

- 2 Find out if you were right. Match these descriptions to the devices.

1 Put on this suit before going for a ride. In a crash, it swells with compressed gas and protects your head, arms, body, and legs.

2 Pull the rope to lower this floating bed to the floor at bedtime. It is filled with helium gas, so you can store it on the ceiling when not in use.

3 Lose weight by eating with this fork. It has sensors that time your mouthfuls. When the red light comes on, you wait. When the green light comes on, you take another mouthful.

4 Attaching your golf club to the high pressure pump makes your balls go further. The golf club is hollow and the pump forces water through the hose, down into the club and out of the back.

5 Keep cool on hot days by wearing this sunhat. Its solar cells power a small radiator at the front.

6 Put these tubes on your dog before serving its dinner. They stop its ears falling in its food.

7 Use this device to lift fish out of the water. The balloon floats on the surface. When a fish bites, it fills with gas, hooks the fish, and lifts it out of the water. Then it's easy to bring in.

8 Wearing this balloon on hot days protects you from sunburn. It is filled with helium gas so it floats above your head.

Two-part instructions

Sometimes instructions contain extra information:

- a Do X *by doing* Y
= Y causes X
- b Do X *before doing* Y
= You have to do X first
- c Do X *(in order) to do* Y or *Doing* X does Y
= X causes Y

- 3 Look at the sentences in the texts in 2. What two-part instructions do they contain?

Example

Put on this suit before going for a ride = instruction b

- 4 Choose the correct answer to complete these sentences.

- a Use this balloon to *protect/protecting* yourself from the sun.
- b *Wear/wearing* this hat keeps you cool.
- c Protect your body by *wear/wearing* this safety suit.
- d Pull fish out of the water easily by *use/using* this device.
- e Attach this pump to your golf club before *hit/hitting* the ball.
- f Put these tubes on your dog's ears *keeping/to keep* them clean.
- g *Use/using* this fork helps you lose weight.
- h Lower the bed to the floor before *get/getting* in it.

- 5 Work in pairs or small groups. Think of three more inventions. They can be any inventions you like, for example: the mobile phone, the electric light bulb, the submarine.

Write some brief two-part instructions for the invention and explain how it works. One person should write and the others should dictate and check spelling, etc. Then read your instructions to the class. The class must guess what the invention is.

12 Watch out!

Warnings

1 Where could you see these signs and labels?



2 Say which one you might see:

- 1 on a bottle of medicine
- 2 on a container of cleaning fluid
- 3 at a building site
- 4 in a store
- 5 in a restaurant
- 6 in a library
- 7 in a petrol station
- 8 in a car park
- 9 in a toilet or restroom
- 10 at an airport
- 11 on something that breaks easily
- 12 on a box or crate
- 13 on a piece of machinery
- 14 on an escalator
- 15 on a firework.

3 Some warnings contain instructions to do things.

Attention! Please Make sure

Some contain instructions NOT to do things.

Do not ... Never ... must not be ...

Look at the signs and labels in 1 again and find more words and expressions we often use in warnings. Do they contain positive or negative instructions?

4 Read this text about warning labels. Do you agree with the writer?

WARNING:

There are too many warnings

Have you seen packets of peanuts that say 'Warning: contains nuts'? Isn't it obvious that a packet of peanuts contains nuts? Of course companies need to protect themselves from expensive lawsuits, but are all these warnings helpful? A label on a bottle of children's cough medicine says 'Do not drive a car or operate machinery'. Do parents really need to know this? The problem is when there are too many warnings, people don't read them. And that's dangerous.

- 5 An organization in Michigan, USA holds a competition every year for the funniest warning labels. Here are some of the winners. Match the products to their warnings.



a birthday cake candles

b hairdryer

c iron



d snowblower



e underarm deodorant



f dishwasher



g wheelbarrow



h sleeping pills



i ink cartridge



j buggy*

buggy BrE – stroller AmE

- 1 Do not use on roofs.
- 2 Do not allow children to play inside.
- 3 Remove child before folding.
- 4 Warning: may cause drowsiness.
- 5 Caution: do not spray in eyes.
- 6 Do not eat toner.
- 7 Never use while sleeping.
- 8 Not intended for highway use.
- 9 Do not use soft wax as earplugs or insert into any other body cavity.
- 10 Never use on clothes while they are being worn.

You can read the answers in file 18 on page 107.

- 6 Work in groups. Write some warning labels for these products. They can be funny or serious. Try to use as many words and phrases from the list as you can.

Warning!
Important!
Attention!
Caution!
Danger!

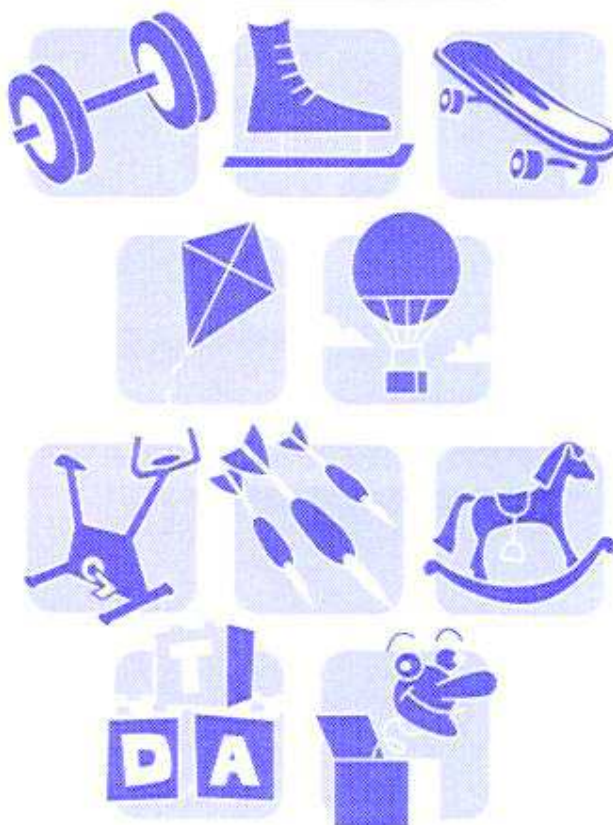
... must be ...
Not intended for ...
May cause ...

Thank you for (-ing)
Please ...

Do not ...
Never ...
Avoid ...
No (-ing)

Keep ...
... must not be ...
... should be ...

Make sure ...
(Do X) before (-ing)



- 7 Read your labels to the class. Which group has:

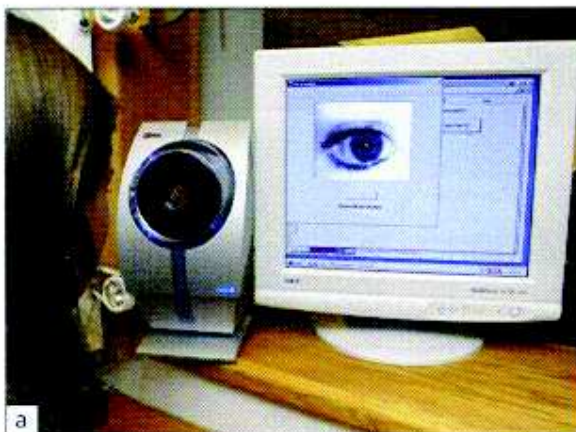
- 1 the most warnings?
- 2 the funniest warnings?
- 3 the most useful warnings?


Making suggestions

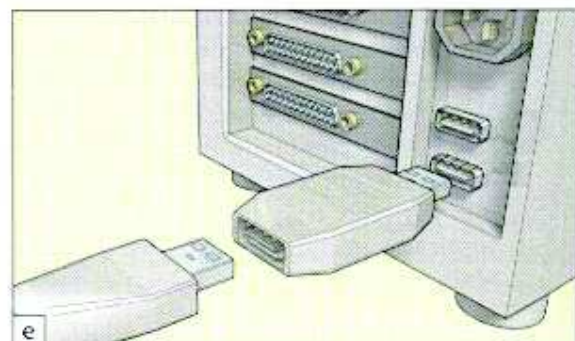
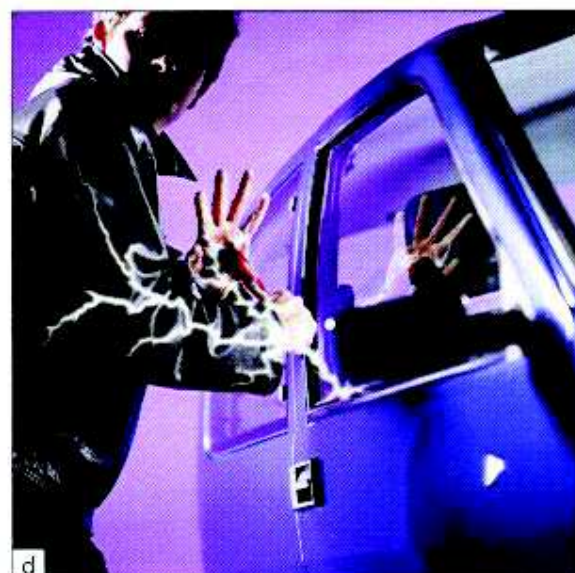
1 What kinds of security problems does your company have? What does it do to try to stop:


- 1 stealing?
- 2 spying?
- 3 people making private photocopies?
- 4 people making private telephone calls?
- 5 hackers breaking into your intranet?
- 6 misuse of the Internet by employees?
- 7 unauthorized people entering the company?

2 Look at these security devices. What are they? How could they be used? What security problems could they solve?



3  Listen to different people talking about the devices. Match each conversation to the correct picture.



- 4  Listen again and complete the sentences.

- 1 A What we need is a camera.
B Yes, it has to be
C Then install this?
- 2 A It's simple.
B But very
A install one in front of all the doors.
- 3 B It's amazing!
C It's!
A some for our trucks?
- 4 A Everybody's eyes are different. It's 100 per cent
B Hmm.
A look into it.
- 5 B If someone working – like computer games, Internet chatrooms –
C try it?

- 5 Find five expressions used to make suggestions in 4.

- 1 Which one is followed by -ing?
- 2 Which one is the strongest suggestion?
- 3 What are the question and negative forms of *I think we should ...*?

- 6 Look at these reactions to ideas. Are they positive (+) or negative (-)?

- 1 It'll save time.
- 2 That'll work.
- 3 Yes, but ...
- 4 Exactly!
- 5 That's crazy!
- 6 That's a great idea.
- 7 It's too expensive.
- 8 It's interesting, but ...
- 9 Maybe, but don't forget ...
- 10 Yeah! Why not?

- 7 Work with some other students. Read the problems and make suggestions. Use the phrases in the box below. Don't forget to respond to each other's ideas.

Making suggestions

*Why don't we ...? How about ...(-ing)?
I think we should ... Couldn't we ...? We could ...*

- 1 Someone has stolen a lot of expensive tools and equipment from your workshops in the last three months. It could be someone who works at your company or it could be the cleaning staff.
- 2 You want to avoid getting viruses in your computers.
- 3 You are worried about hackers breaking into your computer system and stealing company secrets.
- 4 One of your night-time security guards is very unreliable. He's often late and you think he sometimes falls asleep at work.
- 5 The police have warned you that a group of terrorists are planning to plant an explosive device in your factory / offices.
- 6 Someone in your department is spying for one of your competitors. You think you know who it is, but you are not 100 per cent sure.
- 7 One of your company's engineers went abroad to install a machine and he was kidnapped. You have received a note from his kidnappers demanding \$10,000,000.

- 8 Work with some other students.

- 1 Design one or more security devices to protect these things:
 - a your company's PCs
 - b employees' mobile phones
 - c employees' personal possessions (briefcases, wallets, handbags*, etc.)
 - d company buildings
 - e company vehicles.

handbag BrE – purse AmE

Draw a diagram of your device(s) and prepare to explain it to the class.

- 2 Look at each other's security devices and find out how they work. Try to suggest improvements.