police equipment.
2. What item of equipment do police use to restrain someone?
3. What does PIN stand for?
4. What do you call a seal which air can't pass through?
5. What can a smart gun do?
6. What are most drinks cans made of?
7. Fill the gap: Loaves are taken out of their tins ________ suction.
8. What process is used to make CD covers?
9. What material is used to make soft drinks cans?
10. Fill in the gap: A clockwork radio is a radio ________ clockwork.
11. What does ASV stand for?
12. What do we call a car with a petrol engine and an electric motor?
13. Name a disadvantage of electric cars.
14. What word do we use to describe 'very heavy traffic that slows down movement on the roads'?
15. If you tell a customer that you very much regret something, what are you doing?
16. What do we call the outer walls of a skyscraper?
17. Fill in the gap: All exposed metalwork is ________ in case of fire.
18. If something is flammable what can it do?
19. What does this sign mean?
20. Which part of the word automatic is normally stressed?
21. Why does an artificial heart have two batteries?
22. What kind of switch works by air pressure?
23. Complete this sentence: A pacemaker is a device...
24. What kind of signals does the Ultracane transmit?
25. What is the opposite of forwards?
C (Units 11-15)

1. What does GCI stand for?
2. What is demo short for?
3. What verb do we use to describe copying tracks to CDs from online sites?
4. Fill the gap: You ________ touch a flat screen. It’s easy to damage them.
5. What do we call a person who plays games to find faults?
6. What does CIM stand for?
7. What verb do we use to describe how a computer can make something, like a car crash, seem real?
8. Fill the gap: In the past designs ________ produced on paper.
9. How is the -ed ending pronounced in finished: /t/ /d/ or /id/?
10. Cross out the silent letter in the word pneumatic.
11. Name two devices used in telecommunications.
12. Put the verb in brackets in the correct form: I (be) with this company for 5 years. I like it here.
13. Fill the gap: VoIP phones send data over the Internet in tiny packets. This is called ________.
14. What does LCD stand for?
15. When did email start (±5 years)?
16. What do we call an engineer who is concerned with buildings and other structures?
17. Name one thing that a Sound Engineer does.
18. Fill in the gap: Anyone who works with electrical wiring ________ be colour-blind.
19. What do we call a document which lists all your work experience and qualifications?
20. What do we call a person or organization which gives you work?
21. Fill the gap: When we say what will happen in the future, we make a _________.
22. What is the correct phrasal verb? His father set down / on / up the company in 1994.
23. Fill the gap: Drivers should ________ up their cars and use public transport instead.
24. What do we call a computer network within a company or organization?
25. What does micro mean?

Checklist
Assess your progress in this unit.
Tick (✓) the statements which are true.

- I can discuss predictions about technology
- I know how to use common phrasal verbs
- I know how to link phrasal verbs when speaking
- My reading and listening are good enough to understand most of each text in this unit

Key words
Adverb
automatically

Adjectives
blurred
smart
stressed
unmanned
virtual
voice-operated

Nouns
chip
intranet
prediction
processor
virus

Verbs
interact
report
stick

Note here anything about how English is used in technology that is new to you.
Pairwork activities

Unit 1 p.8
Student A

<table>
<thead>
<tr>
<th></th>
<th>Student A's launch system</th>
<th>Student B's launch system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>European Space Agency</td>
<td></td>
</tr>
<tr>
<td>First launched</td>
<td>1996</td>
<td></td>
</tr>
<tr>
<td>Height</td>
<td>51m</td>
<td></td>
</tr>
<tr>
<td>Diameter</td>
<td>5.4m</td>
<td></td>
</tr>
<tr>
<td>Engines</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Payload GTO (GTO)</td>
<td>6,800 kg</td>
<td></td>
</tr>
<tr>
<td>Mass</td>
<td>230,000 kg</td>
<td></td>
</tr>
<tr>
<td>Lift-off thrust</td>
<td>6,360 kN</td>
<td></td>
</tr>
</tbody>
</table>

Unit 3 p.21
Student A

James Dyson (1947–) UK engineer, inventor, and multimillionaire who has developed a range of very popular 'bagless' domestic vacuum cleaners and other products.

Unit 4 p.26
Student A

<table>
<thead>
<tr>
<th>Part/Component</th>
<th>Materials used</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Snowboard

Snowboards are made from wood and laminated fibreglass. Wood is used for the core. The combination of wood and fibreglass gives the board strength with little weight. It also makes the board flexible. The base of the board is covered with p-tex, a kind of tough plastic which helps the board slide but resists wear. It has a curved steel edge which helps the board to grip the snow. Bindings, made of nylon, are fixed to the top of the snowboard.
You are a technician at a plant hire company. You have two possible generators for the customer to hire (Model A and Model B). Help the customer to make the right choice. Check what domestic appliances the customer has. Remind the customer that he/she may not need to run the generator all night. A typical home uses 2.4 kW for lighting. With all major appliances on at the same time, this rises to 6.6 kW.

Useful language

What electric appliances do you have at home?
Do you need to run the generator all night?

<table>
<thead>
<tr>
<th></th>
<th>Model A</th>
<th>Model B</th>
</tr>
</thead>
<tbody>
<tr>
<td>output</td>
<td>4.5 kW</td>
<td>8 kW</td>
</tr>
<tr>
<td>voltage</td>
<td>120 or 240 AC</td>
<td>120 or 240 AC</td>
</tr>
<tr>
<td>fuel</td>
<td>diesel</td>
<td>diesel</td>
</tr>
<tr>
<td>running time before refuelling</td>
<td>8 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>noise level</td>
<td>enclosed motor (88 dB)</td>
<td>fully sound-proofed (60 dB)</td>
</tr>
<tr>
<td>starting</td>
<td>electric starter</td>
<td>electric starter</td>
</tr>
<tr>
<td>cost per day</td>
<td>€25</td>
<td>€70</td>
</tr>
<tr>
<td>delivery charge</td>
<td>€20</td>
<td>€30</td>
</tr>
</tbody>
</table>

Smart gun recognizes its owner

The New Jersey Institute of Technology has developed a new system for hand guns called dynamic grip recognition. Sensors are fitted into the handle of the gun and trained to recognize only the owner's grip. Hand grips, like fingerprints and iris patterns, are unique. The sensors read the pressure of the grip in the first second the trigger is pressed. If it doesn't match the owner's grip, the gun will refuse to fire.

The inventors say it will prevent incidents where police have been shot with their own guns or where children have been killed playing with a parent's gun. Early results from trials with New Jersey police show the system works.

Next, the glass master is placed into an electrolytic solution containing a silver rod. Current is applied and a thin layer of silver forms over the glass face. The process is called electroforming. It produces a rigid metal negative to the master which is called the Father.
The digital signal to be recorded is sent to a laser. The laser is aimed at a spinning glass disc coated with a photoresist chemical. As the laser turns on and off, the resist is burnt off or remains, matching the exact pattern of the signal.

The stampers are placed in a moulding press. Melted plastic is injected into the moulds and allowed to cool. This produces a clear plastic disc, a substrate, with the pits of the original recording accurately copied on one side.

**Unit 9** p.72

**Student A**

**Friction pile**

Reinforced concrete piles which are used in soft soil which becomes stiffer with depth. The piles stay in place because of the squeezing force of the soil round them.

**Floating raft**

A raft of reinforced concrete. For situations when the ground is soft or there are tunnels or mines under the ground which could cause collapse.

**Unit 11** p.85

**Student A**

**Jade Empire**

This is a role-playing game. You play the part of a student at a martial arts school. Your village is attacked. You get to explore imaginary worlds and fight with enemies. It was developed by BioWare for Microsoft. It's played on an Xbox. The real-time combat features are particularly good.

---

**Unit 12** p.91

**Student B**

---

**Device**

<table>
<thead>
<tr>
<th>a) What it's for</th>
<th>b) How it works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed occupancy sensor</td>
<td></td>
</tr>
<tr>
<td>Carbon monoxide detector (wireless)</td>
<td></td>
</tr>
<tr>
<td>Floor detector</td>
<td></td>
</tr>
<tr>
<td>Gas shut-off valve</td>
<td></td>
</tr>
<tr>
<td>Medication dispenser</td>
<td></td>
</tr>
<tr>
<td>Property exit sensor</td>
<td></td>
</tr>
</tbody>
</table>
**Unit 14** p.103

**Student A**

You are the interviewer for the job of Stage Technician (p.100). Write a list of questions to ask the applicant.

**EXAMPLES**
- What work experience have you had?
- Why do you want this job?
- Why do you think you would be good at this job?
- What are your strengths?
- Describe a difficult situation you handled well.

Give the candidate a chance to ask you questions about the job.

---

**Unit 15** p.106

**Student A**

In the past, flickering screens made electronic books and newspapers uncomfortable to read for long periods. The American company, E Ink, has solved this problem by producing electronic ink. The system works by forming thousands of black and white capsules into letters which are almost as good as printed characters. They appear on screens which are as thin as paper and can be bent without causing damage.

Different companies have released products which use this new technology. Seiko have produced a watch which you can bend round your wrist. Sony have released their Reader device. It is no thicker than a paperback and weighs just 250 grammes. It has a six-inch screen and can store books and comic books downloaded from the Internet. It accepts both memory sticks and SD flash memory cards. Sony claims the batteries will allow up to 7,500 page turns.

On the downside, it has no backlight and with comic books the batteries can be exhausted in twenty hours.
# Symbols and characters

## Mathematical symbols

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>EXAMPLE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>.</td>
<td>8.5689</td>
<td>eight point five six eight nine</td>
</tr>
<tr>
<td>+</td>
<td>$R_1 + R_2$</td>
<td>R one plus R two</td>
</tr>
<tr>
<td>−</td>
<td>$V - V_1$</td>
<td>V minus V one</td>
</tr>
<tr>
<td>±</td>
<td>$±3m$</td>
<td>plus or minus 3 metres</td>
</tr>
<tr>
<td>=</td>
<td>$R = R_1 + R_2$</td>
<td>R equals / is equal to R one plus R two</td>
</tr>
<tr>
<td>≠</td>
<td>$V \neq V_1 + V_2$</td>
<td>V doesn't equal / is not equal to V one plus V two</td>
</tr>
<tr>
<td>≈ or ≃</td>
<td>$l \approx 28\ mA$</td>
<td>I is approximately equal to twenty eight milliams</td>
</tr>
<tr>
<td>×</td>
<td>$f \times 120$</td>
<td>F times / multiplied by one hundred and twenty</td>
</tr>
<tr>
<td>no sign between two quantities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>one quantity over another</td>
<td>$\frac{I}{R}$</td>
<td>I over / divided by R / The ratio of I to R</td>
</tr>
<tr>
<td>+</td>
<td>$36 \div 5 = 7.2$</td>
<td>thirty six divided by five equals seven point two</td>
</tr>
<tr>
<td>×</td>
<td>$I \propto V$</td>
<td>I is proportional to V</td>
</tr>
<tr>
<td>:</td>
<td>$11:1$</td>
<td>(a ratio of) eleven to one</td>
</tr>
<tr>
<td>%</td>
<td>25%</td>
<td>twenty-five per cent</td>
</tr>
<tr>
<td>°</td>
<td>30°C</td>
<td>thirty degrees celsius</td>
</tr>
<tr>
<td>√</td>
<td>$\sqrt{5}$</td>
<td>the square root of / root of five</td>
</tr>
<tr>
<td>²</td>
<td>$R^2$</td>
<td>R squared</td>
</tr>
<tr>
<td>³</td>
<td>$X^3$</td>
<td>X cubed</td>
</tr>
<tr>
<td>⁴</td>
<td>$10^4$</td>
<td>ten to the power four</td>
</tr>
<tr>
<td>⁸</td>
<td>$10^8$</td>
<td>ten to the power minus eight</td>
</tr>
<tr>
<td>≥</td>
<td>$&gt;10\ dB$</td>
<td>greater than ten decibels</td>
</tr>
<tr>
<td>≤</td>
<td>$&lt;25\ mA$</td>
<td>less than twenty-five milliams</td>
</tr>
<tr>
<td>≥</td>
<td>$\geqslant 5W$</td>
<td>greater than or equal to five watts</td>
</tr>
<tr>
<td>≤</td>
<td>$\leq 10W$</td>
<td>less than or equal to ten watts</td>
</tr>
</tbody>
</table>

## URL characters

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>MEANING</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>/</td>
<td>forward slash</td>
<td><a href="http://www.tinyurl.com/qat7n">www.tinyurl.com/qat7n</a></td>
</tr>
<tr>
<td>\</td>
<td>back slash</td>
<td><a href="http://www.dot">www.dot</a> tiny url dot com forward slash q a t 7 n</td>
</tr>
<tr>
<td>.</td>
<td>dot</td>
<td><a href="http://www.mercedes-benz.com">http://www.mercedes-benz.com</a></td>
</tr>
<tr>
<td>:</td>
<td>colon</td>
<td><a href="http://www.colon.com">http://www.colon.com</a></td>
</tr>
<tr>
<td>-</td>
<td>hyphen</td>
<td>hyphen dot com</td>
</tr>
<tr>
<td>_</td>
<td>underscore</td>
<td>underscore dot com</td>
</tr>
</tbody>
</table>
1 Comparisons with adjectives and adverbs

Comparative adjectives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>one-syllable adjectives</td>
<td>add -er</td>
</tr>
<tr>
<td>one-syllable adjectives ending in -e</td>
<td>add -r</td>
</tr>
<tr>
<td>two-syllable adjectives ending in -y</td>
<td>change -y to -ier</td>
</tr>
<tr>
<td>adjectives with more + adjective</td>
<td>more +</td>
</tr>
<tr>
<td>irregular adjectives</td>
<td>good</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
</tr>
<tr>
<td>far</td>
<td>farther / further</td>
</tr>
</tbody>
</table>

Computers are faster today.
This report is more realistic.

When we compare two things or situations directly, we use the comparative + than.

The programs today are more sophisticated than in the past.

Comparative adverbs

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>adverbs with same form as adjectives</td>
<td>add -er</td>
</tr>
<tr>
<td>add -r</td>
<td>late</td>
</tr>
<tr>
<td>change -y to -ier</td>
<td>early</td>
</tr>
<tr>
<td>adverbs ending in -ly</td>
<td>more +</td>
</tr>
<tr>
<td>irregular adverbs</td>
<td>good</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
</tr>
<tr>
<td>far</td>
<td>farther / further</td>
</tr>
</tbody>
</table>

We can use less with adjectives and adverbs of two or more syllables to mean the opposite of more.

Computers were less powerful in the past.
They worked less efficiently.

We can add much before comparative adjectives and adverbs to suggest a stronger comparison.

These sales figures are much worse than I expected.
That report was written much more recently than this one.

2 Present Simple v Present Continuous

Present Simple

Positive

I / You / We / They enjoy maths.
He / She / It enjoys maths.

= subject + verb

Negative

I / You / We / They don't want to be an engineer.
He / She / It doesn't want to be an engineer.

= subject + do / does + not + infinitive

Questions

Do I / you / we / they like the proposal?
Does he / she / it like the proposal?

Short answers

Yes, I / you / we / they do.
Yes, he / she / it does.

No, I / you / we / they don't.
No, he / she / it doesn't.

Note that in short answers we use the full forms do / does in positive responses, and the short forms don't / doesn't in negative responses.

We use the Present Simple to talk about
- things that are always true
- repeated actions
- verbs that describe thinking and feeling.

Water boils at 100°C.
She doesn't go to college on Fridays.
Do you think the amount of traffic will increase?
**Present Continuous**

**Positive**

- I am studying to be an engineer.
- You / We / They are studying to be an engineer.
- He / She / It is studying to be an engineer.

\[ \text{subject} + \text{am / are / is} + \text{-ing form} \]

**Negative**

- I'm not starting the course until September.
- You / We / They aren't starting the course until September.
- He / She / It isn't starting the course until September.

\[ \text{subject} + \text{am / are / is} + \text{not} + \text{-ing form} \]

**Questions**

- Am I working on this project? Yes, I am.
- Are you / we / they working on this project? Yes, you / we / they are.
- Is he / she / it working on this project? Yes, he / she / it is.

\[ \text{am / are / is} + \text{subject} + \text{-ing form} \]

**Short answers**

- Haven't you finished the prototype? Yes, I have.
- Doesn't the prototype work? No, it doesn't.
- Won't the designs be ready in time? Yes, they will.

\[ \text{auxiliary verb} + \text{not} + \text{subject} + \text{main verb (+ object)} \]

Note: In short answers we use the full forms am / is / are in positive responses, and the short forms 'm not / aren't / isn't in negative responses.

We use the Present Continuous to talk about:
- things that are happening now
- things that are happening for a limited period of time around now.

*She's working at the Telford office today.*
*I'm studying to be a surveyor.*

Remember that we can use most verbs in both the Present Simple and the Present Continuous, except the verbs of thinking and feeling such as know, want, feel, think, like.

With the Present Continuous, we often use a time expression such as now, currently, at the moment, this year.

With the Present Simple, we can use expressions that refer to a specific point in time, such as on Tuesday, at nine o'clock

or adverbs and expressions of frequency such as usually, always, on Wednesdays, three days a week.

### 3 Question types

There are two main types of questions. Those which require a Yes / No answer, and information or Wh-questions, which ask for specific information.

**Yes / No questions**

These begin with an auxiliary verb, such as do, am / is / are, have / has, can, could, will, must, etc.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you finished the prototype?</td>
<td>Yes, I have.</td>
</tr>
<tr>
<td>Does the prototype work?</td>
<td>Yes, it does.</td>
</tr>
<tr>
<td>Will the designs be ready in time?</td>
<td>Yes, they will.</td>
</tr>
</tbody>
</table>

\[ \text{auxiliary verb + subject + main verb (+ object)} \]

**Negative**

- Haven't you finished the prototype? No, I haven't.
- Doesn't the prototype work? No, it doesn't.
- Won't the designs be ready in time? No, they won't.

\[ \text{auxiliary verb} + \text{not} + \text{subject} + \text{main verb (+ object)} \]

**Information questions**

These begin with question words, such as what, who, when, where, why, which, and how. We can use how in other combinations, such as how much, how many, how long, how far, how safe, etc.

The question words what, which, how much, and how many can be followed by a noun.
What do you think of this solution?

How many machines has the company bought?

= question word (+ object) + auxiliary + subject + main verb

In the two sentences above, the question word is the object of the main verb. Note that what, who, which, how much, how many can also be the subject of a question. In this case, the word order is the same as in a positive sentence.

Which solution works best?

How many machines are in here?

Who designed the prototype?

= question word (+ subject) + main verb

4 **used to, used for, made of, made from**

We use used to and used for to describe how materials are used. We use made of and made from to talk about the materials that a product consists of.

**used to**

Rubber is used to make the pedals.

= subject + is / are used to + infinitive

**used for**

Leather is used for making footballs.

= is / are used for + -ing form

We can use used to and used for in a similar way. *Nylon is used to make / used for making a lot of different products.*

Note: Don’t confuse these expressions with be used to + -ing form, which means ‘be accustomed to’.

**made of**

Some bottles are made of plastic.

= subject + is / are made of + noun

**made from**

Steel is made from iron and carbon.

= subject + is / are made from + noun

Made from emphasizes the result of a process, while made of simply lists the materials that a product consists of. However, in practice, these expressions are often used to have the same meaning.

Some bottles are made of / made from plastic. Steel is made of / made from iron and carbon.

5 **Time clauses**

We use when, as, before, after to show clearly the order in which different events happened. The part of the sentence that begins with the time expression is called the ‘time clause’.

**when**

We use when to refer to actions that happen at almost the same time. One action is an immediate consequence of another. Note that when the time clause comes first, it must be followed by a comma. *When you turn the handle, the wheel starts to move.*

We can change the two parts of the sentence around, but when must always come before the first action in the sequence of events. *The wheel starts to move when you turn the handle.*

When the time clause comes later in the sentence, we do not use a comma to separate the two clauses.

**as**

We use as to talk about two actions that happen at the same time. The position of the time clause can change, in the same way as for when. *As the wheel turns, it generates electricity.*

The wheel generates electricity as it turns.

Note that in the second as sentence, we need to use a subject *the wheel*, because by changing the order of the clauses, it is no longer clear what it refers to.

**before and after**

Before and after also indicate the sequence of events, but there is not necessarily such a close time relationship as with when and as. Before and after simply indicate that one action happened at an unspecified time before another.

Again, the position of the time clause can change. *Before you operate the machine, you must read the manual.*

You must read the manual before you operate the machine.
Trevor Baylis developed his clockwork radio after he visited Africa. After he visited Africa, Trevor Baylis developed his clockwork radio.

Before and after can be followed by the -ing form instead of subject + verb. Before operating the machine, you must read the manual. After visiting Africa, Trevor Baylis developed his clockwork radio.

6 Describing function
We use used to, (used) for, used as to describe the function of an object in positive and negative sentences, and in questions.

used to + infinitive
A torch is used to provide light. Tasers aren't used to protect computers. Is a baton used to monitor criminals?

(used) for + -ing form
This expression has the same meaning as be used to + infinitive. Handcuffs are (used) for restraining someone. The baton isn’t (used) for monitoring criminals. Is a PIN (used) for protecting cards?

Note that although we can leave out used in be used for, we cannot leave out used in the expression be used to.

Note: Don’t confuse these expressions with be used to + -ing form, which means ‘be accustomed to’.

used as + noun
This expression also describes the purpose of an object, to show that it is similar to the function of another object. The belt is used as a weapon. The handcuffs aren’t used as a weapon. Is the torch used as a signal?

We cannot use this expression if the two objects have exactly the same function.

NOT A torch is used as a light.

7 Present Passive
One way to describe processes is to use the Present Simple. The plastic travels through the barrel. The mould is now cool.

However, it is more common to use the Passive. This is because, when talking about a process, it is often not important or relevant to mention who performs an action.

Some verbs, such as verbs which do not take an object, e.g. travel, or verbs of thinking and feeling, e.g. be, cannot usually be used in the Passive.

NOT The plastic is travelled through the barrel.

Present Passive

Positive

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>object</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dough</td>
<td>is cut</td>
<td>into loaves.</td>
</tr>
<tr>
<td>The loaves</td>
<td>are left</td>
<td>to cool.</td>
</tr>
</tbody>
</table>

Negative

= subject + am / is / are + past participle

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>object</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plastic</td>
<td>isn’t melted</td>
<td>by the hydraulic fluid.</td>
</tr>
<tr>
<td>The screws</td>
<td>aren’t pushed</td>
<td>back by the ram.</td>
</tr>
</tbody>
</table>

Questions

= Question word + am / is / are + subject + past participle

| Is the hopper | filled | with plastic? | Yes, it is. No, it isn’t. |
| Are the loaves | sent | to the shops? | Yes, they are. No, they aren’t. |

How is the plastic melted?

= Am / Is / Are + subject + past participle

Although in general contexts the Passive can have I / you / we as the subject, when talking about processes the subject is generally the pronoun it or they, or a singular or plural noun.

Note: The Passive can be followed with by if we need to clarify who or what has caused the action.
8 Prediction: will, may, might

will
We use will to talk about future developments that we are certain about.

Positive
One sensor will stop the driver falling asleep.

= subject + will + infinitive

Negative
Traffic congestion will not be an easy problem to solve.

= subject + will not (won't) + infinitive

Questions
How will the car of the future be powered?
Will the car of the future be very different?

= (question word + ) will + subject + infinitive

may and might
We use may and might when we are less certain about future developments, i.e. when we think something is possible rather than definite. May is more formal than might, but there is little difference in the level of possibility they contain.

Positive
A hybrid car may/might be the best choice.

= subject + may/might + infinitive

Negative
A noise-free bike may not/might not be popular with bikers.

= subject + may/might + not + infinitive

Questions
Might hydrogen fuel cells get cheaper?
How might the car of the future be powered?

= Might + subject + infinitive

We can use the short form mightn't in spoken English, but there is no short form for may not.

Traffic congestion mightn't be an easy problem to solve.

May is not used when we are asking people for their opinions, in order to avoid confusion with may in requests.

9 Safety signs and safety advice

There are several ways of giving instructions and advice in safety signs and notices.

No + -ing or noun
This is a direct command to the public, and is found on signs in a range of general and industrial contexts.

No smoking
No admittance

Imperative
This type of command is not as strict as no + -ing, and can be found in more informal signs, or in safety handbooks.

Positive
Wear a safety helmet.

= infinitive

Negative
Do not smoke here.

= Do not + infinitive

The short form of Do not is Don't. This is used commonly in spoken English and in more informal advice or commands.

Don't keep your mobile phone switched on.

We can use always and never to make a command stronger. In a positive command, always comes just before the verb.

Always check the filters.

In a negative sentence, never replaces do not / don't.

Never operate the chainsaw without ear protection.
must

Must expresses a strong obligation, and authority, and is used in both the Active and Passive. Remember that must does not change in the he / she / it forms.

Active form

You must wear a safety helmet.

Unauthorized persons must not use this machine.

Passive form

Eye protection must be worn.

Fire extinguishers must not be used in this area.

We can also use always and never with must. In both the Active and Passive, always and never follow must.

You must always wear a hard hat when work is going on overhead.

Personnel must never leave this equipment switched on.

High visibility clothing must always be worn in this area.

Chemicals must never be stored near open flames.

10 Relative clauses

We use a relative clause as a means of joining two pieces of information together within one sentence.

The Ultracane is a device. This device helps blind people.

Relative clause: The Ultracane is a device which helps blind people.

A cardiac patient is a person. The person is being treated for a heart problem.

Relative clause: A cardiac patient is a person who is being treated for a heart problem.

In relative clauses, we use the relative pronouns who when the subject is a person, or which when the subject is an object.

Note that the subject of who and which can be singular or plural.

Ultracanes are devices which help blind people. Cardiac patients are people who are being treated for heart problems.

There are two types of relative clause: defining and non-defining.

Defining relative clause

This tells us information about an object or person that identifies them.

This is a scanner which reads books. (= there are several types of scanner, and this is one that reads books)

There's the lab technician who works in the laboratory with me. (= there are several lab technicians, and he / she is the one that works with me)

Non-defining relative clause

This tells us supplementary information about an object or person. The relative pronoun who or which is always preceded by a comma.

This is a scanner, which reads books. (= there is only one type of scanner, and it happens to read books)

There's the lab technician, who works in the laboratory with me. (= there is only one lab technician, and he / she works with me)

11 should / shouldn’t

We use should and should not (shouldn't) to give advice and to offer an opinion.

Positive

You should keep your password safe.

= subject + should + infinitive

Negative

People shouldn't download illegally.

= subject + should + not (shouldn’t) + infinitive

Questions

Should I update my virus protection software every month?

Short answers

Yes, I / you / he / she / it / they should.

No, I / you / he / she / it / they shouldn’t.

= Should + subject + infinitive

What should I do?

Who should I complain to?

= question word + should + subject + infinitive
We do not use the auxiliary *do / does* to form the negative and questions.

*Do / does* should not be used:
- to form the negative.
- to form questions.

They *don’t* download illegally...

When we use *should* to give an opinion, we use *I think / I don’t think + subject + should*.

*I think you should buy the camera with 4 megapixels. I don’t think children should play violent video games.*

In the second sentence above, it is also possible to say *I think + subject + shouldn’t*:

*I think children shouldn’t play violent video games.*

but this form is not as common as the first sentence.

**12 Past Passive**

We use the Past Passive to talk about systems and processes in the past. As with the Present Passive (Unit 7), we use the Past Passive when the action is more important than the agent, or where the agent is not known.

**Positive**

Welding was done by hand.

= subject + *was / were* + past participle

**Negative**

Cars were not inspected by robots.

= subject + *was / were* + past participle

**Questions**

Were designs produced on computer?

= *Was / Were* + subject + past participle

**Short answers**

Yes, they were. No, they weren’t.

We can use *by* after a Passive form to say who or what caused the action in a process.

*Supplies were ordered by staff, not by computer.*

**13 Past Simple v Present Perfect**

### Past Simple

**Positive**

I / You / He / She / It / We / They *texted* her an invitation.

= subject + Past Simple

**Negative**

I/ You / He / She / It / We / They *didn’t* in work Signals.

= subject + *did not (didn’t) + infinitive*

**Questions**

Did you work mainly indoors?

= Did + subject + infinitive

*We use the Past Simple to talk about an action that happened at a particular point in the past.*

*I operated different types of equipment. (= it is clear that this person no longer operates different types of equipment)*

*With the Past Simple we can use expressions such as in + year, month, season, before, and after.*

### Present Perfect

**Positive**

I have seen many changes in telecommunications.

= subject + *have / has* + past participle

**Negative**

She hasn’t emailed me today.

= subject + *have / has not (haven’t / hasn’t)* + past participle

**Questions**

Have you spent time in the army?

= Yes, I / you / we / they *have.*

Yes, he / she / it *has.*

No, I / you / we / they haven’t.

No, he / she / it hasn’t.
Have / Has + subject + past participle

We use the Present Perfect to talk about actions or experiences that happened during a period of time from the past to the present. It is not important when they occurred.

I've operated different types of equipment. (= at some point in this person's life, they have operated different types of equipment, and possibly still do)

We can begin talking about a topic in the Present Perfect, then use the Past Simple to add details about when something happened.

I've worked in Signals since 2003. Before that, I was a Mechanic.

for / since

We can use both the Past Simple and the Present Perfect with for, and the Present Perfect with since to answer the question How long?

for + period of time, to say how long a period of time lasted: for eight months, for two hours

since + point in time to say when a period of time started: since 2 o'clock, since 1993, since yesterday

Present Perfect: I've been here for a few months.
Past Simple: I was in the army for four years.
Present Perfect: I've worked here since I was eighteen.

14 Job requirements

In addition to the functions of giving instructions (Unit 9) and advice (Unit 11), we can use must and should to describe essential characteristics that are necessary for a job or role.

must

Positive

Candidates must speak French and German.

= subject + must + infinitive

Negative

Applicants mustn't have less than three years' experience.

= subject + must not (mustn't) + infinitive

Here, mustn't = it is a requirement of the job that candidates do not have less than three years' experience. Do not confuse this with don't have to + infinitive, which means that something isn't necessary.

Questions

Must candidates be British nationals?

<table>
<thead>
<tr>
<th>Positive</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I / you / he / she / it / they must.</td>
<td>No, I / you / we / they don't have to.</td>
</tr>
</tbody>
</table>

= Must + subject + infinitive

Note that in negative short answers, we say don't have to rather than mustn't, because we want to say that something isn't necessary.

should

Positive

You should have experience of working with this system.

= subject + should + infinitive

Negative

Applicants should not (shouldn't) have a hearing disability.

= subject + should not (shouldn't) + infinitive

Questions

Should applicants have a knowledge of public health issues?

<table>
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<tbody>
<tr>
<td>Yes, I / you / he / she / it / they should.</td>
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</tr>
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</table>

= Must + subject + infinitive

Note that the negative short answer is the same as for must. Must is generally stronger than should, and means that a requirement is essential rather than merely desirable.
15 Phrasal verbs

Phrasal verbs consist of a verb + adverb or preposition, such as in, out, up, down, off, on, which combine to form a single meaning. Phrasal verbs are used very frequently in both spoken and written English.

The meaning of the two words together is not always clear, for example put off = to postpone or to delay. Some phrasal verbs have more than one meaning:

- *carry out* = to perform an action
- *carry out* = to take away or to take outside

One verb can be combined with different adverbs or prepositions to make different phrasal verbs, e.g. *set off, set out, set up.*

When phrasal verbs have an object, the position of the object changes, if it is a pronoun.

Try to work out the answer.

or

Try to work the answer out.

But

Try to work it out.

NOT

Try to work out it.

Other verbs in this group include:

carry out, close down, cut down, fill in, find out, give up, look up, plug in, print out, put on, set up, shut off, switch on / off, take off, turn down / off, work out

However some phrasal verbs must put the object immediately after the phrasal verb, e.g.

Look for the information.

Look for it.

NOT Look it for.

NOT Look the information for.
Listening scripts

Unit 1

Listening – Technology and work

1 I can get patients' lab results – blood and biochemistry – through the Health Service intranet. No delays, no need to wait for paper copies. It's much faster.

2 My students can use the Internet to practise their German. They exchange emails with German students – half the time in English, half in German. It's more realistic. And I can use the Web to get up-to-date material in German. I have a satellite receiver at home so I can watch German TV and record programmes for use in class.

3 People pay with plastic. Now it's more cards than cash. It's safer because there's less money in the shop but I have to pay the card companies each time. And I don't get my money if someone uses a stolen card.

4 It's not good. My sales are much worse. Instead of buying CDs, people download individual tracks from the Internet.

Pronunciation – Word stress

1 machine 7 technician
2 machinery 8 technology
3 mechanics 9 electron
4 mechanic 10 electronics
5 mechanical 11 electrical
6 technical 12 electrician

Unit 2

Listening – The course – part 1

I=Interviewer, A=Alec

1 You're doing an HND in Civil engineering. How long does that last?
A It's a two-year course.
I And what stage are you at now?
A I'm in the second semester of the first year.
I How many students are in the group?
A There are eight, all men.

The course – part 2

1 Tell me about your timetable.
A I have classes three days a week – Monday, Wednesday, and Friday, and Self-study on the other days.
I Which subject appeals to you most?
A Er, the Theory of structures. I really enjoy it. That's twice on a Monday – Monday morning first thing and on Monday afternoon.
I What do you like about it?
A I like the maths and physics side of it, how the structure actually works.
I Is any of the work in the lab?
A We've got Materials this semester. We're in the lab every week – testing concrete and that sort of thing. On Fridays, there's Project work from 11.15 for most of the day. I've been at a structural engineering company learning how a civil engineering project is run.
I What's the company working on?
A They're turning an old office building into a nightclub, restaurant, and five-star hotel. It's interesting to get on site and to speak to the engineers.
I What's Complex communications on Wednesday?
A Before and after lunch? It's about language. You have to pick something to do with engineering and write a report about it. Then present it to the other students.
I What have you chosen?
A I'm doing a project on a new bridge over the Forth, right here in Scotland. There's a lot of public opposition.
I Do we need a new bridge?
A Yes, the research I've done shows the present bridge is carrying ten times the amount of traffic it was designed for.
I What's Fluid mechanics on Friday morning?
A Er, it's how fluids behave, water pressure on pipes, and that sort of thing. It's one of the hardest subjects.
I Do you find you have a lot of work to do outside the course?
A Yes, it's not particularly hard but it's constant.
I And how is it assessed?
A It's modular, continuous assessment. You have to pass all the modules.

The course – part 3

1 What do you hope to do at the end of your course?
A Well, I want to go on to do the degree.
I What kind of degree will you take?
A I'd like to do Structural engineering. a BEng. I've got acceptance from two universities. I can start once I've finished one year of my HND.
I How long will it take?
A It's four years for a BEng.
I When you start work as a Civil Engineer, what do you want to build – houses or big structures like bridges and roads?
A I'm more interested in the big structures like bridges.
I You may have to go overseas for that.
A That's one reason why I chose this career. That you can travel. There's a lot of opportunities to go overseas.

Pronunciation – Strong and weak forms of auxiliary verbs

1 Does Alec like Maths? Yes, he does.
3 Is he in his first year? Yes, he is.
2 Are there any women in his class? No, there aren't.
4 Can he start a degree after six months? Yes, it does.
I start with a design brief – a description of the problem I’m going to solve. In this case, it’s to design a backpack for cross-country skiers. Then I investigate, and do some research about cross-country skiers, the things they need to carry and the weight they find comfortable. I also think about the best choice of material – waterproof, hard-wearing, easy to work with. Next, I sketch different shapes for the backpack and choose what I think is the best solution. I transfer my sketch to a computer to make a proper drawing with all the dimensions in place. Then, I ask a company to realize it and make up some prototypes to test how well it works. Finally, I compare the product with the brief. I evaluate it by asking questions like; Does it meet all the requirements? Can I make it any better, or improve it somehow?

**Listening – Working with design**

**A Karl**

I design practical products for use in the home, especially the kitchen. When I’m designing, I think about the function of the object and how people will use it. Then I sketch my ideas on paper, starting with the shape. I make lots of these rough drawings until I get the shape that I want.

**B Martin**

I’m an industrial designer. I design mass-produced products. I always have to balance what people need and what it’s possible to make. I start with a sketch and when I’m happy with the result, I plan the basic layout on a computer. Then I print out technical drawings to make templates. I use the templates to cut out a model in foam plastic. This gives me an idea of the shape and look of the object.

**C Hilary**

I’m a product developer. I have to work with the designers on the one hand and the manufacturers on the other. And I have to keep both of them happy to get good designs which can be produced at prices people can afford. I get the drawings and models from the designers, talk to the manufacturers about the production, and work out the costings.

**Listening – Exchanging information**

**A OK, so tell me about the skateboard.**

**B Right. The body part is the deck.**

**A What’s it made of?**

**B Plywood. This means it’s light and strong.**

**A OK. What’s the difference between the front and back?**

**B The front is called the nose. And the back is the tail.**

**A Nose and tail. Right.**

**B There’s an angle of twenty degrees.**

**A What for?**

**B It helps the skateboarder perform tricks.**

**A Cool. So, what about under the board?**

**B These things are the trucks.**

**A What are they made of? Metal?**

**B Yes – sometimes it’s titanium for strength. The top is called the baseplate.**

The bottom is the hanger.

**A Got it. And the wheels – they’re plastic, right?**

**B Right. They’re made of polyurethane. The hardness varies. Very hard wheels are good for performance. Is that it?**

**A What about these? Are they springs, like a car suspension?**

**B Oh yes, they’re called bushings. They help you to turn the board ...**

**B ... I think I know a bit about the snowboard. Is it made of fibre-glass?**

**A Yeah, partly. But wood is used for the core.**

**B Really? How come?**

**A It gives the board strength but keeps it light. And it makes it flexible.**

**B OK. Is it the same on both sides?**

**A The base, the bottom, is covered with a kind of tough plastic.**

**B What’s it called?**

**A P-tex. It helps the board slide but it’s wear-resistant.**

**B Right. Important on snow. What about the edge? Is it made of p-tex as well?**

**A No, that’s steel. It helps the board grip the snow.**

**B When it turns and does tricks?**

**A Yeah, I suppose so.**

**B OK. Oh, and these straps – are they made of nylon?**

**A Yeah. They’re called bindings. That’s it.**

**Switch on**

This is a wind pump. It’s used for pumping water from under the ground. As you can see, it’s a very simple mechanism. The wind turns the blades. This rotary movement is converted into an up-and-down movement by the crankshaft – just like the crankshaft in a car engine. The piston of the pump is connected to the crankshaft. As the blades rotate, water is pumped from the well.

It’s used in the developing world, for example in Africa and in parts of India. This particular wind pump is in Kenya. It can be used to provide drinking water or water for crops. This is an example of appropriate technology. It’s low cost. It doesn’t use...
expensive fuel. It’s made from inexpensive materials and it can be repaired easily. It’s the right technology for the situation.

**Pairwork**

This is a solar water distiller. It’s actually quite easy to make. It’s for producing clean, drinkable water from dirty water. It uses the heat of the sun. The still is filled with dirty water via the inlet at the base. The black bottom absorbs heat from the sun and warms the water. The reflector increases the amount of heat reaching the water. The heat helps to kill anything harmful in the water. The hot water evaporates and condenses on the inside of the glass cover. This condensed water is clean and safe to drink. The cover is tilted to the south so the condensed water runs down and collects in the fresh water trough. With a glass cover of about a square metre, the still can produce almost four litres of clean water every five hours. You have to clean out the still regularly to remove any sediment, but you can also use the cleaning water to irrigate plants.

**Pronunciation - Numbers and quantities**

1. a. three point one four two
   b. eleven hundred and fifty millimetres
   c. two hundred and fifty megabytes
   d. sixty gigabytes
   e. sixteen kilohertz
   f. thirty milliamps
   g. zero degrees Celsius
   h. seventy-three per cent
   i. twelve volts DC
   j. ten to the power six
   k. ten to the power minus twelve
   l. a ratio of forty to one

2. a. minus two hundred and seventy-three point one five degrees Celsius
   b. ninety-five point eight megahertz
   c. one hundred and ten volts AC
   d. two to the power twenty
   e. one million, forty-eight thousand, five hundred and seventy-six
   f. a ratio of one to eight
   g. sixteen millimetres
   h. zero point zero one
   i. thirteen point five per cent
   j. two hundred and fifty-six gigabytes

**Unit 6**

**Listening - Crime-fighting equipment**

As a police officer, technology helps me work safely and more efficiently. Every police officer who’s out on duty carries, or wears, plenty of equipment – both low-tech and high-tech. For example, we all carry a torch. It’s lightweight and metal, so not easily broken. It’s very useful. A lot of incidents happen in dark places, and you can use it to signal to traffic if there’s a traffic accident at night.

We all have handcuffs – still the simplest way to restrain someone. You can cuff their hands together, or cuff them to something solid like a gate or even to another person. The type we have are called ‘quickcuffs’ because you can use them very easily.

In the UK, not all police officers are licensed to carry firearms – guns and so on – but all of us have batons. They’re made from polycarbonate so they’re strong but not heavy to carry. They extend to keep people at a safe distance. We also have CS gas canisters. If someone gets violent, CS will incapacitate them for a short time. And we wear knife-proof vests, a kind of body armour made of Kevlar.

Some police forces are experimenting with stun guns, tasers, for use against suspects armed with a dangerous weapon, like a knife. They give a powerful electric shock.

We all carry radios so we can contact each other and police headquarters at any time. We can get help quickly or information about a suspect. And of course, we all have a notebook. The function of that is obvious!

**Unit 7**

**It’s my job**

I work in a large plant bakery. We make bread for supermarkets. Most of the bread people eat in the UK comes from plants like this. My job is to keep the plant running, to maintain all the machinery. If anything goes wrong, it’s my responsibility to get the plant going again.

The entire process is computer-controlled. These are the main stages. First, 225 kilogrammes of flour, water, yeast, fat, and other ingredients are mixed in a steel mixer for three minutes to make dough. Then the dough is cut into loaves, put into tins and left for 54 minutes in a prover for the yeast to work. After that, the loaves are baked in giant gas ovens for precisely 21 minutes. Next, they’re left to cool for 110 minutes, and then taken out of their tins using suction. Then they’re sprayed with a chemical to keep them fresh longer. Next, the loaves are sliced in a high-speed slicer with giant saw blades. Finally, they’re wrapped by the wrapping machine and sent to the supermarkets.

The process never stops. Our bakery produces 10,000 loaves per hour – that’s 240,000 per day!

**Unit 8**

**It’s my job**

I work for a Polish company which converts diesel engines to run on natural gas. They’re used in forklifts and tractors, but mostly in buses. Diesel-engine buses can produce a lot of pollution. The air quality in city centres is often quite poor. Natural gas-fuelled engines are much cleaner than diesel. The work that we do is helping to improve the air quality in our cities.

In the past few years, we’ve started to build gas-powered generators. They produce up to 100 kilowatts. They run on bio-gas from sewage treatment plants. They produce all the power the plant needs, and more. When there’s a power cut, people find it a bit strange that the sewage plant has all its lights on.

I travel quite a lot in my job. I help to install new generators all over the country and to provide support for bus companies who use our engines. We’re planning to export to other EU countries so I might have more opportunity to travel outside Poland and maybe use my English.
Pronunciation – Corrective stress

1 A Electric motors aren't very efficient.
B No, electric motors are very efficient.

2 A Hybrid cars have a diesel engine and an electric motor.
B No, hybrid cars have a petrol engine and an electric motor.

3 A Hydrogen fuel cells are cheap.
B No, hydrogen fuel cells aren't cheap.

4 A Most car drivers are happy to use public transport.
B No, most car drivers aren't happy to use public transport.

5 A LPG cuts down pollution a lot.
B No, LPG cuts down pollution a little.

6 A ASVs are more dangerous for pedestrians.
B No, ASVs are safer for pedestrians.

7 A Solar-power is the answer to our transport problems.
B No, solar-power isn't the answer to our transport problems.

8 A Air travel is good for the environment.
B No, air travel isn't good for the environment.

9 A Trains and cars are examples of public transport.
B No, trains and buses are examples of public transport.

Unit 9

It's my job

I'm self-employed but I work with three other guys as a gang - that's like a team. We get contracts from construction companies, maybe a few weeks, maybe a year. It depends on the size of the building. You have to be prepared to travel wherever the work is but the money is good. There are bonuses too, for finishing ahead of schedule.

What we do is we build the steel frames of all sorts of buildings. I've worked on supermarkets, warehouses, and multi-storey buildings, including one that was 30 storeys high.

Everything is pre-fabricated. The steel is cut to the right size and drilled before it comes to the site. We have to bolt or weld the pieces together. It sounds easy but try lining up a one-tonne girder swinging from a crane on a winter's day when you're a hundred metres up! We like to work fast, and to do that you need ground people who make sure everything reaches you in the right order, and a crane operator who can deliver on the spot - right where you need it.

On a typical day, I could be working a twelve-hour shift. If you're high up, you don't come down for tea-breaks. Everything you need is up there – canteen, toilets.

Is it dangerous? Well, yes, but there are a lot of safety precautions. We have to wear a safety harness with a lifeline. There are safety cables slung round whichever floor you're working on, and you clip on to one as soon as you start. There's a safety net underneath the floor until the deck is down. For me, the most dangerous time is moving the girders into the right position. You could be crushed.

I'd like to set up my own construction company eventually, and employ others to do this kind of work.

Pronunciation – Linking words

1 a door opener
3 a curtain opener
2 a window opener
3 a personal alarm
4 a remote control
5 a light switch
6 a domestic appliance
7 a gear box
8 a diesel engine
9 a digital radio
10 an MP3 player

Unit 10

It's my job

My special area is electronic assistive technology, or EAT for short. I work for a company which makes equipment to help severely disabled people. I mean people who can't walk, people who have very limited movement – perhaps they can move only their head.

We make equipment which helps these people to live as independently as possible. By moving their chin, by blowing down a tube, or simply by speaking, they can send an email, adjust the temperature in the room, or operate a TV.

In this kind of work, you need a knowledge of mechatronics. That's where mechanics, electronics, and software engineering meet. Take a page-turner, for example. It's a device which turns the pages of a book or magazine. The input can be a pneumatic switch - that's a switch worked by air pressure. You operate it by sucking or blowing down a tube. These signals are interpreted by a microprocessor which controls the mechanism which turns the pages. That mechanism uses electrical and mechanical devices. All three branches of engineering combine to make it work.

It's an exciting job. Each development in technology means new possibilities for disabled people.

Pronunciation – Stress in long words (1)

1 aluminium g precaution
b component h prefabricated
c construction i reinforced
d defective j skyscraper
e installed k temperatures
f powered l visibility

3 1 appropriate emergencies
developing kilometre
2 automatic horizontal regulation
exploration polystyrene unfamiliar
designated helicopter supermarket
generator operator
Unit 11

Listening – Opinions

I=Interviewer, M=Max, S=Sam

I Max, how do you listen to music?
M Live, of course. But I also listen to music online. I go to Napster and search for music I like.
I Can you listen first and decide if you want to pay for a track?
M Yes, if you don’t like it you can skip it. If you do like it, you can download it to your hard drive or burn it to a CD.
I Sam, how do you listen to music?
S CDs, albums, MP3 player, minidisks sometimes, and online. You can have music now anytime and anywhere you want it.
I What’s so special about this way of listening?
S You can make your own music library on your hard drive or MP3 player. You can have a playlist of tracks you listen to when you get up, or a playlist for when you travel to work, or when you want to relax in the evening. Some MP3 players will decide what you like listening to and arrange the tracks for you. You can exchange tracks with friends – it’s illegal but everybody does it.
I I read that more than seven million people here in Britain regularly download their music from illegal sites.
M That’s just theft on a huge scale. It’s damaging music – music for the future. It cheats the musicians and the recording companies. People who download illegally are buying fewer albums and far fewer singles. It’s hurting the music industry.
I Is it just teenagers who’re doing this?
M No, it’s all sorts of people.
I What should the music industry do?
M Set up their own sites for selling music online. Go after anyone who downloads illegally.
I What do you think, Sam?
S CDs are over-priced. I don’t see why we shouldn’t share tracks with friends.

Unit 12

Listening – Describing changes

L=Laura, J=Journalist

L Well, we’re much more efficient now. In the past, cans were made from three pieces of metal: sides, top, and bottom. Now, it’s just two. The sides and bottom are made from one piece. It’s a much faster process and less metal is used. We used to get 50 cans from every kilo of aluminium, now we get 75 – and half the aluminium is from recycled cans.
J OK. What about other changes? Is there anything the average customer would notice?
L Well, we’ve introduced pull tabs on all our range, so can openers are almost a thing of the past. In the past, paper labels were applied at the canning plants. Now we can print directly onto the can whatever our customers want.
J What about your workforce? Any changes there?
L Our workforce is smaller. About half the number who were employed ten years ago.

Unit 13

It’s my job

I’m a Telecommunications Technician. I work for a company which provides phone systems for business use, especially banks. I’ve been with the company for eight years. Before that, I was in the army for four years. I joined when I left school. I was in Signals. They trained me to set up and maintain mobile communications equipment – satellite dishes, antennas, VHF radios, that sort of thing. I enjoyed my time in the army – mostly because I travelled quite a lot. I’ve been to Norway, Kenya, and Belize.
I’ve seen quite a few changes in phone systems. We’ve replaced copper cables...
with fibre-optic networks. The most important one now is the change to VoIP. That's Voice over Internet Protocol. Basically, it's a system that allows voice signals to be sent via the Internet. You can make long distance calls cheaply.

In general, telecommunications equipment has become more complex, more powerful in the data it can handle – and lighter. My job used to be 70% brain and 30% muscle. Now, it's 90% brain and 10% muscle!

Most of my work is indoors though. It's not just installing and testing equipment – I have to explain to clients how to use the new systems. Being able to explain quite complicated technology in simple terms is an important part of my work. That's one of the things I enjoy most. Sometimes I have to work outdoors to bring a line into a building or fix a dish on the roof. It's great in summer but it's not much fun if it's pouring with rain!

Pronunciation – Past Simple v Present Perfect

1. They've spent time in the army.
2. I've texted him an invitation.
3. He's faxed me a reply.
4. Todd phoned the office.
5. She emailed me twice.

Customer care – Explaining in simple terms

The CD and the DVD are both types of media for storing information. They look exactly the same. They're the same size and shape but they have different storage space. The DVD can store a lot more than the CD. Erm, so you would tend to use CDs for storing text and sound whereas if you want video, which takes a lot more space, you would tend to use DVD. The way that the information is stored on CDs and DVDs, written to them and read from them, is different so you need different drives for reading and writing to them. Both of them are optical devices. They use laser light. A DVD drive can read and write to CDs but a CD drive can't read or write to a DVD.

Unit 14

Pronunciation – Stress in long words (2)

1. a) computer g) prototype
   b) co-operative h) simulator
   c) download i) supercomputer
   d) hydraulic j) telecommunications
   e) microprocessor k) ultrasound
   f) petroleum l) vibrate

2. animator environment
   ant clockwise indicator
   capacity information
   dependable motivated
   development peripheral
   energetic simulation
   enterprising ventilated
   entertainment

Unit 15

Listening – Predictions

I=Interviewer, L=Lianne, S=Stefan

I This week on The monitor, we have Lianne Bradley and Stefan Werner with us. They're both futurologists. They advise companies on the most likely future trends. Our topic is the future of technology. Lianne, what's your view about the way things will go?

L On the plus side, good things will happen in health. Computers will find out what's wrong with us by asking questions and carrying out tests. Robots will operate on us with better precision than humans. However, as always with technology, we'll find new military uses. We'll get better at killing each other from a distance with unmanned aircraft and smart weapons programmed to recognize their targets.

In telecommunications, we'll make our phone calls through the Internet. Everybody will be able to be a reporter. If you see anything important, you'll be able to transmit it to the rest of the world. In computing, the keyboard will disappear. Everything will be voice-operated. In our homes, we might also have voice-operated domestic appliances. We'll tell the oven how we like our pizza and it will remember the next time we ask it to bake one. I'm not optimistic about the developing world. Poorer countries will fall further behind unless they can invest heavily in education.

I Mm-hm. Stefan, where do you think there'll be big changes?

S The greatest changes will take place in IT. I'll name just a few. Computers will be faster and more powerful, and they'll be everywhere including in the clothes we wear. Wearable computers will give us directions, act as phones, and search the Internet for information we want. They'll find real answers, not just a list of web pages to try. On the downside, I expect digital crime will increase. For example, stealing someone's identity to get into their internet bank account or creating a virus to close down a business. In
transport, I think we'll see the development of cheaper fuel cells so that cars and motorbikes can run on hydrogen. I don't agree with Lianne about the developing world though. Developing countries will go straight to the new technologies without working through the old. We've seen this already with mobile phones in Africa. Instead of developing lots of expensive land lines first, African countries have gone straight to mobile phones. New technologies will help to produce better crops and will require little expensive energy.

1 Thanks, and speaking of energy, how do you both suppose energy requirements will be met in the future?

Pronunciation – Linking in phrasal verbs

1 Set it up.
Cut them off.

2
  1 Line them up.  6 Shut it down.
  2 Give it up.    7 Start it up.
  3 Work it out.  8 Print them out.
  4 Switch it off. 9 Plug it in.
  5 Find it out. 10 Turn it on.
Vowels

\[ \text{i:} \quad \text{screen} \]
\[ \text{i} \quad \text{accuracy} \]
\[ \text{e} \quad \text{chip} \]
\[ \text{æ} \quad \text{network} \]
\[ \text{ə:} \quad \text{alloy} \]
\[ \text{o} \quad \text{bonding} \]
\[ \text{ə} \quad \text{former} \]
\[ \text{ʊ} \quad \text{function} \]
\[ \text{u:} \quad \text{cool} \]
\[ \text{u} \quad \text{evaluate} \]
\[ \text{ʌ} \quad \text{buckle} \]
\[ \text{ɜ} \quad \text{convert} \]
\[ \text{ə} \quad \text{grinder} \]
\[ \text{ɛ} \quad \text{delay} \]
\[ \text{ɑ} \quad \text{bonus} \]

Consonants

\[ \text{p} \quad \text{pulley} \]
\[ \text{b} \quad \text{barrel} \]
\[ \text{t} \quad \text{tagging} \]
\[ \text{d} \quad \text{dish} \]
\[ \text{k} \quad \text{code} \]
\[ \text{g} \quad \text{grip} \]
\[ \text{ʃ} \quad \text{charge} \]
\[ \text{ʒ} \quad \text{wear} \]
\[ \text{ʃ} \quad \text{fuel} \]
\[ \text{v} \quad \text{virus} \]
\[ \text{θ} \quad \text{thrust} \]
\[ \text{ð} \quad \text{leather} \]
\[ \text{s} \quad \text{support} \]
\[ \text{z} \quad \text{supervise} \]
\[ \text{f} \quad \text{dish} \]
\[ \text{ʃ} \quad \text{corrosion} \]

accelerator /əkˈseɪlərətə(r)/ n the foot pedal of a car that controls the speed
accuracy /ˈækjərəsɪ/ n precision, exactness, or correctness
adaptor /əˈdæptə(r)/ n a device which allows electrical equipment to be used in conditions other than those it was designed for
aerodynamic /ˌɛərəˈdænomɪk/ adj designed to reduce wind resistance
affect /əˈfekt/ v to influence something or cause a change in something
alloy /ˈælɔɪ/ n a metal that consists of two or more different metals mixed together
animator /ˈænɪmeɪtə(r)/ n an artist who makes drawings or models appear to move as if they were alive
antenna /ænˈtɛnə/ n an aerial for sending or receiving signals
architecture /əˈtʃɪktʃər/ n the science of designing buildings
artificial /ɔːtɪˈfɪʃl/ adj made as a copy of something natural; man-made
assembly line /ˈæsməli ˈleɪn/ n an arrangement of machines and workers to create a product
automatic /əˈtɒmətɪk/ adj able to work by itself
automatically /əˈtɒmətɪkli/ adv working by itself without human intervention
barrel /ˈbærəl/ n a hollow, usually cylindrical, machine part
bearings /ˈbeərɪŋz/ n machine parts that are designed to reduce friction between moving parts
blade /ˈbleɪd/ n the cutting part of a machine or tool
blurred vision /ˈblɜːrd ˈvɪʒən/ n inability to see things clearly
body armour /ˈboʊdɪ ˈɑːmər/ n protective covering
bonding /ˈbɒndɪŋ/ n sticking things together using adhesive
bonus /ˈbuːnəs/ n an additional amount of money added to wages as a reward
broadband /ˈbroʊdbænd/ n a system that allows large amounts of electronic data to be sent at high speed
buckle /ˈbʌkl/ v to be forced out of shape by heat
CV /ˈsiːˈviː/ n (curriculum vitae) a written record of your education and the jobs you have done that you send when you are applying for a job
CADCAM /ˌkeɪdəˌkeɪmən/ n Computer-aided design and Computer-aided manufacturing
calculate /ˈkælkjəleɪt/ v to use numbers to find out a total number, amount, distance, etc.
career /ˈkærɪər/ n a job or profession for which you are trained
carpentry /ˈkaːpətri/ n making things from wood; the work of a carpenter
charge (batteries) /tʃɑːdʒ ˈbætəriz/ v
to cause batteries to take in and store electricity
chip /tʃɪp/ n a small electronic component containing an integrated circuit; a microchip
CIM /ˈsɪm/ n Computer-integrated manufacturing
cladding /ˈklædɪŋ/ n the material used for the external lining of the building
clip /klɪp/ n a short piece of a longer recording of sound or film
CNC /siːˈɛnʃiː/ n Computer numerical control
code /kəʊd/ n a set of programme instructions
coil /kɔɪl/ n wire formed into a continuous series of circles to carry an electrical current
colour-blind /ˈkʌlər blaɪnd/ adj unable to see the difference between certain colours
compatible /kəmˈpætəbəl/ adj able to work together
competences /ˈkɒmpətənsiz/ n the abilities or skills needed for a particular task or job
complex /ˈkɒmplɛks/ adj complicated; not simple
composites /ˈkɒmətɪsɪz/ n fibre-reinforced plastics; materials made up of different materials
compress /kəmˈpres/ v to make computer data take up as little space as possible
compression /ˈkɒmprɛʃən/ n the process of forcing a substance into less space, and therefore increasing its internal pressure
computer file /ˈkɒmjuːtər ˈfiːl/ n a collection of information stored under a particular name in a computer
congestion /ˈkɒŋgestʃən/ n the state of being too full of traffic
construction /ˈkɒnstrʌkʃən/ n building; the work of the building industry
convert /kənˈvɜːt/ v to change something from one form or system to another
cool /kuːl/ v to transfer heat from something
corrosion /ˈkɔrəʊʒən/ n destruction or damage caused by chemical action
costings /ˈkɒstɪŋz/ n a calculation of the cost of design and manufacture of a product
course /kɔːrs/ n a programme of study in a particular subject
crankshaft /ˈkreɪŋkʃaʊt/ n the main shaft of an engine, which is driven by the cranks or cam rods and transforms rotating movement into up and down movement, or up and down movement to rotating movement
customized /ˈkɒstəmaɪzd/ adj built or changed according to what a particular customer wants
decking /dɛkɪŋ/ n sheets of material used to make a platform
defect /diːˈfɛkt/ n a fault or imperfection
delay /dɪˈleɪ/ n a problem that makes something slow or late
detect /dɪˈtekɪt/ v to notice or discover something
dish /dɪʃ/ n a directional antenna with a concave surface
domestic appliance /ˈdɒmɛstɪk əˈplaɪəns/ n a machine or gadget for use in the home
download /dəʊnˈləʊd/ v to transfer data to your computer from the Internet
efficient /ɪˈfɪʃnt/ adj working well or quickly, without waste
engage (gears) /ɪnˈɡeɪdʒ/ v when gears engage, they fit together and start to work
escape /ɪˈseɪp/ v to get away from something
evaluate /ɪˈvɛljuːt/ v to judge the value of something
exhaust gas /ɪɡˈzaʊt ɡɑːs/ n waste gas discharged from an engine
experience /ɪksˈprɪərɪəns/ n knowledge gained by doing something
exploration /ɪkˈsploʊrəʃən/ n travel that is done in order to find out about new places, to find resources such as oil, etc.
extrusion /ɛksˈtrjuːʒən/ n the operation of producing solid and hollow sections by forcing material through a die
flammable /ˈflæməbl/ adj that can be set on fire
flexible /ˈfleksɪbl/ adj that can bend or be bent easily
former /ˈfɔːmər/ n something that is used to provide shape, that can be removed after use
fuel /fjuːl/ n petrol or other material that is used to produce power by burning
fuel cell /fjuːl sɛl/ n a battery which produces electricity by combining a fuel with oxygen
function /ˈfʌŋkʃən/ n the purpose or use that something has
games console /ˈɡeɪmzˌkɒnsəʊl/ n an electronic device designed for playing video games
generate /dʒenəreɪt/ v to produce electricity
glider /ˈɡlɪdə(r)/ n a beam, usually steel, that bridges an open space
give up /ˈɡɪvˌʌp/ v to stop having or doing something
global warming /ˈɡləʊbl ˈwɔːrmɪŋ/ n a rise in the temperature of the earth's atmosphere
GPS /ˈɡeɪps/ n Global positioning system; a system that uses satellite signals to show you your exact position
grinder /ˈɡraʊndə(r)/ n a machine that uses an abrasive to remove material from a hard surface
grip /ɡrɪp/ n ability to hold onto a surface; the way in which you hold something in your hand
guard /ɡɜːrd/ n a safety device that covers part of a machine in order to prevent injury
hack /hæk/ vi if you hack into a computer system, you access it without permission, for example in order to steal something
hard disk /ˈhɑːd dɪsk/ n a mass storage device for digital data
hardware /ˈhɑːdwɛə(r)/ n the electronic and electrical parts of a computer
hopper /ˈhɔpə(r)/ n a funnel through which plastic beads pass to the barrel in an injection-moulding machine
hybrid /ˈhɪbrɪd/ adj (used about cars) using two different forms of power
hydraulic /ˈheɪdrəlɪk/ adj operated by the pressure of water or another fluid
image /ˈɪmɪdʒ/ n a picture
in orbit /ɪnˈəːbɪt/ adv moving round the earth in space
incapacitate /ɪnˈkeɪsɪteɪt/ v to make somebody unable to do anything
ingredients /ɪnˈɡrɪdiənts/ n the things that are put together to make something
innovation /ɪnˈnəʊveɪʃn/ n a new idea, method, or invention; the introduction of new things
inspect /ɪnˈspekt/ v to examine
interact /ɪntəræk/ v to have an effect on something or somebody else by being or working together
interview /ɪntəˈvjuː/ n a formal meeting at which somebody is asked questions to see if they are suitable for a particular job
intranet /ɪnˈtraʊənt/ n a computer network that is private to a company or organization
inVESTigate /ɪnˈvestɪɡeɪt/ v to study and try different things in order to find the solution you want
joystick /ˈdʒɔɪstɪk/ n an upright handle that is moved to control the operation of something
lab /leɪb/ n a laboratory; a special building or room for studying science subjects
laminate /ˈlæmɪneɪt/ n a strong material made by joining many thin sheets of material on top of each other
lifeline /ˈlɪflɛn/ n a safety device used to attach a worker to a secure point
lighting /ˈlaɪtnɪŋ/ n the system, arrangement, or equipment that lights a room, or the quality of the light produced
liquefied /ˈlɪkwɪfaɪd/ adj changed into a liquid
low-tech /ˈləʊˌtek/ adj using simple technology
machine tool /ˈməʃɪn tuːl/ n a power-driven tool for cutting or shaping metals, wood, etc.
machining /ˈməʃɪnɪŋ/ n cutting or shaping metals or wood by machinery
maintenance /mɛntəˈneɪʃn/ n regular checks and repairs done to keep something in good condition
manufacturer /mənˈdʒʌŋ fəktəˈrɑːr/ n a firm that makes goods
manufacturing /mənˈdʒʌŋ fəktəˈreɪnɡ/ n making or producing goods by machinery or other industrial process, usually in large quantities
mass-produce /ˈmeɪs prəˈdjuːs/ v to manufacture something in large quantities
missile /ˈmaɪsəl/ n an explosive flying weapon, with its own engine, that can be aimed at a distant object
model /ˈmɒdl/ n a three-dimensional image or prototype used as part of the design process
monitor /ˈmɒnɪtə(r)/ v to watch and check something over a period of time
motion sensor /ˈməʊʃən ˈsɛnsə(r)/ n a device which detects movement
mould /mɔːld/ n a shaped container into which you put soft material or liquid, which becomes solid in the shape of the container when it is cooled
network /ˈnetwərk/ n a number of computers and other devices that are connected together so that equipment and information can be shared
off-shore /ˈɒf ʃɔː(r)/ adj in the sea, at a distance from the shore
off-site /ˈɒf saɪt/ adv away from the workplace
online /ˈɒn lʌn/ adv using the Internet or existing on the Internet
overseas /ˈəʊvərˌsiːz/ adv to another country; abroad
performance /ˈpɜːfərəns/ n how well something works; an occasion when people come to listen to somebody making music
peripheral /ˈpɜːrɪfərəl/ n an input or output device linked to a computer
pile /ˈpɔːl/ n a pillar which is sunk into the ground to support vertical loading
PIN /ˈpɪn/ n Personal identification number; a number given to you, for example by a bank, so that you can take money from a cash machine or pay for goods using a card
plant /ˈplɔːnt/ n heavy machinery, especially used in an industrial process
plating /ˈplætɪŋ/ n covering a material with a thin layer of metal
plywood /ˈpləʊwʊd/ n a material consisting of a number of thin layers of wood glued together so that the natural direction of the wood in each layer is at 90° to the direction in the next layer
pneumatic /ˈpniːmətɪk/ adj operated by air pressure
pollution /ˈpɔːluːʃn/ n substances or actions that change the environment in a bad way
portable /ˈpɔːtəbl/ adj that can be easily carried or moved
power station /ˈpɔːrə stɛn/ n a large building in which electricity is generated
prediction /ˈprɪdɪkʃn/ n a statement that says what you think will happen
prefabricated /ˈprɛfəbrɪkət/ adj already made, in order to be put together later in another place
present /ˈprɛzənt/ v to talk about a subject to an audience
process /ˈprɔːsəs/ n a series of actions performed in order to make something
processor /ˈprəʊsər/ n the part of a computer that controls all the other parts of the system
product /ˈprɒdʌkt/ n a thing that is manufactured
production /ˈprəʊdʌkʃn/ n the process of making goods or materials
program /praʊɡrəm/ n a set of instructions in code that control the operations and functions of a computer

project management /ˈprɒjəskəm/ n the process of planning, organizing, and controlling tasks, costs, staff, and resources so that a project is completed in a successful way

property /ˈprɔpɔrtri/ n a quality or attribute of a material

prototype /ˈprəʊtətaɪp/ n the first form of something

public transport /ˈpɜːblık ˈtrænspɔːt/ n transport such as buses or trains that are provided for everybody

pulley /ˈpʊli/ n a grooved wheel for transmitting power by means of a belt

pump /pʌmp/ n, v a machine for forcing liquids or a gas into or out of something

pvc /ˈpiːvsi/ n Polyvinyl chloride; the best known and most widely used vinyl plastic

qualification /kwəlɪfɪkeɪʃn/ n an examination that you have passed or a course that you have completed

ram /ræm/ n part of a machine that pushes onto or into something

ratio /ˈreɪʃəʊ/ n the relationship between two things, represented by two numbers showing how much larger one thing is than the other

realistic /ˈriːəlstɪk/ adj like in real life

rechargeable /ˈrɛkərɪ ˈdʒæbəl/ adj capable of taking a new charge of electricity

recognition /rɪˈkɒŋznɪʃn/ n the ability to identify somebody or something from individual characteristics

recording studio /ˈrɛkərdɪŋ ˈstjuːdɪəʊ/ n a room where sound recordings are made

reflect /rɛkˈlɛkt/ v to throw back an image, light, sound, or heat

replace /rɛplɛs/ v to substitute something with a new or different thing

report /rɪˈpɔːrt/ v to give an account of an event

requirement /rɪˈkwɛrəmənt/ n something that is needed

research /rɪˈsɜːtʃ/ n investigation aimed at finding out new information

rival /ˈraʊvəl/ n a company, product, etc. that is in competition with another

rocket /ˈrɔʊkɪt/ n a missile projected through the air by a jet of gas

router /ˈruːtə(r)/ n a device that directs data from one computer system to another in the shortest possible time

rural /ˈrʊrəl/ adj in the countryside, away from big towns or cities

safety harness /ˈseɪtfi ˈhærnəs/ n a safety device worn to prevent you from falling from a height

satellite /ˈseɪtələt/ n a device that travels around the earth, receiving signals and transmitting them back to earth

satellite receiver /ˈseɪtələt riˌsætələt ˈriːˌvɛrə/ n a TV or radio capable of receiving signals broadcast via satellite

scanner /ˈskænə(r)/ n a device that copies images in a form that can be processed on a computer

screen /skriːn/ n the viewing surface of a television or computer monitor

security /ˈsɪkjʊərəti/ n the activities involved in protecting something or somebody

sell-by date /ˈsɛl ˈbaɪ ˈdeɪt/ n the date after which a product must not be offered for sale

semester /ˈsɛmɪstə(r)/ n one of the two periods that the school or college year is divided into

semiconductor /ˌsɛmɪkənˈdɑːktrə(r)/ n an electronic device such as a transistor which forms the basis of all integrated circuits

sensor /ˈsɛnsə(r)/ n a device used to detect the presence of a particular quality or effect such as heat, light, sound, etc.

setting /ˈsetɪŋ/ n the position at which a control is set

shock /ʃɒk/ n sudden violent movement or contact with something

simulated /ˈsɪmlətəd/ adj done on a computer, in a way that creates real-life conditions

simulation /ˈsɪmləteɪʃn/ n a situation in which real-life conditions are created on a computer in order to study or experience something

sketch /ˈskɛtʃ/ v to draw quickly and simply without details

smart /ˈsmɑːt/ adj capable of intelligent action; equipped with a processor

smoke detector /ˈsmɔːk dɪˈtektə(r)/ n a safety device which provides warning of smoke

software /ˈsoʊtweə(r)/ n the programs that control the operation of a computer

sound system /ˈsɔːnd ˈsɪstəm/ n equipment for playing recorded or live music and for making it louder

sound-proofed /ˈsɔːnd pruˈfɜːd/ adj made so that sound cannot get out

spray /ˈspreɪ/ v to force out liquid in very small drops under pressure

stick /strɪk/ v to attach something firmly to something else using adhesive

storey /ˈstɔːri/ n a level or floor of a building

stressed /ˈstreɪd/ adj subjected to a force per unit area that tends to change the dimensions of the material

stretch /ˈstreʃtʃ/ v to make something become wider or longer, for example by pulling it

structure /ˈstrʌktʃə(r)/ n something which is made up of many parts, especially a building

subject /ˈsʌbdʒekt/ n an area of study

suction /ˈsʌkʃən/ n the process of removing air in order to create a partial vacuum

supervise /ˈsəpjəraɪz/ v to be in charge of something and make sure that everything is done correctly

supplies /ˈsəpli/ n the parts and materials that a manufacturer
needs to make things

**support** /səˈpɔːt/ n a part or structure that holds something firmly in position; help that a company offers to customers using its products

**tagging** /ˈteɪkɪŋ/ n a system where an electronic device is attached to a person in order to know where they are at all times

**take-off** /ˈteɪkəf/ n the beginning of a flight, when a plane or spacecraft rises from the ground

**technician** /tekˈnɪʃn/ n a highly-skilled scientific or industrial worker

**three-dimensional** /ˌθriː ˈdɛmənl/ adj showing length, breadth, and height, giving a solid appearance

**throttle** /ˈθrəʊl/ n a valve that controls the flow of fuel to an engine

**thrust** /θrʌst/ n the forward moving power of an engine

**track** /træk/ n any of the pieces of music on a recording

**traffic** /ˈtræfi�/ n the movement of vehicles along roads

**training** /ˈtreɪnɪŋ/ n the process of learning the skills needed to do a job

**trend** /trend/ n the general direction in which something is changing or developing

**trigger** /ˈtrɪgə(r)/ n a small metal lever that you press with your finger to fire a gun

**two-dimensional** /ˌtuː ˈdɛmənl/ adj showing only length and height or breadth; represented on a flat piece of paper

**two-stroke** /ˈtuː ˈstroʊk/ adj an engine which requires two piston strokes per crankshaft revolution

**ultrasound** /ˌʌləˈsɔːnd/ n high-frequency sound

**unique** /juːˈniːk/ adj the only one of its type; not like any other

**unmanned** /ˌʌnˈmænd/ adj having no people on board

**update** /ˈʌpˌdɛrt/ v to get the most recent version of something

**valve** /ˈvælv/ n a device which controls the flow of a fluid

**vary** /ˈveəri/ v to be different from one situation, model, etc. to the next

**vertical** /ˈvaːtɪkəl/ adj standing upright, at 90°

**vibrate** /ˈvaɪbret/ v to move from side to side very quickly and with small movements

**virtual** /ˈvɜːtʃəl/ adj that exists only in a computer, not in real life

**virus** /ˈvaɪrəs/ n instructions hidden in a computer program that are designed to cause faults or destroy data

**voice-operated** /ˈvaʊs ˈəpərətɪd/ adj that can be made to work using only spoken instructions

**wear** /weər/ n damaging effects of ordinary use over a long period

**wear** /weər/ v to damage something by using it over a long period

**web page** /ˈwɛb pər/ n an individual page of information on the Internet

**welding** /ˈwelcləŋ/ n the joining of like materials by heat

**wireless hotspot** /ˌwaɪrəls ˈhɒtspɔt/ n a place, in a hotel or restaurant, etc., fitted with a special device that enables you to connect a computer to the Internet without using wires
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