

Pre-Intermediate Student's Book

OXFORD



TECH TALK

Vicki Hollett

Get the job done in the international workplace

Vicki Hollett & John Sydes

Get the job done in the international workplace

CONTENTS

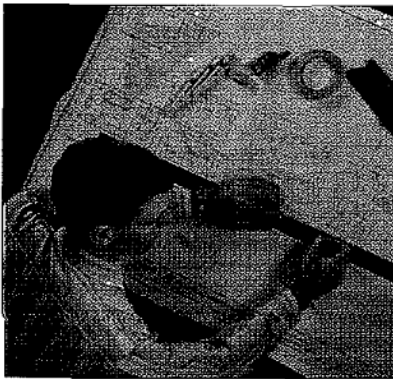
1. WHAT'S THE JOB? 4		
Jobs Coming and going	Present Simple <i>Do you ...?</i> questions Requests and offers: <i>Could / Can you ...?</i> , <i>Do you want me to ...?</i>	Job and work vocabulary Verb-noun collocations Greetings and farewells
2. IS THAT CORRECT? 8		
Spelling things out Measurements Defects	Exchanging information on the phone Reporting defects: <i>It doesn't fit / have ...</i> , <i>The ... is / are missing</i> , <i>There are no / too many ...</i> , <i>It's in the wrong place</i> , etc.	The English alphabet Email addresses and urls Metric / imperial conversions and abbreviations Decimal numbers: <i>upside down, inside out, back to front</i>
3. WHAT ARE THE NUMBERS? 12		
Project planning Making comparisons	<i>will</i> and <i>won't</i> Countable and uncountable nouns Comparative and superlative adjectives <i>er than, as ... as, (the) -est</i>	Estimating quantities Specifications for vehicles
REVIEW AND REMEMBER 16		
4. HOW DOES IT WORK? 18		
Gadgets Cause and effect Checking and controlling	Possibilities: <i>can</i> and <i>enable</i> Purpose: <i>for -ing</i> <i>If / when X happens, Y happens</i> <i>X makes Y happen</i>	Control verbs: <i>rotate, increase turn, move, open, cut, connect</i> Machine parts vocabulary: <i>pulley, cam, spring</i> , etc. <i>check and control</i>
5. WHAT HAPPENED? 20		
Explaining what happened Rises and falls	Past Simple: regular and irregular verbs <i>-ed</i> pronunciation	<i>went up / down, rose / fell, increased / decreased</i> , etc. Performance indicators Vocabulary: <i>productivity, emissions, energy consumption</i> , etc.
6. CAN YOU FIX IT? 26		
Troubleshooting Repairs	Troubleshooting questions: <i>Is it plugged in / switched on</i> , etc? <i>Have you checked the ...?</i> , <i>How soon can you get here?</i> , <i>Have you tried -ing?</i> Present Continuous	Malfunction adjectives (1): <i>flat, stiff, burnt out</i> , etc. Repair verbs: <i>reset, replace, recharge</i> , etc.
REVIEW AND REMEMBER 30		
7. I NEED SOME INFORMATION 32		
Questions Numbers	<i>Wh-</i> questions <i>When does it start / finish / leave / arrive / open / close?</i> <i>take and last</i> <i>What and How</i> questions Time prepositions Saying numbers <i>6 billion tonnes and billions of tonnes</i>	Numbers: large numbers, fractions, years, money Notices and advertisements Metrics of a construction project
8. WHAT SHOULD WE DO? 36		
Explaining rules Making things work Damage	<i>must, have to, and need to</i> <i>don't have to and mustn't</i> Identifying faults <i>needs doing</i>	Vocabulary revision: parts and components Malfunction adjectives (2): <i>blocked, jammed</i> , etc.
9. TAKE CARE 40		
Safety hazards Instructions	<i>should, shouldn't, and could</i> Adjectives and adverbs: <i>tight, tightly</i> , etc.	Hazards and safety precautions Instructions and procedures
REVIEW AND REMEMBER 44		
10. WHAT'S IT LIKE? 46		
Shapes Classifying	Describing shape Pronunciation: <i>triangle / triangular</i> , etc. Defining by class, colour, size, etc.	Shapes Equipment vocabulary: <i>device, tool, machine, appliance</i> , etc.
11. HOW DO YOU DO IT? 50		
Testing Understanding instructions	Present passive Two-part instructions: <i>Do Y by doing X, Do X before doing Y, Do X (in order) to do Y</i>	Test procedures Descriptions of inventions

12 WATCH OUT! 54		
Warnings Making suggestions	Warning expressions Making suggestions: <i>Why don't we ...? How about ... (-ing), I think we should ... Couldn't we ...? We could ...</i>	Warning signs and label vocabulary: <i>Attention!, Danger!, Caution!, Avoid ... Keep ..., Make sure ..., etc. Security threats</i>
REVIEW AND REMEMBER 4 58		
13 OUT AND ABOUT 60		
Giving directions Getting around	Prepositions of direction: <i>over, through, along, etc.</i> Checking understanding: <i>Does that mean ...? Sorry, could you say that again?, Did you say ...?</i>	Directions expressions: <i>It's signposted to, head towards, etc.</i> Words and phrases for travelling Abbreviations
14 TELL ME ABOUT IT 64		
Dimensions Quantities	<i>How long / short / high, etc. is it?</i> Depth <i>tall and high</i> Countable and uncountable nouns with <i>much, many, a few, a little</i>	Dimensions Describing quantities: <i>a lot of, plenty of, enough</i>
15 WHAT'S THE SCHEDULE? 68		
Making arrangements Writing emails	<i>by and until</i> Making arrangements <i>-ing forms: Thank you for -ing, Looking forward to -ing</i>	Schedules and time estimates Emails: openings, closings, and common expressions
REVIEW AND REMEMBER 5 72		
16 WHAT'S THE SYSTEM? 74		
Discussing logistics Recycling	Word families: <i>distribute, distributor, distribution, etc.</i> Sequencers: <i>First ..., After that ..., Then ..., Next ..., Finally ...</i> Two-part verbs	Word partnerships: <i>outsource, in-house, just-in- time, supply chain, etc.</i> Processing verbs: <i>draining, crushing, shredding, sorting, etc.</i>
17 DOES IT FIT? 78		
Attachments Locating parts	<i>attached to, supported by, located in, etc.</i> <i>on the front of vs. in front of, etc.</i> <i>on the top of, on the back of, above, behind, etc.</i>	Vocabulary for machine parts: <i>rim, slot, beam, base, platform, etc.</i> Location vocabulary: <i>sticks out, fits round, fits into, screws into, leads to, passes through, etc.</i>
18 WHICH IS BETTER? 82		
Comparing benefits Weighing alternatives	Comparative adjectives and adverbs: <i>higher, faster, more efficiently, etc.</i> <i>The easiest / simplest / cheapest way to ...</i> First conditional	Automation and robots Time, quality, and cost issues
REVIEW AND REMEMBER 6 86		
19 IT'S IN PROGRESS 88		
Inventions Progress updates	Past passive <i>Wh-</i> questions Present Perfect and Past Simple	Inventors and inventions Job status reports
20 WHAT'S IT MADE OF? 92		
Materials Predictions Possibilities	Adjectives: describing materials <i>can and be able to</i> Degrees of certainty: <i>maybe, perhaps, probably, etc.</i>	Materials: <i>steel, leather, rubber, etc.</i> Material properties: <i>artificial, ductile, durable, brittle, etc.</i> Nanotechnology
21 HOW COME? 96		
Explaining why Explaining procedures	Cause and effect (review): <i>if, make, so, mean, That's why, because</i> Active and passive	Explaining laws of nature Equipment, instructions, and procedures
REVIEW AND REMEMBER 7 100		
INFORMATION FILE 102		
IRREGULAR VERBS 113		
LISTENING SCRIPT 119		

1 What's the job?

Jobs

1 Read about some different jobs. Are any similar to yours? (How?)



ARCHITECT

- Works for a construction company.
- Designs buildings, produces plans, specifications, and drawings.
- Negotiates with builders and inspects construction work.



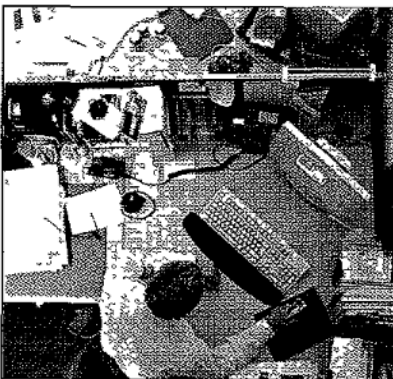
FIELD SERVICE ENGINEER

- Works for an office equipment manufacturer.
- Visits customers' sites and repairs and maintains machines.
- Spends a lot of time driving from place to place.



HELP DESK TECHNICIAN

- Works for a credit card company.
- Provides technical support.
- Solves customers' problems over the phone.
- Works night shifts.



SOFTWARE ENGINEER

- Works for a bank.
- Writes, tests, and debugs code.
- Updates security features and troubleshoots.
- Is responsible for a project team.



WAREHOUSE MANAGER

- Works for a paper company.
- Receives shipments and checks quantities.
- Keeps records of inventory.
- Manages a database.



QUALITY CONTROLLER

- Works for a pharmaceutical company.
- Collects and examines product samples.
- Analyses data and writes reports.

- 2** Look at the words in blue in the text. Find the word which means:

- 1 bargains, reaches agreement by discussion
- 2 parts of the working day
- 3 puts in the latest information
- 4 stocks of goods and materials
- 5 goods that are transported
- 6 finds and corrects faults and problems
- 7 keeps in good working order
- 8 specimens, small quantities of a product that show what the rest is like
- 9 looks at something closely to make sure it's OK
- 10 examines something carefully to understand and explain it.

- 3** In your opinion, which of these people:

- 1 travel the most and the least?
- 2 use computers the most?
- 3 work the longest hours?
- 4 don't need to wear special clothing?
- 5 sometimes work outside?
- 6 meet lots of different people?
- 7 need the most qualifications?
- 8 make the most money?
- 9 have the best and the worst jobs? (Why?)

- 4** Look back at the job descriptions in **1** and match the verbs and nouns that go together.

Verbs (actions)	Nouns (things)
1 to work for	a records
2 to work	b time
3 to keep	c code
4 to be responsible for	d a bank
5 to spend	e support
6 to solve	f night shifts
7 to debug	g problems
8 to provide	h a project team

- 5** What do you do at work? Write some sentences describing your job and read them to the class.

Example

I work for ...

I'm responsible for ...

I spend a lot of time ...

I ...

- 6** Work with a partner. Take turns to describe the jobs of people you know, for example, your boss, your husband / wife, your brother / sister, etc.

Example

A *What does your wife do?*

B *She's a laboratory technician. She works at a chemical company. She tests and analyses samples. She ...*

Present Simple

Add s to the verb with he, she, or it.

I work for a bank. She works for a bank.

Use do or does to make questions.

Do you work night shifts?

Does he work night shifts?

- 7** Play a game with the class. One person thinks of a job. (It can be any job, for example, astronaut, truck driver, tax collector.) The others have to work out what the job is. They can only ask questions where the answer is yes or no.

Example

Do you travel a lot?

Do you use a computer?

Do you work long hours?

Do you need to wear special clothing?

Do you work outside?

Do you meet a lot of different people?

Do you need qualifications to do your job?

Do you make a lot of money?

Coming and going



- 1 What do you think the people in the pictures above are saying? Listen to some conversations.

- 1 Match each one to the correct picture.
- 2 Say if the people are arriving or leaving.

- 2 Listen to conversation 1 again.

- 1 Was the meeting successful? What do they say about it?
- 2 What do they say *Thank you* for?

- 3 Listen to conversation 2 again and complete the questions.

- 1 Did you have finding us?
- 2 a cup of coffee first?

Think of more questions to ask a visitor about their journey.

Think of more things to offer a visitor.

- 4 Listen to conversation 3 again.

- 1 Where's the woman's passport?
- 2 What other ID does she have?
- 3 What does she need to do?

What do visitors to your company need to do to pass through security?

- 5 Here is conversation 4, but it's in the wrong order. Number the sentences. Then listen again and check your answers.

- ☐ You're welcome.
- ☐ Do you want me to give you a lift?
- ☒ 1 Can I use your phone?
- ☐ I just need to call a taxi.
- ☐ Where are you going? To the station?
- ☐ Yes, go ahead.
- ☐ Yes.
- ☐ Could you? That's very kind of you.

- 6 Listen to conversation 5 again.

- 1 What does he need to do to enter?
- 2 Where's the office?
- 3 How does he ask for help? Complete the sentences.

I'm I have three big boxes to up.
Can somebody me a

- 7** Complete some more conversations using phrases from the list.

Would you like of course	Could you Can I
Do you want a hand	I'm afraid
No, it's all right, thanks	I can manage
Do you want me to	please

- 1 A hold this cable for me?
B Yes,
- 2 A with your bags?
B Yes,
- 3 A use your fax?
B it's broken.
- 4 A call a taxi for you?
B I'll catch the bus.
- 5 A some help?
B Thanks, but I think

- 8** Work with a partner Act out these situations.

	A	B
1	Ask B to help you carry some boxes up to the fourth floor.	Say yes.
2	Ask B if you can leave your laptop in their office	Say no and give a reason.
3	You need to borrow a car this weekend. Ask B for theirs.	Say no and give a reason
4	Tell B about a job you need to do this week.	Offer to help.
5	Tell B you need to go to the airport	Offer to give A a lift

- 9** Work with a partner Take turns making a visitor welcome. Act out short conversations.


- 1 Greet your visitor when they arrive. Help them pass through security.
- 2 Find out if they would like coffee or something to eat.
- 3 Introduce them to your boss or another member of your team.
- 4 Offer to show them around your workplace
- 5 It's time for them to leave. Find out if they need a taxi. Say goodbye.

- 10** Decide which replies are OK. (Sometimes more than one is possible.)


- 1 It's great to see you again!
a It's great to see you, too.
b Nice to meet you
c Thank you.
- 2 Thanks, that's very kind of you.
a Not at all.
b Please.
c You're welcome.
- 3 I'd love a cup of coffee.
a I get you one.
b I'll get you one.
c I'm afraid I only have tea.
- 4 How are you doing?
a Not too bad, thanks. And you?
b Fine, thanks. I've nearly finished.
c I'm painting the garage door.
- 5 Oops! I'm sorry!
a That's OK.
b You're welcome.
c No problem.
- 6 Is this your screwdriver?
a Yes, it is.
b Yes, of course.
c Yes, do you want to borrow it?
- 7 Can I borrow your torch?
a Yes, go ahead.
b Yes, help yourself.
c Yes, I can borrow it to you.
- 8 What do you do?
a How do you do?
b I'm in computers.
c I'm replacing the disk drive.
- 9 I'll be getting along then.
a Go ahead
b It was nice meeting you
c Thank you for coming.
- 10 Thanks for showing me around the plant.
a Goodbye.
b It was a pleasure.
c It doesn't matter.

Is that correct?

Spelling things out

- 2  Listen to a phone call and check this email address. If it's wrong, correct it.



- 3**  **2.1** Listen again and complete the sentences.

- 1 It's very noisy here. Can you
- 2 Are you
- 3 No. Just a, I need to open a file.
- 4 OK, go
- 5 you spell that?
- 6 g dot bahlow at VQE dot com,
.....?
- 7 You're welcome. Anything
- 8 No,, thanks.

- 4** Here are some similar phrases. Match each one to a phrase in **3**.

- a Can you spell that for me?
- b Is that everything?
- c Hang on.
- d Shall I start?
- e No, there's nothing else.
- f I'm afraid I can't hear you.
- g Let me read that back to you. It's ...
- h I'm ready now.

- 5** The English alphabet has seven sounds. Put the letters in the correct columns. Then spell your name and your company name aloud.

D	E	G	J	K	N	O	P	R
S	T	U	V	W	X	Y		

1	2	3	4	5	6	7
A	B	F	I		Q	
H	C	L				
		M				
		Z*				
		Z*				

z is pronounced /zed/ **BrE** ~ z is pronounced /zi:/ **AmE**

- 6** Label the parts of these addresses with words from the list.

- hyphen
- underscore
- dot
- at
- colon
- slash*

A_Shaper-78@ringtip.net

<http://www.oup.com/elt/gb/>

We also say 'back slash'.

Dictate some email and website addresses that you know to the class. They should write them down.

- 7** Work with a partner and act out some calls.


A – look at file 28 on page 111.

B – look at file 1 on page 102.

Measurements

1 Do you know any non-metric measurements?

- 1 Which is longer: a kilometre or a mile?
- 2 Which is bigger: a litre or a gallon?

 Listen and check your answers. Write down the numbers you hear.

2 Read the measurements in the table aloud. Check the notes on decimal numbers for help.

1 mile = 1.609 km	1 inch = 25.4 mm
1 gallon = 4.54609 L	1 pound = 0.45 kg

3 Work with a partner or in small groups and do the quiz. Make a note of your answers.

Measurements quiz

- 1 Which is longer: a centimetre or an inch?
- 2 Which is shorter: a metre or a yard?
- 3 Which is taller: a 200-metre building or a 200-foot building?
- 4 Which is faster: 100 kilometres an hour or 100 miles an hour?
- 5 Which is hotter: 100 degrees Celsius or 100 degrees Fahrenheit?
- 6 Which is colder: 0 degrees Celsius or 0 degrees Fahrenheit?
- 7 Which is heavier: a kilogram or a pound?
- 8 Which is lighter: a gram or an ounce?
- 9 Which holds more water: a one-litre bottle or a one-pint bottle?
- 10 Which is heavier: a two-tonne truck or a two-ton truck?

See file 8 on page 104 for answers.

Decimal numbers

Write decimal points as a point (.), not a comma (,).

After the point, say numbers separately.

1.609 One point six oh nine

Before the point, say numbers together.

25.4 Twenty five point four

After the point, 0 is zero or oh.

4.54609 Four point five four six oh nine

Before the point, 0 is nought, or zero, or we don't pronounce it at all.

0.45 nought point four five or point four five

4 Match these abbreviations to the correct measurements in the quiz.

°C km in yd L oz cm
gal m mph °F lb ft

5 Work with a partner.

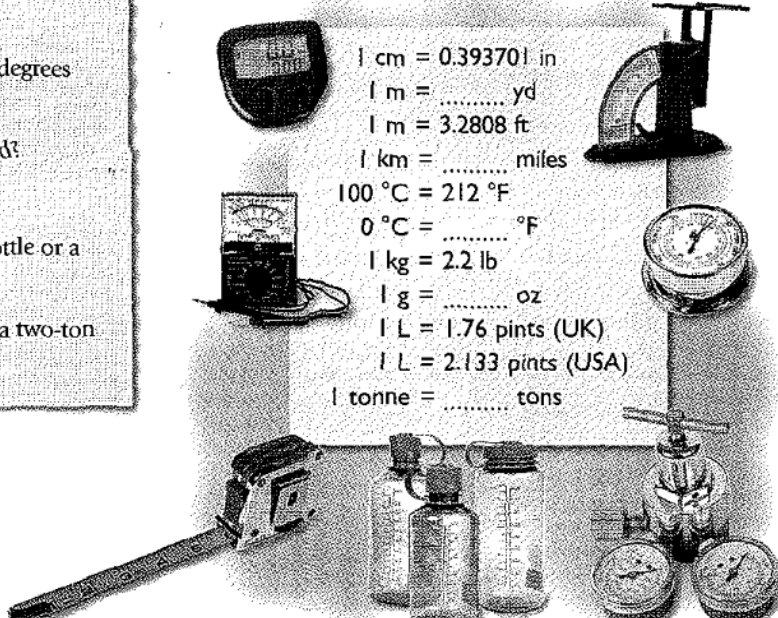
A – look at the information below.

B – look at file 13 on page 105.

A

Ask your partner questions. Complete the chart.

Example How many yards is one metre?



1 cm = 0.393701 in
1 m = yd
1 m = 3.2808 ft
1 km = miles
100 °C = 212 °F
0 °C = °F
1 kg = 2.2 lb
1 g = oz
1 L = 1.76 pints (UK)
1 L = 2.133 pints (USA)
1 tonne = tons

Is that correct?