Unit 3
The company infrastructure

FORMACIÓN PROFESIONAL

🎧 **Task 1** Listen to two people talking about workplace rules and complete the table.

	Lateefa	Ivan
✔️	• Ask a technician to install software • _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	• _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ • _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
❌	• _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ • _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	• _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ • _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Discussion How does Lateefa feel about the rules in her workplace? How can you tell? Do you think she likes her manager? Why/why not?

🎧 **Task 2** Complete this conversation between two people from different IT companies using the words in brackets to <u>make questions in Present Simple</u>. Then listen and check your answers.

A: So (1) _ (your company)?

B: Well, we mostly develop apps for Apple and Android devices – iPhones, that kind of thing.

A: And (2) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (your customers)?

B: Mm... they could be anyone, really. For example, many are companies, wanting an app to show their products. We also do a lot of work for educational organisations. They often want apps to help people learn something.

A: (3) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (produce any hardware)?

B: No, that's a very different field. All your products are software. But we do work closely with hardware manufacturers to make sure our software works well.

A: And (4) _ _ _ _ _ _ _ _ _ _ (future plans)?

B: Good question! We have a product launch tomorrow night. (5) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (want/come)?

✏️ **Task 3** Work in pairs and follow the instructions.

Student A

1. Student B is a new employee in your company. Explain these IT workplace rules to him/her.
    a. Use company equipment for personal reasons. ✖️
    b. Install software. ✖️
    c. Change password frequently ✔️
    d. Use Facebook / Instagram ✖️
2. Swap roles. You are a new employee. Listen to Student B explain some IT rules.

Student B

1. You are a new employee in Student A's company. Listen to him/her explain some IT work rules.
2. Now swap roles. Stundet A is a new employee. Explain these IT workplace rules to him/her.
    a. eat at desk ✖️
    b. connect own devices. ✖️
    c. Start work by 8 a.m. ✔️
    d. Keep desk clean ✔️

CEAC

🎧 **Task 4** Read the following agenda. Then listen to a teleconference in a company that has small offices in different cities and answer the questions. Compare the answers in pairs or small groups.

Agenda
In attendance
• Juliette, Chief Accountant, Chairperson, head office.
• Fred, Office Manager, local office
• Ulrik, IT Support Officer, local office.
Items
1. Replacing old computers
2. Cost of new furniture

1. What suggestion did Fred make?

2. What is the problem with that suggestion?

3. What was Fred's next suggestion?

4. What is the problem with that?

5. What was Ulrik's suggestion?

6. Whose suggestion was chosen?

🎧 **Task 5** Listen to a database administrator describing the structure of a company database to a trainee. Match these words to the screenshots A-C.

1. Report   2. Table   3. Form

🎧 **Task 6** listen to it again. Which option best describes what the database keeps track of?

a. Clients and orders

b. Stock and orders

c. Orders and full accounts

🖊 **Discussion** With a partner, act out the roles below based on the previous task. Then, switch roles.

Student A: You are an operations manager
- Introduce yourself, then listen to Student B's self-introduction
- Listen to Student B explaining the problem and making suggestions
- Explain that there isn't much money. Suggest buying tablets instead.
- Listen to Student B's reponse.
- Make a decision and explain it.

Student B: You are an IT support technician
- Listen to the Student's A self-introduction, then introduce yourself.
- Explain the problem: seven laptops are very old; you need new ones. Make a suggestion.
- Listen to Student A's response.
- Explain that tablet computers can't run the company's software. Suggest purchasing some computers now and more later.
- Listen to Student A's decision.

Get ready!

Work in pairs or small groups. Look at these signs. What are the rules?

A   **B**   **C**

- Do you have any of the rules in your workplace or college? Do you think they are good rules or bad rules? Why?

📖**Task 1** Read the memo and find words that match these definitions. Then compare answers with your partner.

FROM: Chief Information Officer
TO: All staff
DATE: 16 June
SUBJECT: IT security
As you know, many new staff have joined us at XBM Digital recently, so now is a good time for a reminder about some of our rules. Security is important, and these rules will help us to keep our IT systems and data secure.   Firstly, passwords are important for keeping the network secure. Don't use common words or numbers as passwords, such as birthdays or names of your children. Passwords must be alphanumeric and be at least eight characters long. You need to change your password every month or more frequently. Also, you should not share it with anyone, including your colleagues.

1. Person in charge of IT _ _ _ _ _ _ _ _ _ _ _ _ _
2. Keeping something safe _ _ _ _ _ _ _ _ _ _ _
3. Information such as numbers and details about people _ _ _ _ _ _ _ _
4. A secret word that you type into a computer before you can use it _ _
5. A group of connected computers _ _ _ _ _ _
6. Having only letters and numbers _ _ _ _ _ _ _ _
7. Letters, numbers, punctuation marks, etc. _ _ _ _ _ _ _ _ _
8. People you work with _ _ _ _ _ _ _ _ _

📖 **Task 2** Read the memo again and underline the words used to express rules.

Discussion Work in pairs or small groups. Write workplace rules for some of these activities. Then compare answers with another pair or group. What reason can you think of for each rule?

- Installing new software
- Connecting personal devices to company computers
- Playing computer games
- Using social networking sites such as Facebook
- Using mobile phones
- Switching off your computer at night
- Downloading files
- Streaming music or video

Task 3 Now imagine that you are a computer room technician in a college. Write a list of rules for the wall of your computer room.

1.

2.

3.

4.

5.

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Writing

An informal email

📝**Task 1** Here are the top <u>tips</u> for answering customer service live chats effectively; make sure each tip corresponds with its detailed explanation.

Ask Clarifying Questions / Close Positively / Confirm Understanding / Express Gratitude / Guide the Conversation / Keep It Simple / Know the Client's Problems / Offer Solutions / Quick Response / Stay Friendly or Empathic

- a. Say "thank you" to show appreciation for the customers' trust and engagement.
- b. Respond to the customers' messages quickly to show you're there to help them.
- c. Use a friendly tone, and make the customers feel comfortable and cared for.
- d. Make sure you understand the client's IT issue well before giving advice.
- e. Use clear language that's easy to understand.
- f. Make sure you understand the client's question before responding.
- g. If unsure, ask the customer for more details to provide the best possible help.
- h. Use the chat to solve the customer's problem effectively.
- i. Suggest troubleshooting options to help the customer solve the problem.
- j. End the chat by leaving the client feeling satisfied and happy and thank them for contacting.

✏️ **Discussion** Think of the answer that could be given to a customer. Agree on the answer and respond using the communication tips.

> I'm having difficulty synchronizing my files to my personal cloud. Can you help me fix it?

> Example: Hi there, I'm sorry to hear that you're having, trouble with the synchronization of your files. Can you please describe your issues in more detail? In the meantime, if you're having severe difficulty with files, it's important that you do a backup of important personal information that you have stored in your PC so you don't lose it.

✏️ **Discussion** Take turns playing the roles of customer and helpdesk technician. Create questions and answers for live chat discussion about the following scenarios. Then, read the chat conversations to the class. Which pair had the most effective and creative chat?

Scenario 1: A customer has problems with the Wi-Fi connection.	Scenario 3: A customer's PC is working very slowly and programs don't open or take a long time to open.
Scenario 2: A customer's PC can't turn on.	Scenario 4: After doing an update on the phone, a customer's app has stopped working correctly.

✦

Task 2 Email communication plays an important role in telling information on time and accurately. Therefore, we will explore the protocols and best practices to send reports via email.

Match each part of the email with the explanation:

TO:	Receiver's email address
FROM:	
CC:	
BCC:	
SUBJECT:	
Greeting **Opening Line** **Body** **Closing Line** **Sign-off** **Signature**	

SEND   SCHEDULED   ATTACH

• Ask them to write back instructions. • Closing phrase • Content of the email divided in paragraphs: you order, why you want to return it, what you need, extra details. • Introduce yourself and say the reason for your email • Person that also receives the email	• Person that receives the email but other receivers don't know they are in copy • Pictures or files included in the email • ~~Receiver's email address~~ • Salutation • Sender's email address • Shortly say what your email is about • The sender's name

Task 3 **Work in pairs.** Target reader. Adapt the language to the reader of your email. Discuss with a partner which sentences are informal, semiformal, or formal.

INFORMAL	SEMI-FORMAL	FORMAL
Hi there,		

Best wishes, / Hello (Name), / You won't believe what happened... / Cheers, / Please allow me to introduce myself... / I wish to discuss the following points... / My name is (...) and I recently bought... / I wanted to update you on... / I await your prompt response. / I am writing to inform you about... / So, here's what's going on... / Yours faithfully, / Dear Mr./Ms. / ~~Hi there,~~ / Looking forward to your thoughts. / Hit me back when you can. / I'm getting in touch to... / Remember me? I am...

🖉 Discussion

1. What are some common challenges you face when giving instructions to your team or colleagues?
2. How do you ensure that your instructions are clear and easily understandable by others?
3. Share a specific instance when unclear instructions led to a misunderstanding at work. How could it have been avoided?

Task 4 In this activity you will learn to write a paragraph that gives instructions/ directions. This kind of paragraph is sometimes called a **"How-to"** paragraph because it explains how to do something or how to make something

There are four keys to writing clear "How-to" paragraphs.

1. Begin with a topic sentence that **names the topic** and says the paragraph will **give instructions** about it.
2. Divide the instructions into a series of **steps**. For some topics, you will put the steps **in order by time** and use time-order transition signals to show the order.
   e.g. First, do this. Next, do that.
   For other topics, you can use listing order.
3. **Explain** each step one by one.
4. Use transition signals to introduce each new step.

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e.g. How to Have a Successful Garage Sale

Prepare ahead in order to have a successful garage sale.

First, collect used items in good condition. These items can be clothes, toys, books, dishes, lamps, furniture, TVs, pictures, and sporting goods. Clean everything well and store it in your garage until the day of the sale.

Next, decide on a day and time for your sale. Third, decide on the prices, and mark a price on each item. If you are not sure how much to charge, check the prices at other garage sales in your community.

Fourth, make signs advertising the date, time, and address of your sale, and put them up around your neighborhood. Then get some change from the bank. Get at least twenty dollars in one-dollar bills, a roll of quarters, and a roll of dimes.

Finally, get up early on the morning of the sale, and arrange the items on tables in your driveway and in your garage. After that, sit back and wait for your customers to arrive. Be prepared to bargain! If you follow all of these steps, your garage sale will be a great success.

📝 **Task 4** Answer the following questions and write an informal email to a customer on how to install a new software update.

a) Who is your target reader?

b) What register are you going to use?

c) Are you going to include any attachments? Which ones?

EMAIL FEEDBACK CHECKLIST	"HOW TO" CHECKLIST
Clarity Is the purpose of the email clear? Are all necessary details provided? **Tone/ register** Is the tone/register appropriate? **Structure** Does the email have a clear greeting, body, and sign-off **Request** Is the request for action included? **Grammar & Spelling** Any spelling or grammar mistakes? **Attachments** If mentioned, are attachments included?	**Introduce topic** Have you mentioned that you are going to give instructions on a topic? **Instructions** Are the instructions divided into steps? Are the steps clear and in order of time? Have you used connectors? **Clarity** Are the actions explained from beginning to end? **Connectors** Revise that you have used as many connectors as possible for the instructions to be easy to follow

Getting to the office!

Task 1 Read and practice the following conversation with a partner, then answer the questions

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Amy: Good afternoon, Relix Securities.

Client: Good afternoon, I'm heading down to your office for an appointment with Steve Bernstein, and I'm wondering if someone can give me directions.
Amy: Sure, I'd be happy to. Where are you coming from?

Client: I'm on 85th Street and 3rd Avenue.

Amy: Ok. Our office is at 104 West 29th Street. It's between 6th and 7th Avenue, closer to 6th.
Client: Is there a convenient subway to your office?

Amy: Yes, the 4, 5 and 6 trains go down Lexington Avenue and stop at 28th Street. It's just a few blocks away. You can pick it up at 86th Street and Lexington.
Client: That sounds perfect, thanks very much. What floor are you on?

Amy: We're located on the 11th floor. If you have any problems, just give us a call back and ask for me. My name is Amy
Client: Thanks, Amy. I'll be there shortly.

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1. What is the client's purpose of calling?

2. Where is the office located?

3. How will the client get to the office?

Key points

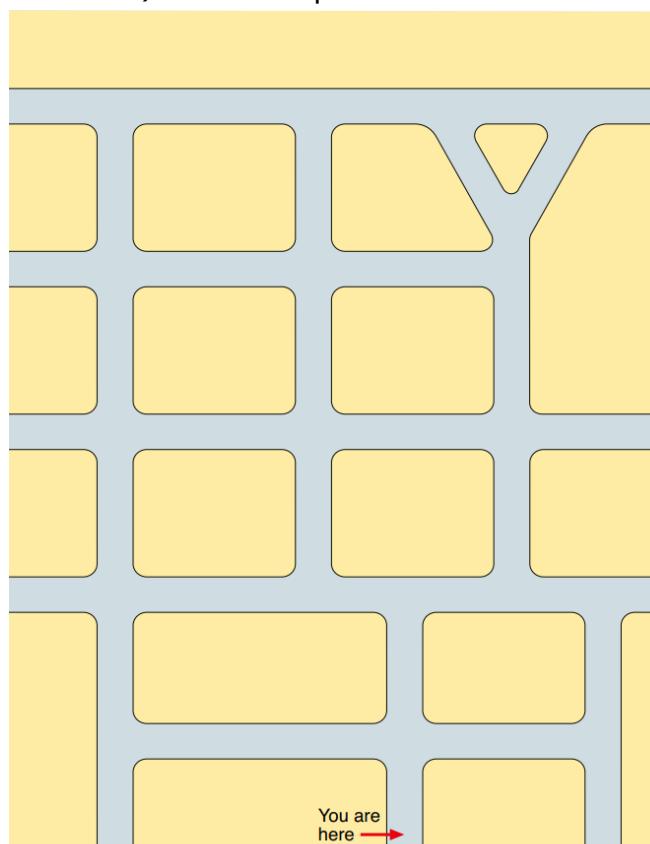|	
Expressions used when asking for directions	Can/ Could / Would you tell me how to get to…, please? Can/ Could / Would you give directions to…, please? Can/Could / Would you give the address of…, please? **I'm wondering if someone can give me directions**
Answer	Certainly, I'd be glad to. Of course, I can do that. It would be my pleasure. **Sure I'd be happy to.**
Used when giving directions or when saying where your office is located	See you soon/shortly/then/later/in a bit. **I'll be there shortly.** I'm on (name of the street) Our office is at… We're located on the …… floor

✏️ **Task 2** Talk about each set of instructions and discuss ways of clarifying information that is unclear or comes too fast. For example, **'I'm sorry, could you repeat that, please?' or 'Is that the first or second right?'**

- Listen to the two audio clips, which include **Stefan's questions** and write them down.

- Work in pairs to role-play the conversation in which Stefan **asks for directions to the office**. One person in each pair plays Stefan and the other plays the person **on the street giving directions**.
    o Stefan begins the conversation by asking for directions and should ask questions for clarification. The person on the street gives directions using the information below.

    > Oh, that's in Brook Street. It's easy from here. Go to the end of this road until you reach the traffic lights. Turn left and it's the second on your right. That's Brook Street. The office is at the far end of Brook Street. You can't miss it.

    o Mark the route and reference points (the traffic lights, Brook Street and the office) on the map.

U3: Grammar

Modals and imperatives

1. Modal verbs
   - Permision
   - Permission in the past
   - Obligation
   - Prohibition / no obligation
   - Necessity
   - Necessity in the past
   - Advice
2. Imperatives

Modal verbs

Modal verbs are words like shall/ should, may/might, must, and can/ could. **These are helping verbs** that support action verbs in giving meaning to a sentence or clause. When used with the main verb, they can express ability, probability of action, permission, or obligation to do something.

For example, when you say, *I **can** ride a boat. "**Can**"* is the modal verb describing ability.

Rules:
- The modal verb always appears before the action verb. Modal verbs always appear before the main verb and not after.
- Do not use the infinitive "**to**" before the main verb after using the modal verb. Except when using "**ought to**", which is also a modal verb.
- **"Not"** is added after the modal verb if the verb needs to be negated.
- Modal verbs are used as they are; they do not change with the tense.

Permission

Can, could, may, might

The most common modal verbs to talk about permission are **can**, **could**, **may** and **might**.

- ASKING FOR PERMISSION (INFORMAL): *Can I sit here?*
- ASKING FOR PERMISSION (FORMAL): *Could I use this chair? Might/May I use this chair?*
- GIVING PERMISSION (INFORMAL): *You can sit here.*
- GIVING PERMISSION (FORMAL): *You may use this chair.*
- REFUSING PERMISSION (INFORMAL): *Sorry, you can't use this chair.*
- REFUSING PERMISSION (FORMAL): *Sorry, you may not use this chair.*

Permission in the past

Was/were allowed to, couldn't

To talk about permission in the **past**, we can use the forms **was/were allowed to** or the negative form **couldn't**. We don't use the affirmative form **could** to talk about permission in the past.

- He ***wasn't allowed to sit*** *down during the lesson.*

- He ***couldn't sit*** *down during the lesson.*

- He ***could receive*** *visits.*

- He ***was allowed to receive*** *visits.*

Obligation

Must / have to

Must and **have to** are used to express obligation. When we use **must** this usually means that the obligation comes from the speaker, it's like a personal obligation, whereas **have to** normally means that the obligation is external.

- I ***must give up*** *smoking.* (I need to, I say so)

- I ***have to give up*** *smoking.* (I'm obliged. My doctor says so)

In informal English can also use **'ve got to** to express obligation.

- I'***ve got to be*** *there before ten.*

In the past, we use **had to** in every instance.

- I ***had to give up*** *smoking.* (because I needed to, or because my doctor forced me to).

Prohibition / no obligation

Mustn't / don't have to

The negative forms **mustn't** and **don't have to** are completely different. **Mustn't** is used to express prohibition (an obligation **not** to do something), whereas **don't have to** is used to express an absence of obligation.

- *You **mustn't reveal** where you get the information.* (=you have the obligation **not** to do it)

- *You **don't have to arrive** before 7.* (=you can do it, but it's not necessary, there's no obligation)

Necessity

Need to, have to, don't need to, don't have to

We use **need to/have to** or **don't need to/don't have to** + infinitive to say that something is or is not necessary.

- *We **need to/have to confirm** our reservations before Friday.*
- *You **don't need to/don't have to believe** in God to be a good person.*

Don't need to / needn't
We can use both **don't need to** or **needn't** + infinitive to say that it is unnecessary to do something.

- *The doctor said I **don't need to wear** glasses.* (In general, all the time)
- *Tell him he **doesn't need to/needn't wash** the dishes. I'll do it later.* (On one specific occasion)

Necessity in the past

Didn't need to / needn't have

When something was not necessary but **we did it**, we can use both **didn't need to** + **infinitive** and **needn't have + past participle**.

- *Thanks, it's very beautiful, but you **didn't need to buy/needn't have bought** anything.* (=you did it)

However, when something was not necessary and we **did not do it**, we can only use **didn't need to**.

- *I didn't buy any groceries because Sarah told me I **needn't have bought** anything.*

- *I didn't buy any groceries because Sarah told me I **didn't need to** buy anything.*

Advice

Should / shouldn't

Should is used to give **advice** or an **opinion** about what we think is right or wrong.

- *You **should go** to a therapist.*

- *I think schools **shouldn't offer** soft drinks to their students.*

Should is not as strong as **must** or **have to**.

- *You **should be** patient with me. (=advice)*

- *You **must be** patient with me. (=strong advice)*

Ought to/ought not to = should/shouldn't

Ought to has the same meaning as **should**, although it is more formal and not as common.

- *You **ought to go** to a therapist.*

- *You **ought not to be** so strict with your daughter*

Imperatives

- We can use imperatives to give **orders** and **instructions**.

  - *Wait quietly before class.*

  - The imperative is the **same as the verb**. We use **the verb without *you*.**

  - *Help your parents at home.*

  - For a **negative** order or instruction we use **don't**.

  - *Don't run in the corridors.*

  - Use **please** to be more polite.

  - *Please put the plates on the table.*

Activity 1

Complete the following sentences with the most appropriate modal verb from the list below.

> can / could / must / mustn't / should / shouldn't / have to /
> don't have to / ought to / ought not to

1. The advice from the health committee is that all people with symptoms

   _ _ _ _ _ _ _ _ go to the doctor.

2. This is a non-smoking area, you _ _ _ _ _ _ smoke here.

3. I hate big multinational companies. I think they _ _ _ _ _ _ pay more taxes.

4. When she was 4 years old, she _ _ _ _ _ _ read perfectly well.

5. I _ _ _ _ _ get up early tomorrow; I want to go running very early.

6. You _ _ _ _ _ _ eat so many sweets. They are bad for you.

7. We _ _ _ _ _ _ wear a tie at work. I hate it!

8. The board agreed that employers _ _ _ _ _ have access to an employee's medical file.

9. I'm not working tomorrow, so I _ _ _ _ _ _ _ get up early.