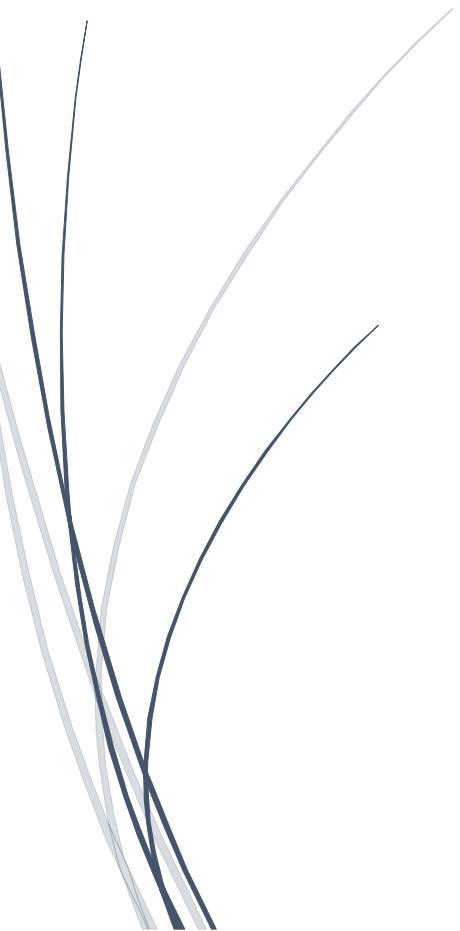


English Language for Information Technology Business

(v.1-2015)



Supported By The Caterpillar Foundation

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Outline

The content of this training course is divided into the sections listed below:

Unit	Content	Function	Language
Unit 1 Jobs in IT	Meeting people	Introducing oneself and others	Present tense of verb 'to be'
	Jobs in IT	Describing one's job	Present simple and adverbs of frequency
	Schedules	Describing daily routines	Schedules
	Business matters	Saying what one does	Acronyms
	Describing work		
Unit 2 Computer Systems	Computer hardware	Describing computer hardware	Comparatives
	Computer software	Describing computer software	Superlatives
	Working with computers	Describing tasks	Present continuous
	Computer usage	Understanding computer usage	Modals: obligation and permission
	Business matters	Starting and ending a phone call	Present simple vs present continuous
Unit 3 Websites	Updating tasks		
	Website purpose	Talking about websites	Wh-question words (1)
	Website analysis	Getting information about websites	Wh- question words (2)
	Website development	Developing websites	Writing: Sequencing: (first, second, then, after that...)
	The best website	Talking about one's favorite websites	There is/ there are
Unit 4 Database	Business matters	Ending a conversation	
	Exchanging information		
	Database basics	Understanding database products	Asking people to do things 'Could you...'
	Data processing	Describing data processing steps	Expressions for 'Checking understanding'
	Data storage and backup	Talking about data storage and devices	Asking for and giving advice
	Data system benefits	Using data in company departments	
	Business matters	Introducing information	
	Explain how sth works		

Unit	Content	Function	Language
Unit 5 E-commerce	E-commerce companies	Explaining E-commerce types	Countable and uncountable
	E-commerce features	Describing features of E-commerce websites	Linking words (and, but, ...)
	Transaction security	Talking about security	Simple future (will)
	Online transaction	Describing transaction process	Present simple and present continuous for future use
	Business matters	Starting a conversation on the phone	
	Exchanging information		
Unit 6 Network Systems	Types of networks	Explaining networks	Giving reasons (because , in order to)
	Networking hardware	Describing network hardware	Making suggestions
	Talking about the past	Using the past tense	Past simple (regular and irregular)
	Network range and speed	Talking about network capabilities	Obligation, necessity and prohibition
	Business matters	How to make and respond to offers	
	Welcoming visitors		
Unit 7 IT Support	Fault diagnosis	Understanding faults	Present perfect
	Software repair	Filling in service reports	Present perfect continuous
	Hardware repair	Using toolkits and making repairs	Explaining the use of something (use to / use for)
	Customer service	Solving customer service problems	
	Business matters	How to introduce and respond to news	
	Asking about changes		
Unit 8 Security and Safety	Security solutions	Describing security solutions	Expressing possibility in the present (may, might)
	Workstation health and safety	Identifying a safe working environment	Expressing possibility in the past (may, might +have+V3)
	Security procedures	Explaining a network and system security	<i>Should</i> and <i>shouldn't</i>
	Reporting incidents	Reporting a security incident	Expressing prohibition Mustn't, not allowed to
	Business matters	How to encourage people	
	Presenting and discussing plans		

Unit 1 – Jobs In IT

Objectives and Outcomes:

At the end of this unit, the student is expected to:

- Use verb to *be* in the present tense.
- Greet people from different nationalities.
- Greet people at different times of the day.
- Describe one's job using present tense.
- Use different adverbs of frequency that are related to the present tense.
- Use the right time preposition.

Key words

website developer	network administrator	system analyst	website analyst			
analyze	design	implement	set up	statistically	intelligent	proficiency
misplaced	feedback	criticism	essential	demanding	innovation	expert
varied	glamorous	dull	rewarding	worthwhile	depressing	dull

Speaking

Meeting People

How do you greet people in Jordan at different times of the day? How do you greet non-Arabs?



Now, complete these dialogues with the words in the box.

is	meet	name's	Nice	this	all	too	you	Welcome	What's
----	------	--------	------	------	-----	-----	-----	---------	--------

1) Natasha: Hi, my (1) Natasha.

Khalid: Pleased to (2) you. I'm Khalid Ali.

Natasha: Pleased to meet you, (3)

2) Philip: Good morning. (4) your name?

Karim: I'm Karim. And (5) are?

Philip: My name's Philip. (6) to meet you.

3) Tim: Hi everybody, (7) is Ingrid.

All: Hi!

Tim: Ingrid, this (8) Karim, Linda, Mohammed and
Mansour.

Ingrid: Nice meeting you (9)

Linda: Likewise.

Tim: (10) to the team and good luck.

Speaking

Work in small groups. Practice introductions. Follow the instructions below.

- 1 Introduce yourself.
- 2 Introduce a new team member.

Listening 3

Listen to this dialogue and choose the correct answer.

Kathryn: Karim, what do you do?

Karim: I'm a (1) *website developer/network administrator*. Who do you work for?

Kathryn: I work for CISCO. I'm a (2) *system analyst/website analyst* there. Where are you from, Karim?

Karim: I'm from Qatar. I work for Microsoft there. And where are you from, Kathryn?

Kathryn: I'm from the (3) *UK/US* but now I live in Bahrain. Do you know where Glenda's from?

Karim: She's from the US.

Kathryn: And what's her job?

Karim: She works for (4) *IBM/Dell*. Her job is to set up new systems.

Practice

I am a system analyst. I work for Microsoft. I analyze, design and implement information systems.

I am -----. I work for-----. I -----.

Practice: Nationalities

Where are you from?

I am from England. I am English.
I am from Kuwait. I am Kuwaiti.
We are from India. We are Indians.

He is from Morocco. He is Moroccan
They are from China. They are Chinese.
Natasha is from Germany. She is German.

What are the nationalities of the following countries?

Ireland-----	America-----	Pakistan-----
Spain-----	Japan-----	Italy-----
Palestine-----	Lebanon-----	Sudan-----
Oman-----		

Reading

Read the following text then answer the questions below:

Challenges faced by Software Development Engineers?

The tech world is **statistically** male, white, young, full of **intelligent**, opinionated people who make up in technical **proficiency** what they lack in people skills. It tends to breed a type of people whose way of thinking can sometimes stay close to the boundary of autistic spectrum.

Add to that the fact that everyone is under pressure, and it's easy for things to get problematic. There's a huge amount of **misplaced** pride engineers will put in their solutions, and very often there is a line between searching for the best architecture and having an ego driven by "my way's better". Furthermore, many workers in this field have trouble distinguishing between feedback and criticism.

The reason why good engineers are so emotionally invested in their work is that they dig for it. Then, they combine this with a demanding job with tight deadlines. You end up with people who have not much else to do beyond work; they are willing to sink in it very deep. It can, and will, drive your mentality if you're not careful.

1. What is the main idea in the text?
2. What is the trouble that most software engineers have?
3. What do the underlined pronouns refer to?
4. What are the results of getting so emotionally involved in work?

Vocabulary

Work with a partner. Match the words from the list to their definitions below:

<i>varied</i>	<i>routine</i>	<i>stressful</i>	<i>worthwhile</i>	<i>dull</i>	<i>demanding</i>
<i>rewarding</i>	<i>glamorous</i>	<i>depressing</i>	<i>challenging</i>	<i>fun</i>	<i>secured</i>

1. Kept in a safe place -----.
2. Makes us feel good -----.
3. Makes us feel worried or anxious -----.
4. Different, not always the same -----.
5. Makes us feel unhappy -----.
6. Predictable, the same everyday -----.
7. Looks attractive from the outside -----.
8. Lively and enjoyable -----.
9. Difficult in a satisfying way -----.
10. Needing all effort and attention -----.

11. Boring -----.
 12. A good thing to do -----.

Jobs in IT

*Sara is introducing herself and her team.
 Complete the descriptions 1-4 with the IT jobs*

Hi! I'm Sara. I create usernames and passwords and I set firewalls. This is Katie. Her job is to plan and design the network. And this is Andrei. His job is to make sure all of the computers work properly. Finally, Mark and Lilly work in data processing. We all work for the university. Our offices are in REC building.



database analyst(s)	IT support officer(s)
network administrator(s)	network architect(s)

- 1 Sara is a -----
 2 Katie is a -----
 3 Andrei is an -----
 4 Mark and Lilly are -----

Speaking

A: Work with a partner. Describe these jobs using the *vocabulary* you learnt above:

IT support leader	database analyst	programmer	net developer
-------------------	------------------	------------	---------------

Example:

Being a teacher is quite a **challenging** job because you have to teach large groups of people who have different abilities. It's also very **rewarding**.

B: Work in small groups. List the IT jobs you know.

C: Work with a partner. Choose a job from A without telling your partner about it. Describe the job's responsibilities using words from B. Your partner must guess the job.

Example:

- A. This person deals with customers and is responsible for responding to complaints.
- B. Is he/ she a sales assistant.

website designer IT director sales assistant project manager human resource manager software engineer	maintenance personnel application recruitment money templates complaints product development oversee budget customers
--	--

D: Discuss within a group which of the following list is the most/least important for you in a job?

- Money
- Job satisfaction and professional development
- Free time
- Recognition
- Job security
- Opportunities for promotion
- Variety
- Training
- Travel

Language 1: Present tense of ‘to be’

The verb ‘to be’ is used as a main verb in the sentences that lack a main content verb such as verb less sentences in Arabic.

We use <i>be</i> to say who somebody is or what something is.	I <i>am</i> Sam. You/ We /They <i>are</i> from the UK. He /She <i>is</i> a website developer. It <i>is</i> in the US.
Questions	What <i>is</i> his name/job?

Now, complete this email with (*am, is, are, their, our or my*).

Dear Colleagues

My name ----- Amjad Ibrahim and I ----- the IT support team leader. The IT team members ----- Ahmad Sharif, Muna Zakariyya, Shadi Shomali and Pete Clarks. Muna ----- our network administrator. Shadi and Pete ----- the system maintenance officers. ----- job is to keep our system going. ----- job is to support you. ----- contact number ----- 06 514 33 24.

Best Regards

Amjad Ibrahim

Practice

Add the appropriate verb '**to be**' in the right position in the following sentences:

Example: The IT support officers responsible for helping customers to fix their computer problems.

The IT support officers are responsible for helping customers to fix their computer problems.

1. The ‘applications engineer’ interested in installing new applications on the whole computers system.
2. A ‘Java developer’ keen on decoding encryptions.
3. Network administrators responsible for creating usernames and passwords and setting firewalls.

Language 2 Present Simple

Present simple is used to talk about facts, routines, habits and things that are permanent or happen all the time.	What <i>do</i> you <i>do</i> ? I'm a computer systems manager.
	What <i>does</i> she <i>do</i> ? She's a customer support specialist.
	Where <i>does</i> she <i>work</i> ? She <i>works</i> for IBM in England. She <i>doesn't work</i> in Serbia.
	Where <i>do</i> they <i>work</i> ? They <i>work</i> for Manaseer in Jordan.
	Do you <i>work</i> in <i>IT</i> ? Yes, I <i>do</i> / No, I <i>don't</i> .

Practice

Complete the following sentences using a present simple verb from the list:

review(s)	enjoy(s)	set(s)	create(s)	design(s)	does not work	help(s)	oversee(s)
-----------	----------	--------	-----------	-----------	---------------	---------	------------

1. Managers always ----- the progress of the project execution.
2. For individuals who ----- working with computers and keeping up on the latest technology, a job as a programmer analyst is what they look for.
3. A senior system designer-----and provides feedback on in-progress systems design and suggests meaningful changes to existing systems.
4. Network administrators ----- usernames and passwords and set firewalls.
5. Dad ----- in an office. He gets all his work done at home.
6. A network architect ----- and implements the ideal computer network solution for your business.

Adverbs of Frequency

Frequency adverbs say how often we do things. Complete the following scale:

occasionally	always	often	sometimes	rarely	usually	never
--------------	--------	-------	-----------	--------	---------	-------

0%

100%

----- , ----- , ----- , ----- , ----- , ----- , -----

Practice

Replace the phrases in *italics* with an adverb of frequency from the table above. You may need to insert the adverb of frequency in a different place:

1. If I have a lot of work to finish, I work late *almost every day*.

2. I *hardly ever* use the phone; I prefer to use emails.

3. We meet socially *three or four times a month*.

4. My colleagues seem to be stressed *all the time*.

5. *From time to time* I go on a trip abroad if my boss can't go.

Listening 5

Listen to three people talking about their jobs. Complete these jobs' descriptions.

1 Karl

Job: software _____.

Responsibilities: he designs and _____ computer games.

2 Heba

Job. _____ Analyst.

Responsibilities: he _____ computer problems.

3 Wojtek

Job: database _____.

Responsibilities: he analyses and _____ electronic data.

Listening 6

Listen and complete this dialogue.

Ahmed: Where (1) _____ you work, Betty?

Betty: I work for Dell in Dubai. What (2) _____ you?

Ahmed: I (3) _____ for HP in Budapest. What do you

(4) _____, Milo?

Milo: I'm a (5) _____ developer. I work (6) _____
Microsoft in Prague.

Betty: Milo, do you (7) _____ Frida?

Milo: Yes, I do. What do you (8) _____ to know?

Betty: Where (9) _____ she work?

Milo: She works with (10) _____ in Prague. She designs websites
for (11) _____.

Ahmed: I see. Right, let's go. The workshop starts in five minutes.

Schedules

Listening 8

Listen to a conversation between two employees at an IT conference. Complete this dialogue.



Penelope: Hi, Don. (1) _____ are you?

Don: I'm (2) _____ thanks, Penelope. And you?

Penelope: I'm OK. Bit tired from the flight.

Don: Right.

Penelope: (3) ----- workshop (4) -----you want to attend today, Don?

Don: I want to go to CISCO network security workshop.

Penelope: Sounds interesting. What time does it start?

Don: It (5) _____ at 9.15.

Penelope: And (6) _____ does it finish?

Don: It (7) _____ at 4.00 in the afternoon.

Penelope: Well, I (8) _____ to attend the Microsoft Windows Applications Workshop. It (9) _____ at 8.30 A and (10) _____ at 6.00 PM. But they have two breaks, at 10.30 and 12.45.

Don: That's good.

Penelope: Hope you enjoy your session.

Don: You too. See you around.

Language 3

Schedules

We use **at** with clock times, **on** with days and dates, **in** with months and years

<i>What time does it start/begin/finish/end?</i>	<i>It starts at 10.15. (ten fifteen OR quarter past ten)</i>
	<i>It begins on Monday at 7.30. (seven thirty OR half past seven)</i>
	<i>It finishes on Jan, 23rd at 2.05. (two oh five OR five past two)</i>
	<i>It ends in March, 2015</i>
	<i>It starts in 2016.</i>
<i>When do you have a break?</i>	<i>We have a break at 12.45. (twelve forty-five OR a quarter to one)</i>

Practice

A: Prepositions are function words that usually denote *time* and *place*. In English, and Arabic, prepositions precede nouns and noun phrases. Add the right preposition ‘*at, on, in, from, to*’ in the following sentences¹:

1. Do you work ----- Mondays?
2. I have a meeting ----- 9AM.
3. Her birthday is ----- 20 November.
4. Jane went home ----- lunchtime.
5. In England, it often snows ----- December.
6. The shop closes ----- midnight.
7. Do you think we will go to Jupiter ----- the future?
8. There should be a lot of progress ----- the next century.
9. Where will you be ----- New Year's Day?
10. The post office opens ----- 8:30 until noon.
11. Malls are open Monday ----- Friday ----- 8 AM until 10 PM.

¹ See Unit 4 (p.59) and Unit 6 (p.91) for the use of prepositions with certain verbs and adjectives.

B: Complete the following text about Omar's schedule with the suitable prepositions from the box.

at	at	in	for	from
----	----	----	-----	------

I work in an office (1) ----- Dubai but I'm (2) ----- Canada. I work (3) ----- SAP there. I start work (4) ----- 8:15, have lunch in a café (5) ----- 1:30 and finish about 5.00.

Speaking

Work in pairs. Ask and answer questions about your daily schedule; *breaks, having lunch, going to bed, leaving work, listening to news, working out, etc.*

Example:

A: *What time/ when do you start work?*

B: *I start at 8.00. What about you?*

A: *I begin at 9:30.*



Now, write three sentences about yourself and your daily schedule using present simple and a time preposition.

Listening 9

Listen and repeat telling the time.

- | | |
|--------------|---------------|
| 1) 7.05 | 5) 4.35 |
| 2) 6.45 | 6) 2.15 |
| 3) 8 o'clock | 7) 12 o'clock |
| 4) 10.45 | 8) 9.50 |

Acronyms

HTML	(Hypertext Markup Language) is a markup language used to host another network protocol and to copy a file from one to another.
FTP	(File Transfer Protocol) a standard network protocol used to copy a file from one host to another.
WLAN	(Wireless Local Area Network) A type of local-area network that uses high-frequency radio wires to communicate between nodes.

Practice

Work in small groups. What do these acronyms stand for?

DSL	
IP	
PPP	
RAM	
USB	
VPN	

Speaking

Work in pairs. Make a list of acronyms. Ask and answer questions as in the example below:

Example:

A: What does HTML stand for?

B: It stands for/means Hypertext Markup Language



Listening 11

Listen and complete this dialogue.

Andrei: Bob, can you (1) _____ me, please?

Bob: Sure.

Andrei: I don't understand this acronym. What does it (2) _____ for?

Bob: Let me see. 'W3'. I'm not sure. Maybe WWW, the World Wide Web.
Andrei: OK. What does P2P stand for?

Bob: (3) ----- stands for person-to-person.

Andrei: OK. What does IP (4) _____

Bob: It means Internet Protocol.

Andrei: How do you (5) _____ Protocol'?

Bob: p - r - o - t - o - c - o - l

Andrei: Thanks.

Bob: You're welcome.

Writing

A: Use the words and expressions in the box to fill in the gaps:

Really?

a recruitment consultant?

That sounds ...

So tell me,

Oh right

Jane: I'm a recruitment consultant.

Liam: -----.

Jane: Yes, I oversee recruitment for ten of our key accounts.

Liam: ----- really demanding.

Jane: It can be at times. -----what exactly does your job involve?

Liam: Well, I am responsible for the department's spending.

Jane: ----- Do you enjoy your job?

Liam: I love it. It's great to be in such a position of responsibility.

Jane: -----I think I'd find it stressful.

B: You have participated in a training workshop. All the trainees were asked to complete the following form and introduce themselves. Complete it about yourself.

Participant Information		
Name:	Date:	
DOB:	Place of residence:	
Contact:	Phone	Email
Interests:		
IT job you want and why: _____		

C: Write an email message to introduce yourself to the employees in the company using the profile below or your own information.

You are a new employee in a company. Your position is a network administrator. You are responsible for providing excellent customer service through phone and emails, analyzing customer complaints, assisting directly or routing customers to the appropriate personnel for assistance, and ensuring customer satisfaction by meeting customer needs in courteous and timely manner.

My name is _____

Practice

D: What is your dream job? Write a job description for a job of your choice. You may use these expressions (*create passwords/design websites/help customers/analyze data*).

Job:

Company to work for:

Responsibilities:



Key expressions

Introducing oneself

Hello. Hi, I'm ...

Hello. Hi, my name is

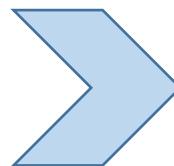
I don't think we've met. I am
.....

Introducing other people

This is ...

I want you to meet...

I'd like to introduce you to ...



Exchanging greetings

Nice to meet you.

I am very pleased to meet you.

I am delighted to meet you.

Saying what you do

I deal with...

I handle.

I oversee...

I am in charge of (Noun / +ing)...

I am responsible for (Noun / +ing)...

Practice

Use the key expressions above to introduce yourself, introduce others, exchange greetings, and say what each one of you do

Unit 2 – Computer Systems

Objectives and Outcomes:

At the end of this unit, the student is expected to:

- Describe computer hardware.
- Describe computer software.
- Use Comparatives and Superlatives.
- Use present continuous.
- Use Modals for obligation and permission.
- Start and end a phone call

Key words

volunteerism	resources	teamwork	objectives	schedule
deadline	budget	updates	reliable	Software architecture
programming	software	system software	software engineering	bright
efficient	wide	heavy	narrow	durable
				skills

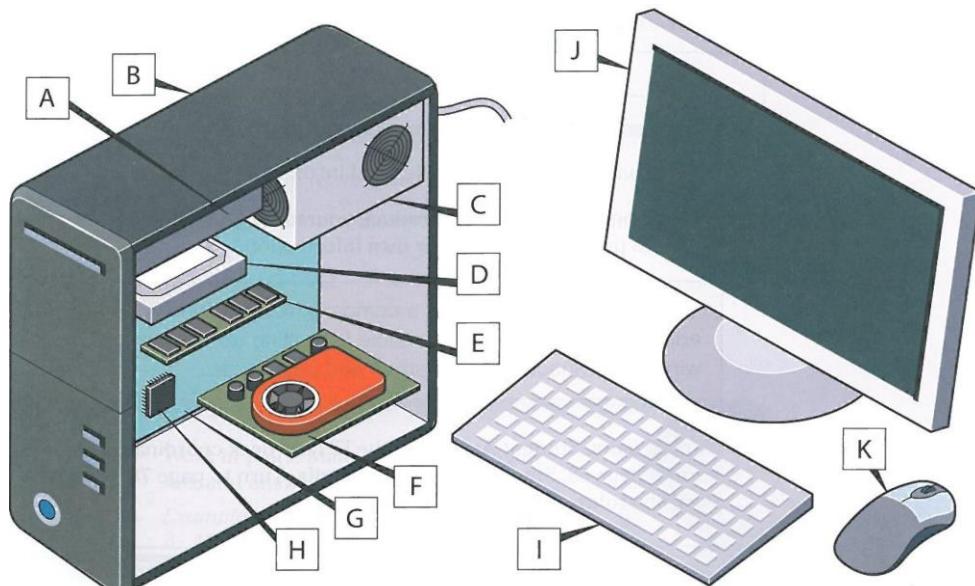
Computer Hardware Speaking

Work in small groups. Make a list of all the computer hardware you use in your work or study.

Practice

Based on the labels in the diagram, write the correct letter next to the items in the table:

monitor		expansion cards (video, graphic)	
case		power supply unit	
motherboard		optical disc drive	
CPU (Central Processing Unit or Processor)		hard disk drive	
main memory (RAM)		keyboard	
mouse			



Listening 13

Listen to two colleagues discussing buying a new computer for their work and complete this dialogue.

Bob: What do you think? Which (1) ----- is better for the sales team?

Daisy: I'm not sure. This computer has a (2) -----memory and I think it has a (3) -----processor.

Bob: And the other one?

Daisy: Well, it is (4)-----

Bob: And (5) -----

Daisy: Yes, you're right. Lighter and smaller.

Bob: But the bigger one is (6)-----

Daisy: So what is our decision?

Bob: I'm not sure. Let's go for a coffee and discuss this again.

Reading

Read the following article then answer the questions:

A commitment to volunteerism

What does volunteerism mean?

The clothing manufacturer, Timberland, is one of many large companies that are committed to volunteerism. The company encourages staff to spend 40 paid hours a year on community and social projects. The community benefits from the company's **resources**, staff gain new skills and **teamwork** improves.

The French food manufacturer, Danone, allows its employees to spend time in developing countries, working on projects in areas like conservation, teaching, caring, or building. In doing so, they can share their own **skills**, and at the same time, they gain new ideas and insights, and learn from the experiences of others.

A team from the banking group, HBOS, volunteered to help build an extension to a school in La Esperanza in Honduras. Linda Marshall, the project leader, said, "I learnt that when new teams are forming, it is essential that **objectives** are agreed and everyone buys into them. This is crucial to any project's success."

What can volunteering do for you?

Software engineer, Samira Khan, is in charge of a volunteer project to redecorate a community center for the elderly in Chicago. Managing a project is a new experience for her. She is learning how to organize a **schedule** so that they are able to complete a project before its **deadline**. She also has to deal with the **budget**, which is fairly limited, so she has to spend carefully. Every few days, she gets **updates** from her project team on progress and decides if they need more resources. She finds working on this project very rewarding and is pleased to be learning new skills.

- 1) What is volunteerism?
- 2) What sort of things can volunteers do?
- 3) Who benefits from volunteering and how?
- 4) What has Samira Khan learnt from her project?

Vocabulary 1

A: Label these items with the words in bold from the text:

1 _____	2 _____	3 _____												
It was agreed that John will <ul style="list-style-type: none"> • Look at ways of cutting spending • Talk to the bank about the loan • Aim to balance the books in 6 months. 	Sunhills Community Project Completed: wiring and plumbing Ongoing: plastering and tiling. Still to do: decorating and furnishing.	June 5 June: complete decorating 6 June: safety checks 10 June : official opening 4 _____												
Venue: \$2,000 Catering: \$ 4,000 Transport \$ 350 Total \$ 6,350 5 _____	<ul style="list-style-type: none"> • Accomplished in bookkeeping • Knows how to operate a variety of computer software • Speaks English and Spanish 6 _____													
7. _____	<table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Cutting Tools</td> <td>3%</td> </tr> <tr> <td>Buildings and Administration</td> <td>22%</td> </tr> <tr> <td>Workpiece Materials</td> <td>17%</td> </tr> <tr> <td>Machinery</td> <td>27%</td> </tr> <tr> <td>Labor</td> <td>31%</td> </tr> </tbody> </table>	Category	Percentage	Cutting Tools	3%	Buildings and Administration	22%	Workpiece Materials	17%	Machinery	27%	Labor	31%	8. _____
Category	Percentage													
Cutting Tools	3%													
Buildings and Administration	22%													
Workpiece Materials	17%													
Machinery	27%													
Labor	31%													

Answers: teamwork 8, resources 7, skills 6, budget 5, deadline 4, schedule 3, updates 2, objectives 1.

B: Match the phrases in A with their meanings in B:

A	B
1) meet the deadline	a) finish before the planned date
2) fall behind schedule	b) do a job
3) catch up work	c) get back to the original schedule
4) back on track	d) receive reports on progress
5) finish ahead of schedule	e) finish on time
6) allocate resources	f) make use of people, money, time
7) stay within budget	g) spend the right amount of money
8) delegate tasks	h) give people different responsibilities
9) get on with a task	i) make slow progress
10) get updates	j) work to the predicated schedule

Language 1 – Comparatives

We use comparative adjectives to compare two entities: people or things.

For short adjectives we add <i>-er</i> + (than).	<i>big</i>	<i>bigger</i>	<i>The new monitor was bigger than the old monitor.</i>
	<i>fast</i>	<i>faster</i>	<i>Your processor is faster than mine.</i>
	<i>hard</i>	<i>harder</i>	<i>The new coding language is harder than the one we use.</i>
	<i>difficult</i>	<i>more , less difficult</i>	<i>This version is more difficult to use than the old version.</i>
For long adjectives we use <i>more, less</i> + (than).	<i>expensive</i>	<i>more , less modern</i>	<i>His computer is less modern than hers.</i>
	<i>reliable</i>	<i>more, less reliable</i>	<i>I think you should buy that CPU. It is more reliable than the one you have.</i>
	<i>bad</i>	<i>worse</i>	<i>That screen resolution is much worse than before!</i>
	<i>good</i>	<i>better</i>	<i>I really like this mouse. It's so much better than the old one.</i>

Practice

A: Make the comparative form of these adjectives.

Example : long longer

- 1) bright _____
- 2) efficient _____
- 3) small _____
- 4) wide _____
- 5) heavy _____
- 6) tiny _____
- 7) dark _____
- 8) soft _____
- 9) narrow _____
- 10) durable _____

B: Read these products descriptions and make sentences using comparatives.

Example: The Corsair is longer than the Imation but slimmer

Corsair Flash Survivor GT 8GB



8GB

Read at 34MB/s
Write at 28MB/s

3.25" x 0.75"
Aluminium

256-bit AES
SW encryption
Ten year warranty
Price \$25

Imation Clip Flash Drive 4GB



4GB

Read at 15MB/s
Write at 9MB/s

2.95" x 1.14"
Plastic

No data encryption
Five year warranty
Price \$10

C: Write an email to a colleague comparing the two previous products.

Hi Sami,

Yesterday I came across two flash torches: Corsair and Imation. The Corsair

Computer software

Speaking

Work in groups. Make a list of all the computer software you use in your work or study:

- Software architecture
- Programming software
- System software
- Software engineering



Language 2 - Superlatives

We use superlative adjectives to express the extreme degree of quality of one thing in a group of things.

For short adjectives we add <i>the + -est.</i> Be careful of spelling.	<i>big</i>	<i>biggest</i>	<i>The new monitor was <i>the biggest</i> in the room.</i>
	<i>fast</i>	<i>fastest</i>	<i>Your version of the software is <i>the fastest</i>.</i>
	<i>hard</i>	<i>hardest</i>	<i>Java is not <i>the hardest</i> to use.</i>
	<i>difficult</i>	<i>the most/least difficult</i>	<i>This version is <i>the most difficult</i> to use.</i>
For long adjectives we use <i>the most/the least.</i>	<i>expensive</i>	<i>the most/least expensive</i>	<i>His computer is <i>the least expensive</i>.</i>
	<i>reliable</i>	<i>the most/least reliable</i>	<i>I think you should buy that. It is <i>the most reliable</i>.</i>
	<i>bad</i>	<i>the worst</i>	<i>That is <i>the worst</i> software I've ever used!</i>
Irregular superlatives	<i>good</i>	<i>the best</i>	<i>I really like this website. It's <i>the best</i> I've ever seen.</i>

Practice

A: Work in small groups. Talk about the software you and your non-IT colleagues use. Answer these questions.

- 1) Which is the cheapest?-----
- 2) Which is the most expensive? -----
- 3) Which is the most/least reliable? -----
- 4) Which is the most difficult/easiest to use? -----
- 5) Which is the best/worst? -----
- 6) Which is the most/least user-friendly? -----

B: Complete the following sentences by the suitable comparative or superlative adjective.

- 1) Jamil has -----computer games than Karim. (few)
- 2) Toshiba is the ----- computer in the world. (good)
- 3) Laila is -----at typing than Amal. (fast)
- 4) Software engineering is ----- Business Administration. (difficult)
- 5) I usually try to do ----- my other colleagues. (good)
- 6) Malware is -----harmful than spyware. (little)
- 7) What is ----- program you've ever learnt? (complicated)
- 8) The resolution of my computer is-----yours. (clear)
- 9) Water is ----- thing for electronics. (bad)
- 10) Which is ----- computer game on children? (dangerous)

Listening 15

Listen to two colleagues discussing software and complete this dialogue.

<p>Tim: What do you think about these three photo Imaging packages?</p> <p>Simone: It's a difficult choice. All three are very good but they have different strengths.</p> <p>Tim: I agree.</p> <p>Simone: Serif Image Plus has (1) ----- image (2) -----</p> <p>Tim: OK.</p> <p>Simone: But Magic Extreme has the (3) -----</p> <p>Tim: You're right. Also, Serif has (4) -----special (5) ----- But what about Snap Pro?</p> <p>Simone: Well, it has the (6) ----- clubbing options.</p>	
--	---

Tim: And Snap Pro is the best for (7) ----- photos.
 Simone: I'm not sure. Serif has (8) ----- efficient
 (9) -----
 Tim: Which is the most expensive?
 Simone: Oh, Serif Image Plus.
 Tim: And the cheapest?
 Simone: Snap Pro.
 Tim: Let's get Snap Pro then.
 Simone: I'm still not sure!

Language 2- Present tense of have (got)

'To express possession, one can either use the verb 'to have' or 'have got'

We use have (got) to talk about possession.	I've/You've/We've/They've (got) ...	I/You/We/They have (got) ...
	He's/She's/It's (got) ...	He, She, It has (got) ...
	I/You/We/They haven't (got) ...	I/You/We/They have not (got)
	He/She/It hasn't (got) ...	He, She, It has not (got) ...
Negation	I/You/We/They don't have ...	I/You/We/They do not have ...
	He/She, It doesn't have ...	He/She, It does not have ...
	Have I you/we/they got...?	
Question	Has he/she/it got...?	
	Do I/you/we/they have...?	
	Does he, she, it have...?	

Listening 16

Listen and repeat these sentences.

- 1) We've got the best software.
- 2) Does it have the most reliable anti-virus software?
- 3) She has the cheapest computer.
- 4) They haven't got the latest version.
- 5) Do you have the fastest processor?
- 6) Has it got Windows?
- 7) They have the latest software.
- 8) It has the biggest screen.



Practice

Sometimes, 'have got' is confused with verb 'to be'. Choose the correct phrase to complete the sentences.

- | | | |
|---|---------------------------------------|-------------------|
| 1) _____ lots of friends at school. | <i>They've got</i> | <i>They are</i> |
| 2) _____ a new laptop. | <i>She's got</i> | <i>She gets</i> |
| 3) _____ a minute? | <i>Have you got</i> | <i>Do you get</i> |
| 4) _____ breakfast at 7:30. | <i>I have</i> | <i>I have got</i> |
| 5) _____ a math class later. | <i>We do</i> | <i>We've got</i> |
| 6) _____ a terrible cold at the moment. | <i>He is</i> | <i>He's got</i> |
| 7) _____ a great time last night. | <i>We had</i> | <i>We had got</i> |
| 8) _____ very hot in the summer. | <i>Everybody gets Everybody's got</i> | |

Listening 17



Listen and complete the dialogue

Paul: Hi, Brinitha.

Brinitha: Hi, Paul.

Paul: How's it -----?

Brinitha: Fine.

Paul: What----- you ----- at the moment?

Brinitha: Oh, I ----- Nero.

Paul: How are you getting on?

Brinitha: Well, I ----- a network. I ----- Microsoft Server.

Paul: Right. Where is Jackie today? Do you know?

Brinitha: Yes. She is on a training course today. She----- about the new database system.

Paul: What about Mary and Imran? Where are they?

Brinitha: They-----in today. They have a day off.

Language 3 - Present Continuous

Beginner learners of English have difficulty in differentiating ***present simple*** and ***present continuous***. Here is how we use the present continuous:

We use the present continuous to talk about things that take place at the time of speaking and are not permanent.	<i>I'm installing the software.</i>
	<i>He's/She's setting up a network.</i>
	<i>We're/They're working at home today.</i>
	<i>I'm not setting up the network.</i>
	<i>He's/She's not installing the software.</i>
	<i>We/They aren't coming in today</i>
	<i>Are you installing it now?</i>
	<i>What am I doing?</i>
	<i>What are you, they doing?</i>
	<i>What is he/she doing?</i>

Practice

A: Complete these sentences with: ***is/isn't, am/am not, are / aren't***.

- 1) It ----- going well.
- 2) I ----- learning a new program.
- 3) She ----- working in the office today. She has a day off.
- 4) They----- installing the new software.
- 5) We ----- setting up the network.
- 6) We ----- using Word. We have a different word-processing program.
- 7) Where ----- they working today?
- 8) What ----- he installing on the computer?
- 9) I ----- coming in today. I'm sick.
- 10) ----- she working at home today?
- 11) Jack and I ----- (work) late tonight.
- 12) Dad ----- (upgrade) the computer at the moment.
- 13) Your brother ----- (download) files on his computer right now.
- 14) Watch out! You ----- (destroy) your documents.
- 15) Look! The program----- (run).

B: Choose the correct tense for each sentence, either ***present simple*** or ***present continuous***:

- 1) What *is* he *doing / does* he do in my office?
- 2) He *fixes / is fixing* your computer.
- 3) He *is knowing / knows* what is wrong with it now.
- 4) He *repairs / is repairing* computers every day.

C: Using ***present simple*** or ***present continuous***, form a full question then answer it from your own experience:

- 1) You / like / travelling? -----
- 2) How often / you / work late? -----
- 3) You / understand / the word ‘deadline’? -----
- 4) What / you / think / at the moment? -----
- 5) Who / you / talk to / right now? -----
- 6) How many people / be / in your English class today? -----
- 7) You / have / any problems at work / at the moment? -----
- 8) What / you / work on / this week? -----

D: Work in pairs or small groups. Talk about what you ***are doing*** at the moment in your work or study.

E: Look at the pictures and describe what is going on:



Vocabulary 2

A: Match the sentence halves 1-6 to a-f.

1) Hana is creating	a) the software.
2) Phil is inserting an	b) a check-up.
3) Rama is troubleshooting	c) a file.
4) We are running	d) a device.
5) Betty is connecting	e) CDs.
6) They are burning	f) image.

F: Fill in the blank spaces with the suitable item from the box:

<i>happening with</i>	<i>are we with</i>	<i>finished that</i>	<i>are things going</i>	<i>to plan</i>
<i>to recap</i>	<i>still painting</i>	<i>so good</i>	<i>back on track</i>	

- 1) How -----over there?
- 2) Well, so far-----.
- 3) Everything's -----.
- 4) So, what's -----the decorating?
- 5) We're-----the ceiling....
- 6) And where -----the lighting?
- 7) We've-----...
- 8) So, -----, the painting is nearly done,...
- 9) So it's all going according -----

Language 4 - *must, mustn't, can, can't, don't have to*

Some modal auxiliaries are used to express obligation, prohibition and permission.

We use ***must*** for obligations
mustn't for prohibition
can and ***can't*** for possibility and ability
have to for something that is necessary
don't have to for sth that is not necessary
need to for something that is necessary
be allowed to for permission.
be supposed to for a rule that is not very strict.

<i>You must work from 8-4.</i>
<i>You mustn't be late.</i>
<i>He can use Word but he can't use Access.</i>
<i>I have to change my password regularly.</i>
<i>We don't have to work at the weekend.</i>
<i>I need to wear the helmet before riding the bike.</i>
<i>We are allowed to use some Arabic in class.</i>
<i>You are supposed to say why you stayed at the hospital.</i>



Practice

A: Read what Ben says about computer usage in his office. Answer the questions.

- 1) What must Ben do?
- 2) What can Ben do?
- 3) What can't Ben do?
- 4) Can he open any website?
- 5) Why is it important to follow computer dos and don'ts?

B: Match sentences a-h with the suitable categories 1-6

- 1) Talking about a prohibition -----
- 2) Talking about necessities -----
- 3) Talking about an absence of obligations -----
- 4) Asking if there is a prohibition-----
- 5) Asking if something is necessary-----
- 6) Talking about a rule that is not very strict -----

- a. Everyone **has to** wear a special overall.
- b. **Do we have to** get undressed?
- c. No, you **don't need to** worry.
- d. You **don't have to** undress.
- e. You **mustn't** wear any natural fibers.
- f. You're **not supposed to** wear jewelry.
- g. We **need to** follow a very strict procedure.
- h. **Are we allowed to** go inside?

C: Using the modal auxiliaries, finish these sentences so that they are true about yourself:

- 1) In my company, we have to -----.
- 2) Luckily, we don't have to -----.
- 3) At work, we are not supposed to -----.
- 4) Where I work, no one is allowed to -----.
- 5) If you work here, you mustn't -----.

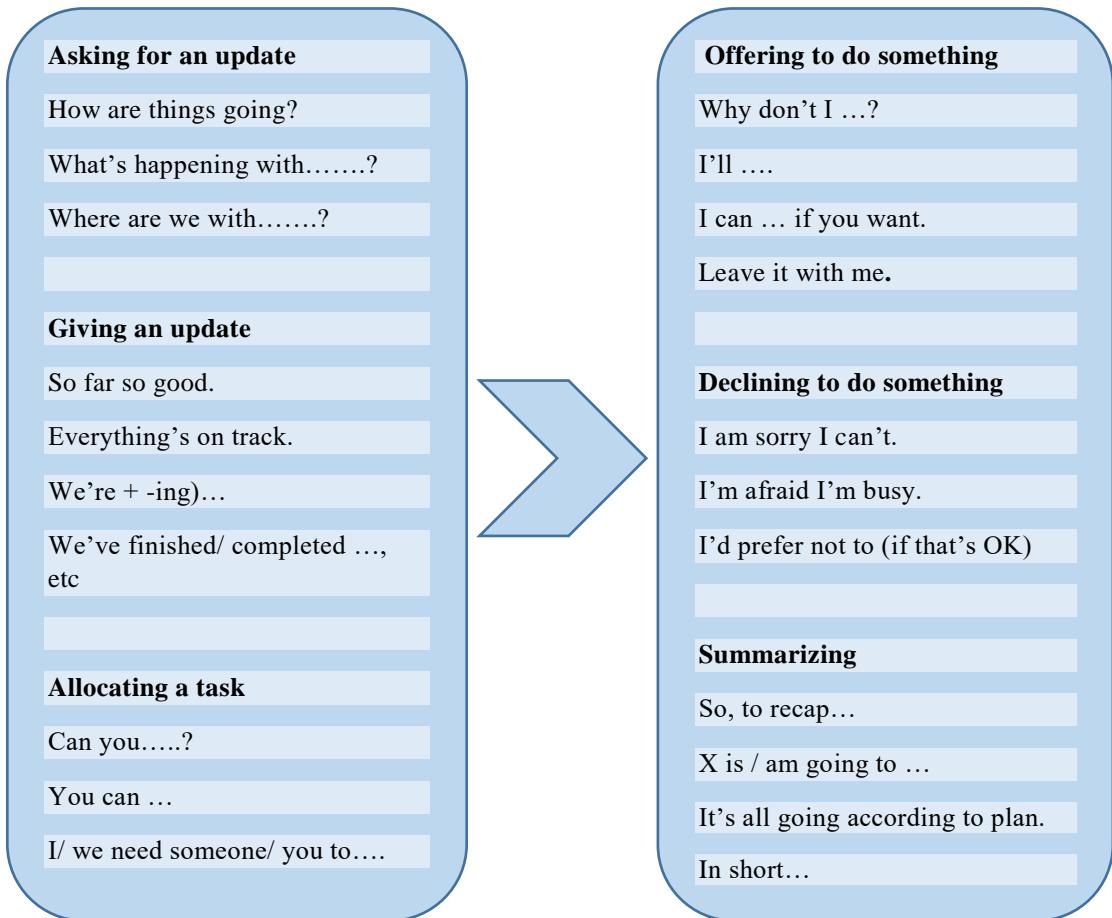
D: Work with a partner. One of you is welcoming a new colleague to your place of work. Tell him/her about the rules you have to follow. The other should ask questions about the rules. Talk about:

- 1) Taking breaks -----
- 2) Phone and internet for private usage -----
- 3) Identification and security -----
- 4) Health and safety -----
- 5) What to do about receiving guests on site -----
- 6) Car parking -----
- 7) Leaving PCs on overnight -----
- 8) Any other rules you can think of -----

Writing

D: Make a list of the things that you ***must, mustn't, have to, don't have to, can and can't*** do. Then write an email to a colleague about yourself using ***must, mustn't, can, can't, have to, don't have to***.

Key expressions



Practice

Mark 1-10: A (allocating a task), O (offering/ agreeing to do a task), D (declining to do a task), S (summarizing).

1. I'd prefer not to if that's Ok. -----
2. We need somebody to be here then to open up. -----
3. So, you two are going to get the paint... -----
4. Can you do it? -----
5. I am sorry, I have an appointment. -----
6. Leave it with me. -----
7. You can carry on with the rest of the paint. -----
8. I can go there this afternoon if you want. -----
9. Why don't I go there now? .-----
10. I'll come with you then.-----

Unit 3 – Websites

Objectives and Outcomes:

At the end of this unit, the student is expected to:

- Learn how to get information about websites.
- Learn ‘Wh- questions words’.
- Learn how to talk about one's favorite websites.
- Learn how to use sequencing words (first , second, then, after that)
- Learn steps of developing websites.
- Learn how to end a conversation
- Learn compound adjectives.

Key words

promote	share	preset	practice	sell
offer				
work life	schedule	crazy about	keen on	exhilarated
fond of	meta tag	visitor map	traffic	page optimization
user profit	reliable	how often	informative	navigate
commercial	entertainment			balance

Website purpose

Speaking

Which websites do you use in your work and study? Do you use the same sites?



Reading 1

A: Read the text about different types of websites and answer the questions below.

Types of Websites

The purpose of an organizational website is to inform about an idea or event. Companies develop commercial websites to sell products or services. Entertainment websites are designed to entertain or provide fun activities. People visit news websites to obtain information. The purpose of a personal website is to provide information about an individual. Social networking websites help people to exchange personal information. Educational websites aim to share knowledge and enable online learning.

- 1) Why do people visit educational websites? -----
- 2) Why do people visit company websites? -----
- 3) Why do people visit entertainment websites? -----
- 4) Why do people visit news websites? -----
- 5) Mention THREE websites that people visit. -----

B: Read the following text about working hours and answer the questions:

No More Late Nights

After working fifteen-hour days for most of his career, Todd Einck, 42, left his sales job and started JLT Mobile Computers. He wanted to create an organization where he could control his schedule and have time for his wife and young children. Nowadays, Todd leaves work by 5.10 PM almost every evening and he tells his fifteen employees to do the same. Working at the weekend or taking assignments home is not allowed.

- 1) Would you like to work similar hours to Todd Einck in his old job or his new job? -----
- 2) What does Todd tell his employees? -----
- 3) Could you do the same at your workplace? -----
- 4) Why did Todd start a new job? -----

Vocabulary 1

Complete these sentences about the purpose of websites with words from the box.

share	promote	preset	practice	sell	offer	read
-------	---------	--------	----------	------	-------	------

- 1) The purpose of ‘nationalgeographic.com’ is to ----- information on different topics.
- 2) Some websites want to ----- a service.
- 3) Companies use ‘amazon.com’ to ----- their products.
- 4) People visit ‘CNN.com’ to ----- international news.
- 5) Students visit ‘math.com’ to ----- their math.
- 6) ‘thegreenshoppingguide.co.uk’ wants to----- environmentally friendly shopping.
- 7) English teachers join ‘eltforum.com’ to ----- teaching resources.

Speaking

In groups, discuss the following questions about ‘work life’.

- 1) What is ‘work life’ balance?
- 2) Why should employers care about ‘work life’ balance?
- 3) Is there a long-hour-working culture in Jordan?
- 4) Which types of work are considered fun and which ones are considered hard for people in Jordan.
- 5) How can jobs in IT become more enjoyable?

Language 1 - Compound Adjectives

Phrases that postmodify a noun can be fronted. In this case, they undergo some change to become compound adjectives as the following examples and rules illustrate:

- Todd worked fifteen hours a day = Todd worked **fifteen-hour** days.
- I have a table with three legs= I have **a three-legged** table.
- Laila is paid well at her new job= Laila has **a well-paid** job.
- I live in a country where English is spoken. = I live in **an English-speaking** country.

Rules:

- All parts of compound adjectives must be hyphenated (-).
- Plural becomes singular.
- Some compound adjectives need to appear in the past participle form (ed/en) or **in the present participle form (ing)**.

Practice

A: Change the following into compound adjectives:

- 1) Omar's car brand is new. He has -----.
- 2) The fashion of Laila's skirt is old. Laila is wearing an -----.
- 3) Laila is a -----girl. She has thin lips.
- 4) I read a document of sixty-two pages. I read a -----documents.
- 5) Reptiles have cold blood. Reptiles are -----animals.
- 6) Cairo is populated densely. Cairo is a -----city.

B: Adjectives: Use the following adjectives to describe different types of jobs and activities (e.g. cycling, mountain climbing, drawing, working at night, studying for exams, play video games).

Examples:

- Mountain climbing is an **exciting** sport.
- I found a **well-paid** job.
- It was one of the most **thrilling** discussions I ever heard.

<i>exciting/-ed</i>	<i>frightening/-ed</i>	<i>interesting /-ed</i>	<i>hard work</i>
<i>relaxing/-ed</i>	<i>boring/-ed</i>	<i>exhilarating/-ed</i>	<i>well-paid</i>
<i>enjoyable</i>	<i>demanding</i>	<i>thrilling/-ed</i>	<i>fun</i>

C: Most of the adjectives above end in *-ing* or *-ed*.. Which ending is mainly used to describe people and which one is used for describing things? Here are more examples.

Examples

- When I got home about midnight, I was really **tired**.
 - I always feel **bored** when I watch documentary films because they are **boring**.
 - The audience felt **thrilled** to see such an **exciting** event.
-

D: Depending on the following table, say what you are:

• <i>interested in</i>	• <i>bored of</i>
• <i>frightened of</i>	• <i>excited about</i>
• <i>tired of</i>	• <i>exhilarated by</i>
• <i>keen on</i>	• <i>crazy about</i>

I'm (not) (really)	interested in	<i>computers, teaching, office work, designing</i>
	frightened of	<i>Amman, Jordan, Turkey, USA</i>
	tired of	<i>mathematics, physics, geography, Arabic</i>
	excited about	<i>cooking, cleaning, fixing broken things, gardening</i>
	fond of	<i>tennis, soccer, video games, playing trix, tarneeb, hands</i>
	crazy about	<i>Omar, Laila, my boss, the secretary, our English professor.</i>
	keen on	<i>Fixing things, inventing things, solving problems</i>

Collocations

A collocation is a combination of words that are highly likely to occur together. They are usually two words that come together. If we hear one word of the collocation, it is very likely that we can tell the other.

- Omar can **do** his **homework** on his own but he sometimes **makes mistakes**.
- Other examples include **deeply sorry**, **weather conditions**, **field trip**, **free service**, **developing countries**.
- In many **developing countries**, scientists are currently working on developing a plastic that is totally biodegradable.
- He doesn't **do anything** all day long.
- They **make** delicious **food** in this restaurant!
- I **made** a lot of **mistakes** in that test yesterday, I'm sure of it.

Practice

Match the following verbs with the words below:

work	do	make	take	go
------	----	------	------	----

- 1) ----- exercise / work / overtime.
- 2) ----- late / from home.
- 3) ----- time / useful contacts / progress.
- 4) ----- grey / red / bald.
- 5) ----- me somewhere / some holiday / paid leave / time off.

Speaking

Use the collocation from the previous exercise to talk about a typical week, your holidays, the company's policy, etc.

Language 2- Question Words

Wh-Question words seek to ask about new information as follows:

Use which + noun to ask about choices	Which websites do you visit?
Use what to ask about things .	What do you use CNN for? I use it to learn about the news.
Use why to ask about the reason for something.	Why do you use Wikipedia? I use Wikipedia to check information.
Use when to ask about time .	When do you listen to CNN?

Examples:

Which one do you prefer? The red one.

What do you do? I am an engineer.

Why do you sleep early? Because I've got to get up early.

When do you go to work? At 7:00.

Practice – Wh-questions

A: Complete the following questions by one of the wh-words in the box above:

- 1) ----- websites do you use?
- 2) ----- do you use Wikipedia?
- 3) ----- do you use CNN for?
- 4) ----- does she use CNN?
- 5) ----- would you like to go to Dubai?
- 6) ----- do you usually start work?
- 7) ----- jobs in IT do you like most?
- 8) ----- is the most interesting website?

B: Ask and answer questions about websites you often use:

A: Which websites do you use?

B: I use -----

A: When do you often use it?

B: -----

A: What do you use it for?

B: I use it to-----.

C: Go around the class and ask four students to name the websites they visit and use at home. Write down a website for each of the four headings 1-4 in the table.

Interviewee name	Interviewee uses these websites to:			
	1 entertain	2 get news	3 research/study	4 shop
a)				
b)				
c)				
d)				

Listening 20

Listen to Sarah and George. Complete this dialogue.

Sarah: George, I (1) -----some information about our website.

George: OK, what do you need to (2) -----?

Sarah: Well, I need some information about website (3) -----, you know, external visits to our website.

George: OK.

Sarah: (4) -----you do a report for me?

George: Sure. (5)-----do you need it by?

Sarah: Er, tomorrow morning, I'm (6) -----. It's for the finance director.

George: OK, what do you need to know (7) -----?

Sarah: Well, the (8)-----of visitors to our website last month, their movements and actions on the website, and where they're from.

George: OK, I (9) -----do that.

Sarah: Thanks very (10) -----indeed.

Vocabulary 2

Match the website analysis tools 1-5 to the descriptions a-e.

1) Meta tag	a) Information about where the visitors to your website are from
2) Visitor map	b) The movement and actions of visitors to your website
3) Traffic	c) Invisible information (e.g. hidden keyboard) on website
4) Page optimization	d) Increasing the number of visitors to your site
5) User profile	e) Information about a user and the sites they browse

Language 3 - Question Words (2)

Use how much/how many to ask about quantity.	How much money does your website cost? About \$20,000. How many hits do we get each month? About 40,000.
Use where to ask about places.	Where are the visitors from? They are from Australia and the UK.
Use how often to ask about the frequency.	How often do people visit our website? At least once a day/not very often.
Use how long to ask about the duration/ length of time.	How long have you stayed in Austria? 3 months.
Use who to ask about people.	Who designed the website for you? Mr. Al-Jaber

Practice

A: Complete the following questions by adding one of the *wh*-words in the box above:

- 1) How ----- people visit the site every day?
- 2) ----- do they go on the website?
- 3) How ----- do they spend on the website?
- 4) ----- installed the anti-virus program on your computer?
- 5) ----- do you back up your documents?
- 6) How ----- information do we need for our website?

B: Work in pairs. Complete the following table about website analytics. Each student asks his/her partner about their company using the *wh*-words they learnt.

My company: -----
Owner(s): -----
Number of visitors: -----
Visitors location: -----
Numbers of visits: -----
Length of time on site: -----

Large numbers

50,000	<i>fifty thousand</i>
800,000	<i>eight hundred thousand</i>
250,000	<i>two hundred thousand/ quarter a</i>
7,000,000	<i>seven million</i>

Practice

How do you say these numbers?

20,000	
600,000	
11,000,000	
150,000	
83,000	

Language 4- Describing steps in a process

Sequence words help both the speaker and the listener to follow what is being said:

Use first, second, next, then, after that, finally (etc) to describe the order of actions.	First do .	To start, do
	After that, ...	Next
	Then ...	
	Secondly, ...	Thirdly ...
	Finally_.	To finish ...

Speaking

The following are adverbs and expressions that help the speaker and listener follow the sequence of the conversation.

Introduction	<i>Good morning / afternoon everybody. Thank you for coming.</i>
	<i>Today we are going to present....</i>
	<i>First, I am going to talk about....</i>
	<i>Then, we will show you....</i>
	<i>Finally, we will answer your questions....</i>
Speakers	<i>Now, I'll hand over to my colleague.</i>
	<i>Let me start with....</i>
Closing	<i>To finish....</i>
	<i>Thank you very much for listening. Are there any questions?</i>

Speaking

A: Describe something you do every day at home or at work. Use the words in the Language box above.

Example: - Sending an email.

- First, click on 'New email'. After that, add the recipient's name.



B: Complete this text with the words in the box.

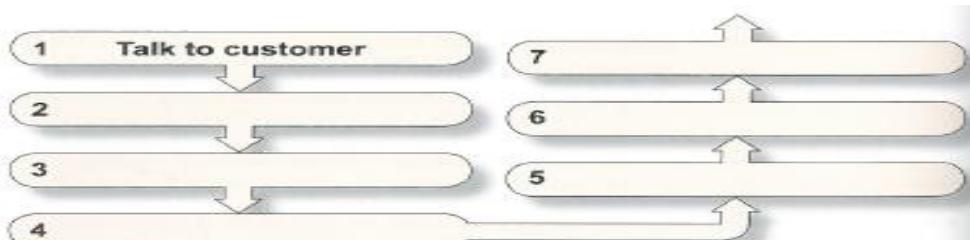
Thirdly	Finally	Then	After that	First	Next	Secondly
---------	---------	------	------------	-------	------	----------

The steps in website development

- (1) -----, discuss with the customer their requirements and the target audience. Find out what features and number of pages they want on their site. (2) ----- , analyze the information from the customer.
- (3) ----- , create a website specification. (4) ----- design and develop the website. (5) ----- , assign a specialist to write the website content. (6) ----- give the project to programmers for HTML coding. (7) -----, test the website.

After you publish the website, update and maintain it on an ongoing basis. Monitor customer use.

C: Work in pairs. Complete the flowchart to show the website development process.



Speaking

Look at the websites below and answer these questions.

- 1) What are the websites? -----
- 2) Do you use these websites? Why/Why not? -----
- 3) What is the purpose of each website: sell, inform, share, educate?-----

- 4) What are the main features of each website?-----
- 5) Think of two more websites that have the same purpose. Are they different to the ones below? Why? -----

The Financial Times homepage features a large banner with a dollar sign icon and the headline "Labour poll victory deals blow to coalition". Below the banner, there are several news articles and a "Markets data" section with a chart showing indices like FTSE 100, S&P 500, Euro Stoxx 50, and Nikkei 225. The Pearson Longman website homepage has a "Welcome to PEARSON Longman" banner, a "Markets data" section with a similar chart, and a central promotional box for a 4-week trial of the FT and FT.com for £1.

Practice

You are the owner of a company that needs a new website. Make a list of things that you need/would like for your website. Answer the following questions.

- What is the name of your company? -----
- What is the business type? -----
- When did you start it up? -----
- What is the purpose of your website? -----

Speaking

Work in pairs. Student A is the website developer. Student B is the customer. Ask and answer questions about website requirements.

Example:

- A: What is the name of your company?
- B: It's called/its name is *Pearson Longman*.

The best websites

Vocabulary 3

What are your favorite websites? Why? Use the words in the box to describe them.

beautiful	well-designed	easy-to-use/navigate	clear	reliable	interesting
useful	informative	fun	funny	exciting	

Example: The well-designed website is eBay because it helps buy and sell things.



Language

Language 4 - Describing things

There is/There isn't	There's a lot of information on this website. - There is little debate that Web Audio is cool.
There are/aren't	There are many searching engines. There aren't many photos on this website.
Has	The website has good graphics. Every software has bugs.
Have	Most websites have a lot of features. They have very useful interface.

Speaking

A: Talk about the things you like and dislike about different websites.

Example: I really like the look of the TOEFL website. It has nice graphics.

B: What are the trends in website design? Discuss with the group.

Example: Websites use more video and audio presentations now.

Business matters

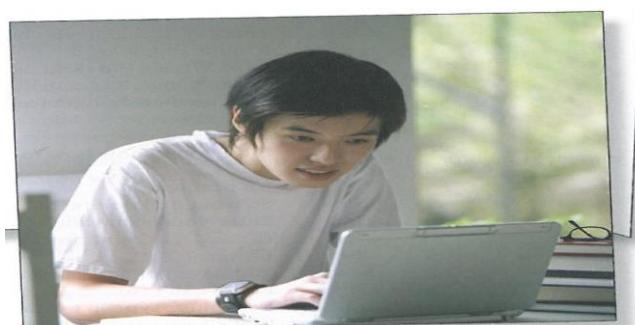
Reading 3

Juwu is a website designer. Read the information about Learning Now Ltd. Answer these questions.

- What is the business type? -----
- What is the purpose of the website: sell, inform, share, educate? -----

- What does the underlined pronoun its refer to? -----
- Who are the website users? Where do the website users come from? -----

- What are the features of the website? -----



Learning Now Ltd

Learning Now Ltd is in the education business. It needs a new website to promote its courses, materials and learning resources and provide online language-learning services. The website users are young adults all around the world. The website needs to have these features: good interactivity, audio and fast download times.

Key expressions

Talking about leisure and interests

- Do you like playing tennis/to relax in the evening?
- Is this your office/favorite restaurant?
- What sort of music do you like?
- What things do you like doing?
- How is your hotel?
- How often do you play the guitar?
- How do you find Jordan/my job?

Talking about likes and dislikes

- I like/really like/love (+ing/to.../noun)
- I don't like/hate (+ -ing/to.../noun)
- I enjoy/don't enjoy (+ing)
- I am (not) interested in/keen on/fond of/crazy about (+ing/noun)

Saying email address

/	(forward)slash
.	dot
_	underscore
-	dash
@	at
s S	Lowercase/UPPERCASE

Checking spelling

- S for Sam
- E for electric
- F for fund
- G for good

Writing

A: Write a proposal for Learning Now Ltd's website depending on your answers from 'Reading 3'.

Proposal No. 014/782193 Customer: Subject: Purpose: Users: Features: Proposal presented by:	Date: Business activity:
--	---

B: Writing - CV

Look at the following CV below. Then change the information to be true about yourself:

MOHAMMAD ABUZAID

CV

Personal information:

Name: Mohammad Abuzaid

DOB: 15/11/1993

Gender: male

Marital Status: single

Nationality: Jordanian

Address: Yaduda, Amman, P.O. Box 4325

Phone Number: 079676224

Email address: mohmmad.abuzaid@ymail.com

Education:

Degree	School	Major	Years (from-to)
MA	PSUT	Software Engineering	2006-2010
BA	University of Jordan	MIS	2002-2006

Skills:

- Programming (JAVA , C++ , HTML)
- Leadership skills
- Commutation skills

Languages:

English: very good (speaking, reading and writing)

Italian: good (reading)

Arabic: mother tongue

Experience:

- 2012-2014: Oracle team leader in
- 2010-2012: Programmer in Microsoft....

References:

- 1- - Name :Ali Halabi
 - Position: project manager at XYZ Company
 - Mobile: 0790302269
 - Email address: H.Ali@gmail.com

- 2- - Name :Anas Jawabra
 - Position: team leader in Zain Comapny
 - Mobile: 0796762446
 - Email address: Jawabra_an@yahoo.com

Unit 4 – Databases

Objectives and Outcomes:

At the end of this unit, the student is expected to:

- Ask people to do things for us.
- Learn about database products.
- Use expressions for checking understanding.
- Describe data processing steps.
- Ask for and give advice.
- Learn how to introduce information.
- Talk about different data in company's departments.

Key words

disconnect	check	three-pronged port	breach	unauthorized
fraud	transactions	procedures	reversible ratchet driver	pliers
extraction	clipper	hex key set	magnetic	tweezers
anti-static	wrist strap	failure	defective	defect
incompatible	flaw	let down	unreliable	jewelry

Databases Basics

Speaking

What database products do you know and use at work and at home? E.g. SQL, Microsoft, Oracle, Sybase.

Listening 23

Listen to two colleagues at a book company. Chris needs some information from the production database. Complete this dialogue.

Chris: Time (1) ----- you help me a moment please?

Tim: Sure. What's the (2) -----?

Chris: I need some (3) ----- about a book budget from the database.

Tim: Okay.

Chris: But I don't know how to (4) ----- it.

Tim: No problem.

Chris: So, what do I do first?

Tim: Enter your (5) ----- and press enter.

Chris: Erm...?

Tim: You have got a password?

Chris: Erm... I can't (6) ----- it.

Tim: Use mine. Type in t evans, that's t-e-v-a-n-s, then snavet. S-n-a-v-e-t.

Chris: Ok.

Tim: Now, press enter. Now what is the name of the book?

Chris: Basic French.

Tim: Ok type in that the title (7) ----- in the first (8) ----- . Now press 'Find'. There it is. OK, budget. Click (9) ----- Publishing and scroll to 'Plant Costs' and click on that.

Chris: Good. There's the budget in the second row. Thanks Tim

Tim: No problem.

Reading 1

Read the following website reviews, and then decide which of the extracts is about a website for:

- Lloyds TSB (a bank)
- The Guardian (a newspaper)
- Expedia.com (an online travel agency)

Instead of continuously visiting websites to see if there are new articles and updates, you can have them delivered directly to you. Its user-friendly service gives you access to all the most up-to-date and accurate news and information on the web.

This service is free and gives you immediate access to your accounts when it is convenient for you. The system also protects your personal financial information and ensures that you stay secure.

This system is really time-saving and efficient, because consumers can combine multiple flights, hotel booking, car rentals, and local activities all from just one website. Users can customize their bookings to fit their needs and there are many discounts and special prices, so it's really cost-effective.

Data Processing

Vocabulary 1

A: Match the headings in the box to the data processing steps a—f. Then, put the data processing steps in the correct order.

Data coding	Data collection	Data validation
Data entry	Data tabulation	Data sorting

- a) ----- arrange and systemize the data.
- b) ----- gather the raw data which you want to process.
- c) ----- create categories to organize the data into relevant groups.
- d) ----- arrange the data into table formats so that it can be analyzed.
- e) ----- enter data into a system.
- f) ----- clean the data and double-check for faults and inconsistencies.

B: Word Stress

Word stress in English is highly unpredictable. Listen to your teacher and mark the syllable stress in these nouns and verbs:

entry	collection	validation	gather	create	arrange
tabulation	sorting	coding	double-check	enter	format

Speaking

Why do people and organizations use databases? Discuss with the group.

Example: They use databases to find out specific information about somebody or something.

Language 1

Modal auxiliaries ‘can, could, would’ can be used to ask people politely to do things for us.

We use can/could/would you + infinitive without <i>to</i> when we ask somebody to do something for us.	Could you help me, please? <i>Sure</i> Could you please do me a favor? <hr/> Please could you help? <i>No problem.</i>
	Can you explain what a database is, please? <i>I'm afraid I can't.</i> Can/Could I ask you something? <hr/> Please can you explain what a database is? <i>I'm sorry, I can't.</i>
	Would you explain that, please? Could you come back a bit later? I'm busy right now.

Speaking

Work in pairs. Student A: make questions from the prompts. Student B: answer yes or no and give a reason why not when necessary.

Example: type/name

Could you type in your name, please?

- 1) open/a file -----
- 2) save / documents -----
- 3) turn up/air conditioning-----
- 4) turn down/mp3 player-----
- 5) give/you/a piece of paper-----
- 6) increase / brightness-----
- 7) answer/phone-----
- 8) give/use name and password-----
- 9) connect / internet wire-----
- 10) plug off / power supply-----

Prepositions

In unit 1, you learnt that prepositions such as *on*, *in*, *at*, and *from* can be used to denote *time* and *place* expressions. However, prepositions are also associated with certain words. Paying attention to the **boldfaced** words, complete the sentences below with the correct preposition from the box.

about	by	at	between	for
from	in	into	of	to

- 1) This database is **used** ----- store our financial information.
- 2) What's the **difference** ----- a database and a spreadsheet?
- 3) Which software do you use ----- **your work**?
- 4) Can people access the system ----- **the same time**?
- 5) A database is ----- storing data.
- 6) A database is a **collection** ----- records.
- 7) You **enter** the data ----- the system.
- 8) The school has information ----- students.
- 9) You **retrieve** information ----- the database.
- 10) The data *can be used* ----- a specialist.

Language 2 - Quick Questions to Check Understanding

Use these expressions to make sure that the other person understands the statement.

That's called collection, ***OK***

That's coding, ***got that?***

That's tabulation, ***all right?***

We call that sorting, ***understood?***

Here are some phrases that help you check if someone understands. Match the first part from A with the second part from B:

A	B
Do you know	make.....?
Does that	clear?
Is that	see?
Do you	what I mean?

Practice

Which of these responses show that the person understands what is said to him? Which ones show that they don't understand?

- 1) Absolutely.
- 2) Kind of, but...
- 3) I don't get...
- 4) I see what you mean...

Data storage and backup

Vocabulary 2

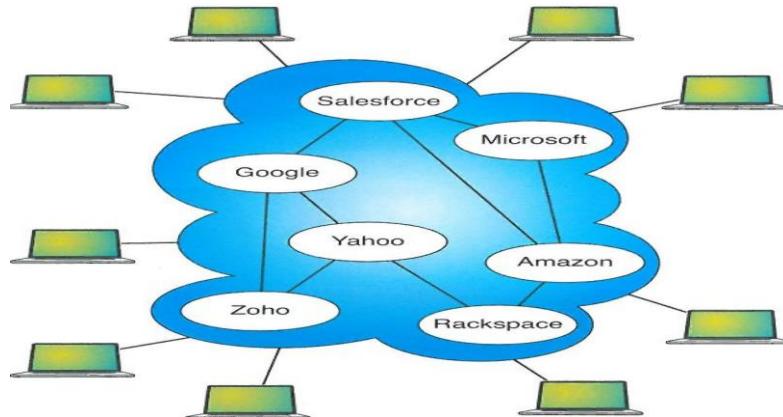
A: Match the data storage and backup solutions in the box to pictures A-F.

external hard drive	hard disk	mp3 player	server	the Internet	USB flash drive
---------------------	-----------	------------	--------	--------------	-----------------



B: Read this article about data storage. Complete the sentences with the words in the box.

cloud	contents	emerging	encrypt	flash	loss
magnetic	offsite	protect	security	theft	volumes



Data storage

Online storage is an (1) offsite method of data storage and back-up. A remote server with a network connection and special software backs up files, folders, or the entire (2) ----- of a hard drive.

There are many companies that provide a web-based backup.

One (3) ----- technology in this area is (4) ----- computing. This allows colleagues in an organization to share resources, software and information over the Internet.

Continuous backup and storage on a remote hard drive eliminates the risk of data (5) ----- as a result of fire, flood or (6) ----- . Remote data storage and back-up providers (7) ----- the data and set up password protection to ensure maximum (8) ----- .

Small businesses and individuals choose to save data in a more traditional way. External drives, disks and (9) ----- tapes are very popular data storage solutions. USB or (10) ----- memories, DVDs and hard disks are cheap and widely accessible solutions. These methods are very practical with small (11) ----- of data storage and backup. However, they are not very reliable and do not (12) ----- the user in case of a disaster.

C: Collocation

Match the words in the first column with the words that best collocates with them in the second column:

A	B
emerging	drive
cloud	drives
data	storage
hard	computing
external	technology
backup	providers

Listening 28

Listen to this dialogue. A colleague, Tim, is asking an IT expert, Sandy, what storage device to buy. Mark these statements true (T) or false (F).

1)	Tim needs the storage device for work.	T/F
2)	Tim wants to backup music and photos.	T/F
3)	Sandy recommends an external hard drive.	T/F
4)	Tim can spend \$300 on the storage device.	T/F
5)	Sandy recommends a storage device with a special feature.	T/F

Language 3- Asking for and giving advice

Here are some of the phrases that are used to *ask for and give advice*.

Use should/would + infinitive without <i>to</i> to give advice.	I/You/He/She/It/We/They should/shouldn't.... What should I do? <i>You should buy a flash drive. You shouldn't get a server.</i> <i>You should charge the battery.</i> <i>You should eat healthy food.</i>
	I/You/He/She/It/We/They would/wouldn't.... What would you recommend? <i>I'd (would) recommend a flash drive.</i> <i>I wouldn't recommend a server.</i>

Speaking

Work in pairs. Practice ***asking for advice*** about backup solutions for a small company in Jordan.

Example:

A: What would you recommend to improve connectivity in the company?

B: I'd recommend a new server /you should install a new server.



Database system benefits

Speaking

- 1) Why do companies need data bases? What sort of information do they keep? Do you use a database? If yes, is the system easy or difficult to use?
- 2) What kind of data do companies create, manipulate, store and retrieve?

Vocabulary 3

Match the company department 1-8 with the type of data it works with a- h:

1) Marketing	a) Data about employees, training, and requirement needs.
2) Customer relations	b) Data about production specification details and design.
3) Production	c) Data about volume of products sold.
4) Finance	d) Data about profits, tax, loans, shares, and cash.
5) Human resources	e) Data about quantity of products in storage.
6) Technical support	f) Information about the Help Desk, support calls, manuals, problem reports.
7) Stock management	g) Data about customer, satisfaction, surveys, promotions.
8) Sales	h) Data about products advertisements and competitors.

Speaking

Work in groups. What services do you use regularly? What do you like about them? What makes services good or bad?

How to introduce information

Notice the pauses (/) after introductory phrases:

- 1) As you know, / we have a new customer database.
- 2) So the purpose of today / is for you to start to become familiar with it.
- 3) As I say, / the good news is ...
- 4) Now, / up on the screen you can see ...
- 5) In other words, / as well as giving the customer more of what they want...

Match the sentences above to their functions a-e.

- a) Repeating something you have already said.-----
- b) Introducing a new item.-----
- c) Giving information that is already common knowledge.-----
- d) Explaining what's going to happen.-----
- e) Explaining a feature in a different way.-----

Key expressions

Explaining how something works

Let me explain how it works.

One/ the main thing to note is ...

What happens is ...

It's a bit like ...

You can see what happens when you

As soon as you, it starts to

Explaining additional features and benefits

One other useful feature is that ...

As well as (+noun / -ing)...., it also...

The more ..., the better...

Asking questions about functionality

Will it let me...? (+verb)?

Will it allow me to?

How does it know what to do?

What happens when..?

Comparing

On the one hand..., but on the other hand...

The good news is ..., but the bad news is

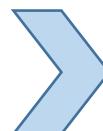
Whereas before..., we now ...

It looks very similar to ..., but what's different is ...

It might seem..., but in fact it's ...

One downside is ..., but on the plus side...

One benefit is that..., though a drawback might be ...



Practice

Imagine that your company has some new software for storing customer information. Make sentences using some of the phrases in 'Key expressions' and these prompts:

- 1) New software + need six months training.
e.g. The good news is that we have new software, but the bad news is we need six month's training.
- 2) Press this button +look for the customer name.
- 3) The old system+ the quantity of information it can store.
- 4) Storing basic information + find more information.
- 5) Information you get + easier it is to target customers.
- 6) The system is more complicated + it is faster.
- 7) CD player vs MP3 players.
- 8) Going into a bank vs using an online bank.

Unit 5 – E-Commerce

Objectives and Outcomes:

At the end of this unit, the student is expected to:

- Recognize E-commerce features
- Differentiate types of business.
- Talk & write about the process of buying & selling products and services online.
- Use quantifying determiners in real life situations.
- Use present simple, present continuous and simple future to talk about future events.
- Use "and", "but", "so" and "or" to link sentences.

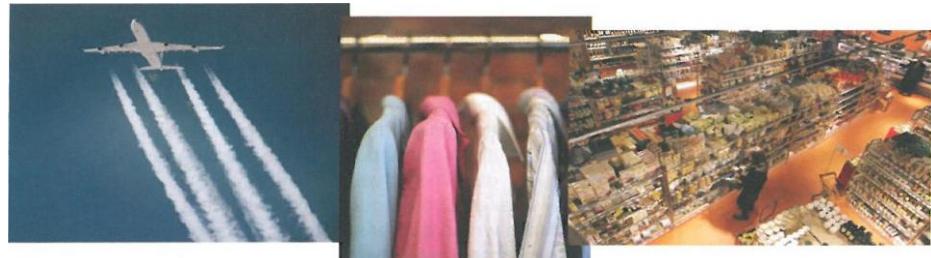
Key words

LAN	commerce	services	products	knowledge	requirement
availability	convenience	rare	choice	anonymously	privacy
customer	account	credit	debit card	browse	order
check- out	shopping cart		infrastructure	promotion	
electronic transactions	threats		security	encrypted	
confirmation	rejection		complaint	profitability	

Unit 5 – E-Commerce

E-commerce Companies

What products or services do you usually buy online? What products do you not buy online? Why?



Listening 29

Listen to this interview with David Aston. He works for a company that sells home cleaning products. Mark the statements true (T) or false (F).

- | | |
|---|-------|
| 1) David's company sells mainly online. | T / F |
| 2) 70% of their business is online. | T / F |
| 3) People buy their cleaning products when they buy their food. | T / F |
| 4) People buy their cleaning products in supermarkets. | T / F |
| 5) Online sales are growing. | T / F |

Reading 1

Read this email and answer the following questions.

TO: All Employees

From: IT Director

Subject: Online transactions security

We are developing new website security features. We will have a virtual private network with a firewall which will help stop cyber-attacks on the network perimeter. The web application protection firewall (WAF) will protect our website from hacker attacks on customer contacts and login boxes. Secure Socket Layer (SSL) will create a secure connection for the users. We will have two-factor authentication (2FA). Website administrators will go through two layers of security before they access the hosting environment. This will prevent password leaks. All data will have encrypted backup to protect sensitive information.

I am sure the company will benefit from the new security measures. Thank you

Hamdan Banna

1) How many security features will the company have?

2) Which security feature will stop attacks on the company network?

3) What solution will protect customer contacts and login boxes?

4) What will protect private user information sent over the network?

5) What will the two-factor authentication prevent?

6) What will protect information?

Vocabulary 1

Match the types of business in the box to the correct column 1-4.

B2C business-to-consumer	C2C consumer-to-consumer
B2B business-to-business	M-commerce

Types of Business	1) -----	2) -----	3) -----	4) -----
Explanation	Companies exchange information and make wholesale transactions.	Companies sell products or services to customers over the Internet.	People sell or exchange second-hand, used items and collectibles.	Customers purchase products and services via mobile devices.
Examples	coffee supplier to Nestle	Amazon	eBay	news, sport results

Derivation

Many words in English can have noun, verb or adjective derivatives. Complete the following table with the correct derivation:

Noun	Verb	Adjective
service	-----	-----
	satisfy	satisfied
	supply	supplied
	care	caring
expectation	-----	expected
requirement	require	-----
product	-----	-----

Now complete this text with the correct form of words from the table above:

Customers always (1) ----- accompany to (2) ----- them with top-quality goods and (3) ----- . They are (4) ----- if their (5) ----- are met. If their (6) ----- are not met, however, it is the rule of the customer (7) ----- department to try to sort out any problems. If the customer receives efficient and helpful (8) ----- and feels that the company really (9) ----- about them, this will result in a happy customer who is more likely to buy the company's (10) ----- and services again.

Collocations

Match the words in the first column with the words that best collocates with them in the second column.

1) open	a) the checkout
2) choose	b) the order
3) go to	c) in the basket
4) browse	d) an account
5) put an item	e) an item
6) check	f) the website

Language 1 – Talking about quantity

We use quantifiers when we want to give someone information about the number/quantity of something: how many or how much. Functionally, **quantifiers** are used in the place of determiners:

Use many and a few with countable plural nouns.	<i>We need a few users to test this. They don't have many customers.</i>
Use much and a little with uncountable nouns.	<i>We have a little money for online shopping each week.</i>
We use a lot of and some with countable and uncountable nouns.	<i>A lot of businesses need E-commerce upgrades. Some cash has been kept aside for this.</i>

More examples:

- **Most** children start school at the age of five.
- We ate **some** bread and butter.
- We saw **lots** of birds.

Practice

A: Choose the correct quantifier to complete these sentences.

- 1) *A **lot of/Much** shops have online presence. They sell **many/ much** products online.*
- 2) ***Some/A little** companies offer customer service and advice on their E-commerce websites.*
- 3) *I don't have **much/many** knowledge of computers, but I can still shop online.*
- 4) *Companies spend **a lot of/many** money on E-commerce security.*
- 5) *Even when companies only have **a little/a few** money for online marketing, they should spend it.*
- 6) *I would like to give you **some/ any** advice.*
- 7) *We have **many/ much** work of e-commerce this month.*
- 8) *We have made **few/ little** progress lately.*
- 9) *There has been **a lot of / many** research on the cause of our company's loss last year.*
- 10) *The manager has **much/ many** knowledge on e-commerce.*

B: Correct the mistakes in the following sentences:

- 1) I am thirsty. I'd like to have a water.
- 2) How many news did they cover?
- 3) I'd like to have few milk in my tea.
- 4) How many Coke is there in the fridge?
- 5) How much oranges do we need?

C: Practice saying these phrases, then use them in the IT and e-commerce fields.

Example: I buy a lot of music online but I get few clothes online.

- 6) not a lot of time -----
- 7) too much work -----
- 8) only a little money -----
- 9) a few computers -----
- 10) a lot of memory -----
- 11) much technical knowledge required -----
- 12) much e-commerce software -----
- 13) an open access for any visitor -----
- 14) some online products -----
- 15) little care is taken -----

Speaking

A: What are the advantages and disadvantages of shopping online? Use this table to make notes and then make sentences.

	Advantage	Disadvantage
security		
speed		
availability		
convenience		
price		
choice		
time spent		
rare		
products		

Example: There's more choice online but you can see things better in a shop.

You can buy any kind of product from an online web store anonymously to maintain your desired privacy. However, your identity is easily recognized when you buy from a shop.

Language 2 – Present Simple and Present Continuous to Express Future

We studied the present simple and present continuous and the differences between them in Unit 1&2. Here we will concentrate on the usage of these tenses to express future events.

- a) The present simple is often used to refer to future events that are scheduled (and out of our control).

*Hurry up! The train **departs** in 10 minutes.*

*I **leave** Frankfurt at 5 o'clock in the morning and **arrive** in New York at midnight the next day.
She **has** a piano lesson after school today.*

- b) The present continuous is used to talk about arrangements for events at a time later than now.

*I'm **meeting** Jim at the airport = Jim and I have discussed this.*

*I am **leaving** tomorrow. = I've already bought my train ticket.*

*We're **having** a staff meeting next Monday = all members of staff have been told about it.*

Use Present Simple to talk about schedules or timetabled events in the future. Use Present Continuous to talk about arrangements for the future.	The class starts at 2:30 in the afternoon. We are having a meeting with the CEO tomorrow morning.
---	--

Practice

A: Choose the *present simple* or *present continuous* tense to express future arrangements and schedules:

- 1) We **come**/ '**re coming** Sweden next month.
- 2) Customers often **comment** / **are commenting** on this.
- 3) I **call** /'**m calling** for some information.
- 4) My trip **begins**/ **is beginning** on the 27th of April.

B: Complete this email with the present *simple or present continuous* form of the verb in brackets:

Dear Elena,

I (1) ----- (write) to confirm that we (2) ----- (meet) on Tuesday at 3:30 p.m. My train (3) ----- (arrive) at 11:30, so there shouldn't be any problems. One of our technician (4) ----- (come) with me. He is called Malik.

We're looking forward to meeting you.

Sam

C: Look at the diary and make sentences in the *present simple or present continuous* using prompts 1-9.

Example: - I'm going to a conference next week.

- The conference starts on Tuesday.

1) go / conference	2) have/ team meeting	3) have / lunch
4) conference/ start	5) fly / Paris	6) speak/ at conference
7) first session / start	8) fly / leave	9) presentation/ start

May		
	AM	PM
6 Monday	• 9:00 team meeting	
7 Tuesday	• Conference • 9:30 first session	
8 Wednesday	• conference	• 14:00 my presentation
9 Thursday	• Conference	• 12:30 lunch with Susan and Amy
12 Sunday	• To Paris • 15:40 flight from LHR	

Speaking

A: What are the steps for buying products online? Number these sentences in the correct order:

- The customer opens an account.
- The customer goes to the website.
- The customer goes to the check-out.
- The customer puts the item(s) in a basket or shopping cart.

- e) The customer chooses the item(s) to buy.
- f) The customer checks the order.
- g) The customer pays for the product(s) with a credit or debit card.
- h) The customer searches and/or browses the website.

B: Work in pairs. Use the sequence words you learnt in Unit 3 (*first, second, then, after that, finally*, etc) to describe the steps in buying a product or service. Talk about something you have bought, like a camera or an airline ticket.

Language 3 – Linking Ideas

Conjunctions are words that are used to join sentences.

Different kinds of conjunctions join different kinds of grammatical structures.

Use **and** to link sentences that describe similar actions or situations.

I have a PC and a laptop at home.

Use **but** to link sentences that describe different ideas/actions or situations.

I use ebay but I don't use iTunes.

Use **so** to say that something has happened as a result of something.

She's subscribed to Kindle, so she doesn't buy many books now.

Use **or** to link sentences that describe two possible actions or situations.

Would you like to have a cheque or cash?

Practice

A: Complete this text with the words in the box.

<i>and</i>	<i>but</i>	<i>or</i>	<i>So</i>
------------	------------	-----------	-----------

Companies want to reach more customers, (1) -----they go online. It is easy to set up an online business (2) ----- it is difficult to design and develop a website that attracts a lot of customers. Hardware (3) ----- software provide basic infrastructure for E-commerce.

Networking, customer interface and payment solutions are very important parts of a company's E-commerce solution. Customers expect a fast and reliable service (4) ----- they will go somewhere else to buy things.

B: Match the first half of the sentences 1-6 to the second half a—f:

1) Effective product information and	a) I'll check online tutorials.
2) Customers can use their credit cards, PayPal or	b) electronic cheques to pay for transactions.
3) We used a lot of promotions, so	c) you can't touch it.
4) I don't know how to buy online, but	d) our sales improved a lot.
5) They want to buy a Cat 5e cable, so	e) they search the internet.
6) In E-commerce you can look at a picture of a product, but	f) promotions attract customers.

Speaking

In groups discuss the potential security threats to online shopping.

Language 4 - Future (will + infinitive)

We use the **simple future tense** for actions that will happen in the future. We usually use it for uncertain actions in the future or things that will happen without prior arrangements.

Use <i>will + infinitive</i> without <i>to</i> to talk about plans for the future. (Something we think, believe or know will happen.)	<i>The new security system will protect our customers</i>
	<i>Hackers will not get / won't get into your account.</i>
	<i>When will we change to the new security system?</i> <i>We'll/we will do it next month.</i>
	<i>Will the new system have a firewall?</i> <i>Yes, it will./No, it won't.</i>

Practice

Make sentences from the following phrases using ***will +infinitive*** without ***to***.

1) Company / not provide Internet access / employees.

2) I/ do / security checks / and upgrade / this Thursday.

3) When / you /finish / work?

4) I / sure/ company/ not make / any profit /next year.

- 5) He / not find work / in winter.

- 6) Where / the meeting / be held / tomorrow?

- 7) People / definitely work / longer hours / future.

- 8) You / probably not get / high salary / that company.

Reading 2

Read the following three texts and then answer the questions below:

Why Feedback is Important?

Limewood Spa is an exclusive country house hotel and spa. It has a very good reputation, but recently it has received negative customer feedback on several websites.

Customer Care

In any business, it is a mistake to invest in facilities for customers without training staff in customer care. Success means building good relationships with customers, and good service means loyal customers. Poor customer service and poor maintenance of customer relations can mean long-term damage to an organization's reputation and, eventually, loss of profitability. Solutions include better staff training and rewards for good customer care, a commitment to maintaining good customer relations, and an effective system for responding to complaints and feedback.

Limewood Spa

Set in its own country garden, Limewood Spa believes in combining state-of-the-art facilities with natural therapies. Limewood Spa is unique in being able to offer long, quiet walks in its fifty-acre forest followed by vigorous exercise in the fitness center. We assess your fitness on your first morning and tailor your program. Our five-star restaurant is run by chefs specializing in healthy cooking.

Customer Feedback

'This hotel is set in a most beautiful location. The problem was the restaurant. The service was poor and the food itself was expensive and not very good. When we mentioned this to the manager, she said that we were the only people complaining, so things couldn't be that bad!'

'The room was very nice, and the setting is wonderful. It's a shame the staff aren't more helpful.'

'The hotel was very clean and you could see that the room has been refurbished recently. The health spa in the basement was of a really high standard. The main problem was that the staff couldn't seem interested, and only really attended to our needs when we asked them.'

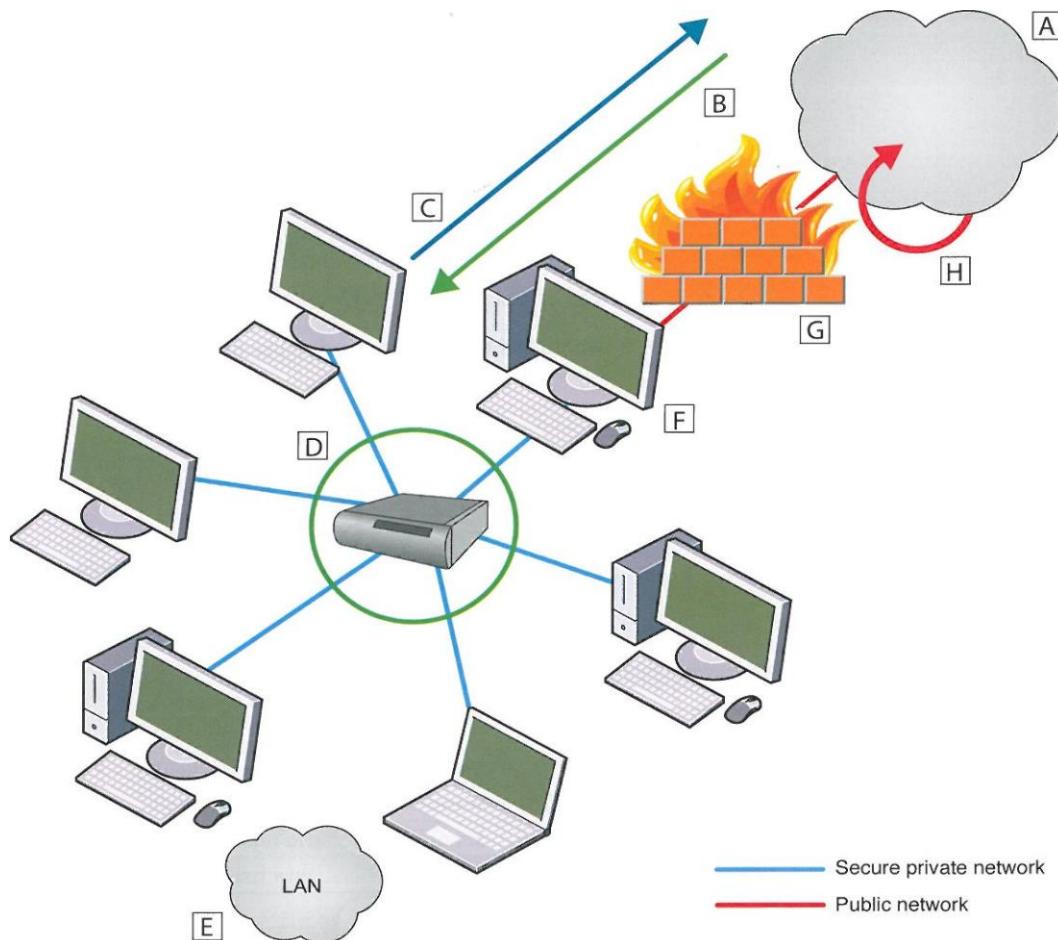
'We arrived in the restaurant at 9:34 (to be exact), only to be told that the kitchen closed at 9:30 and we were too late for dinner!'

- 1) Based on the information in the brochure, what would you expect as a customer at Limewood Spa? Do you think they are living up to their good reputation? Why? Why not?
 - 2) Is it important to act on customer feedback? How much do customers' comments affect business?
 - 3) How should Limewood Spa respond to the negative customer feedback?
-

Vocabulary 2

A: Match the labels in the network diagram A-H with the items 1-8:

1) the Internet	2) the local area network
3) the hardware firewall (with a router)	4) computers with firewall software
5) outbound traffic	6) inbound traffic
7) restricted traffic	8) allowed traffic



B: Shayan is telling Monika how customers will pay for something online on a new website. Complete this dialogue with the words in the box.

Accounts	bank	completes	confirmation	customer
gateway	payment	rejection	web	First

Monika: Shayan, can you explain how a customer (1) ----- an online transaction?

Shayan: OK, it's very easy. (2) ----- the customer will place an order. The seller's (3) ----- server will confirm availability of the product and send a response. After that, the customer checks out and completes the (4) ----- instructions. Then the server will send a payment request to a payment (5) ----- . The payment gateway will check the buyer's ability to pay with the (6) OK?

Monika: Fine. Go on.

Shayan: The bank will respond and send payment acceptance or (7) ----- to the seller's web server through the payment gateway. Finally, the customer will receive the server response with the order (8) ----- or rejection.

Monika: Will the (9) ----- have to register?

Shayan: Yes, all buyers must have their (10) ----- before they complete the transaction.

Monika: Thank you. Now I understand.

Writing

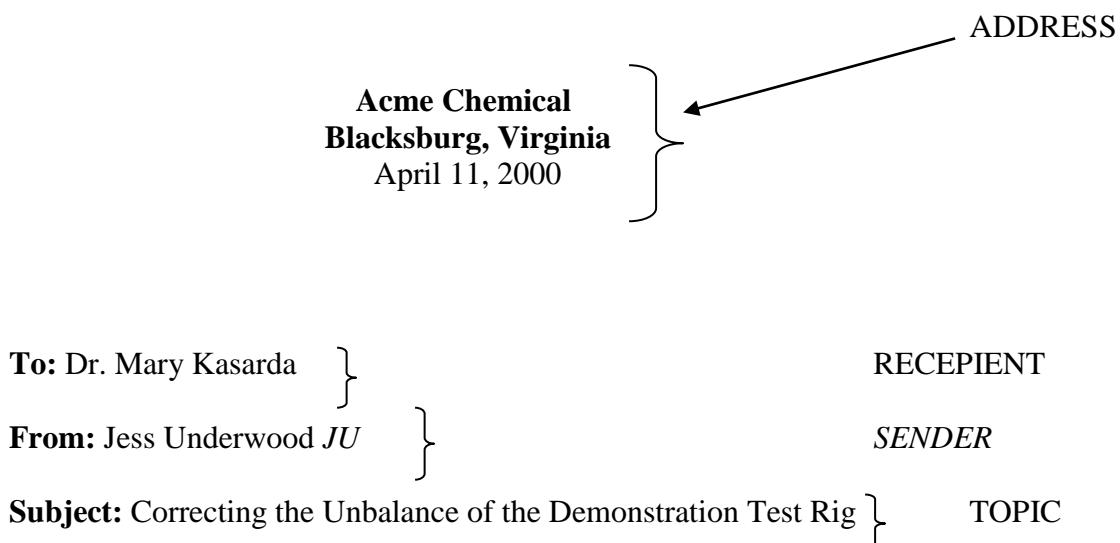
A: You work for SellOnline.com. The company develops E-commerce solutions for small businesses. Your client, Document Ltd, sells stationery. They sell lots of different types of products. Document Ltd wants to develop its online presence to reach customers more effectively. Complete the proposal template. Use these questions to help you:

- 1) What type of E-commerce will Document Ltd offer?
- 2) What E-commerce technologies will Document Ltd use to attract customers?
- 3) What security solutions will the company set up in order to protect both the customer and the company?
- 4) What tools and features will the company website have?
- 5) How will the customer complete transactions?

Proposal No. 2015/123/45	Date:
Customer:	Business activity:
Subject:	
E-commerce type:	
E-commerce technologies:	
Security solutions:	
Website features and tools:	
Transaction process:	
Proposal presented by:	

Writing Memos

Memos have a twofold purpose: they bring attention to problems and they solve problems. They accomplish their goals by informing the reader about new information like policy changes, price increases, or by persuading the reader to take action, such as attending a meeting, or changing a current production procedure. Regardless of the specific goal, memos are most effective when they connect the purpose of the writer with the interests and needs of the reader. Here is an example for writing memos



Summary and Introduction

Recently, you informed me that an unbalance in our demonstration test rig was causing it to experience high levels of vibration at the first critical speed. Because the test rig is to be used in presentations next week, you requested that I balance the unit. Using the single plane balancing procedure, my partner and I balanced the rotor at an operating speed of 3000 rpm. For the first critical speed of 2050 rpm and the balancing speed of 3000 rpm, the original and corrected vibration responses for vibration amplitude are summarized in Table 1. The next section presents the balancing procedure, and the section following that presents my recommendations on your questions about long-term storage of the test rig.

Procedures

As mentioned in the previous section, we balanced the test rig using the technique for single plane graphical balancing. Details of the balancing procedure are presented in the Balancing Worksheet, which is in the laboratory, and a summary of the procedure is provided here. In the first step of the balancing procedure, we spun the rotor in its previous unbalanced state and obtained the slow roll vector and original response vector (**O**) at the balancing speed of 3000 rpm. From the Bode plot of this original response, we found that the first critical speed occurred at approximately 3000 rpm. Next, a calibration weight was added as close to 90° from the heavy spot as the balancing holes allow. With the calibration weight in

place, the rotor was again spun to 3000 rpm and the new response ($\mathbf{O}+\mathbf{C}$) was measured. By using the \mathbf{O} and $\mathbf{O}+\mathbf{C}$ vectors, the necessary size and position of the correction weight were added to the balance hole nearest the required weight position. Again, we spun the rotor to 3000 rpm to measure the corrected response (\mathbf{O}').

Recommendations

In regards to your question of storing the test rig for long periods of time, I suggest that the test rig be stored vertically in a dry environment. If the test rig's rotor were stored horizontally, the weight of the rotor would more than likely cause a permanent bow in the shaft. Also, storage in a dry environment will protect the components from corrosion. When the test rig is put into use after a long period in storage, I recommend that oil be applied to each of the bushings. As was shown in Table 1, the balancing procedure has reduced, but not eliminated, the unbalance in the test rig. To further lower the vibration amplitudes, I suggest making a second run through the balancing procedure. If you would like me to perform this task or answer any further questions, please do not hesitate to contact me.

Practice

You are a secretary at Zain Company. Write a memo to the staff telling them about a certain problem in the last software that you bought from Micro Company, and how they can solve it. Use the templet below:

LOGO AND ADDRESS

To:

From:

Subject:

Description

Thank you

Your position

Name

Signature

Unit 6 – Network Systems

Objectives and Outcomes:

At the end of this unit, the student is expected to:

- Recognize types of networks
- Use linking words of cause and effect
- Differentiate various network solutions
- Talk & write about problems and suggest solutions related to networks
- Learn how to make suggestions
- Use simple past in real life situations

Key words

recommend	bridge	router	modem	gateway
switch	hub	wireless access point	device	
compatibility	foundation	measurement	coverage	conference
excursion	venue	nightlife	hospitality	facilities
sightseeing	exhibition	entertainment	unwilling	fancy
freshen	on behalf of	range	connectivity	

Unit 6 – Network Systems

Types of Network

Speaking

What computer networks do you usually use? What do you use the networks for?
How do you access the networks?

Listening 34

Agatha is the owner of a small flower shop. Katharina is a network architect. Agatha needs some advice from Katharina about a network solution for her company. Listen and answer these questions.



- 1) What does Agatha think she should do? -----
- 2) What does Katharina recommend? -----
- 3) What does Katharina say she will do? -----
- 4) When does Agatha want the network to be ready? -----

Vocabulary 1

Read Katharina's email to Agatha. Complete this email with the words in the box.

equipment	Internet	LAN	recommend
remote	should	VPN	WAN

Dear Agatha

Following our meeting last week, please find my recommendations for your business. I think you (1) ----- set up a LAN, or Local Area Network, and a WAN, or Wide Area Network for your needs. A (2) ----- connects devices over a small area, for example your apartment and the shop. In addition, you should connect office (3) -----, such as the printer, scanner and fax machine, to your LAN because you can then share these devices between users.

I'd recommend that we connect the LAN to a (4) ----- so you can link to the Internet and sell your products. In addition, I'd (5) ----- we set up a Virtual and Private Network so that you have a (6) ----- access to your company's LAN, when you travel.

(7)----- is a private network that uses a public network, usually the (8) ----- to connect remote sites or users together.

Let's meet on Friday to discuss these recommendations.

Best regards

Katharina

Reading 1

A: Read this text about Karl's IT career up until now and answer these questions.

'I left school in Cambridge in the UK at the age of 18 and went straight to the University of Bristol to study computing in 2000. I graduated in 2004 and decided to travel around the world for a year.

In 2006, I got a job back in Cambridge with the software company Arm. I stayed with Arm for two years and then went to work for Microsoft in Seattle in the USA. This is where I am now and I love it!'



- 1) When did Karl go to university? -----
- 2) When did he leave university? -----
- 3) What did he do after university? -----
- 4) Where did Karl go in 2006? -----
- 5) When did he go to Seattle? -----

B: Read the following text about ‘communication problems’ and answer the questions below:

AKA Telecommunications in India

AKA is a Swedish software technology and design company. They create products and services for the computer and telecommunications industries. Six months ago, they started work on a major project with an Indian software developer based in Bangalore. A number of project managers from Sweden, some of them women, relocate to India to manage the different parts of the project. They are working with local managers, and software designers and engineers.

Since the Swedish manager arrived, things have not gone as well as AKA hoped. The standard of work is very high, but the project is behind schedule, and several important delivery dates have been missed. Also, the relationship between the Swedish managers and their Indian teams is getting worse. Meetings to review progress and make decisions are often very long, and the outcome is not always clear. There have also been some communication problems, even though everyone speaks ‘good English’.

The Swedes now see their Indian colleagues as disorganized, inefficient and unwilling to take responsibility. The Indians think the Swedes are too informal and relaxed at work, don’t say what they want, and are unable to make decisions.

1. What is the main problem that caused the failure of AKA telecommunications?

2. Make a list of the other problems of AKA telecommunications. What are the possible reasons for these problems?

3. How could managers improve the situation?

Language 1 – Giving Reasons

To join two sentences/ clauses that have a cause-effect relationship, we use **because**, **as**, **since**, and **so**. “Because”, “as”, and “since” introduce a **cause**; “so” introduces an **effect**.

- I could retrieve my files because I backed them up.

Besides, we use **to**, **so as to**, and **in order to + base** to express a purpose in the affirmative form.

- He is looking for a part time job **to / in order to/ so as to** save some pocket money.

We use **so as not to** and **in order not to** to express purpose in the negative form.

- They woke up early **in order not to / so as not to** be late.
-

Use **because** to say something was the reason for an action or situation. **Because** can be used at the beginning or in the middle of a sentence.

Because can be replaced by **since**.

Use **in order to + base** to tell the purpose.

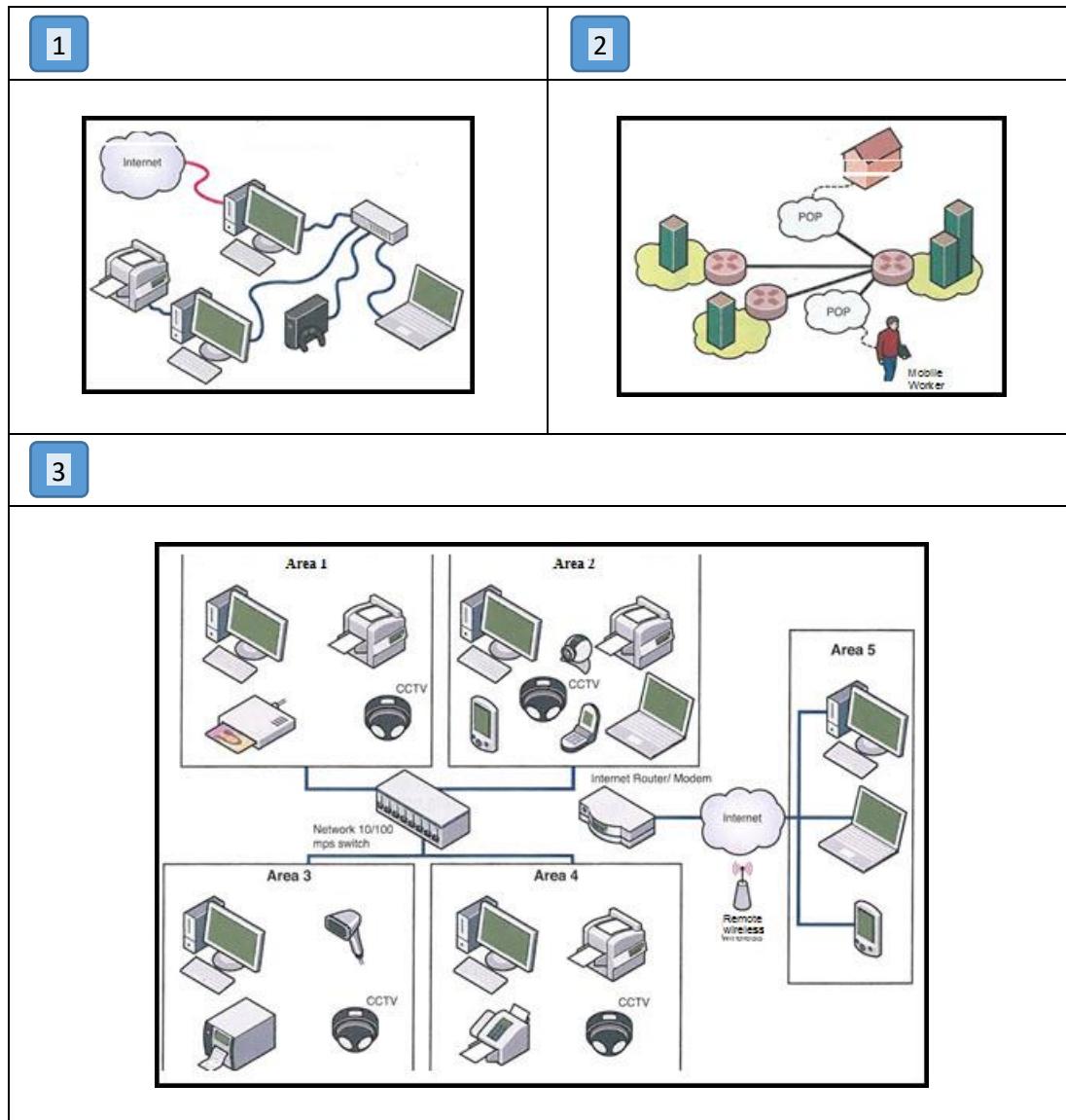
*You should connect office equipment to the LAN **because** you can then share devices between users.*

*I'd recommend a Dell computer **because** it is cheaper.*

*I use encryption **in order to** be safe.*

Practice

A: Look at the three network solutions. What are the differences? Which network solution would you recommend for a large corporation or organization, a small business and a family home? Why? Use *because*, *since*, *to* etc.



B: Connect the following sentences using *because* or *so*.

- 1) A router allows multiple computers to join the same network. I'll use a router.
- 2) I can connect my smartphone to the network. The router allows wireless connectivity.
- 3) Connect devices on the network to the internet. You must connect the router to a modem.
- 4) Most routers have a specific Ethernet port. Connect to the Ethernet port of a cable or DSL modem.
- 5) A switch is better than a hub. A switch keeps a record of the MAC addresses.

- 6) In a hub, a frame is passed along or "broadcast" to every one of its ports. This places a lot of traffic on the network and can lead to poor network response times.

Networking Hardware Speaking

- 1) Which of the items below do you know? What are they? What do they do?
- 2) Make a list of all the networking hardware you can think of.



Vocabulary 2

A: Match the words 1-8 to the descriptions a-g.

1) a modem	a) is an entrance to another network
2) a repeater	b) channels incoming data but maintains the bandwidth speed
3) a bridge	c) allows wireless devices to connect to the network
4) a router	d) modulates and demodulates the data into a digital or an analog signal
5) a gateway	e) channels incoming data but shares the bandwidth among the devices present on a network
6) a switch	f) sends the digital signal further on in the network
7) a hub	g) connects networks and sends packages of data between them
8) a wireless access point	h) connects networks that use the same protocol

B: Complete this dialogue with the words in the box:

about	change	devices	necessary	problem
speed	should	user	what	

Boris : I have a problem with the network download (1) ----- . What can you suggest?

Ahsan : Why don't you (2) ----- the hub?

Boris : I don't think that will work. The hub is fine.

Ahsan : OK. How (3) ----- adding a repeater then?

Boris : Hmm, I'm not sure it will help. It's not a (4) ----- with the signal strength.

Ahsan : OK, then you should check the cables and network (5) ----- to make sure that they are compatible with your network.

Boris : (6) ----- about changing the modem?

Ahsan : I don't think it's (7) ----- . I think it's a problem with the bridge, switch or the router. You (8) ----- look at the specifications.

Boris : OK, I will. Thanks for your help.

Ahsan : Why don't you check (9) ----- recommendations on the Internet as well?

Boris : Good idea. I'll do that.

Language 2 - Making suggestions

The following are expressions that can be used to make suggestions.

Why don't we/you + infinitive without to.	Why don't you call the IT help desk? That's a good idea.
What about + -ing	What about buying a new router? I don't think that will work.
How about + -ing	How about reading the instructions first? I'll do that.

Practice

Use the following phrases to make suggestions:

- 1) change the modem -----
- 2) connect a repeater-----
- 3) look on the website-----
- 4) talk to the software engineer-----
- 5) restart the computer-----
- 6) set up a LAN-----
- 7) look at the specifications-----
- 8) buy Dell computer-----

Prepositions

In unit 4, we mentioned that prepositions can be used after certain words (usually verbs and adjectives). Here are more words that require certain prepositions. Complete the following sentences with the preposition in the box paying special attention to the *italicized* verb or adjective.

between	along	on	into	over	to	with	from
----------------	--------------	-----------	-------------	-------------	-----------	-------------	-------------

- 1) Is this software *compatible*-----his computer?
- 2) A LAN *connects* devices-----a small area.
- 3) Is the computer *connected*-----the modem?
- 4) The LAN allows you to *share* information-----users.
- 5) Why don't you *look*-----the Internet?
- 6) A hub is *different*----- a switch.
- 7) A hub, a switch and a router can all be *integrated* ----- a single device.
- 8) A router is a device that *forwards* data packets -----networks.

Speaking

A: Make a list of the problems you may have with networks (speed, compatibility, hardware, software etc). Ask for help and suggest solutions.

Example:

A: This software doesn't work with Google Chrome.

B: Why don't you switch to Internet Explorer?

B: What social networks do you use? How much time do you spend on them?

Example: I use facebook I spend about two hours on it daily.

Language 3 - Past Simple

We use the Past Simple tense to talk about an action, a situation, or an event that took place at a specific time in the past.

Use the <i>past simple</i> tense to talk about finished actions in the past	When <i>did</i> you/ he / they <i>create</i> the network? She <i>created</i> it in November 2008. I <i>started</i> college last year.	
Time expressions	I <i>fixed</i> the network yesterday. I <i>used</i> C++ two weeks ago. He <i>started</i> the user group on June, 23, 2010. We <i>had</i> broadband connected five days ago.	
Regular verbs	look use install connect	looked used installed connected
Irregular verbs	set up go see buy do be	set up went saw bought did was / were

Practice

A: Make sentences about the following past events:

- 1) When / start work? -----
- 2) They / install / network/ a week ago. -----
- 3) You / finish / the report? -----
- 4) She / go/ to office / Sunday. -----
- 5) We / not repair/ printer / yesterday. -----
- 6) Dad / buy / antivirus/ last night. -----
- 7) Manager / hold meeting / with employees. -----
- 8) I / graduate / university / last year. -----

B: Report what you did last week.

Example: Last week I went to Mecca Mall. On Monday I bought a new laptop.

Network Range and Speed

Listening 39

Listen and complete this dialogue between Karoline and Sam.

Karoline : How do you describe network speed?

Sam : In bits, kilobits, megabits and gigabits. They describe network speed.

For example, dial-up connections allow (1) ----- kilobits per second and DSL from (2) ----- kilobits per second to (3) ----- megabits per second.

Karoline : OK. I've got that. What about the range?

Sam : Range is the distance of network coverage, so distance units represent network range. Most countries use metric but some use feet as units of measurement. Meters or feet usually describe the range of a network. Home networking routers support a range up to (4) ----- feet or (5) ----- meters indoors and (6) ----- feet or (7) ----- meters outdoors.

Karoline : Thanks.

Speaking

Say these speeds and ranges.

- 1) 156 feet : -----
- 2) 12 kbit/s : -----
- 3) 4 Gbit/m : -----

- 4) 7,000 meters : -----
- 5) 95 Mbit/s : -----
- 6) 65 Mbit/s : -----

Reading 2

A: Read the following text about **range** and **speed** and answer the questions below:

Range

Wireless networks have limited **range**. Network range depends on the type of 802.11 protocol, strength of the device transmitter and the architecture of the surrounding area. Some structures, such as walls and metal frames, reduce the range of a WLAN by 25%. However, users can extend the range of a WLAN. **Repeaters** forward the **wireless** signal to **access points** or **routers** and increase the range of a network.

Speed

Bandwidth and latency are the measures of computer network speed, or data transfer rate. **Bandwidth** is the maximum throughput of data in bits per second.

Some **modems** support 100 G-Bites but speed depends on the hardware and software used. Latency is the delay that network creates during the transfer data. Users have no, or very little, control over bandwidth and latency.

- 1) How many things does network range depend on? -----
- 2) What can reduce network range? -----
- 3) What can improve network range? -----
- 4) What two things affect speed? -----

Working with words/ Business travel

B: Read this information from a recent survey of business travelers and answer these questions:

- 1) Are most business travelers positive or negative about business travel?
- 2) How close are the views of the travelers in the survey to your own views?

Travelling for business- love it or hate it?

Most business travelers (87%) believe that technology such as email and ‘virtual’ meetings cannot replace face-to-face contact.

Over three-quarters of business travelers enjoy travelling for business (78%). Of these, 66% like the variety, 62% appreciate the opportunity to see the world, and 51% enjoy experiencing a new culture. But only 8% say it makes them feel important.

Of those who don’t enjoy traveling for business -58% find it tiring and stressful, 55% say it affects their personal life, 46% don’t like being away from home, and 32% just find it boring. Almost a third of business travelers (30%) have experienced a cancellation, a missed flight, or a delay.

Vocabulary 3

A: Match the words from the list to their definitions:

conference	entertainment	exhibition	excursion	venue
facilities	hospitality	nightlife	sightseeing	specialty

- 1) Visiting interesting buildings and places as a tourist:-----
- 2) A large meeting where people with the same work or interests come together:-----
- 3) The place where a conference or a big event is held: -----
- 4) Space, equipment, and services provided (e.g. by a hotel):-----
- 5) Friendly and welcoming behavior to guests:-----
- 6) A type of food or product that a restaurant or place is famous for:-----
- 7) Things to do in the evening (e.g. restaurants):-----
- 8) Somewhere you go to see different products or works of art:-----
- 9) A short, organized trip made for interest or pleasure:-----
- 10) Activities which people do for fun and relaxation:-----

B: Match a word from A to a word or phrase from B to make a new phrase:

A	B
freshen	out
pick	around
look	(someone) off
check	up
meet	(someone) up
show	in
drop	up with
eat	(someone) around

Key Expressions

Welcoming

Welcome to...
It's nice to meet you in person.
Likewise.
Good morning./ Good afternoon.
On behalf of...
It gives me great pleasure to welcome you to...

Asking about a journey

How was your journey?
Did you have any trouble finding us?

Being hospitable

Can I get you coffee?
Let me take your coat.
Have a seat.

Explaining the program

Let me run through/ go over today's program.
First of all, I thought you could...
We'll catch up again later/ at...
You will have the opportunity to...
You'll get a chance to...
We're going to begin with..

Giving extra information

Make sure you...
Please be sure to...
Don't worry about (+ noun/ -ing)...
Can I remind you that...
For your own safety,...

Ending

Before I hand over to...
May I wish you all an enjoyable visit.

Speaking

A: Work with a partner. Have a conversation with a visitor to your place of work using the following flow chart. Student A is the visitor and Student B is the host. When you finish, change roles.

A Introduce yourself to B.	
	B Identify yourself and welcome A.
A Respond.	
	B Ask about A's journey.
A Respond.	
	B Offer tea, coffee, etc.
A Respond.	
	B Talk about schedule.
A Respond and ask to meet another colleague.	
	B Respond.

B: To offer people something, we can be *formal* or *informal* depending on the person we are talking to. Which of these offers are more/less formal?

- 1) Would you like to have a drink?
- 2) Do you want a drink?
- 3) Do you fancy a drink?
- 4) Can I get you a drink?

C: Complete these responses to the offers above with words from the list?

<i>would</i>	<i>sounds</i>	<i>fine</i>	<i>time</i>	<i>love</i>	<i>please</i>
--------------	---------------	-------------	-------------	-------------	---------------

- 1) No thanks, I'm -----.
- 2) That ----- be great, thanks.
- 3) Yes, ----- A coffee would be nice.
- 4) A drink ----- good
- 5) I'd ----- one.
- 6) I'm afraid I don't have -----.

Writing

A: Karam and Natasha work for the ComHelp Company. The company provides IT services to customers. Karam and Natasha work in different areas of the city. Every week they write a report for their boss. Read their notes and add yours.

	Monday	Tuesday	Wednesday	Thursday	Friday
Natasha	called CISCO about a training completed paperwork	went to the British Council to install new software	attended the training on network cabling	day off	had a meeting with the team
Karam	went to TEXCO to fix Cat6 cables	set up a LAN in a plastic factory in Sahab	day off	installed an audio/video server in Al-Amal Hospital	
You					

Unit 7 – IT Support

Objectives and Outcomes:

At the end of this unit, the student is expected to:

- Use the present perfect and present perfect continuous when diagnosing faults and filling in service reports.
- Learn toolkit vocabulary.
- Learn ‘use to’ and ‘use for’
- Learn how to introduce and respond to news.
- Learn how to ask about changes
- Learn ‘should’ and ‘would’ for advice and recommendation

Key words

disconnect	check	three-pronged port	breach	unauthorized
fraud	transactions	procedures	reversible ratchet driver	pliers
extraction clipper	hex key set	magnetic	tweezers	screwdriver
anti-static wrist strap	failure	defective	defect	damaged
incompatible	flaw	let down	unreliable	jewelry

Fault Diagnosis

Speaking

Work in Groups. Make a list of computer hardware problems.



Reading 1 - Improving Data Security

Company faces high costs because of security breach

CastCard Corp. (CCC) processes data for a number of credit companies in the United States. The company, based in Arizona, recently announced that information of more than 40 million credit cards may have been stolen.

The security **breach** happened when an **unauthorized** person from outside the company was able to enter the CCC network and access cardholder data. It was discovered during a routine check for credit card fraud. Although the person

was able to get information on customers' credit card numbers, the cards themselves do not hold personal information like social security numbers or dates of birth. The information could be used for credit card **fraud**, but not to steal customers' identities.

CCC is working with the police to investigate the security breach. All the credit card companies have said that CCC will be responsible for any illegal **transactions** and customers will not lose any money. Security **procedures** at the company are being changed.

Discuss the following questions:

- 1) What could happen to the CastCard Corp. as a result of this security breach?
Why? -----

- 2) What can the company do to make its customers feel better about the situation? -----
- 3) How could CCC change its security measures to stop this happening again?

Vocabulary 1

A: What do the boldface words mean? Check your dictionary.

B: Read this dialogue and complete it with the words in the box:

checked	disconnected	found	go	switched
type	tight	unplugged	worked	working

Haider : Hello, IT Help Desk.

Maryam : Hi, this is Maryam from Human Resources.

Haider : Hi, this is Haider. How can I help you, Maryam?

Maryam : I (1) ----- my computer off yesterday and today I can't turn it on.

Haider : What (2) ----- of computer do you have?

Maryam : I'm not sure. It's a desktop computer. It (3) ----- fine yesterday.

Haider : Don't worry. Have you (4) ----- the cable connections?

Maryam : No, I haven't. I can see some cables but I don't know which cable goes where.

Haider : Make sure all cables are (5) ----- and fully plugged in.

Maryam : Ok, give me a sec. Oh, I think I've (6) ----- the problem. I have one cable that is (7) ----- It's the power cable. Where does it go?

Haider : The power cable should (8) ----- in the three-pronged port on the computer.

Maryam : OK, done. Let me try now. It's (9) ----- fine. Sorry about that.

Stupid of me.

Haider : Maybe the cleaners (10) ----- your PC by mistake last night.

Maryam : Maybe. Good, we've solved the problem. Thank you, Haider.

Haider : You're welcome. Have a good day.

Maryam : You too.

Listening 41

Listen and check your answers.

Language 1 - Present perfect (continuous)

Because Arabic does not have *present perfect* and *present perfect continuous*, many students use the *past tense* for most of the events that took place in the past. Basically, *present perfect* and *Present perfect continuous* are used as follow:

<p>Use the present perfect (have/ has + v(3)) to talk about recent actions (actions that have happened in the past and have a result in the present).</p> <p>Use the present perfect continuous (have/ has + been +v(ing)) to talk about unfinished actions continuing up to now</p> <p>Regular past participles and irregular past participles</p>	<p><i>I've unplugged the computer.</i></p> <p><i>She hasn't finished the report.</i></p> <p><i>Has she switched off the computer?</i></p> <p><i>Have you checked the cable connections? Yes, I have. / No, I haven't.</i></p> <p><i>We have recently been having few problems</i></p> <p><i>They have been working on this current project or five months now</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; padding: 2px;"><i>clean</i></td><td style="text-align: center; padding: 2px;"><i>cleaned</i></td></tr> <tr> <td style="text-align: center; padding: 2px;"><i>work</i></td><td style="text-align: center; padding: 2px;"><i>worked</i></td></tr> <tr> <td style="text-align: center; padding: 2px;"><i>do</i></td><td style="text-align: center; padding: 2px;"><i>done</i></td></tr> <tr> <td style="text-align: center; padding: 2px;"><i>be</i></td><td style="text-align: center; padding: 2px;"><i>been</i></td></tr> <tr> <td style="text-align: center; padding: 2px;"><i>run</i></td><td style="text-align: center; padding: 2px;"><i>run</i></td></tr> <tr> <td style="text-align: center; padding: 2px;"><i>see</i></td><td style="text-align: center; padding: 2px;"><i>seen</i></td></tr> <tr> <td style="text-align: center; padding: 2px;"><i>have</i></td><td style="text-align: center; padding: 2px;"><i>had</i></td></tr> <tr> <td style="text-align: center; padding: 2px;"><i>make</i></td><td style="text-align: center; padding: 2px;"><i>made</i></td></tr> </tbody> </table>	<i>clean</i>	<i>cleaned</i>	<i>work</i>	<i>worked</i>	<i>do</i>	<i>done</i>	<i>be</i>	<i>been</i>	<i>run</i>	<i>run</i>	<i>see</i>	<i>seen</i>	<i>have</i>	<i>had</i>	<i>make</i>	<i>made</i>
<i>clean</i>	<i>cleaned</i>																
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<i>run</i>	<i>run</i>																
<i>see</i>	<i>seen</i>																
<i>have</i>	<i>had</i>																
<i>make</i>	<i>made</i>																

Practice

A: Complete these questions and statements with *present perfect* or *present perfect continuous*:



- 1) ----- you ----- (run) the computer in the battery mode?
- 2) How long ----- you ----- (fix) iPads?
- 3) ----- you ----- (charge) the battery?
- 4) ----- he ----- (open) the file?
- 5) She ----- (work) in the company since 2007.
- 6) ----- she ----- (enter) her username and password?
- 7) ----- they ----- (change) the Internet Service Provider?
- 8) ----- you ----- (check) the remaining disk space?
----- you ----- (install) or -----
(uninstall) software recently?
- 9) I ----- (study) English for 12 years until now.
- 10) ----- Muna ----- (update) the drivers recently?
- 11) ----- they ----- (lose) their external disk?
- 12) The company ----- (use) Casper since 2000.
- 13) ----- you ----- (finish) installing the program?
- 14) ----- Omar ----- the program by a firewall?

B: Use the **present perfect** to make positive or negative sentences.

Example: the screen/go/blank

The screen has gone blank.

The charger/stop/working

The charger has stopped working

- 1) I/not/upgrade/the operating system
-

- 2) She/not/install/the updates
-

- 3) They/reinstall/the application
-

- 4) She/not/be able to fix the problem
-

- 5) I/ change password/ recently
-

- 6) Laila / try reconnect /internet/ later
-

7) Omar / not connect / default printer

8) You / open page/ too large for the screen

Software Repair Listening 44

You work for SoftwareHelp.com as a helpdesk technician. Listen to three phone calls and complete the second and third tickets:

1	Help Desk Ticket
Date	5.05
Name	Bolek
Problem	Word file won't open in Office.
Contact	0504445553
Service Person	Alex

2	Help Desk Ticket
Date	
Name	
Problem	
Contact	
Service Person	

3	Help Desk Ticket
Date	
Name	
Problem	
Contact	
Service Person	

Speaking

What other software problems do computer users often have? Discuss with the group.

Example: Computer users often have incompatibility problem.

Files are sometimes lost.

Hardware Repair

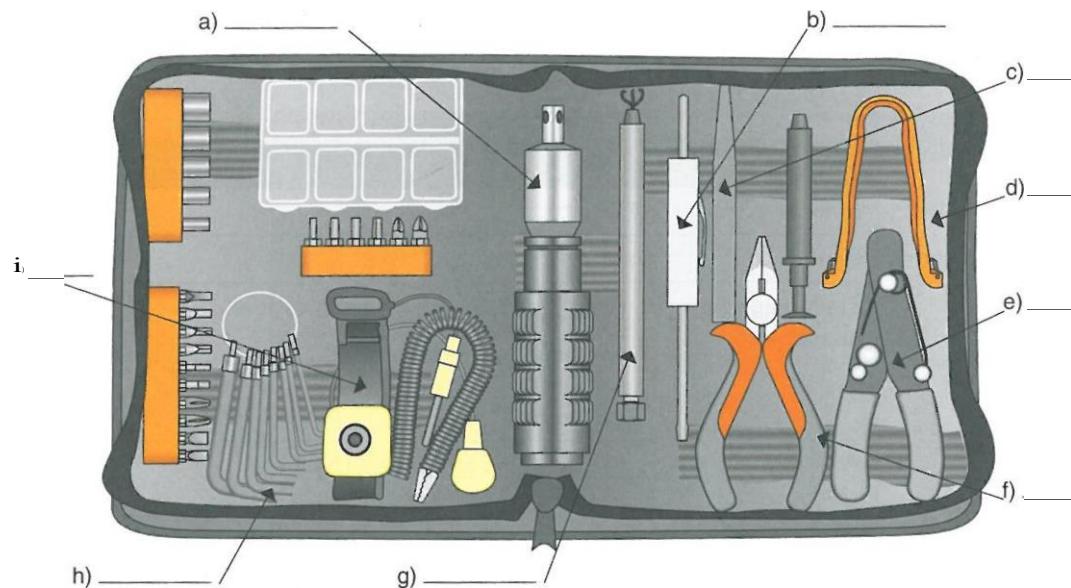
Vocabulary 2

A: Label the diagram with these tools (in bold) from the advertisement:

This kit has all the tools you'll require to fix a computer

- There is a **reversible ratchet driver** with 20 different sized bits, a 6-inch flathead **screwdriver**, a reversible 1 /8-inch mini screwdriver, a **hex key set** and 5-inch, long nose **pliers**.
- This set also has a 5-inch **wire-cutter/stripper**, an I.C. **insertion/extraction clipper**, a **three prong holder**, **tweezers**, a spare parts box, an **anti-static wrist strap**, and a black zipper case.

The tools are demagnetized so your system and magnetic media is safe from any damage.



- a) ----- b) ----- c) -----
 d) ----- e) ----- f) -----
 g) ----- h) ----- i) -----

B: Match the tool 1-8 to its use a-h:

1) reversible ratchet driver	a) used for inserting and removing fiber connectors in tight spaces
2) screwdriver	b) used to prevent electrostatic discharge
3) hex key	c) used for tightening and removing screws
4) pliers	d) used for easy driving of screws and nuts
5) wire cutter/stripper	e) used to hold small objects
6) insertion/extraction clipper	f) used to hold objects, cut or bend tough materials
7) tweezers	g) used to drive bolts and screws into a hexagonal socket
8) anti-static wrist strap	h) used for cutting wire or removing the insulation

Language 2- Explaining the *use of something*

used / use for + verb with -ing.

This tool is used for tightening the screws.

We use this tool for tightening the screws.

used/use to + verb

We use tweezers to hold small objects.

Tweezers are used to hold small objects.

Practice

What do you use these for?

mouse, keyboard, enter button, tab button, screw drivers, antivirus, googletranslate, Java, etc.

Example: Mouse

I use the mouse to go to different files on my PC.

1) Keyboard

2) Enter Button

3) Tab Button

4) Screw Drivers

5) Antivirus

6) Google translate

7) Java

Reading 2

A: Match the diagnostic tools 1-4 to the descriptions a-e:

1) <i>Cable Tester</i>	2) <i>Multimeter</i>
3) <i>System Diagnostic Card</i>	4) <i>Diagnostic Software</i>

- a) It measures electrical properties such as AC or DC voltage, current and resistance. It troubleshoots electrical problems in batteries, power supplies, and wiring systems.
- b) It is an electronic device that checks the electrical connections in wired devices.
- c) It checks the system and identifies problems in different areas of the computer hardware. It usually checks the computer's memory, keyboard, monitor, system processor and hard disk speed.
- d) It is a device which tests the operation of the system as it boots up.
- e) It identifies system errors when the system is dead or unable to start from the hard disk or CD.

B: Now answer these questions:

- 1) What is a multimeter used for? -----
- 2) What is the cable tester used for? -----
- 3) What is a system diagnostic card used for? -----

4) What is the diagnostic software used for? -----

Speaking

You work as an IT help desk technician. You are responsible for these tickets in your company. Read the tickets. What are the problems?

1 Help Desk Ticket	
Date	10.11
Name	Ben
Problem	I can't print out.
Contact	0504446231
Service Person	You

2 Help Desk Ticket	
Date	11.11
Name	Clare
Problem	I can't connect to the network.
Contact	0504445558
Service Person	You

3 Help Desk Ticket	
Date	12.11
Name	Ben
Problem	My computer fan is very noisy.
Contact	0504446553
Service Person	You

Practice

Choose one of the Help Desk tickets from above. Write questions for the fault diagnosis and possible solutions.

Example: Is there an error message on your screen?

What does it say?

Have you tried restarting your computer?

Service report	
Date	
Name	
Fault diagnosis questions	
Possible solutions	

Customer Service

Listening 46

Listen to a phone call to a company IT help desk. Choose the correct answer **a**, **b** or **c** to the questions:

- 1) What is Tuka's problem?
 - a) can't print out
 - b) has lost files
 - c) is not connected to the network

- 2) How does Tuka sound?
 - a) Worried
 - b) Angry
 - c) Tired

- 3) What is the possible cause of the problem?
 - a) a hardware upgrade
 - b) a server problem
 - c) a software upgrade

- 4) What is the help desk technician's first suggestion?
 - a) go to a folder on the server
 - b) go to a folder on the desktop
 - c) go to a folder on the C drive

- 5) What is the help desk technician's second suggestion?
 - a) He will call back in five minutes
 - b) He will come down to Tuka's office
 - c) He will get help from someone else

Listen again and complete the technician's sentences:

- 1) How can I ----- you?
- 2) I -----
- 3) I'm ----- we can find your file.
- 4) ----- go to the search box.
- 5) Good -----

Breakdown and Faults

Reading 3

Read the extracts 1-3 from defect policy statement and tell what product each is talking about: ***food products, clothing, or electrical devices.***

In the case of product **failure**, please contact the number below to obtain a return code. Please return the **defective** unit to us in its original packaging together with a description of the fault and a note of the return code.

Products may be returned for product dissatisfaction, size changes and manufacturer **defect**. If a product is damaged we will pay for shipping.

If you are not completely satisfied with the quality of our products, or if your packaging is **damaged**, please retain the product and the packaging and return to the address above within 48 hours of receipt. Please include a note about the nature of the problem and state whether you would prefer a refund or a replacement.

Vocabulary 3

A: Match the words in bold from the texts above to definitions 1-4:

1. With a mistake or a fault in it.-----
2. Harmed or spoiled. -----
3. A mistake or a fault. -----.
4. Case of something not working / functioning as expected. -----

B: Check your understanding of the vocabulary in **bold** by matching **1-8** to **a-h**.

1. The campaign has gone wrong -----
2. We can't do any work on our computers at the moment -----
3. We didn't get the products in time for Christmas -----
4. It has definitely broken down -----
5. I need to exchange my new keyboard -----
6. I can't open this file -----
7. There must have been a misunderstanding -----
8. We'll have to use the stairs -----

- a. because it's **faulty**- the space bar does not work.
- b. because the lift is **out of order**.
- c. because the product has a major **flaw** and it won't be ready in time for the launch.
- d. because I asked for 40 but I got 14.
- e. because our suppliers **let us down**. They are very **unreliable**.
- f. because the format of it is **incompatible** with the software I use.
- g. because the server is **down**. There must be a **bug** that needs to be fixed.
- h. because it won't do anything and this red light is on.

C: Which words in **bold** would you use to talk about these things? Some may go in more than one category.

people	objects	companies
--------	---------	-----------

Speaking

A: Work in groups. Discuss *the problems* you might have with the following:

- A very old office building
- A traditional office hierarchy
- Buying electrical or electronic products abroad
- Buying a second-hand computer
- Buying things online

Example 1: Two teams from different countries working together.

They might have problems related to language, different habits and values, and handling things differently.

Example 2: Buy a product abroad

If you buy a product abroad and it is faulty, it is very difficult to get it fixed.

B: Which of the following products would you be prepared to buy at a discount price if they have a defect? Why? Why not?

• furniture	• books
• jewelry	• cars
• food products	• software
• clothing	• Speaking
• toys	• Electronic equipment (e.g. smartphones, laptops etc.)

C: You have received 15 complaints in the last week about one of your products that was not working. It's a piece of software that doesn't work on some systems. Work with a partner, have a conversation about the problem using the following scenario:

- A: Ask for the problem -----
- B: *Explain the problem* -----
- A: Ask for more details -----
- B: *Respond* -----
- A: Make a diagnosis -----
- B: *Respond* -----
- A: Suggest action -----
- B: *Respond and Thank A* -----

Reading 4

Read the following text then answer the questions below:

A Community-Minded Company

One World Bazaar sells handmade products from developing countries in Africa, Asia, and Latin America, with an emphasis on quality and good design. **It** sells the products online via their website and also supplies over 300 independent shops in Europe.

What makes One World Bazaar different from most companies is that it was set up to benefit the producers of the products it sells, rather than the customers. The producers are craft makers in some of the poorest parts of the world and their work helps to build up communities, relieve poverty and improve social and environmental conditions.

All products come from cooperatives set up by the producers in their local communities. The producers are paid realistic amount of money for the job, which takes account of the local cost of living and the amount of skill involved. One World Bazaar always pays **them** on time and adds an extra payment, called a ‘community surcharge’ when market conditions allow. The cooperatives use the extra money to benefit the whole community. The company also provides working capital to producers who need money for material or equipment, and any remaining profits from sales are also reinvested in projects to benefit the local community.

1. Who benefits from the way a company like One World Bazaar operates?

2. How does the company sell its products?

3. Who does it supply these products to?

4. What problems might a company like this have as a result of the way it operates?

5. What are the benefits of the project?-----

Key expressions

Asking what the problem is

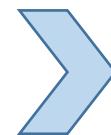
What's the matter?
How can I help you?
So what appears to be the problem?

Explaining the problem

It keeps on (+ -ing)
It's always (+-ing)
It won't (+ -verb)
It means that...

Asking for details

What's wrong with it exactly?
What do you mean by...?
What sort of noise/smell is it?
When you say ..., do you mean...?



Diagnosing the problem

It looks/sounds like...
It looks/sounds as though...
It could be...
It might be...

Advising

The best thing would be to...
I'd advise you to...
If I were you, I'd...
Have you tried (+-N/ing)?
I think you should...

Confirming a solution

That should fix it.
That should sort it out.
That should solve the problem.

Language 3- Advice and Recommendation

'Should' is used to give advice, **'have to'** to give instructions whereas **'could'** and **'would'** are used for introducing an option.

Practice

Put the sentences a-g below into the categories 1-4.

- 1) Asking for advice: _____
- 2) Giving advice: _____
- 3) Introducing an option: _____
- 4) Giving an instruction: _____

- a) I think you **should** ask for an extension.
- b) You **have to** get it approved by management.
- c) I'd ask to speak her if I were you.
- d) Well, you **could** just use the electrical lead.
- e) What **should** I do?
- f) What **would** you do in this situation
- g) I **would** buy a new battery.

Writing – Business Letter

LOGO

Date

[Recipient Name]

[Recipient Street Address, City, ST ZIP Code]

Dear [Recipient],

Introduction

[Company]
[Street Address, City, ST
Tel [Telephone] Fax
[Email]
[Website]

Body

Conclusion

Warm regards,

Admin

[YOUR TITLE]

24 Smith Road
Sunderland
29th August 2001

Mr Fred Hattwell
Manager
Hattwell Toys Ltd
133 Industry Road
Sunderland

Dear Mr Hattwell,

I am writing to request information about kites, as I have been informed that those produced in your factory are excellent.

I require all specifications of all models, as well as pricing information. Could you please send the information by first class mail?

I look forward to your swift reply.

Yours sincerely,



Ms DESIREE SABRINA HENDERSON

Write a business letter to Mr. Al-Qassim in ABC Company in Umm Summaq, Amman complaining about the computers that your company 'Millennium' (Macca Street) has bought a month ago.

Unit 8 – IT Security and Safety

Objectives and Outcomes:

At the end of this unit, the student is expected to:

- Use modals to express possibility in the present and in the past.
- Use modals to express prohibition
- Talk about security solution and safe working environments
- Learn how to encourage people to speak
- Use ‘should’ to express advice in the present and ‘should have +v(3)’ and to express late advice.
- Learn some prepositional verbs.

Key words

adware	malware	attack	worm	authentication	encryption
repair	surge	peripherals	lift	financial	malicious
configure	recipients	transfer	notify	incident	recommendation
arrest	gain	safeguard	deter	procedures	measures
commercials	biometric	surveillance		prevent	

Security Solutions Speaking

1. Work in pairs. Make a list of all the different words about security threats and attacks you can think of.
2. Have you ever had a computer security threat? Has anyone ever hacked into your computer system? Describe what happened.
3. Work in small groups. Discuss what you can do to stop these problems.

Reading 1

Read this list of rules for using a company computer. Which ones do you follow? Why?

COMPUTER

DOS AND DON'TS

Things you *should* do:

- Run Scandisk regularly to check and *repair* your file systems. Connect all *peripherals* before you switch the computer on.
- Keep your keyboard and screen clean.
- Keep CDs and DVDs in covers and hold them by the edge when using.
- Always shut down your laptop computer first if you need to move it.
- Secure your hardware from sudden power *surges*.

Things you *should not* do:

- Do not disconnect the keyboard, mouse, monitor, printer or any peripheral if the PC is on.
- Don't eat food or drink near the keyboard and computer. Don't blow smoke over your PC.
- Don't move or *lift* your desktop computer when it's on. Don't drop your laptop.
- Don't clean your hardware with a household polish or cleaner.
- Don't turn your computer off for lunch breaks.
- Don't load unauthorized software.

Vocabulary 1

A: Match the verb 1-11 with the noun a-k to make collocations:

1) switch/turn off	a) a break
2) eat	b) software
3) connect	c) peripherals
4) load	d) food
5) run	e) energy
6) save	f) software
7) take	g) the computer
8) computer	h) attacks
9) financial	i) security
10) private	j) businesses
11) malicious	k) institution

B: Read the descriptions 1-8. Match the words in the box to the descriptions:

<i>adware</i>	<i>hacker</i>	<i>browser</i>	<i>hijacker</i>	<i>malware</i>
<i>attack</i>	<i>spyware</i>	<i>Trojan</i>	<i>virus</i>	<i>worm</i>

- 1) - Malicious software that can copy itself and infect the system.
- 2) - Affects privacy. It does not take control of a computer system, but sends information about the use of a computer system.
- 3) - Spreads without the user taking action and usually acts in operation system.
- 4) - A person who attempts on purpose to break into a computer system and use it without the knowledge of the owner.
- 5) - Software that replaces the user's search engine with its own.
- 6) - An effort to gain unauthorized access to a computer.
- 7) - A program that automatically plays commercials on a computer.
- 8) - A program which is usually free but contains malicious files.

C: Match the security solution 1-5 to its purpose a-e :

1) a firewall	a) prevents damage that viruses might cause
2) antivirus software	b) make sure only authorized people access the network
3) authentication	c) checks the user is allowed to use system
4) user name, password and biometric scanning	d) blocks unauthorized access codes
5) encryption	e) protects the system from public access

Listening 48

Listen to this dialogue and answer the questions. Ludek has asked his IT expert friend, Ales, for help:

- 1) Why does Ludek want Ales to check his laptop? -----
- 2) Why is Ludek worried that he may lose his project? -----
- 3) What does Ales think has happened to Ludek's laptop? -----
- 4) Why does he recommend Ludek installs an anti-spyware software?

- 5) Why is it important to have a network access password? -----
- 6) What will Ales do for Ludek? -----

Language 1- Expressing possibility

A: Modal auxiliaries *may*, *might*, *can*, *could* and *would* can be used to express possibility. They can also be combined with *have* to express possibility in the past.

Use <i>may/ might</i> + infinitive without <i>to</i> to talk about things that are possible now or in the future Use <i>may/ might</i> + <i>have</i> + (v3) to talk about things that were possible in the past	You <i>may</i> have a virus on your computer. The problem <i>might</i> not run properly. I can't find my bag. I <i>might have left</i> it in the shop.
---	---

Practice

Use **may/ might + (base)** OR **may/ might (+have+ v3)** to express the possibility of the following:

Example: **The paper does not go out. Printer / not be connected.**

The printer may not be connected.

- 1) We have to protect the system. Firewall / work for it.
-

- 2) This network is inefficient. Our office / need better network.
-

- 3) The network does not work properly. Cables/ not be compatible with network.
-

- 4) I can't see any internet signal. Computer / not be connected / modem.
-

- 5) My computer takes long time to open. Antivirus / slow down / computer.
-

- 6) Omar / be in office. He / not leave/ for lunch.
-

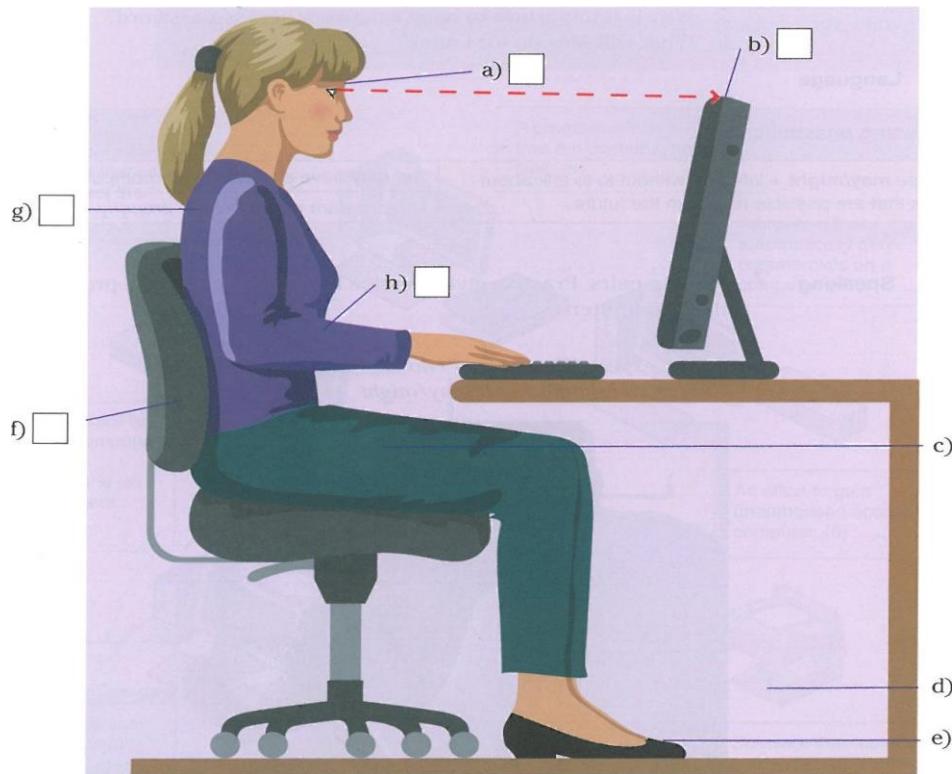
- 7) Laila did not reply to me. She / not get my message.
-

B: Advice can be given by using ‘should’² or by using the imperative (giving orders)

Label this diagram with the advice 1-8.

- 1) There **should** be clearance under the work surface.
- 2) You **should** have your feet flat on the floor.
- 3) **Make sure** your forearms and hands are in a straight line.
- 4) Your lower back **should** be supported.
- 5) Your screen **should** be positioned to avoid reflected glare.
- 6) **Keep** your shoulders relaxed.
- 7) You **should** have your thighs tilted slightly.
- 8) **Make sure** the top of the screen is at or slightly below eye level.

² For the use of ‘should’ to give advice, see also Unit 4 (p.62) and Unit 7 (p.114).



Workstation Health and Safety Speaking

Work in pairs. Make a list of computer health and safety problems.

Security Procedures Speaking

A: What security procedures are you familiar with? Make a list and share it with the group.

B: Read this text on security and match the headings in the box with the paragraphs 1-5:

Data transfer and backup	Email and network usage
Password recommendations	Reporting IT security incidents
Safety/security requirements	

Systems and Network Security

All employees must follow security and safety procedures approved by the management:

- 1) -----
 - Only install and use software that the management has approved. Install the latest antivirus and antispyware tools.
 - Keep current with security software updates and patches.
 - Follow office health and safety standards.

- 2) -----
 - Choose a password that is difficult to guess: use between 6 and 8 characters, have letters in upper and lower case and intermix letters, numbers, and punctuation marks. Keep your password private. Change your password every 9 weeks.

- 3) -----
 - **Configure** your email software to use secure protocols. Use company official e-mail software only. Always double check that you are sending your message to the right **recipient**. Do not send sensitive data over the network. Use mail encryption to send sensitive data. Do not download unknown files or files for private use, such as movies and music.

- 4) -----
 - Transfer files via a secure connection. Back up files regularly on the server in your home folder. Do not use external drives.

- 5) -----
 - Employees must notify their supervisor or IT help desk about any damage, misuse, irregularities or security breaches.

Language 2 - Expressing prohibition

Some modal auxiliaries are used in the negative form for rules and recommendations that are strongly prohibited.

A rule or requirement (Use these when it is necessary not to do this or to tell someone not to do something.)

A strong recommendation (Use this to give advice.)

*You **mustn't** give your password to anyone.*

*You **aren't allowed/permited** to share your password with anyone.*

*You **shouldn't** use your date of birth in your password. (It is not a good idea to do this)*

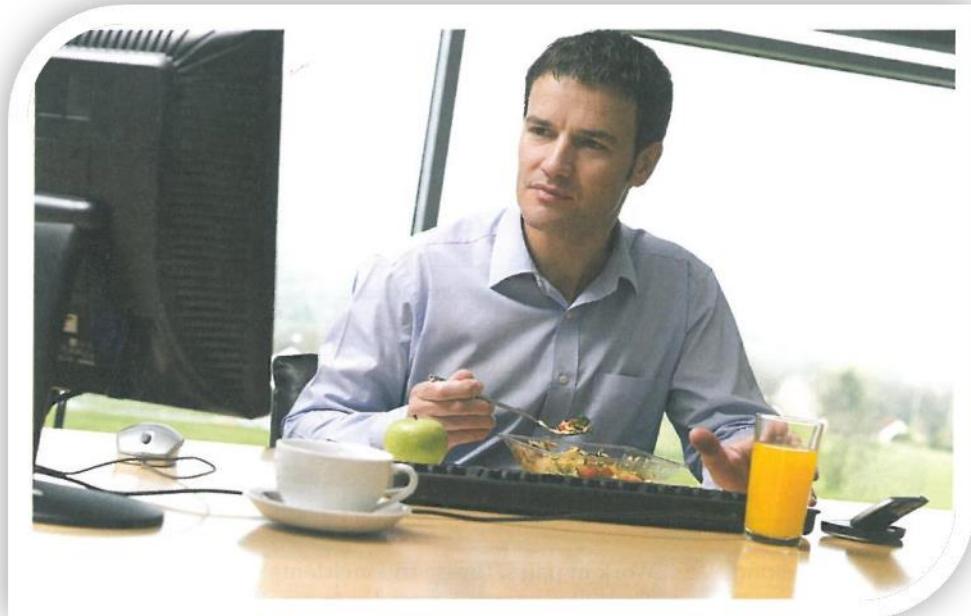
Practice

Use “***mustn't, shouldn't, be not allowed/permited to***” to express rules about the following situations. In some cases, there is more than one correct answer.

Example: You/ put / cup of coffee /on the computer.

You are not allowed to put a cup of coffee on the computer.

- 1) You / work without breaks.
- 2) You / smoke in the office.
- 3) We / send private emails.
- 4) You / eat lunch at your desk.
- 5) We / make noise in the laboratory.
- 6) You / delete these files/ before telling the supervisor.
- 7) Employees / park cars in front of the building



Reporting Incidents

Speaking

A: Have you ever reported a security incident? What was it about?

B: Read these five IT incidents in a company. Work in pairs. Grade the incidents: 1 = the least serious. 5 = the most serious. Then compare your grades in small groups. Give recommendations for these incidents.

Incident Report	
Date:	04/27
Report for:	Shariff Hussein
Report prepared by:	Amjad Ulayyan
Incident:	Teacher has accessed the database to change students' grades.
Recommendation:	

Incident:	Employee has changed the printer setting.
Recommendation:	

Incident:	Employee's children have installed games on company's laptop.
Recommendation:	

Incident:	Employee has installed P2P software.
Recommendation:	

Incident:	Employee has downloaded a movie.
Recommendation:	

C: Write a short report to the IT supervisor on the most serious incident. You will need to give recommendations on how to deal with the incident.

Incident Report	
Date:	
Report for:	
Report prepared by:	
Incident:	
Recommendation:	

Reading 2

Security at Work

- 1) What security measures can/do you use to protect your home, positions, and computer files?
- 2) Read these two articles and answer the following questions:
 - a) What was the security breach in each article? -----

 - b) What was the story in each case? -----

 - c) Who were the victims of each theft? -----

Credit agency reports security breach

More than 1400 Canadians have been notified of a major security breach at Equifax Canada Inc., a national consumer-credit reporting agency. According to records, unauthorized access was **gained** to the personal, detailed credit files which contained social insurance numbers, bank account numbers, home addresses, and job descriptions. With identity theft in Canada rising in one year from 8100 to 13000 reported cases, the industry is once again asking how to **safeguard** databases against identity theft, and **deter** people from entering the system without passwords.

Burglar doing ‘over time’

Police **arrested** a man last week for stealing from his company’s warehouse. Over a period of three months, the employee used his own security pass to open up the warehouse in the middle of the night and load a van in full view of security cameras. The boxes contained DVD’s and CD’s. When police questioned security staff who were paid to **monitor** for such activity, they said ‘we thought he was just doing overtime’. A member of staff finally ported the man when he saw him selling DVD’s in a street market on a Saturday afternoon. The company has decided to review its security **procedures**.

Vocabulary 2

A: Find words (in bold) in the articles that can fit in these two categories:

Security Measures	Security Breaches
<i>Password</i>	

B: Use a word from A and a word from B below to match definitions 1-8.

A	B
security	machine
unauthorized	number
security	software
CC	theft
anti-virus	measures
X-ray	TV
PIN	breach
identify	access

- 1) Actions taken to deter people like hackers or thieves. ***security measures***
- 2) Stealing people's personal information and using it. -----
- 3) Without the right to look at or use something, e.g. personal information on a computer. -----
- 4) A secret code used to gain access, e.g. at a cash machine-----
- 5) It allows you to see inside bags. -----
- 6) When something that is usually protected is no longer secure. -----
- 7) A system to allow you to watch what's happening in other parts of the building. -----
- 8) It protects your computer from attacks via e-mail or the internet. -----

Speaking

Discuss the following questions:

- 1) Has there ever been a security breach at your work? If so, what happened?
- 2) What do you need authorized access for at work?
- 3) Does your company have monitoring/**surveillance** cameras?
- 4) Which members of staff are responsible for security? What do they monitor?

Language 3

Some verbs are always followed by certain prepositions. These are called **prepositional verbs**.

Choose the correct preposition (in *italics*) that can go with the verbs in **bold**:

Security fears **stop** network administrators *from/against* sleeping.

A new survey shows that many of the people who look after our networks cannot sleep at night. Around 35 percent of network administrators say that **monitoring** the network *of/for* security breaches and **preventing** hackers *from/by* entering the system are major concerns. Another 24 percent lose sleep over how to **safeguard** *against/with* the latest virus.

Many network administrators said they had little or no budget for training users in proper security practices on the computer. This might include learning ways to **protect** *for/against* hacking or **checking** *for/of* malicious programs.

Vocabulary 3

A: Match the verb 1-6 with the noun a-f to make collocations:

1) transfer	a) protocols
2) install	b) software
3) follow	c) procedures
4) use	d) files
5) notify	e) an incident
6) report	f) a supervisor

B: Fill in the blank spaces with the suitable collocation from ‘A’ above:

- 1) I would like to ----- my ----- to a safe location on the computer.
- 2) Employees are expected to ----- all *incidents* to the supervisor.
- 3) You have to ----- the ----- of the security breach.
- 4) To ----- a ----- correctly, you have to -----.
- 5) We need to ----- when exchanging messages between computers.

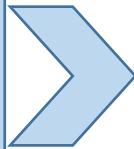
Key expressions

Introducing talk

What I want to do today is...
I'll talk about...
I'll run through...

Giving background information

As you know, we have recently...
As you are aware...
Up to now...
I'd like to update you on...
The situation/problem now is that...
We expect the situation to...
The situation, as it stands...



Asking for an explanation

What's the reason for...?
I don't quite understand how it works.
Can you tell us more about...?
What do you mean by...?

Giving an explanation

It's because of the fact that...
As a result, ...
Because of this...

Checking information

So, if I understand you correctly...
Do you mean that...?
I'm not sure I follow you.

Practice

A: Put the following phrases from a-l into these categories from 1-4:

- 1) Introducing a talk-----
- 2) Giving background information -----
- 3) Asking for information/ clarification/ explanation -----
- 4) Giving an explanation/reason -----

- a) What I want to do today, is to explain...
- b) I'll talk about the background to the situation.
- c) As you know we have recently been having a few problems.
- d) Up to now, no one has stolen anything.
- e) Because of this we have decided to upgrade the system.
- f) So, first, I'd like to update you on the plans for changes to...
- g) As a result, we have been installing...
- h) What's the reason for changing the current system?
- i) It's because security can't always check...
- j) Can you tell us more about them?
- k) Do you mean that we have to swipe every time....?
- l) The current situation, as it stands, simply doesn't prevent...

B: Creating and showing interest

As a conversational technique, one can use the following phrases and expressions either to ***create interest*** or to ***show interest*** in what others talk about.

Which of these phrases help to ***create interest*** (C)? Which phrases ***show interest*** in what the other person is saying (S)?

- 1) You're kidding! -----
- 2) How long have you known about that? -----
- 3) Have you heard the news? -----
- 4) Guess what I have just seen? -----
- 5) I have just heard something really interesting! -----
- 6) I've never heard that before! -----
- 7) What's happened? -----
- 8) Really? -----

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Audio Script

Unit		
Unit 1	<p> 3</p> <p>[Ka = Kathryn; K = Karim] Ka: Karim, what do you do? K: I'm a network administrator. Who do you work for? Ka: I work for CISCO. I'm a system analyst there. Where are you from, Karim? K: I'm from Kuwait. I work for Microsoft there. And where are you from, Kathryn? Ka: I'm from the UK but now I live in Qatar. Do you know where Glenda's from? K: She's from the US. Ka: And what's her job? K: She works for IBM. Her job is to set up new systems.</p>	<p> 5</p> <p>1 Hi, I'm Karl. I'm a software developer. I design and develop computer games. Thank you. 2 Good afternoon everyone, I'm Heba. I'm a system analyst. I solve computer problems. Nice to meet you all. 3 Hi, My name's Wojtek. I'm a database administrator. I analyse and present data. Thank you.</p>
 6	<p>[A = Ahmed; B = Betty; M = Milo] A: Where do you work, Betty? B: I work for Dell in Dubai. What about you? A: I work for HP in Budapest. What do you do, Milo? M: I'm a software developer. I work for Microsoft in Prague. B: Milo, do you know Frida? M: Yes, I do. What do you want to know? B: Where does she work? M: She works with me in Prague. She designs websites for E-commerce. A: I see. Right, let's go. The workshop starts in five minutes.</p>	<p> 8</p> <p>[P = Penelope; D = Don] P: Hi, Don. How are you? D: I'm fine, thanks, Penelope. And you? P: I'm OK. Bit tired from the flight. D: Right. P: What workshop do you want to attend today, Don? D: I want to go to the CISCO network security workshop. P: Sounds interesting. What time does it start? D: It starts at 9.15. P: And when does it finish? D: It finishes at 4.00 in the afternoon. P: Well, I want to attend the Microsoft Windows Applications workshop. It begins at 8.30 am and ends at 6.00 pm. But they have two breaks, at 10.30 and 12.45. D: That's good. P: Hope you enjoy your session. D: You too. See you around.</p>
 9	<p>1 7.05 2 6.45 3 8 o'clock 4 10.45 5 4.35 6 2.15 7 12 o'clock 8 9.50</p>	<p> 11</p> <p>[A = Andrei; B = Bob] A: Bob, can you help me, please? B: Sure. A: I don't understand this acronym. What does it stand for? B: Let me see. W3. I'm not sure. Maybe WWW, the World Wide Web. A: OK. What does P2P stand for? B: It stands for person-to-person. A: OK. What does IP mean? B: It means Internet Protocol. A: How do you spell 'Protocol'? B: p - r - o - t - o - c - o - l. A: Thanks. B: You're welcome.</p>

Unit 2**13**

- [B = Bob; D = Daisy]
- B: What do you think? Which laptop is better for the sales team?
 D: I'm not sure. This computer has a bigger memory and I think it has a better processor.
 B: And the other one?
 D: Well, it is smaller.
 B: And lighter.
 D: Yes, you're right. Lighter and smaller.
 B: But the bigger one is cheaper.
 D: So what is our decision?
 B: I'm not sure. Let's go for a coffee and discuss this again.

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- [T = Tim; S = Simone]
- T: What do you think about these three photo imaging packages?
 S: It's a difficult choice. All three are very good but they have different strengths.
 T: I agree.
 S: Serif Image Plus has the best image correction.
 T: OK.
 S: But Magic Extreme has the fastest processing of images.
 T: You're right. Also, Serif has the best special effects. But what about Snap Pro?
 S: Well, it has the best dubbing options.
 T: And Snap Pro is the best for burning photos.
 S: I'm not sure. Serif has the most efficient compression.
 T: Which is the most expensive?
 S: Oh, Serif Image Plus.
 T: And the cheapest?
 S: Snap Pro.
 T: Let's get Snap Pro then.
 S: I'm still not sure!

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- 1 We've got the best software.
- 2 Does it have the most reliable anti-virus software?
- 3 She has the cheapest computer.
- 4 They haven't got the latest version.
- 5 Do you have the fastest processor?
- 6 Has it got Windows?
- 7 They have the latest software.
- 8 It has the biggest screen.

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- [P = Paul; B = Brinitha]
- P: Hi, Brinitha.
 B: Hi, Paul.
 P: How's it going?
 B: Fine, fine.
 P: What are you doing at the moment?
 B: Oh, I'm installing Nero.
 P: How are you getting on?
 B: Well, I'm setting up a network. I'm using Microsoft Server.
 P: Right. Where is Jackie today? Do you know?
 B: Yes. She is on a training course today. She's learning about the new database system.
 P: What about Mary and Imran? Where are they?
 B: They aren't coming in today. They have a day off.

Unit 3	 20 <p>[S = Sarah; G = George]</p> <p>S: George, I need some information about our website.</p> <p>G: OK, what do you need to know?</p> <p>S: Well, I need some information about website traffic, you know, external visits to our website.</p> <p>G: OK.</p> <p>S: Could you do a report for me?</p> <p>G: Sure. When do you need it by?</p> <p>S: Er, tomorrow morning, I'm afraid. It's for the finance director.</p> <p>G: OK, what do you need to know exactly?</p> <p>S: Well, the number of visitors to our website last month, their movements and actions on the website, and where they're from.</p> <p>G: OK, I can do that.</p> <p>S: Thanks very much indeed.</p>	
Unit 4	 23 <p>[C = Chris; T = Tim]</p> <p>C: Tim, could you help me a moment, please?</p> <p>T: Sure. What's the problem?</p> <p>C: I need some information about a book budget from the database.</p> <p>T: OK.</p> <p>C: But I don't know how to get it.</p> <p>T: No problem.</p> <p>C: So what do I do first?</p> <p>T: Enter your name and password and press enter.</p> <p>C: Erm ... ?</p> <p>T: You have got a password?</p> <p>C: Erm, I can't remember it.</p> <p>T: Use mine. Type in t evans, that's t - e - v - a - n - s, then snavet s - n - a - v - e - t.</p> <p>C: OK.</p> <p>T: Now press Enter. Now what is the name of the book?</p> <p>C: <i>Basic French</i>.</p> <p>T: OK. Type in that in the title field in the first column. Now Press Find. There it is. OK, budget. Click on Publishing and scroll down to Plant Costs and click on that.</p> <p>C: Good. There's the budget in the second row. Thanks, Tim.</p> <p>T: No problem.</p>	 28 <p>[T = Tim; S = Sandy]</p> <p>T: Sandy, could you give me some advice on storage devices?</p> <p>S: Sure. How can I help?</p> <p>T: I'm a bit worried about my computer at home.</p> <p>S: Right.</p> <p>T: I've got lots of music and photos on my computer and I think I should back them up.</p> <p>S: I know what you mean.</p> <p>T: What should I buy?</p> <p>S: I'd recommend an external hard drive. That's what I've got at home. How much can you spend?</p> <p>T: \$200.</p> <p>S: That should be fine. You should be able to get something good for that. Oh, one thing: I'd really recommend you get one that backs up automatically from your computer when it is connected.</p>

Unit 5	 29 <p>[I = Interviewer; D = David]</p> <p>I: David, tell me, how much of your business is online now?</p> <p>D: Not much, really. Only about 7%.</p> <p>I: Why's that, do you think?</p> <p>D: Well, most of our customers buy our cleaning products in supermarkets when they buy their food. And most people go out to buy their food. They go to the supermarket.</p> <p>I: Do you think this will change?</p> <p>D: Probably but slowly. Last year our online buying was about 5% of our business.</p> <p>I: So, it is growing a little.</p> <p>D: Yes, but only a little. And in future our customers will still buy our products from the supermarkets on their websites. I don't think they will buy online from us direct.</p>	
Unit 6	 34 <p>[A = Agatha; K = Katharina]</p> <p>A: Hi, Katharina. It's good to see you again. How are you?</p> <p>K: I'm fine. And you?</p> <p>A: Fine, thanks.</p> <p>K: I'm really glad to hear about your success.</p> <p>A: Thank you.</p> <p>K: So how can I help you?</p> <p>A: I wanted to see you because I need your advice. We think we should offer our products and services online to increase our market share. What do you think?</p> <p>K: That's a great idea. You should definitely do that.</p> <p>A: Good. So what exactly should I do?</p> <p>K: I'd recommend that you set up an E-commerce flower shop.</p> <p>A: OK.</p> <p>K: I'll send you an e-mail with some recommendations.</p> <p>A: Oh, thank you very much. We ought to be ready for Mother's Day.</p> <p>K: In that case, I'd suggest we start right away. Let me ask you some questions ...</p>	 39 <p>[K = Karoline; S = Sam]</p> <p>K: How do you describe network speed?</p> <p>S: In bits, kilobits, megabits and gigabits. They describe network speed. For example, dial-up connections allow 56 kilobits per second and DSL from 512 kilobits per second to 3 megabits per second.</p> <p>K: OK. I've got that. What about the range?</p> <p>S: Range is the distance of network coverage, so distance units represent network range. Most countries use metric but some use feet as units of measurement. Metres or feet usually describe the range of a network. Home networking routers support a range up to 150 feet or 46 metres indoors and 300 feet or 92 metres outdoors.</p> <p>K: Thanks.</p>

<p>Unit 7</p> <p> 41</p> <p>[H = Haider; M = Maryam] H: Hello, IT Help Desk. M: Hi, this is Maryam from Human Resources. H: Hi, this is Haider. How can I help you, Maryam? M: I switched my computer off yesterday and today I can't turn it on. H: What type of computer do you have? M: I'm not sure, it's a desktop computer. It worked fine yesterday. H: Don't worry. Have you checked the cable connections? M: No, I haven't. I can see some cables but I don't know which cable goes where. H: Make sure all cables are tight and fully plugged in. M: Ok, give me a sec. Oh, I think I've found the problem. I have one cable that is unplugged. It's the power cable. Where does it go? H: The power cable should go in the three-pronged port on the computer. M: OK, done. Let me try now. It's working fine. Sorry about that. Stupid of me. H: Maybe the cleaners disconnected your PC by mistake last night. M: Maybe. Good, we've solved the problem. Thank you, Haider. H: You're welcome. Have a good day. M: You too.</p>	<p> 44</p> <p>Customer 1 <i>Today is 5 May. Please leave your message after the tone.</i> Hi. My name is Bolek. I've received a Word File but it won't open in Office. Can you help? My contact number is 050 444 5553. Thank you. <i>Thank you for your call. The service person is Alex.</i></p> <p>Customer 2 <i>Today is 16 June. Please leave your message after the tone.</i> Hi, my name is Sara. I've lost a file that I opened from an attachment. Please help. My contact number is 055 8214328. Thank you. <i>Thank you for your call. The service person is James.</i></p> <p>Customer 3 <i>Today is 13 July. Please leave your message after the tone.</i> Hello, my name is Sylvia. I've deleted some files. Can I recover them? My contact number is 050 7895421. Thank you. <i>Thank you for your call. The service person is Mahmoud.</i></p>
<p> 46</p> <p>[H = Helpdesk technician; T = Tuka] H: Hello, Aqhel speaking. How can I help you? T: Hi, my name's Tuka. I've upgraded my computer to Windows 7 and now I can't find my personal files anywhere! H: I see. T: I've checked Windows 'help' and that didn't tell me anything. I need one file urgently. H: I'm sure we can find your file. Don't worry. T: Well, I hope so. H: What Windows version did you have before? T: Before I had Windows Vista. H: OK. Is your computer on? T: Yes, it is. H: Good. Find <i>Windows.old</i> folder in your C drive. T: I don't understand. How? I can't see it in Windows Explorer. H: Please go to the search box, write <i>Windows.old</i> and click enter. T: OK. H: The <i>Windows.old</i> folder contains different folders. Your folders and files are in Documents and Settings. You should find the files there. T: I'll do that. H: I'll come down to your office if you still have a problem. Good luck. T: Thanks.</p>	

Unit 8

[L = Ludek; A = Ales]

- L: Ales, can you check my laptop? Nothing seems to work.
- A: Hmm, what have you done this time? Wow! Your laptop is a mess.
- L: Sorry about that. I'll clean it up.
- A: Have you updated your antivirus software recently?
- L: Yes, I have. I did it last week.
- A: Well, that's good.
- L: I'm afraid I may lose my project. I haven't backed it up.
- A: Hmm. You might have spyware or some other malware on your computer. You should install a good spyware doctor program. An antivirus program may not catch everything.
- L: OK, I'll do that.
- A: And why don't you protect your WLAN access with a password? It's likely you will attract hackers and piggybackers and then you might lose a lot of work.
- L: Fine, I'll do that.
- A: I'll scan your system with my anti-spyware software now and see if there is a problem.
- L: Thanks.

Important & Instructive Note

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