



# GRAMMAR PRACTICE BOOKLET

## Analista de sistemas

### Inglés técnico I



# UNIT 3

## WEBSITES



**Task 6** Give advice about website design using *has/have to*, *must*, and *mustn't*. Use these answers to Task 5 to help you.

**A: things to do**

- 1 Divide information into small sections.
- 2 Have a lot of links to other sites.
- 3 Start with a brief piece of information to attract the reader.
- 4 Update your page regularly.

**B: things not to do**

- 1 Have a lot of links on one page.
- 2 Include graphics only to make it look nice.
- 3 Forget about readers with less sophisticated browsers.
- 4 Have pages with dead-ends.

## Computing words and abbreviations

**Task 7** Identify these abbreviations used in earlier units. Use the Glossary if necessary.

- |          |       |       |        |         |
|----------|-------|-------|--------|---------|
| 1 Mb     | 3 ISP | 5 PC  | 7 WAN  | 9 OCR   |
| 2 CD-ROM | 4 LAN | 6 RAM | 8 SIMM | 10 MILz |

**Task 8** Find terms related to these.

*Example* analogue signals – digital signals

- |                      |                    |
|----------------------|--------------------|
| 1 bit                | 4 read-only memory |
| 2 local area network | 5 connector        |
| 3 floppy disk drive  |                    |

**Task 9** Find as many words as you know which go before or after these terms. You may use compound words.

*Example* disk: disk drive, hard disk, floppy disk

- |           |          |          |           |
|-----------|----------|----------|-----------|
| 1 memory  | 3 mouse  | 5 key    | 7 monitor |
| 2 printer | 4 screen | 6 cursor |           |

## Writing

**Task 10** Write a set of numbered points to advise someone thinking of designing a website. Advise them of things to do and not to do. Use your answers to Task 6, other information from the recording, and your own ideas.

**How to design a website**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

### Language work: Making guidelines and rules

Study these guidelines for preventing and treating viruses.

*Download email attachments onto a floppy.*

*Don't use a floppy without checking it.*

We can make them stronger by adding *always* and *never*.

***Always** download email attachments onto a floppy.*

***Never** use a floppy without checking it.*

We can make them into rules by using *must* and *mustn't*.

*You **must** download attachments onto a floppy.*

*You **mustn't** use a floppy without checking it.*

#### Task 6

Rewrite this advice using *must* or *mustn't*.

- 1 Keep your network password secret.
- 2 Don't try to access other people's data.
- 3 Always make a backup copy of all your important files.
- 4 Never use commercial software without a licence.
- 5 Check your email regularly.
- 6 Never install software before it is virus-checked.
- 7 Don't re-use Web images from pages which have a copyright symbol.
- 8 Never change other people's data without permission.
- 9 Don't believe every email message that warns you about viruses.
- 10 Always virus-check an email attachment before opening it.

#### Task 7

Write two rules about each of these topics.

- 1 passwords
- 2 floppy disk care
- 3 backups
- 4 working conditions
- 5 viruses
- 6 CD-ROM care

## **WEBSITES**

Which websites do you use every day?

Do you have a favorite website?

Which feature do you think is the most important for a good website?

### **TYPES OF WEBSITES**

- Can you think of examples for these types of websites?

COMMERCIAL

NEWS

EDUCATIONAL

PERSONAL

- What is the main purpose of each of them?

- **Complete the following sentences.**

- ❖ *LaNación.com* is a \_\_\_\_\_ Website. People visit it to \_\_\_\_\_ the latest news.
- ❖ *Mercado Libre* is a \_\_\_\_\_ Website. It \_\_\_\_\_ products and \_\_\_\_\_. You can sell or \_\_\_\_\_ products and services in this website.
- ❖ *Cambridge* offers an \_\_\_\_\_ website for learners to study new topics.
- ❖ To \_\_\_\_\_ your product you can use *Facebookmarket* website.
- ❖ Social Media is very useful to \_\_\_\_\_ information.

### **WEBSITE DESCRIPTION**

- **Choose a website and describe it using some of the following expressions/words:**

*Good images / well-designed / easy to use / user friendly / reliable/ Has useful information / There is a lot of information / Interesting / entertaining / There are good graphics / Has a clear presentation / OFFER/ POSSESS/ READ/ SELL/ BUY/ SHOW/ INCLUDE/ USE/ LIKE*

e.g. 'Mercado Libre has reliable information. It offers very interesting products'

## ***WEBSITES***

- 1-** What features make a good website? Make a list of the key features you look for. Then, compare your list with others in your group.
- 2-** Study these four points for evaluating websites. What questions would you ask to evaluate a website on each point?
  - Design / Navigation / Up to date / Graphics

### **SEQUENCING WORDS**



SEQUENCE SIGNAL WORDS
<b>Beginning</b>
First, At first, In the beginning, To begin with, Initially, In the first stage/phase Before that, Earlier, Previously, Prior to, From this point
<b>Middle</b>
Afterwards, After that, Later, Some time later, Following that, Soon, Soon after, Then, Meanwhile, During that time, The next step is/was to, Subsequently, Consequently
<b>End</b>
Finally, Lastly, At last, In the end, To conclude, In conclusion



**Time and Sequence Words and Phrases:**

first, second, next, last, after, after that, before, finally, today, yesterday, meanwhile, later, then, next week, last night, this afternoon, by the time, in the meantime, to finish

Number the sentences in each group to put the events in order.

- \_\_\_\_ Then, we searched Tom's room.
- \_\_\_\_ We finally found our ball in the backyard.
- \_\_\_\_ First, we looked in my room.

- \_\_\_\_ The sky filled with storm clouds while he was watering.
- \_\_\_\_ Dad watered the garden this morning.
- \_\_\_\_ By this afternoon, it was raining hard.

- \_\_\_\_ Now I can play the guitar pretty well.
- \_\_\_\_ I started taking guitar lessons last year.
- \_\_\_\_ After just a few days, I could play some chords.
- \_\_\_\_ Then, I learned to play some simple songs.

- Explain the steps required to log in into your e-mail using sequencing words.



**Write the following numbers in DIGITS:**

Ten thousand, one hundred and eighty-five = .....

Two hundred and ninety-seven = .....

Two thousand, eight hundred and sixty-two = .....

Seven hundred and seventy-four = .....

One million, six hundred fifty-one, nine hundred and ninety-nine = .....

Six hundred and five = .....

One thousand nine hundred and seventy-seven = .....

**Write the following numbers in WORDS:**

4,736 = .....

892 = .....

405 = .....

6,030,144: .....

1,601 = .....



# Question Words

**Who...?**

**What...?**

**When...?**

**Where...?**

**Why...?**

**How...?**

**How long...?**

**How often...?**

**How much...?**

**How many...?**

### Language work: **Wh- questions with the Present simple**

Study this statement.

*Lynsey works in a hotel in the evenings.*  
(agent)(action) (place) (time)

Note how we ask questions in the **Present simple**. To ask a question about the agent – the person or thing performing an action – we use **Who** before the verb.

*Who works in a hotel?*

To ask about other parts of the statement, use **Where** or **When** + **does**.

*Where does she work?*

*When does she work?*

We ask about actions like this.

*What does she do?*

Now study these other examples of questions in the **Present simple**.

*How long does the course last?*

*When do classes end?*

*What do you study?*

Look at the answers 1–10.

Make a question about Lynsey and her timetable for each answer.

A: She studies Information Technology.

B: *What does she study?*

1 They start at 9.00.

2 She works in a hotel.

3 Ms Murray teaches numeracy.

4 They last for two hours.

5 She goes on visits on Wednesdays.

6 She studies at Telford College.

7 It lasts for one year.

8 She writes a report after each visit.

9 They organize discos.

10 She works two nights a week.



- In pairs, make questions using these prompts.
  - Example: *When/use the internet*    *When do you use the internet?*
    1.    What type of internet connection/ have at home?
    2.    How fast/ your internet connection?
    3.    How much / pay for broadband access?
    4.    How often / access the internet?
    5.    Which email program/ use
    6.    Who/send emails to?
    7.    Do/use your mobile phone to access the internet?
    8.    Do / use the internet in public spaces using Wi-Fi?
    9.    Do / play games online?
    10.    How many pages/ subscribe to?

## **QUESTION WORDS**

Complete the questions with: What, Where, Why, When, How

1.  do you like best?
  2.  does Bill get up in the morning?
  3.  don't you go by bus, Max?
  4.  hobbies does Andrew have?
  5.  do they go to every week?
  6.  old is Mike?
  7.  is Susan's birthday?
  8.  are my exercise books?
  9.  are you doing at the moment, Sally?
  10.  do the Robinsons live?
- 

## **QUESTION ORDER**

- **All questions are wrong. Write the correct questions into the gaps.**

1. When begins the race? →  ?
  2. Sell you fish? →  ?
  3. Who does the trumpet play? →  ?
  4. Where flew the plane? →  ?
  5. Do you have got a brother? →  ?
  6. Plays Mike volleyball? →  ?
  7. Can the man the car drive? →  ?
  8. Why wrote you this letter? →  ?
  9. Do you can remember her name? →  ?
-

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• **Complete the following sentences-**

1.  you  mineral water? (*drink*)
  2.  Sarah and Linda  their pets? (*feed*)
  3.  your teacher  your homework? (*check*)
  4.  they  in the old house? (*live*)
  5.  the cat  on the wall in the mornings? (*sit*)
  6.  Nina  computer games? (*play*)
  7.  your parents  TV in the afternoon? (*watch*)
  8.  your grandmother  the phone? (*answer*)
  9.  Andy  the shopping? (*do*)
  10.  Garry and Ken  a cup of tea in the afternoon? (*have*)
- 

• **Complete the dialogues with question words from the box.**

HOW MUCH- HOW MANY- HOW OFTEN- WHO- WHICH- WHAT- WHEN- WHERE- HOW - WHY
---

- 1) A: ..... Is your birthday?  
B: It's on October, 23<sup>rd</sup>.
- 2) A: ..... people visit your website every day?  
B: About 20,000
- 3) A: ..... are the visitors from?  
B: From Latin America.
- 4) A: ..... do people visit our website?  
B: At least once a day.
- 5) A: ..... websites do you visit?  
B: I use Wikipedia a lot.
- 6) A: ..... do you use Wikipedia for?  
B: I use Wikipedia to check information.
- 7) A: ..... do you visit CNN.com ?  
B : In my lunch break.
- 8) A: ..... money do we need?  
B: \$ 20,000.
- 9) A: ..... are you feeling today?  
B: Much better, thank you.
- 10) A: ..... do you live with?  
B: I live with my mother and sister.

# THERE IS AND THERE ARE

**Meaning:** To say that something exists (or doesn't exist)

A  
F  
F  
I  
R  
M  
A  
T  
I  
V  
E

There **is** + singular noun

There **is** a book on the desk.

There **are** + plural noun

There **are** books on the desk.

There **is** + uncountable noun

There **is** some milk in the fridge.

N  
E  
G  
A  
T  
I  
V  
E

There **isn't** + singular noun

There **isn't** a pen on the table.

There **aren't** + plural noun

There **aren't** any pens here.

There **isn't** + uncountable noun

There **isn't** any juice in the fridge.

Q  
U  
E  
S  
T  
I  
O  
N  
S

There **is** a cat on the chair.

There **are** cats on the sofa.

**Is** there a cat on the chair?

**Are** there cats on the sofa?

How many + plural noun + **are there** ... ?

How many students **are there** in your class?

How many days **are there** in February?

## CONTRACTIONS

There's = There is

There's not = There is not

There isn't = There is not

There aren't = There are not



# THERE IS / THERE ARE



There is	a	pen on the table.	There aren't <u>any</u> pens on the table.
There are	(two)	pens on the table	OR There aren't (two) pens on the table. There are (three) pens on the table.
Is there	a	pen on the table?	Yes, <b>there is</b> . / No, <b>there isn't</b> .
Are there	(two)	pens on the table?	Yes, <b>there are</b> . / No, <b>there aren't</b> .

There is = There's

There are → "There are" does not have a contraction form

- Fill in the blanks below to complete the sentences.

1. There is a library next to the park.
2. All the students went home. There aren't any students in the classroom.
3. There are 50 states in the United States.
4. No, there are polar bears at the South Pole.
5. A: Is there a message for me? B: No, there isn't.
6. Why are there so many cars in the parking lot?
7. A: I'm hungry. B: Is there a restaurant across the street.
8. How many days are there in March, thirty or thirty-one?
9. Are there a few things I have to do this afternoon.
10. A: Is there a post office nearby? B: I'm sorry, I don't know.

- Correct the following sentences. Put a tick next to those that are correct.

1. Is there ~~have~~ a garden in your yard?
2. There are some pens on the desks. ✓
3. How many sisters do you have?
4. Are there a car in the garage?
5. I have some friends in Australia.
6. There aren't have any customers in the store.
7. Why aren't there any dishes on the table?
8. Do there a restaurant in the hotel?
9. I think there is some people waiting outside to see you.
10. Is there always so many people at the zoo?



# VERB TO HAVE GOT

## PRESENT

**AFFIRMATIVE**

**-**

**?**

I have got	I've got	I haven't got	Have I got...?
You have got	You've got	You haven't got	Have you got...?
He has got She has got It has got	He's got She's got It's got	He hasn't got She hasn't got It hasn't got	Has he got...? Has she got...? Has it got...?
We have got You have got They have got	We've got You've got They've got	We haven't got You haven't got They haven't got	Have we got...? Have you got...? Have they got...?

- **Choose the correct option**

- **The website \_\_\_\_\_ good graphics**

- ☐ has
- ☐ have

- **Do you \_\_\_\_ my phone number?**

- ☐ has
- ☐ have

- **Mark \_\_\_\_ an English lesson this afternoon.**

- ☐ has
- ☐ have

- **The new webpage \_\_\_\_\_ useful and updated information**

- ☐ has
- ☐ have

- **The images \_\_\_\_\_ a well-designed format**

- ☐ has
- ☐ have



**Look at the following Websites. Describe them using There is / There are and Have/ Has.**



# **UNIT 4**

## **DATABASES**





## **REQUESTS / SUGGESTIONS**

### **Asking for permission**

When we ask for permission to do something, we use the modals **can, could, may, and might**. These words have different levels of formality.

**Can** we join you for lunch? (informal)

**Could** we join you for lunch? (less informal)

**May** we join you for lunch? (more formal)

**Might** we join you for lunch? (very formal)

We can also use **would / do you mind** to ask for permission.

**Would** you **mind** my joining you for dinner?

**Do** you **mind** if I join you for dinner?

### **Making a request**

When we request someone else do something, we use the modals **can, could, will, and would**.

**Can / Will** she take the minutes for the meeting? (informal)

**Could / Would you** get me that towel? (more formal)

We can ask someone else to do something without using the modals. These are normally more formal and impersonal forms that we don't use in conversation.

We **ask** the members to turn off their cell phones.

**Please** show me your photo album.

We can also use **would / do you mind** to make a request.

**Would** you **mind** lending me your pen?

**Do** you **mind** showing me the way to the post office?

**3** We can offer to do something in several ways using the modals **can** and **could**.

I **can / could** make some sandwiches for the meeting.

**Can / Could** I bring you a glass of pineapple juice?

**How can** we help you?

## **Making a suggestion**

We can make a suggestion to do something in several ways using the modals **should, can, and could**.

**Should** we tell him the truth?

We **can/could** hire a part-time nanny.

**Can't / Couldn't** you bring that point up with the team leader?

We can also make a suggestion to do something without using a modal.

**Why don't** we take up a collection for the typhoon victims?

**Let's** buy some wall décor for the office.

**How about** having dinner at the new restaurant today?

**What about** taking on a new salesperson over the summer?

- **Complete these sentences with one of the phrases in the box.**

**a** asking for permission

**c** making an offer

**b** making a request

**d** making a suggestion

1 "Why don't you take a 30-minute break?" *The speaker is* \_\_\_\_\_

2 "Could you bring two more glasses of iced tea, please?" *The speaker is* \_\_\_\_\_

3 "May I go home early today?" *The speaker is* \_\_\_\_\_

4 "Can you get me on an early morning flight out of Manila tomorrow?" *The speaker is* \_\_\_\_\_

5 "How about adding some music to our advertisement?" *The speaker is* \_\_\_\_\_

6 "Can I take a copy of this newsletter?" *The speaker is* \_\_\_\_\_

7 "I could fix that broken window for you." *The speaker is* \_\_\_\_\_

- **Complete Mr. Hirano's part of a phone conversation with a customer using phrases from the box.**

Can I book  
Let me look

Can I

Could I suggest  
Would you like

Could you speak  
Would you mind

Good morning, Tyler's Bistro.

**1** Can I help you? ... **2** Hello, hello.

**2** \_\_\_\_\_ a little louder, please?

Oh, hello Mr. Clark.... You can't make it? OK, I'm sorry to hear that. I'll cancel your reservation then

**3** \_\_\_\_\_ another reservation for a different day? ... Yes, of course. **4** \_\_\_\_\_ you a table on Thursday night at 6:30 P.M.? Yes, good.... I'll make the reservation for five people.... Ah, I see. You would like a table for seven.

**5** \_\_\_\_\_ holding the line for a second? I'll just check the reservation book....

I'm sorry, Mr. Clark. I'm afraid I can't reserve a table for seven at that time.

We're fully booked. **6** \_\_\_\_\_ to be sure. Ah, here's a free table.

**7** \_\_\_\_\_ 7:30 P.M.? ... Good. That's excellent. I'll have a table ready for you at 7.30 on Thursday, for a party of seven then.

- **Anita and Evelyn are discussing going out to eat. Their suggestions contain errors. Find the errors and correct them.**

Ada: I Why do we go out for a meal and a movie after work today?

Marybeth: That's a good idea. **2** How about to going to that Chinese restaurant that everyone's talking about?

Ada: **3** Yes, let's can go there. It's within walking distance of the movie theater as well.

Marybeth: **4** Should we be look at the website to see what's playing?

Ada: Yes, that sounds like a great idea. **6** What about invite the new trainee?

Ada: Sure. Why do not? She seems really nice.

## **ADVICE AND RECOMMENDATION**

Use **SHOULD** for strong advice

Use *should* for strong advice.

### **Affirmative and negative**

I / You / He / She / It / We / They	should	buy that dress.
	shouldn't	

### **Yes/No questions**

Should I buy that dress?

### **Short answers**

Yes, you should.

No, you shouldn't.

### **Wh- questions**

What should I do?

*Should* is a modal verb. This means:

- No third person *s*  
Say *He should do it.* (don't say *He shoulds do it.*)
- No auxiliary *do*  
Say *You shouldn't do it.* (don't say *You don't should do it.*)
- No past tense  
(don't say *You shoulded do it.*)
- No *to* before the verb  
Say *You should do it.* (don't say *You should to do it.*)

- **Give advice. Use *should*/ *shouldn't* buy it or them**

					
buy it	buy it	buy it	buy it	buy it	buy it

- 1 That jacket's terrific.
- 2 Those trousers are awful.
- 3 These shoes are great.
- 4 That shirt is horrible.
- 5 This dress is beautiful.
- 6 Those ties are ugly.

*You should buy it.* .....

.....

.....

.....

.....

.....

Correct the mistake in each sentence.

- 1 I think you should to buy those shoes. ....
- 2 They don't should pay that much money! ....
- 3 Rita shoulds ask me first. ....
- 4 Do we should leave now or later? ....
- 5 Gerald should to do more exercise. ....
- 6 What shoulds he do about the problem? ....

### Language work: Giving advice

You can advise people in different ways. Study these examples.

Advising people to do something:

*Why don't you buy an inkjet?*

*(I think) you should buy a laser.*

Advising people not to do something:

*Don't buy a dot matrix.*

*You shouldn't buy a laser.*

To make your advice more effective, add a reason.

advice

reason

*Why don't you buy an inkjet?*

*They're very quiet.*

*(I think) you should buy a laser.*

*The print quality is excellent.*

*Don't buy a dot matrix.*

*They're very noisy.*

*You shouldn't buy a laser.*

*They're very expensive.*

We use *too* to make our advice stronger, almost a warning. Study these examples.

*You should adjust your monitor. It's **too** bright.*

*You should move your printer. It's **too** close.*

### Other expressions you can use to give advice

✓ The best option/choice for a/an.....is.....

Example: *The best choice for a student is a laptop.*

✓ Subject + (would= 'd )+ recommend + -ING

NOUN

Example: *I recommend buying a laptop*

*I would recommend a laptop*

- **Choose the correct option**

1) You \_\_\_\_\_ eat more vegetables.

☐ should

☐ would

2) What \_\_\_\_\_ you recommend?

☐ should

☐ would

3) She \_\_\_\_\_ pay attention in class.

☐ should

☐ would

4) I \_\_\_\_\_ recommend a vegetarian dish.

☐ should

☐ would

5) The children \_\_\_\_\_ play soccer in the house. They may break something.

☐ wouldn't

☐ shouldn't

## **EXPRESSIONS FOR CHECKING UNDERSTANDING**

- **Complete the dialogues with expressions for checking understanding**

1) -Hi, can I speak with Mr Darson?

- Hello, what's your name?

-Vladimir Rokswik

- Could you spell your surname, please?

-Yes, it is R-O-K-S-W-I-K, \_\_\_\_\_?

-Yes, thank you.

2) -And finally, that last part is called 'Receptor', \_\_\_\_\_?



3) That's Programming, \_\_\_\_\_?

- **Which expressions for checking understanding do you know? List them.**

## **DATABASES**

- **Match the collocations with their definition**

DATA CODING

DATA COLLECTION

DATA ENTRY

DATA SORTING

DATA TABULATION

DATA VALIDATION

1 Gather the raw data w h i c h y o u w a n t  
t o p r o c e s s .

2 Arrange and systemise the data.

3 Clean the data and double-check for  
faults and inconsistencies

4 Enter the data into a system.

5 Arrange the data into table format so  
that it can be analysed.

6 Create categories to organise the data  
into relevant groups

- *Sort: arrange systematically in groups; separate according to type.*