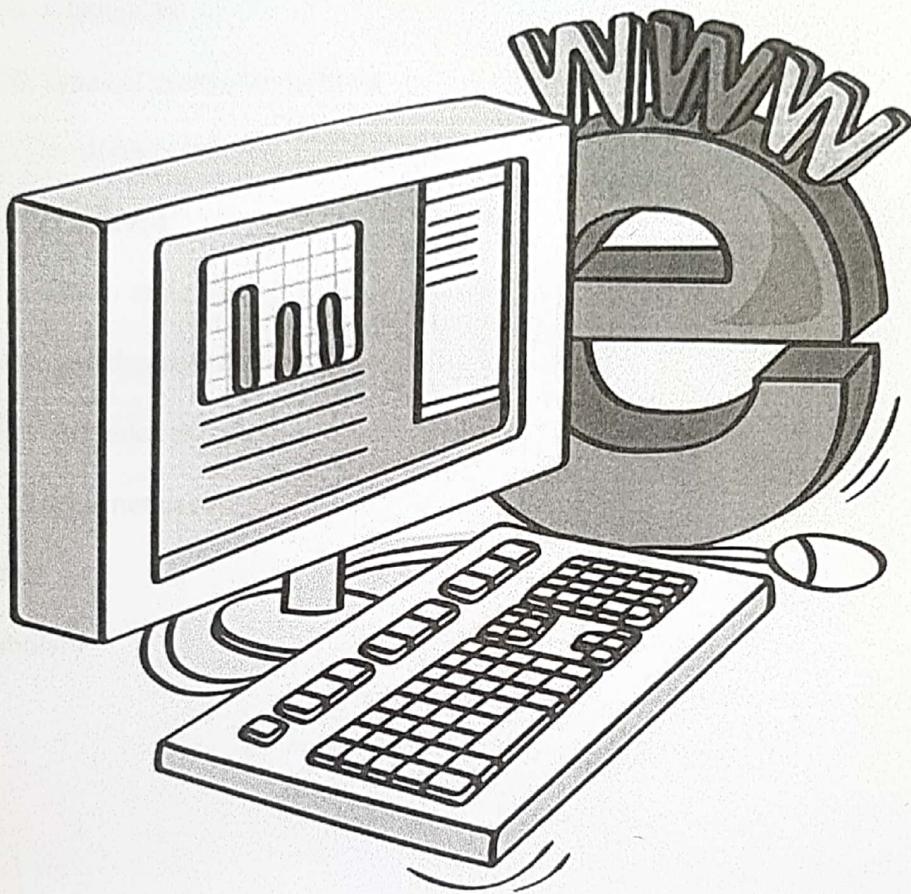


CICLO FORMATIVO GRADO SUPERIOR  
MULTIPLATAFORMA



ASIGNATURA: INGLÉS TÉCNICO 2º

CURSO: 2018/2019

PROFESOR: FRANCISCO BENAVIDES

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**Reading**

**Vocabulary**

1. How do you say "trabajo" in English? (¿Cómo se dice "trabajo" en inglés?)

2. How do you say "I'm going to go home"? (¿Cómo se dice "Me voy a ir a casa")

3. Can I have a repeat, please? (¿Puedo repetir, por favor?)

4. You're welcome. ¡De nada! (¡Por favor! / ¡Puedo decirte que no me hagas caso)

5. I don't understand that word. What does that mean? (No entiendo esa palabra. ¿Qué significa?)

6. I'm sorry.

7. I'm not going to my back at home. (No voy a mi habitación)

8. I'm not going to go out for a walk at night. (No voy a pasear por la noche)

9. I don't know that language.

10. I'm not going to go to your place. (No voy a tu casa)

11. I'm not going to go to your place.

## UNIT 1. INGLÉS FUNCIONAL

### 1.1 Comunicar en la clase de inglés

En la clase de inglés hay algunas expresiones y construcciones que suelen utilizarse a menudo como parte de los intercambios entre el docente y el alumnado y que son imprescindibles para el buen funcionamiento de la clase. En esta lección os propongo familiarizaros con algunas de estas expresiones y construcciones. Las he agrupado en función de la persona que las utiliza, el profesor o el alumno.

Que suele decir el profesor:

1. Please sit down. (Sentaros, por favor)
2. Open your books at page 4. (Abrid los libros por la página 4)
3. Who is your partner? (¿Quién es tu pareja?)
4. Are you working? (¿Estáis trabajando?)
5. Have you finished?/Are you ready? (¿Habéis acabado?/¿Estáis listos?)
6. Whose turn is it? (¿A quién le toca ahora?)
7. Can you be quiet, please? (¡Silencio, por favor!)
8. Have you done your homework? (¿Has hecho los deberes?)
9. Let's have a break. (Haremos un descanso)
10. See you next Wednesday./Have a nice weekend. (¡Hasta el miércoles!/¡Buen fin de semana!)

Que suelen decir los alumnos:

1. How do you say "oveja" in English? (¿Cómo se dice "oveja" en inglés?)
2. How do you spell it? (¿Cómo se deletrea?)
3. Can you repeat, please? (¿Puedes repetir, por favor?)
4. I'm sorry I'm late. Can I come in? (Siento llegar tarde. ¿Puedo entrar?)
5. I'm really sorry but I haven't done my home. (Lo siento mucho pero no he hecho los deberes)
6. I don't understand this word. What does it mean? (No entiendo esta palabra. ¿Qué significa?)
7. I have left my book at home. (Me he dejado el libro en casa)
8. Can I go out for a second, please? (¿Puedo salir un momento, por favor?)
9. I don't know. (No lo sé)
10. See you!/ Same to you! (¡Nos vemos! / ¡Tú también!) – las respuestas a lo que dice el profesor en el número 10 arriba.

## 1.2 Estrategias para mantener una conversación

Creo que no nos equivocaríamos al decir que expresar interés hacia nuestro interlocutor es una de las características fundamentales de la conversación en el mundo anglosajón. Se trata de un principio básico de la etiqueta anglosajona.

Podemos identificar algunas estrategias para explicitar nuestro interés por nuestro interlocutor y así alimentar la conversación:

1. Intervenciones de una palabra: Sure/Right/Wow!/Really?/Oh, no!/My God!
2. Construcciones cortas: You're joking! (¡Estás bromeando!); What a pity! (¡Qué pena!); How awful! (¡Qué horror!); I can't believe it! (¡No me lo puedo creer!); That's amazing! (¡Es increíble!)
3. Preguntas cortas, al estilo de las tag questions (verbo auxiliar + pronombre): I went to Paris last week. Did you?// It's going to snow next week. Is it?

Estas preguntas expresan sorpresa y son equivalentes a Really?

4. Repetir una parte de lo que acaba de decir el interlocutor: I inherited 30000 euros. 30000 euros! You're joking!

También se puede repetir intensificando la versión del interlocutor: It's a great film! It's a wonderful film!

## 1.3 Expresar acuerdo o desacuerdo en inglés

Expresar acuerdo o desacuerdo es una función discursiva básica que necesitamos dominar para interactuar eficazmente en el trabajo, en la escuela, con los amigos, etc. Nos centraremos en algunas de las expresiones habituales para esta función en el discurso oral.

### 1. Expresar el acuerdo

Acordar con intensidad:

I agree with you a hundred percent.

I couldn't agree with you more.

You're absolutely right. / Absolutely!

That's exactly what I think! / You've read my mind!

We are on the same wavelength!

We see eye to eye on this!

Acordar con menor intensidad:  
You have a point there.

I suppose/guess so.

You may/might be right.

## 2. Expresar el desacuerdo

Desacuerdo total:  
I'm afraid I can't agree with you.

I (very much) doubt whether...

With all due respect, ...

I'm sorry but I disagree.

I'm afraid I'm of a different opinion/we are at odds on this one.

I beg to differ.

Desacuerdo parcial:  
That's true but...

I agree with you in part/principle but...

I see your point but...

## 1.4 Como expresar una queja en inglés

Lo primero que necesitamos saber sobre las quejas en inglés es que, independientemente de nuestro nivel de frustración, tenemos que formularlas de manera cortés. Las quejas empiezan con unas construcciones formales que suavizan el contenido negativo. Aquí tenéis algunos ejemplos:

1. Excuse me, I think you've taken my umbrella.
2. I'm afraid the printer you sold me is not working properly.
3. I'm sorry (to have to say this) but your project is not what we had in mind.
4. I would like to complain about the room service in your hotel.
5. There seems to be a problem with the zip on these jeans I bought from you last week.

6. Would you mind speaking down, please? I am trying to concentrate.

En general, en una queja hay otras estrategias para suavizar lo que vamos a decir como, por ejemplo, "I think (there is a problem with...)" que contrasta con una afirmación mucho más directa "There is a problem with..."

La manera más común de contestar a una queja es "I'm (terribly) sorry." Podemos añadir "We will see to it right away/It won't happen again/I didn't realize./ I'll see what I can do, etc."

### 1.5 Como formular y responder a peticiones en inglés

Hay varias maneras de formular peticiones en inglés. Las tenéis listadas a continuación, de menos a más formales:

1. Is it ok/alright if I borrow your car?

Posibles respuestas:

Yes, sure/no problem/go ahead.

Sorry, you can't.

2. Can/Could I borrow your car?

Importante: "Could" es más formal que "can".

Posibles respuestas:

Yes, you can.

I'm afraid you can't.

3. Would you mind lending me your car?

Importante: Would you mind va seguido por un gerundio.

Posibles respuestas:

No, not at all. (Se contesta con el negativo para consentir)

Yes, actually I would. (El afirmativo es una respuesta negativa)

4. I wonder if I could borrow your car.

Importante: Se trata de una pregunta indirecta. Por tratarse de una pregunta indirecta el orden de las palabras sigue el orden de una oración afirmativa.

Posibles respuestas:

Yes, you may.

No, you may not.

## 1.6 Como saludar en inglés

La manera de saludar en inglés es el principio por antonomasia de todos los cursos de inglés para principiantes. Saber saludar o despedirse forma parte del kit de supervivencia en el idioma que estudiamos y la manera más rápida de ganarse la simpatía de sus interlocutores nativos.

Hay diferentes maneras de saludar (y de decir adiós) en inglés, como podéis ver a continuación:

### A. Saludar

1. de manera formal: Good morning/Good afternoon/ Good evening! (¡Buena mañana!/¡Buenos días!/¡Buenas noches!)

Importante:

Good night! no se utiliza como saludo. Es una manera de despedirse.

2. de manera informal:

(i) con una exclamación: Hello/Hi/Hey!

(ii) con una pregunta: How are you? /What's up?/ How are you doing?/How is it going?

Importante:

Cuando "How are you? /What's up?/ How are you doing?/How is it going?" son un saludo, la respuesta es "Hi/Hey!".

Cuando "How are you? /What's up?/ How are you doing?/How is it going?" son interrogaciones auténticas (es decir, queremos saber como va el interlocutor), la respuesta es "I'm fine, thanks./Great, thanks./Not too good."

### B. Despedirse

1. de manera formal: Goodbye!

2. de manera informal: Bye (bye)!/ See you (soon/tomorrow/later,etc.)!

## **1.7 Como presentarse o presentar a alguien en inglés**

Saber presentarse o presentar a alguien es otra función discursiva básica de la comunicación en inglés. Hay diferentes expresiones o frases hechas que nos servirán siempre. Las podemos categorizar en función del registro:

### **1. Registro informal**

#### **(i) presentarse:**

Hi, my name is Alex. What's your name?

La respuesta habitual es:

(My name is Sam). Nice to meet you. → Nice to meet you, too.

#### **(ii) presentar a alguien:**

Sam, this is (my friend/my sister, etc.) Alex.

La respuesta habitual puede ser:

Nice to meet you. → Nice to meet you, too.

A pleasure to meet you. → Same here.

We get to meet you at last! (¡Por fin nos conocemos!)

### **2. Registro formal**

#### **(i) presentarse:**

Ladies and gentlemen, I would like to introduce myself/let me introduce myself. I am Dean Johnes, Executive Manager at..

En este tipo de presentaciones personales delante de un auditorio no suele haber una respuesta.

#### **(ii) presentar a alguien:**

Mr. Johnes, let me introduce /allow me to introduce you to Mr. Phillips, our General Manager.

Posibles respuestas en este registro son:

How do you do? → How do you do? (esta pregunta es el equivalente más formal de Nice to meet you y se contesta repitiendo la misma pregunta)

I am (very) pleased to meet you → Pleased to meet you, too.

## 1.8 Las entrevistas de trabajo en inglés

Muchos de vosotros estaréis pensando en ir a buscar trabajo en países de habla inglesa, así que esta lección está pensada para ayudaros a actualizar algunos de los conocimientos lingüísticos que necesitaréis para hacer una entrevista en inglés. Hablaremos de la entrevista de trabajo desde un punto de vista lingüístico y no de como deberíais vestiros, sentaros, comportaros, etc.

Podríamos identificar algunas preguntas típicas de las entrevistas de trabajo:

1. sobre los estudios: What did you study? o bien Do you have any qualifications?

Para contestar, necesitaremos:

(i) el present simple: I have a degree in chemical engineering (Tengo una licenciatura/un grado en...)

(ii) el simple past: I did a degree in chemical engineering./ I graduated from Oxford University in 2008 (Me licencie en Oxford University...)

(iii) el present perfect simple/continuous para situaciones que continúan en el presente: I have been training in food handling for the last 5 months (He estado formándome en...)

2. sobre la experiencia anterior: What kind of experience do you have?

Para contestar necesitaremos:

(i) el simple past: In my previous job, I was in charge of the Sales Department. (En mi trabajo anterior me encargaba de...)

(ii) el present perfect simple/continuous para hablar de situaciones que todavía continúan (por ejemplo, si todavía estamos trabajando en otro sitio): I have been in charge of the Sales Department for 5 years./ I have worked as an English teacher for the last 10 years.

3. las habilidades y características personales: Do you have any special skills? / What are your strengths and weaknesses (Cuales son tus puntos fuertes y débiles)?

Estas preguntas se pueden contestar en el presente, utilizando adjetivos descriptivos para la personalidad: I am a reliable and hard-working person (Soy de confianza y trabajador).

4. expectativas: What do you expect from this job?

Para contestar a esta pregunta necesitaremos:

(i) las formas de futuro: I hope I will be able to grow both professionally and personally (Espero poder crecer tanto en el plano profesional como en el plano personal) .

(ii) el condicional: I would like to work in a team (Me gustaría...)

### **1.9 Expresiones útiles para evitar dar respuestas directas en inglés.**

En el tema de hoy no os explico como esquivar una situación en la que tenemos que hablar en inglés. Estas situaciones son siempre una oportunidad para poner a prueba nuestros conocimientos. Hoy trataremos con algunas expresiones que nos pueden ser útiles si no queremos contestar a una pregunta que se nos hace.

Existen diferentes expresiones, en función del contexto discursivo:

1. No comment – se utiliza cuando no queremos contestar preguntas de la prensa pero también en un contexto más informal, cuando no queremos decir algo crítico o negativo:

Have you seen her new boyfriend? No comment

2. I'm not at liberty to say – se utiliza en contextos de negocios cuando no se puede dar cierta información:

When are you launching your website? I'm not at liberty to say

3. Wait and see – se trata de una respuesta informal, entre amigos, cuando queremos que la otra persona descubra por si sola una información:

How does the film end? Wait and see

4. I'd rather not talk about it – se da como respuesta cuando no queremos hablar de temas difíciles o personales:

What were you like as a child? I'd rather not talk about it

5. Why do you want to know? – contestar con una pregunta es otra manera de esquivar la respuesta. De este modo el interlocutor tiene que justificar porque necesita la información.

6. Let me get back to you – se utiliza cuando no sabemos una respuesta pero queremos darla con la mayor celeridad. Es muy habitual, por ejemplo, en la sesión de Questions and answers en una presentación oral.

7. Mind your own business – es una manera muy directa y un poco agresiva de esquivar una respuesta.

### **1.10 Expresiones para dar consejos en inglés.**

Los consejos en inglés se expresan habitualmente utilizando el verbo modal should: You should stop smoking if you want to live longer. Pero should no es la única manera que tenemos para expresar un consejo en inglés.

A continuación tenéis una selección de expresiones, de menos a más difíciles:

1. (I think/I really think) you should/ought to call her. (ought to es más formal que should y tiene una connotación de deber moral. Tenéis más información y práctica en la lección Los verbos modales should y ought to)
2. You could take the trousers back to the shop and get a new pair.
3. The best thing you can/could do is to hand in your resignation.
4. Why don't you try/Have you tried looking for a language exchange with an Erasmus student on the campus? (en esta construcción interrogativa el verbo try va acompañado por un verbo en gerundio)
5. If I were you, I would talk to your neighbours about the noise. (se trata de una oración condicional)
6. You'd better park your car somewhere else. ('d es la forma contraída de had. Tenéis más información y práctica en la lección El "bare infinitive" o infinitivo sin "to": would rather y had better)
7. Telling your friends you need a hand with the house move is (definitely) worth a try. (informal)
8. If you have a headache, an aspirin works/might work really well. (informal)

### 1.11 Como pedir disculpas en inglés

Si hay una función discursiva paradigmática del inglés, sobretodo en un contexto británico, es como pedir disculpas. Saber pedir disculpas en todo momento (¡hasta cuando no hemos hecho nada!) y con el grado de formalidad adecuado es vital en un contexto anglosajón. También es importante saber responder cuando alguien se disculpa con nosotros.

#### Expresiones para pedir disculpas

##### a) formales

Please accept my (sincere/sincerest) apologies (for making you wait/for the delay)

I would like to apologise for (making you wait)

N.B. El verbo apologise (disculparse) se escribe con "s" en inglés británico y con "z" en inglés americano.

I regret (making you wait) (Importante: "regret" se utiliza siempre seguido de un segundo verbo gerundio)

I am the only one to blame/It's my fault (Toda la culpa es mia/Es por mi culpa)

If I could (take it all back/ undo what I've done, etc.), I would. (Importante: Se trata de un segundo condicional dado que se especula con una situación imaginaria)

## b) informales

Sorry! (Importante: hay que distinguir entre sorry, que se utiliza para disculparse, y excuse me!, que se utiliza para llamar la atención: Excuse me, can you tell me where the bus stop is, please?)

I'm so sorry!

I'm terribly sorry!

Please forgive me (for not calling you sooner)

Expresiones para aceptar disculpas:

That's all right!/ Don't worry about it!/ Don't mention it!

It doesn't matter!/Never mind.

Don't apologise!

## 1.12 Como expresar preferencias en inglés

En esta lección nos ocupamos de otra función discursiva que os puede ser de interés: como expresar vuestras preferencias en inglés. Como siempre, las expresiones pueden pertenecer a un registro más o menos formal. Las tenéis detalladas a continuación:

### 1. Registro informal

How about going to the cinema tonight? (¿Que os parece si vamos ....?) – how about va seguido por un verbo en gerundio

### 2. Registro neutro

I prefer watching films at home to going to the cinema. (Prefiero mirar películas en casa que ir al cine) – prefer se utiliza seguido por un verbo gerundio. Fijaros que la preposición para contrastar las preferencias es to.

### 3. Registro formal

I would prefer not to go out tonight. (Preferiría no salir esta noche) – en su forma de condicional, prefer se utiliza seguido por un verbo infinitivo. El condicional es una estrategia de no-imposición del locutor.

I would rather stay home tonight. (Preferiría quedarme en casa esta noche) – would rather se utiliza seguido por un verbo en la forma de infinitivo corto (sin to). Tenéis más información sobre esta estructura en la lección El “bare infinitive” o infinitivo sin “to”.

¡Importante!

Para contrastar preferencias, en el caso de would rather la preposición es than:

I would rather stay at home than spend the night in a disco.

If it were up to me, I would invite them to dinner. (Si fuera mi decisión, los invitaría a cenar) – podemos utilizar el segundo condicional para expresar preferencias de manera indirecta, especulando sobre una situación en la que tendríamos el poder de decidir. Esto indica, como decíamos antes, una no-imposición por parte del locutor.

### 1.13 Como dar las gracias en inglés

Nos ocupamos hoy de una función discursiva esencial para la comunicación en todos los idiomas – como agradecer. En inglés, idioma cortés por excelencia, hay una amplia variedad de expresiones para dar las gracias, tanto formales como informales. Os las presento a continuación, agrupadas por su nivel de formalidad:

#### Expresiones formales

Thank you very/so much (for your help/for helping me, etc.)! – podríamos calificarla como la expresión básica; el complemento preposicional con “for” es opcional, pero se puede utilizar tanto con un sustantivo como con un verbo gerundio.

I can't thank you enough! – No tengo palabras para agradecerte/No se como agradecerte

I really appreciate it! – ¡Te lo agradezco de corazón!

#### Expresiones informales

Thanks! – la palabra “mágica”; se puede reforzar diciendo Thanks a lot/a million!

I owe you one! – Te debo una

You're a star/an angel! – ¡Eres un cielo!

Hay algunas variantes muy informales:

Cheers! – en inglés británico; se utiliza también para brindar (¡Chinchín!)

Ta! – una variante de Thanks!

Para contestar a alguien que nos da las gracias, hay diferentes equivalentes del “de nada” castellano:

You're welcome.

Not at all.

My pleasure

Don't mention it!

Don't worry about it!

No problem/No worries

## **1.14 Como confirmar o verificar informaciones en inglés**

Confirmar o verificar informaciones es una destreza indispensable cuando no nos expresamos en nuestro idioma materno. Hay un sinfín de situaciones en las que necesitamos comprobar que hemos entendido bien a nuestro interlocutor o rectificar alguna información que hemos dado erróneamente.

A continuación tenéis algunas de las estrategias más utilizadas:

### **1. Pedir una repetición:**

Sorry?

Pardon? – la variante más formal de Sorry?

I'm sorry. I didn't quite catch what you said.

Could you go over that again, please?

Could you please repeat/Would you mind repeating that again, please?

### **2. Pedir una clarificación**

What exactly do you mean by (reversible side effects)?

Could you tell me a bit more/Could I have some more details about (the benefits package)?

### **3. Verificar una información**

Did you say end of January? (resaltar la palabra con la intonación)

Is it true (you are moving to Paris)?

También podemos utilizar las tag questions (Tenéis más información sobre las tag questions en la lección Validar afirmaciones y negaciones: las "tag questions"):

You are coming on Friday, aren't you?

### **4. Pedir deletrear**

Can/could you spell that, please?

### **5. Corregir una información**

Excuse me/sorry, that's not quite right. VR not BR.

Sorry, I think you've made a mis

take. VR rather than BR.

### **1.15 Como expresarse con vehemencia y viveza en inglés**

Exclamarse es un acto de habla muy común en inglés y hay que tener siempre algunas exclamaciones en el equipaje para saber reaccionar y participar en una situación. Es una manera sencilla de conectar con nuestro interlocutor.

Las exclamaciones más típicas tienen uno de los siguientes formatos:

1. What + a + sustantivo!

What a day! (¡Vaya día!)

What a mess!/What a disaster! (¡Que desastre!)

What a pity! (¡Que pena!)

What a shame! (¡Que vergüenza!)

What a surprise! (¡Que sorpresa!)

What a cheek! (¡Que impresentable!)

What a relief! (¡Que descanso!)

Importante:

Si el sustantivo es incontable o plural, no utilizamos el artículo indefinido:

What awful weather!

What lovely flowers!

2. How + adjetivo!

How sweet! / How cute! (¡Que majo!)

How nice (of you)! (¡Que majo/bueno/cortés (por tu parte)!)

How embarrassing! (¡Que vergonzoso!)

How sad! (¡Que triste!)

How exciting! (¡Que emocionante!)

How boring! (¡Que aburrido!)

## 1.16 Como formular invitaciones en inglés

Formular invitaciones es una función discursiva básica en nuestra vida social – es una paso necesario para tener amigos en casa para cenar o almorzar con un cliente en el trabajo. Existen maneras formales e informales de plantear una invitación.

### Invitaciones formales

Podemos utilizar oraciones interrogativas indirectas para no imponernos a nuestro interlocutor:

I was wondering if you would like to have lunch together some time this week.

El condicional tiene el mismo efecto de no imposición:

I would be very pleased if you could join us for lunch some time this week.

Una oración interrogativa directa reduce el grado de formalidad:

Would you like to join us for dinner tonight?

### Invitaciones informales

La informalidad se manifiesta en el tipo de oración (preguntas directas e imperativos) así como en el vocabulario más informal.

Do you want to grab a bite later? (en inglés americano podemos utilizar Wanna grab a bite later?)

How about some drinks later tonight?

Care to have lunch with me today?

Let's go to the cinema tonight!

Para aceptar una invitación, podemos contestar:

### Respuestas formales

Thank you (very much). I would be delighted/ It would be a pleasure/That would be wonderful.

### Respuestas informales

Great, sure.

That sounds fun/great.

I'd love to.

También es importante saber rechazar una invitación.

### De manera formal

I would love to but I am afraid I (am busy/have another appointment/etc.)

I am terribly/awfully sorry. I (am busy/I already have plans).

That's very kind of you but...

De manera informal

I can't. I'm busy (tonight/today/this week).

Thanks for asking, but...

Sorry, I ....

### 1.17 Dar y pedir direcciones en inglés

El tema de hoy constituye un clásico del viajero en un país donde se habla el inglés o simplemente donde no hablamos el idioma local y nos encomendamos al inglés como lengua franca. Hay algunas expresiones básicas que os pueden servir para pedir y dar y/o comprender instrucciones.

Pedir direcciones

Excuse me, could you tell me how to get to (Hyde Park)? (Perdone, ¿me podría decir como llegar a Hyde Park?)

Excuse me, do you know where (Hyde Park) is? (Perdone, ¿sabe donde está Hyde Park?)

Excuse me, I'm looking for (a pharmacy). Do you know one near here? (Perdone, busco una farmacia. Sabe si hay una cerca de aquí?)

Can you show me on the map, please? (¿Me lo puede indicar en el mapa, por favor?)

Is this the right way to (the center)? (¿Vamos bien para el centro?)

Dar direcciones

Go straight (ahead). (Id (todo) recto)

Take (the first) on the right/left. (Coged (la primera calle) a la derecha/izquierda)

Go down this street. (Bajad esta calle)

Go past (the church). (Pasad (la iglesia)).

Turn right/left at the crossroad/the traffic lights. (Girad a la derecha/izquierda en el cruce/en el semáforo)

It's on your left/right. (Está a su izquierda/derecha)

You're going in the wrong direction. (Van en la dirección equivocada)

## **1.18 Como decir “No” educadamente en inglés**

El “No” directo y sin miramientos no suena nada bien en inglés. Es importante saber “vestir” una respuesta negativa con la cortesía necesaria para acomodar al interlocutor.

### Saying No

A continuación os presento algunas maneras de rechazar una invitación para ir al cine:

Would you like to come with us to the cinema tonight?

I'm afraid I can't tonight. I need to study for an exam.

I'm sorry but I already have plans for tonight.

That's very nice of you but I am too tired tonight. Some other time!

I'd rather not. I have an important exam tomorrow.

I'm sorry but I don't particularly like/I'm not really fond of what is on at the moment.

Thanks for the invitation but I am busy tonight.

Let me think about it and I'll get back to you.

## **1.19 Estrategias para conversar en inglés (...y no perderse completamente)**

Mantener una conversación en un idioma que no es el propio puede ser, por momentos, un verdadero calvario. La fluidez de la conversación dependerá, claro, de nuestro dominio del idioma pero también de como sabemos aplicar algunas estrategias para sortear los momentos de incomprendición. Estos momentos son los instantes en que la dificultad de hacernos entender nos obliga a fijarnos de forma consciente en las estructuras que utilizamos y también de afinar nuestro repertorio de formas.

A continuación tenéis algunas de las expresiones habituales para evitar que una conversación se interrumpa.

Para pedir que nos repitan alguna cosa:

Can you repeat that/say that again, please?

Pardon? (esta es una petición formal)

What was that again?

I didn't (quite) catch that.

What did you say (your name) was?

Para pedir que nuestro interlocutor modifique su forma de expresión:

Can you speak up/down a bit, please? (¿Puede hablar más alto/más bajo, por favor?)

Can you speak more slowly, please? (¿Puede hablar más despacio?)

Para pedir una aclaración:

What do you mean by (...)?

What does (mandatory) mean? (¿Que significa "mandatory")?

What was that again?

I'm not following you. (No te sigo)

I'm not sure I get what you mean. (No creo que te entienda)

## UNIT 2 SHOPPING. MAY I HELP YOU ?

### 2.1. Introducción

Cuando un cliente entra en un establecimiento con la finalidad de adquirir un producto, es imprescindible saber identificar sus necesidades y cómo ofrecerle amablemente nuestra ayuda.

Si dominamos las estructuras y construcciones específicas para este contexto, no sólo podremos saber qué es lo que nuestro cliente necesita, sino que además podremos ofrecerle productos y comentar sus características según lo que él demande.

### 2.2. Funciones

- Ofrecer asistencia, aceptarla y rechazarla.
- Preguntar y hablar de precios.
- Formas de pago.
- Ropa: cómo sienta: tallas, precios y colores.

### 2.3. Situaciones

Trabajas en un establecimiento de venta al público y te enfrentarás a diversas situaciones con los clientes.

#### 2.3.1. Ofrecer asistencia

- No aceptarla:

Te diriges a un cliente para ofrecerle tu ayuda. Éste te dice que simplemente está mirando y te pregunta hasta qué hora está abierto. Le aclaras que hasta las 19.30 h.

You: May I help you?  
Customer: No, thank you. I'm just looking.  
You: Ok, Madam.  
Customer: Uh, how late are you open?  
You: Until half-past seven.  
Customer: Thank you.  
You: Not at all, Madam.

• Aceptarla:

Te diriges a un cliente para ofrecerle tu ayuda. Éste te dice que está buscando un jersey. Le preguntas cuál es su talla y te aclara que una grande. Le enseñas uno y le preguntas qué le parece. Te dice que sí, que es bonito y te pide permiso para probárselo. Le respondes que, por supuesto, y le señalias dónde están los probadores.

You: May I help you?  
Customer: Yes, I'm looking for a jumper  
You: What size do you wear?  
Customer: A large, please.  
You: How about this one?  
Customer: Yes, that's nice. Can I try it on?  
You: Certainly, there's the changing rooms over there.  
Customer: Thanks.



### **2.3.2.** Comentar cómo sienta la prenda

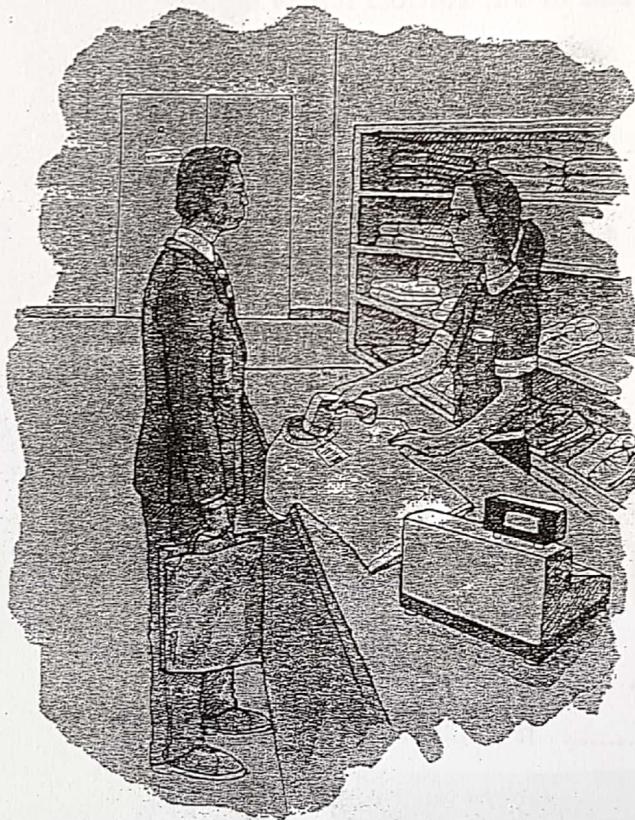
Una vez se ha probado la prenda, le preguntas al cliente cómo le sienta. Te dice que es demasiado grande y solicita probar una talla mediana. Una vez más, le responderás que por su puesto y se la das.

You: How does it fit?

Customer: It's too large. Could I try a medium size, please?

You: Sure, here you are.

Customer: Thanks.



### **2.3.3.** Preguntar el precio

- La prenda es demasiado cara:

El cliente te pregunta cuánto cuesta la prenda, tú le responderás que 125 €. Te dice que es demasiado cara.

## 7 vocabulary

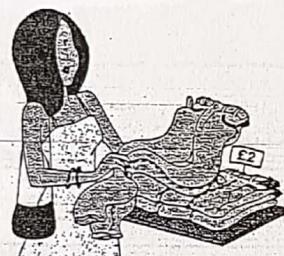
### Clothes adjectives

Write these adjectives next to the correct picture.

cheap    expensive    big    small  
smart    casual    tight    baggy



a ..... b ..... c .....



d ..... e .....



f ..... g ..... h .....

### REFERENCE BOX

#### Qualifying adjectives

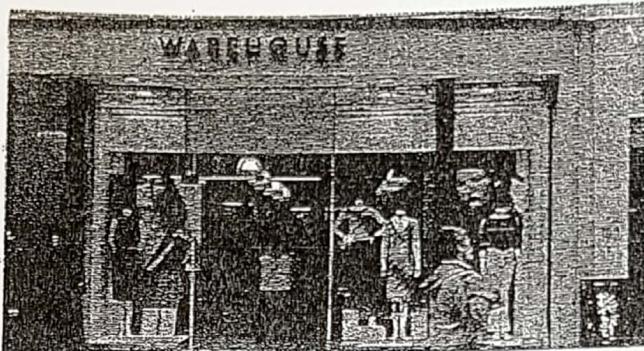
too

very

quite

a bit

e.g. This shirt  
is a bit big



## 8 listening

### Shopping dialogues

Listen to these three dialogues and fill in the gaps.

#### 1 Two friends

A: What are you looking for?  
 B: I'm looking for ...  
 A: What colour?  
 B: I'd like a ... one.  
 A: Ah, here's a ...  
 What about this one?  
 B: No, not really. It's ... too.

#### 2 Two friends

A: Look at this shirt. Do you like it?  
 B: It's very nice but it's ...  
 A: It's only twenty pounds. And it suits you!  
 B: Yes, but I haven't got much money. Could you lend me ...?

#### 3 Friend & Shop Assistant

A: Excuse me, this shirt is ...  
 Could I have a bigger one?  
 C: Certainly. What size are you?  
 A: Medium.  
 C: This one is medium.  
 Here you are.  
 A: Thanks. Could you put it in a bag?  
 C: Of course.

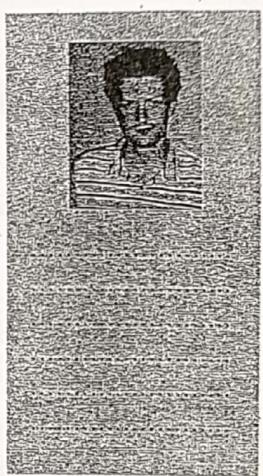


## 9 speaking

Now practise reading these dialogues with your partner. If you like, you can act it out!

Meet Sheila, Gareth and Edward:

**Sheila** is a student at art college.



**Gareth** is a businessman and works in a bank.

**Edward** is a sportsman and competes in athletics competitions.

## What is in his/her wardrobe?

### 1 vocabulary

Read the information above and decide which clothes are in each person's wardrobe.



A TIE



A T-SHIRT



A PAIR OF JEANS



A SKIRT



A PAIR OF SHORTS



A CAP



A SHIRT



A JACKET



A PAIR OF BOOTS



TROUSERS



A SWEATER



A PAIR OF TRAINERS



A DRESS



A SUIT



A PAIR OF SHOES

Listen again to the text. Listen for these two forms:

1. I wear (present simple)
2. I am wearing (present continuous)

Which form do you associate with

1. Today
2. Usually

Present

To talk about things which are happening at the moment or every day.

Present

To talk about things which are happening at the moment.

Complete the table:

I	wear	I am wearing
YOU		
He		
She		
We		
They		

## UNIT 3 IN A RESTAURANT

### 3.1. Introducción

En el campo de la restauración, saber qué necesita el cliente en cada momento y transmitirle nuestra disponibilidad para responder a sus demandas es de gran importancia. Así, es necesario conocer las fórmulas que se emplean para disculparnos por un mal servicio o mostrar constantemente nuestro interés por el estado de éste.

El lenguaje que utilizamos y el dominio del vocabulario necesario serán herramientas fundamentales para conseguir estos fines.

### 3.2. Funciones

- Ofrecer y pedir comida de un menú.
- Atender una reclamación.
- Qué tomas y qué no.
- Expresar cantidades.
- Efectuar reclamaciones.
- Referirse a acontecimientos que han tenido lugar en el pasado.

### 3.3. Situaciones

En este ejemplo que presentamos a continuación trabajas como camarero/a en un restaurante y las situaciones más comunes que podrás encontrar serán las siguientes: el cliente aún no sabe lo que quiere, el cliente pide su comida, recibes una queja del cliente, ofreces más atención al cliente, el cliente pide la cuenta, etc.

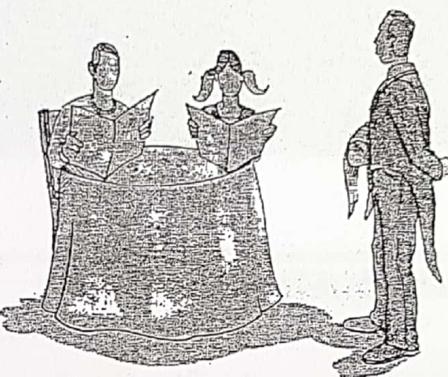
### **6.3.1.** El cliente aún no sabe qué quiere

Te diriges al cliente para preguntarle si ya está preparado para pedir pero te dirá que todavía no, que necesita algo más de tiempo. Le dices que volverás en unos minutos.

You (waiter/waitress): Are you ready to order?

Client: Not yet. I need a little more time.

You (waiter/waitress): OK. I'll come back in a few minutes.



### **6.3.2.** El cliente pide su comida

Vuelves a la mesa y preguntas si coges su pedido ahora. Te dice que sí, que quiere un filete. Le preguntas si lo quiere poco hecho, normal o muy hecho y te lo pide poco hecho. Le ofreces verduras o patatas, él elige las verduras aunque te pide también patatas fritas. Le ofreces, además, algún entrante, te dirá que quiere melón y, finalmente, le preguntas si quiere vino a lo que te contestará que quiere una pinta de cerveza.

You (waiter/waitress): Can I have your order now?

Client: Yes, I'd like a steak, please.

You (waiter/waitress): Would you like it rare, medium or well done?

Client: Rare, please.

You (waiter/waitress): Would you like vegetables or potatoes?

Client: Vegetables, please and... may I have some French fries?

You (waiter/waitress): Of course, Madam. Would you like a starter?

Client: Yes, I'd like some fresh melon.

You (waiter/waitress): Ok. Would you like some wine?

Client: Oh! No! I'll have a pint of beer.

Es importante fijarse en que se pueden utilizar dos formas diferentes para expresar que es lo que vamos a tomar.

Por ejemplo:

I'd like some fresh melon.

I'll have a pint of beer.

### 5.3.3. Recibes una queja del cliente

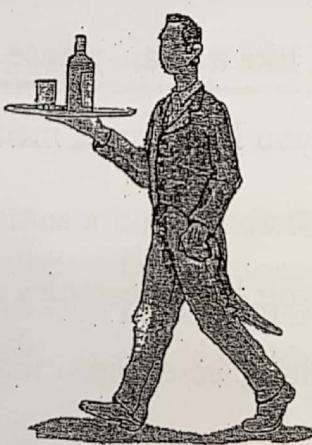
Una vez servido, el cliente te llama y te dice que no está contento con ese filete. Te disculpas y le preguntas cuál es el problema, a lo que te contestará que lo pidió poco hecho y que éste está demasiado hecho. Te disculpas de nuevo, le dices que debe haber sido un error y que se lo cambiarás inmediatamente.

Client: Excuse me. I am not happy with this steak.

You (waiter/waitress): I'm extremely sorry. What's the problem?

Client: I ordered it rare and it is over done.

You (waiter/waitress): I'm sorry madam. There must be some mistake. I'll change it immediately.



# Conversations at a Restaurant

## At the Restaurant

Waiter: Can I help you?

Lisa: A table for two please.

Waiter: This way.

## Ordering

Waiter: Are you ready to order?

Lisa: Yes, we'll have the chicken with vegetables, and the vegetable pasta please.

Waiter: Anything to drink?

Lisa: Just some water please.

## After the Meal

Waiter: Can I get you anything else? Coffee? Dessert?

Lisa: No, just the bill please.

## Making a Reservation

Mike: I'd like to make a reservation for 2 people on Friday night.

Waiter: What time would you like?

Mike: 8:00.

Waiter: We don't have anything available at 8:00. Is 7:30 ok.

Mike: Yes, that's fine.

Waiter: Your name please?

Mike: Mike Smith.

Waiter: Ok, Mr Smith. We'll see you at 7:30 on Friday.

Mike: Thank you. Bye.

Waiter: Goodbye.

Here are some useful phrases for ordering a meal in a restaurant in English.

## Booking

"I booked a table for two for ... (8pm)."

"It's under the name of ..."

"A table for two please."

What the restaurant staff say:

"Of course. Please come this way."

Or...

"Your table isn't quite ready yet."

"Would you like to wait in the bar?"

"We're fully booked at the moment. Could you come back a bit later?"

## Asking about the menu

These are phrases you can ask the waiter if you aren't sure of something on the menu.

"What's ... exactly?"

"Is this served with ... (salad)?"

"Does this have any ... (seafood) in it?"

"What do you recommend?"

## Ordering

What the waiter says:

"Are you ready to order?"

"Can I take your order?"

"Anything to drink?"

"Would you like ... (chips) with that?"

What the customer says:

"I'll have..."

"I'd like..."

"Can I have ..."

"We'd like to order ..."

If there are problems with the order, the waiter can say:

"I don't think we have any more ... (lobster) left. I'll check with the kitchen."

"I'm sorry, but the king prawn soup is finished."

## Dealing with problems

The customer can say:

"Excuse me, but I didn't order this."

"I'm sorry, but this is cold."

"Can I change my order please?"

The waiter can say:

"I'm so sorry about that..."

"Let me take it back for you." (take it back = return it to the kitchen)

"Let me change it for you."

## Getting the bill

"Can we have the bill please?"

"Could we get the bill?"

"Could we pay please?"

("bill" in British English; "check" in American English.)

### Conversation 1

Dialogue

Hello. Are you ready to order?

We'd like a little longer, please.

OK.

### Conversation 2

Dialogue

Can I take your order?

Is there anything you recommend?

The chef's special is very popular.

### Conversation 3 – Dealing with a problem

Dialogue

Excuse me, but this is cold.

Let me take it back for you Madam.

Thank you.

### Conversation 4 – Dealing with a problem

Dialogue

Excuse me, but this isn't what I ordered.

Oh, I'm so sorry. I'll change it for you straightaway.

Thank you.

### Conversation 5 – Changing your order

Dialogue

I'm sorry, but can I change my order?

Of course. What would you like instead?

The chicken salad.

### Conversation 6 – Getting the bill

Dialogue

Can I help you?

Yes, could we have the bill?

Of course.

# 17 listening & writing

Listen and fill in the gaps.

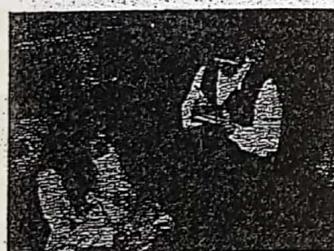
## III AT THE RESTAURANT



- A. Are you ready to order?  
B. ....



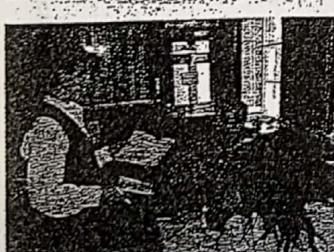
- C. I would like .....  
D. Sorry, madam .....  
.....



- E. Never mind .....  
.....



- F. Certainly, madam.  
G. And .....?  
.....



- H. ..... the Italian pasta special.

- I. .....

### Note

We use "I would like" to say "I want". It is more polite.

## Menu

### Starters

Melon cocktail  
Pate and toast  
Soup of the day

### Main Course

Roast Chicken  
Beef in a mushroom sauce  
Italian Pasta Special

### Dessert

Ice cream  
Chocolate cake  
Fruit salad

## 18 now you!

Prepare a restaurant scene with a group of other students. The title of the sketch is: "A Terrible Restaurant".

Use the phrases from this dialogue (ex. 17) and also from this unit.

## Vocabulary Revision

Check you understand these words. Write the word in Spanish next to the word in English.

cheese	.....	sausage	.....
rice	.....	fish	.....
chips	.....	beef	.....
wine	.....	potatoes	.....
food	.....	plate	.....
fruit	.....	fridge	.....
litre	.....	kilo	.....
starter	.....	main course	.....
dessert	.....	menu	.....
country	.....	dish	.....
milk	.....	lemonade	.....
party	.....	restaurant	.....

### Verbs

to eat	.....	to give	.....
to be hungry	.....	to order	.....
to talk	.....		
to go shopping	.....		

## UNIT 4 | LOOKING FOR A HOTEL

Como recepcionista de un hotel tendrás que enfrentarte a diferentes situaciones como las siguientes: reservar una habitación en un hotel, registrarse, dejar el hotel, etc.

### 7.3.1. Reservando una habitación en el hotel

Tras saludar y ofrecer tu ayuda al cliente que acaba de llegar éste te preguntará si tienes una habitación para esta noche. Le dices que sí y preguntas si será doble o individual a lo que te contestará que individual. Le preguntarás también cuántos días está planeando quedarse y te dirá que es sólo para esa noche. Preguntarás entonces si quiere pensión completa, pero te contestará que sólo cama y desayuno y, tras preguntarte cuánto cuesta la habitación, le dirás que 80 €. Será entonces cuando preguntará si puede pagar con tarjeta de crédito, a lo que aclararás que admitís Visa y Mastercard. Entonces le pedirás que firme el registro y le darás su llave y número de habitación. Por último, le desearás un feliz estancia.

You (receptionist): Good afternoon. May I help you?

Client: Could I have a room for the night, please?

You (receptionist): Sure. A single or a double?

Client: A single, please.

You (receptionist): How many days are you planning to stay?

Client: Just for the night.

You (receptionist): Would you like full-board?

Client: No thanks. Just breakfast. How much is the room, please?

You (receptionist): Ok. A single room, bed and breakfast... it's 80 €.

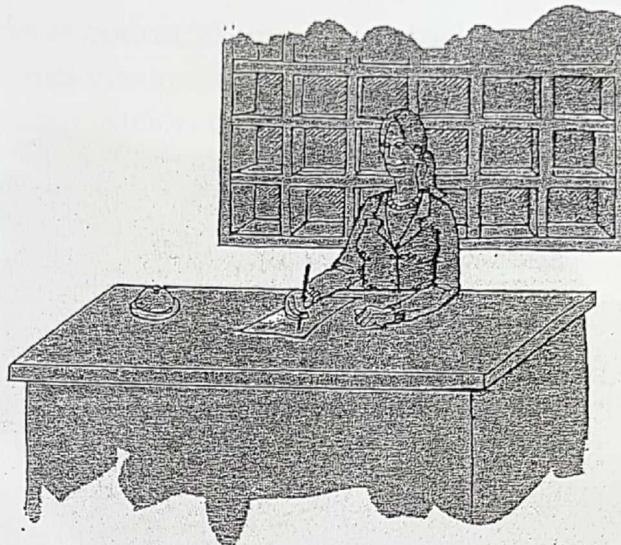
Client: Can I pay by credit card?

You (receptionist): Certainly, we take Visa and Mastercard.

You (receptionist): Could you sign the register, please?

Client: Of course.

You (receptionist): Here is your key. Your room number is one-seven-three.  
Enjoy your stay!



### 7.3.2 Registrándose (check in)

Tras los saludos, el cliente te dirá que telefoneó la noche anterior y que reservó una habitación. Le pides su nombre y que lo deletree. Una vez lo ha hecho y lo has localizado te ofrecerás para llamarlo por la mañana temprano, lo cual aceptará y además te pedirá que sea a las ocho de la mañana. Le das la llave y el número de habitación.

You (receptionist): Good morning Sir. How can I help you?

Client: Good morning. I phoned last night and I booked a single room.

You (receptionist): May I have your name, please?

Client: It's Sullivan.

You (receptionist): Could you spell that for me, please?

Client: Yes, that's S-U-L-L-I-V-A-N.

You (receptionist): OK. Would you like me to book you an early morning call?

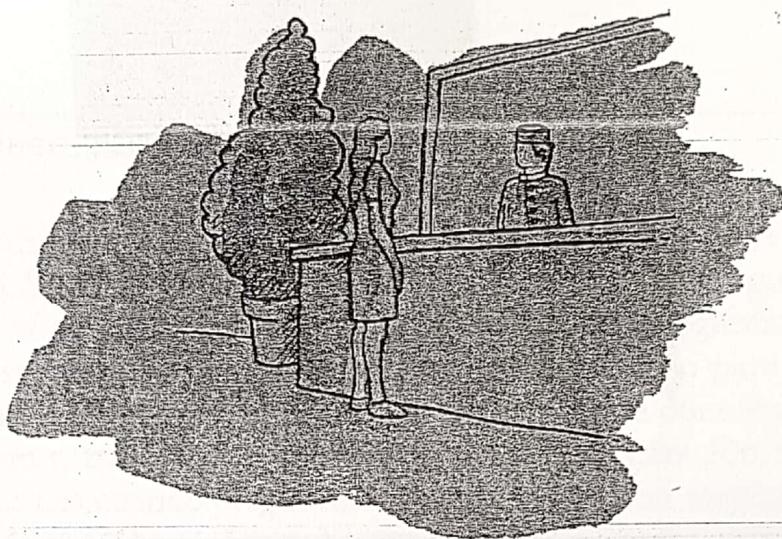
Client: Yes, for eight o'clock, please.

You (receptionist): Sure.

You (receptionist): Here is your key. Room three-two-one sir.

Client: Thank you very much.

You (receptionist): You are welcome.



### 7.3.3. Dejando el hotel

El cliente te dice que se va, a lo que contestas que le traerás la cuenta. Una vez se la has traído, le preguntas cómo quiere pagar, y él te responderá que en efectivo. Al decirle el precio (250 €) se da cuenta de que no tiene suficiente dinero y te pregunta si podría pagar con un cheque. Le dirás que no hay problema y que espere un momento pues le traerás un recibo.

Client: I'd like to check out now, please. Room one-three-seven.

You (receptionist): Sure, Sir. I'll get you the bill.

You (receptionist): Here you are. How would you like to pay? Credit card?

Client: Cash, please.

You (receptionist): OK. It's 250 € please.

Client: Oh! I'm afraid I don't have enough money. Could I pay by cheque, then?

You (receptionist): Certainly sir. Wait a second please and I'll give you a receipt.

## EJERCICIO 36

1. A continuación encontrarás una conversación telefónica en la que se hace una reserva. Las oraciones aparecen en un orden incorrecto, ¿podrías ordenarlas de modo que la conversación tenga sentido?

You (receptionist): The rate for the room is 50 € per night.

Client: Single, please.

You (receptionist): Could I have your name, please?...

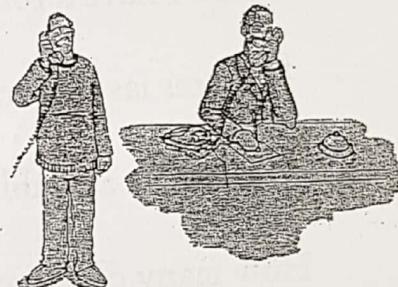
Client: That's ok.

You (receptionist): Yes, sir. Single or double?

Client: Good morning. I'd like to book a room for next Saturday.

You (receptionist): OK. How many days are you planning to stay?

Client: Just for the night. How much is the room?



1.

Client: Good morning. I'd like to book a room for next Saturday.

You (receptionist): Yes, sir. Single or double?

Client: Single, please.

You (receptionist): Ok. How many days are you planning to stay?

Client: Just for the night. How much is the room?

You (receptionist): The rate for the room is 50 € per night.

Client: That's ok.

You (receptionist): Could I have your name, please?...

## 7.4. Expresiones y vocabulario

### 7.4.1. Expresiones

- Reservando una habitación en el hotel:

Para hacer una reserva los pasos a seguir serán:

- El cliente pide una habitación:

Could I have a room for the night, please?

- Tú haces las preguntas pertinentes:

A single or a double?

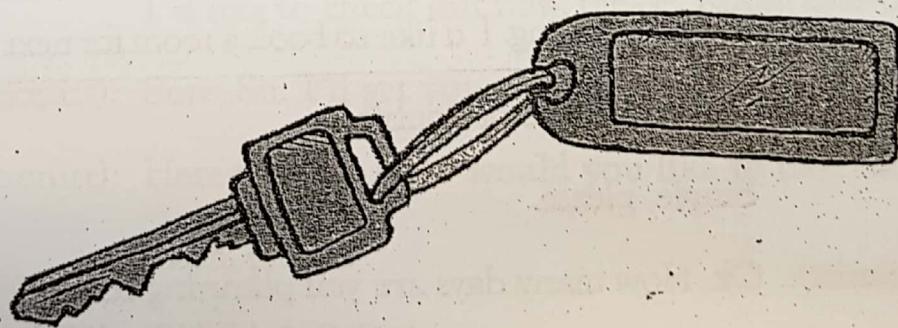
How many days are you planning to stay?

Would you like full-board?

Could you sign the register, please?

- Le das la llave y el número de habitación:

Here is your key. Your room number is one-seven-three.



- Le deseas una feliz estancia:

Enjoy your stay!

- Registrándose (check in):

- El cliente dice que ha telefoneado y reservado:

I phoned last night and I booked a single room.

- Lo identificas:

May I have your name, please?

- Le ofreces despertarlo por la mañana:

Would you like me to book you an early morning call?

- Le das las llaves y el número de habitación:

Here is your key. Room three-two-one, Sir.

- Dejando el hotel:

- El cliente dice que se va:

I'd like to check out now, please.

- Le dices que le traerás la cuenta:

I'll get you the bill.

- Le preguntas cómo va a pagar:

How would you like to pay?

- Le dices que espere por el recibo:

Wait a second please and I'll give you a receipt.

## EJERCICIO 37

1. Completa el siguiente diálogo con las palabras apropiadas:

You (receptionist): Good afternoon. \_\_\_\_\_ I help you?

Client: \_\_\_\_\_ I have a room for the night,  
\_\_\_\_\_?

You (receptionist): Sure. A \_\_\_\_\_ or a double?

Client: A double, please.

You (receptionist): \_\_\_\_\_ you \_\_\_\_\_  
full-board?

Client: No thanks. Just breakfast. How \_\_\_\_\_ is  
the room, please?

You (receptionist): It's 80 €.

Client: Can I pay \_\_\_\_\_ credit card?

You (receptionist): Certainly, we \_\_\_\_\_ Visa and Mastercard.

You (receptionist): Could you \_\_\_\_\_ the register, please?

Client: Sure

You (receptionist): \_\_\_\_\_ is your key. Your room  
\_\_\_\_\_ is one-seven-three \_\_\_\_\_.  
\_\_\_\_\_. your stay!

## **Check In**

### **Front Desk Receptionist**

- What name is the reservation under?
- How long will you be staying?
- Are you planning on checking out tomorrow?
- I'm afraid you can't check in until after 4:00 pm.
- What type of vehicle are you driving?
- Do you know the license plate number of your vehicle?
- Complimentary breakfast is served in the lobby between 8 and 10 am.
- I'll give you two room keys.
- The dining room is on the main floor at the end of the hall.
- The weight room and sauna are on the top floor.
- Just call the front desk if you need any extra towels or pillows.

### **Guest**

- We have a reservation under Jill McMann.
- Do you have any vacancies?
- Is the hotel booked, or can we get a room for tonight?
- How do we get to our room from here?
- Is it okay to park out front?
- What time is the pool open until?
- What time is breakfast served at?
- Is it too early to check in?
- Can we get a wake-up call?
- When is check out time?

## **Check Out**

### **Front Desk Receptionist**

- Are you ready to check out?
- What room were you in?
- How was your stay?
- Was everything satisfactory?
- Will you be putting this on your card?
- And how will you be paying for this?
- Would you like to speak to the hotel manager on duty?
- I'll just need your room keys, please.
- Enjoy the rest of your holiday.
- Have a safe trip home.

### **Guest**

- We're checking out of room 401.
- Sorry we're a bit late checking-out.
- I'm afraid we overslept/slept in.
- We really enjoyed our stay.
- We have a few complaints.
- We'll be back next time we're in town.

## **Sample Conversation**

**Receptionist:** Hi there. Are you checking out now?

**Guest:** Yes, sorry. I know we're a few minutes late.

**Receptionist:** That's no problem. It's always really busy at check out time anyway.

**Guest:** Oh, really. The last hotel we stayed in charged us for a late check out.

**Receptionist:** The hotel isn't booked this week, so it's not a problem. How was everything?

**Guest:** The room was great. The beds were really comfortable, and we weren't expecting our own fridge.

Receptionist: I'm glad you liked it.

Guest: The kids were disappointed that the pool wasn't open this morning, though.

Receptionist: I apologize for that. We can't get a cleaner in any earlier than 10 am.

Guest: Well we had a nice swim last night anyhow.

Receptionist: Will you be putting this on your credit card?

Guest: No. I'll pay cash.

Receptionist: OK. So the total comes to \$123.67, including tax.

Guest: I thought it was \$115 even. That's what they said yesterday when we checked in.

Receptionist: Yes, but there is an extra room charge on your bill.

Guest: Oh, I forgot. My husband ordered a plate of nachos. Sorry.

Receptionist: No problem. So...from \$140, here's your change. Now, I'll just need to ask you for your room keys.

## Conversations at a Hotel

### Arriving at the Hotel

There are a few different conversations you might have with the hotel receptionist when you arrive at a hotel.

#### Conversation 1

Mike: I'd like a room for two people, for three nights please.

Hotel Receptionist: Ok, I just need you to fill in this form please.

Hotel Receptionist: Do you want breakfast?

Mike: Yes, please.

Hotel Receptionist: Breakfast is from 7 to 10 each morning in the dining room. Here is your key. You Enjoy your stay.

Mike: Thank you.

#### Conversation 2

Lisa: I'd like a room please.

Hotel Receptionist: Do you have a reservation?

Lisa: No, I don't.

Hotel Receptionist: How many nights?

Lisa: Two nights, please.

Hotel Receptionist: For two people?

Lisa: Yes.

Hotel Receptionist: Do you want breakfast?

Lisa: No, thank you.

Hotel Receptionist: Ok, that will be \$210. Do you want to pay now, or when you check out?

Lisa: I'll pay now.

Hotel Receptionist: Can you fill this in, and sign here please.

Hotel Receptionist: Thank you. Here is your receipt and your key. You are in room 231, on the second floor.

# Travel English: Conversations in the Airport

Hello and welcome to Lesson 1 of the Travel English Course! Today we're going to go through the airport step by step, learning important vocabulary and useful phrases along the way. Let's imagine you're flying from New York City to Los Angeles.



## Situation 1: At the check-in desk

**Agent:** Good afternoon! Where are you flying to today?

**You:** Los Angeles.

**Agent:** May I have your passport, please?

**You:** Here you go.

**Agent:** Are you checking any bags?

**You:** Just this one.

**Agent:** OK, please place your bag on the scale.

**You:** I have a stopover in Chicago – do I need to pick up my luggage there?

**Agent:** No, it'll go straight through to Los Angeles. Here are your boarding passes – your flight leaves from gate 15A and it'll begin boarding at 3:20. Your seat number is 26E.

**You:** Thanks.

## Common phrases and vocabulary words:

- Instead of "Where are you flying today?" the agent may ask "What's your final destination?" The answer will be the same!
- You can say "Here you go" when you give something to somebody, as in this example when you give the passport to the agent.
- Check your bags means to put them on the airplane inside the cargo compartment. The small bag you take with you on the airplane is called a **carry-on**. You need to put your carry-on bags through the X-ray machine at security.
- The **scale** is the equipment that tells you the weight of your luggage (for example, 45 kilograms)
- A **stopover** or **layover** is when the airplane stops in a different city before continuing to the final destination
- If the agent says that your luggage will go **straight through**, it means it will go directly to the final destination (and you don't need to pick it up during your stopover)
- **Boarding passes** are the tickets that permit you to enter the airplane
- When a plane begins **boarding**, it means that the passengers start to enter the plane. Usually boarding time is 30-60 minutes before takeoff (when the plane leaves)

## Extra Tips and Suggestions:

- If you don't know where the check-in desk is, you can ask an airport employee, "Excuse me, where is the Delta check-in desk?" or, "Excuse me, where is the American Airlines check-in desk?"
- If your bag is heavier than the weight limits, or if your bag is larger than the size limits, you may need to pay an **oversized baggage fee** or **overweight baggage fee** (this can be \$75 to \$300). Some airlines in the United States also charge a fee for ALL checked bags (usually \$15 to \$30).
- If you have fragile or sensitive items in your bag that might break, you can ask the agent, "Please mark this bag as 'fragile.'"
- If you want to ask if the flight will leave at the correct time, you can say, "Is the flight on time?" The agent will respond either "Yes" if the flight is on the correct schedule, or "There's a 20-minute delay" (for example) if the flight will leave later than expected.

## Extra questions in the U.S.

On flights going to or inside the U.S., you will probably be asked some extra security questions before or during check-in. Here are some sample questions and the correct responses:

- **Agent:** Did you pack your bags yourself?  
**You:** Yes.
- **Agent:** Are you carrying any firearms or flammable materials?  
**You:** No.
- **Agent:** Has your luggage been in your possession at all times?  
**You:** Yes.  
*\*Be careful here – some agents ask if your luggage has been "in your possession at all times" and others ask if your luggage has been "outside your supervision (or possession) at any time." The answer to the first question is YES and the answer to the second question would be NO.*
- **Agent:** Has anyone given you anything to carry on the flight?  
**You:** No.
- **Agent:** Are you aware of the regulations regarding liquids in your carry-on, which must be 3.4 ounces or less and placed inside a single quart-sized transparent plastic bag?  
**You:** Yes.  
*\*If you want to take any liquids on a flight in the United States, they must be 3.4 ounces (100 milliliters) or less and you must put them all in a clear (transparent) plastic bag. Each passenger can take only one bag on the plane. If you have bigger bottles of liquid (like shampoo, wine, etc) you need to put them into your checked bag.*

## Situation 2: Going through security

There are two pieces of equipment in security: you put your bags through the **X-ray machine**, and you walk through the **metal detector**. The **X-ray machine** has a **conveyor belt** that moves your bags automatically through the machine. You can put small items like keys or money into plastic **bins**.



**Agent:** Please lay your bags flat on the conveyor belt, and use the bins for small objects.

**You:** Do I need to take my laptop out of the bag?

**Agent:** Yes, you do. Take off your hat and your shoes, too.

(you walk through the metal detector)

[BEEP BEEP BEEP BEEP]

**Agent:** Please step back. Do you have anything in your pockets – keys, cell phone, loose change?

**You:** I don't think so. Let me try taking off my belt.

**Agent:** Okay, come on through.

(you go through the metal detector again)

**Agent:** You're all set! Have a nice flight.

*The phrase "you're all set" is a common expression that means "you're finished and everything is OK."*

**Phrasal Verb focus: SET OFF and GO OFF**

When the alarm sounds, we say "the alarm went off."

To describe what *caused* the alarm to sound, we say “set off” – for example, “My keys set off the alarm” or “My keys set off the metal detector.”

### Situation 3: At the gate



Airports are divided into **terminals** (the major sections of the airport) and each terminal has many **gates**. The **gate** is the door you go through to enter the airplane. Here are a few announcements you might hear while you are at the gate, waiting for the plane to board.

**“Attention passengers of United Airlines flight 880. There has been a gate change. United Airlines flight 880 will now be leaving from gate 12.”**

(Travel Tip: Know your flight number in English, so that you can pay attention to the announcement and know if you need to go to a different gate.)

**“United Airlines flight 880 to Miami is now boarding.”**

(this means it’s time for passengers to enter the plane)

**“We would like to invite our first- and business-class passengers, Star Club Premium members, and passengers requiring special assistance to board at gate 12.”**

(this means that passengers who are “special” (first class, business class, or in the Star Club) or passengers who are elderly (old), disabled, pregnant, or with small children can go into the airplane first.)

▶ 00:00

**“We would now like to invite all passengers seated in Zone 2 – that’s rows 16-35 – to begin boarding United Airlines flight 880 at gate 12.”**

(look at your boarding pass to know your “zone number” and what “row” your seat number is)

**“We would now like to invite all passengers to board United Airlines flight 880 to Miami at gate 12.”**

(this means everyone can enter the plane)

"This is the last call for United Airlines flight 880 to Miami, now boarding at gate number 12."  
(this means it is the FINAL OPPORTUNITY to enter the plane before they close the doors)

> 00:00

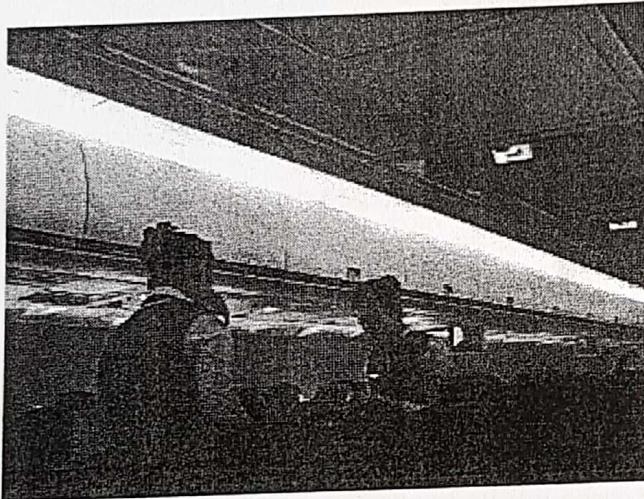
00:00

"Passenger John Smith. Passenger John Smith, please proceed to the United Airlines desk at gate 12."

(sometimes the announcement will call a specific passenger by name. The word "proceed" in this context is a formal way to say "go.")

#### Situation 4: On the plane

The people who work inside the airplane serving food and drinks are called **flight attendants**. Both men and women who have this job are called flight attendants. Here's a conversation you might have on the plane:



Attribution: [Kristoferb at en.wikipedia](#)

> 00:00

00:00

**Flight attendant:** Chicken or pasta?

**You:** Sorry?

**Flight attendant:** Would you like chicken or pasta?

**You:** I'll have the chicken.

**Flight attendant:** Anything to drink?

**You:** What kind of soda do you have?

**Flight attendant:** Coke, Diet Coke, Sprite, Orange, and Dr. Pepper.

**You:** A Diet Coke, no ice, please.

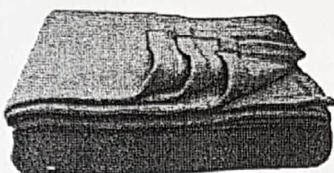
**Flight attendant:** Here you go.

**You:** Thanks.

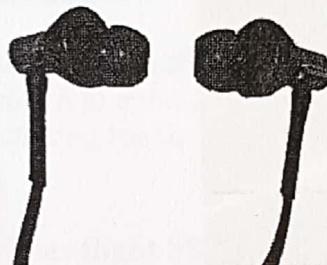
## Conversation Tips:

- If you didn't understand what the flight attendant said, you can say Sorry? or Pardon? to ask him or her to repeat it.
- If you want to ask for something, you can use the phrase "Can I have..." For example:

**Can I have a blanket?**

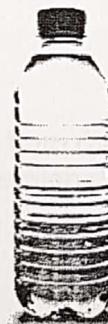


**Can I have a pair of headphones?**  
(or: Can I have a headset?)



*Attribution: Shabranigdo at en.wikipedia*

**Can I have some water?**



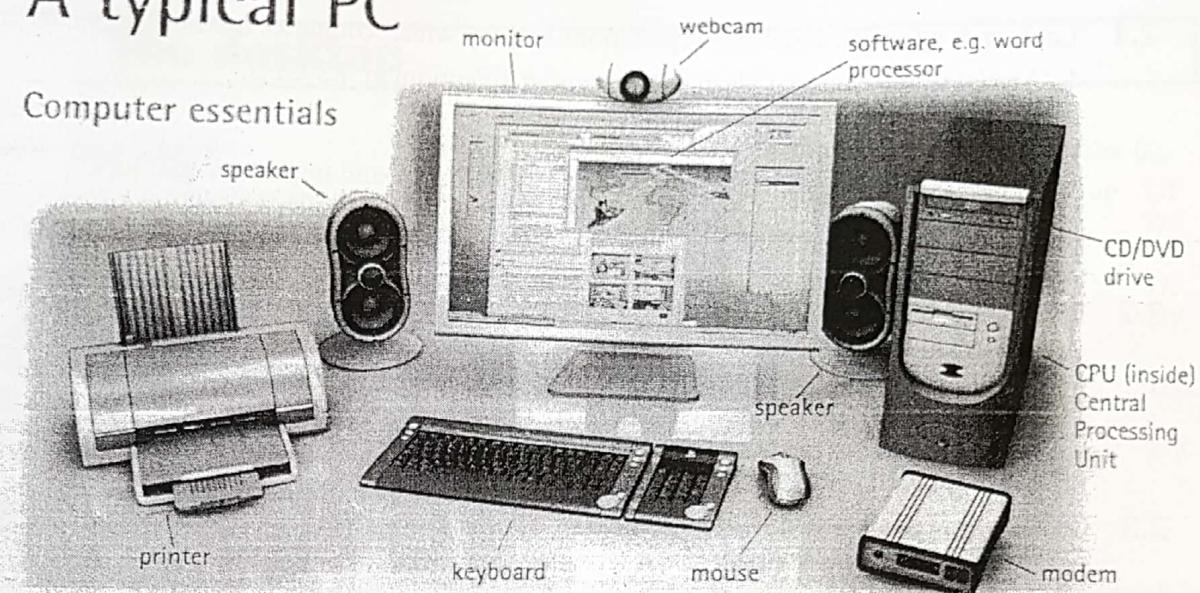
**Can I have some extra napkins?**



- Finally, if you need to stand up, but there is a person sitting between you and the aisle, you can say **Excuse me** and make a motion to start standing up. The person sitting next to you will understand and stand up to let you get out of your seat.

# UNIT 5 A typical PC

## A Computer essentials



## B Parts of a computer

A computer is an electronic machine that accepts, processes, stores and outputs information. A typical computer consists of two parts: hardware and software.

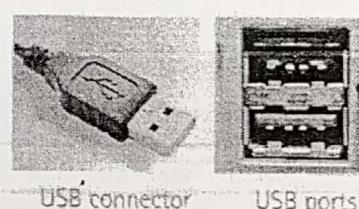
Hardware is any electronic or mechanical part of the computer system that you can see or touch.

Software is a set of instructions, called a program, which tells a computer what to do. There are three basic hardware sections.

- 1 The CPU is the heart of the computer, a microprocessor chip which processes data and coordinates the activities of all the other units.
- 2 The main memory holds the instructions and data which are being processed by the CPU. It has two main sections: RAM (random access memory) and ROM (read only memory).
- 3 Peripherals are the physical units attached to the computer. They include:  
Input devices, which let us enter data and commands (e.g. the keyboard and the mouse).  
Output devices, which let us extract the results (e.g. the monitor and the printer).  
Storage devices, which are used to store information permanently (e.g. hard disks and DVD-RW drives).

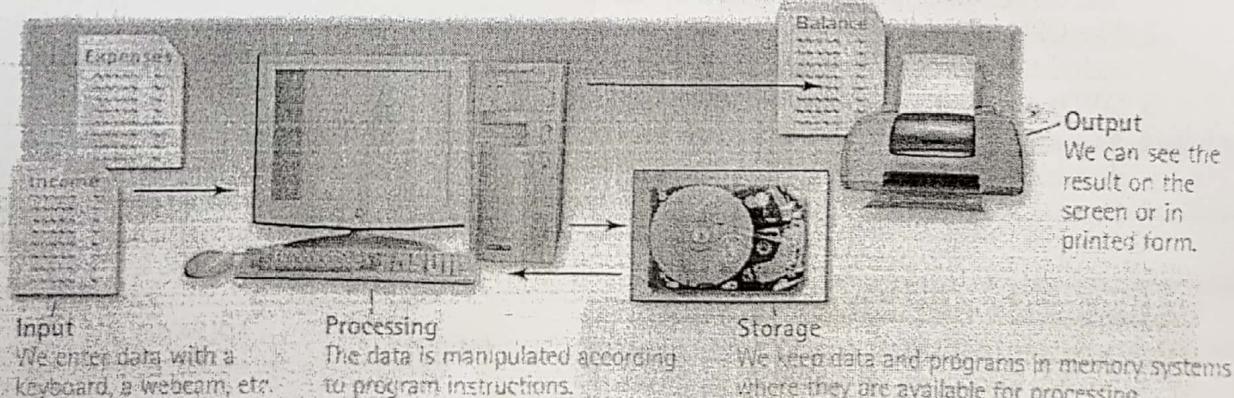
Disk drives are used to read and write data on disks.

At the back of a computer there are ports into which we can plug external devices (e.g. a scanner, a modem, etc.). They allow communication between the computer and the devices.



USB connector      USB ports

## C Functions of a PC: input, processing, output, storage

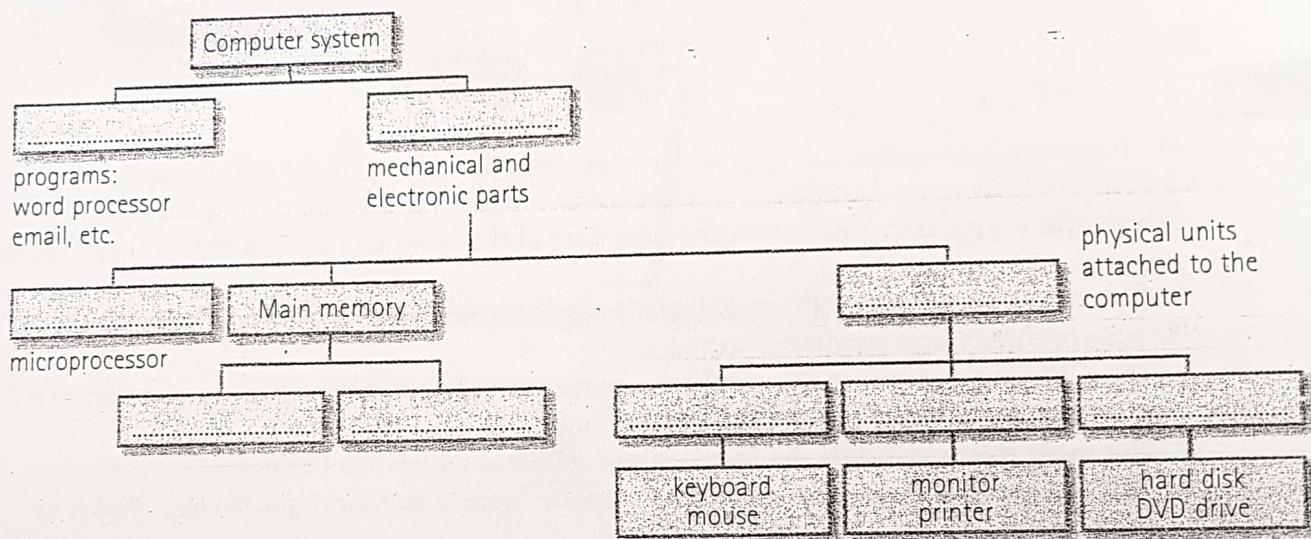


- 2.1 Look at A opposite. Read these quotations and say which computer essential they refer to.
- 1 'Accelerate your digital lifestyle by choosing a Pentium at 4.3 GHz.'
  - 2 'Right-click to display a context-sensitive menu.'
  - 3 'You will see vivid, detailed images on a 17" display.'
  - 4 'This will produce high-quality output, with sharp text and impressive graphics.'
  - 5 'Use it when you want to let the grandparents watch the new baby sleeping.'
  - 6 'Press any key to continue.'

- 2.2 Match the terms with their definitions.

- |                |   |
|----------------|---|
| 1 CD/DVD drive | a any socket into which a peripheral device may be connected        |
| 2 speaker      | b device used to produce voice output and play back music           |
| 3 modem        | c mechanism that reads and/or writes to optical discs               |
| 4 port         | d device that converts data so that it can travel over the Internet |

- 2.3 Look at B opposite and label this diagram with the correct terms.



- 2.4 Complete the diagram and sentences below with words from C opposite.

Functions of a computer

Raw data is presented to the computer.



Data is transformed into useful information.



Results take the form of words, pictures and sounds

Files and programs are held on disks

- 1 Computer ..... is the visible or audible result of data processing – information that can be read, printed or heard by the user.
- 2 The CPU will process data as instructed by the programs you're running. .... includes functions like calculating, sorting, editing, drawing and searching.
- 3 DVDs are expected to replace CDs as ..... devices.
- 4 As a scanner, the Sigma-100 can be used to ..... photographs as well as documents into the computer.

# The desktop

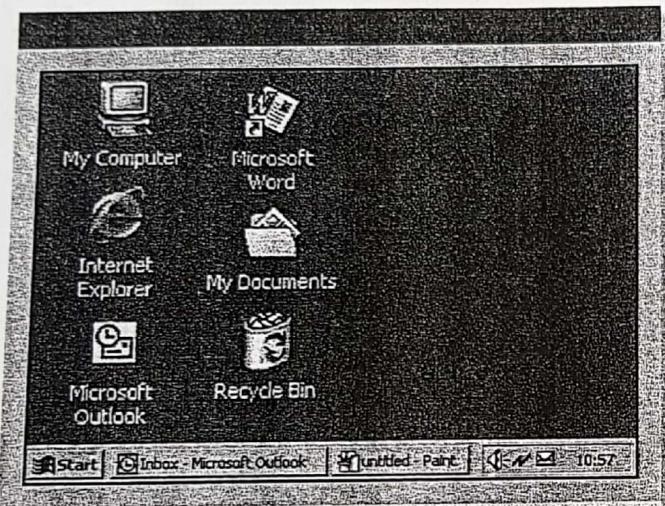
## Before you start

1 What do you see first when you turn on a computer? How do you open a program?

## Reading

2 Read the text quickly and match the headings (a-d) with the paragraphs (1-4).

- a The control panel  c The desktop   
b The drives  d Using icons



1 The desktop is the screen that appears after you boot up, or turn on, your computer. It shows a number of icons on a background picture or colour. When you buy a new computer and boot up for the first time, the desktop will only show a small number of icons. In the Windows operating system, these usually include My Computer and the Recycle Bin.

2 Double-clicking on an icon with the mouse opens a computer program, a folder or a file. Folders usually contain other files. You can move icons around the desktop, add new ones or remove them by deleting them. Deleted files go to the Recycle Bin. People usually put the programs they use most often on the desktop to find them quickly.

3 When you double-click on My Computer another screen appears. This screen shows the A: drive icon, for floppy disks; the C: drive icon, which usually contains all of the main programs and folders on your computer; the D: drive icon, which is usually the CD-ROM drive, and the Control Panel folder.

4 When you double-click on Control Panel, another screen appears that shows many other icons, such as the Display icon and the Date/Time icon. Double-clicking on Display opens a box that lets you personalize your desktop by changing the screen saver (the moving image that appears when no one is using the computer) or the background picture.

3 Decide if the sentences are true (T) or false (F).

- 1 The desktop appears before you boot up. T/F  
2 Files are usually inside folders. T/F  
3 People usually put their favourite programs on the desktop. T/F  
4 Use the C: drive to open floppy disks. T/F  
5 You cannot change the background picture of the desktop. T/F  
6 The Control Panel folder contains the Date/Time icon. T/F

## Vocabulary

4 Find the words in the text that mean:

- 1 comes into view so you can see it (paragraph 1)  
\_\_\_\_\_  
2 the picture or colour on your screen (1)  
\_\_\_\_\_  
3 clicking the mouse two times quickly (2)  
\_\_\_\_\_  
4 something that holds documents or files (2)  
\_\_\_\_\_  
5 most important (3) \_\_\_\_\_  
6 make something the way you want it (4)  
\_\_\_\_\_

5 Complete the sentences (1-7) with the words in the box.

Display ■ screen saver ■ folders ■ Recycle Bin  
■ files ■ deleted ■ desktop

- 1 The \_\_\_\_\_ icon lets you change the way your desktop looks.  
2 If you remove a file by mistake, you can find it in the \_\_\_\_\_.  
3 The \_\_\_\_\_ appears when you don't use the mouse or keyboard.  
4 I didn't use that program very much so I \_\_\_\_\_ it from my desktop.  
5 I have a great program on my \_\_\_\_\_ that I use for playing music.  
6 Windows Explorer lets you move \_\_\_\_\_ from one folder to another.  
7 \_\_\_\_\_ contain documents or files.

## Speaking

6 Choose five icons on your desktop. Say what you use these programs for.

### Get real

Go into Control Panel on your computer and choose two other icons that interest you. Double-click on them and make notes on what they do. Report back to the class.

# The computer

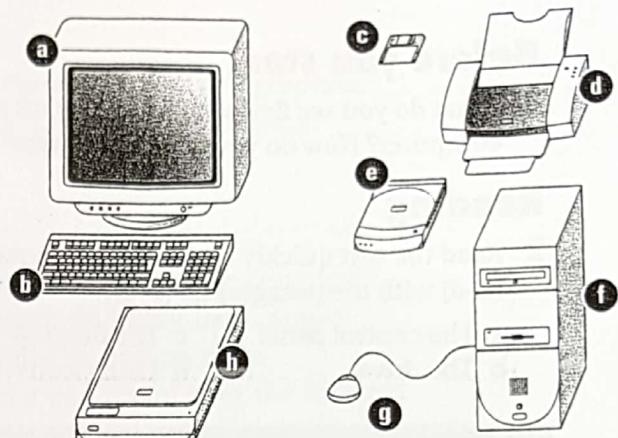
## Before you start

- 1 Match the computer parts with the words below.
- floppy disk  scanner  mouse  keyboard   
tower  monitor  CD-rewriter  printer

## Reading

- 2 Read the text quickly. Match the headings (a–d) with the paragraphs (1–4).

- a Memory  c PCs and Notebooks   
b Speed  d Hardware/Software



1 The parts of a computer you can touch, such as the monitor or the Central Processing Unit (CPU) are hardware. All hardware except the CPU and the working memory are called peripherals. Computer programs are software. The operating system (OS) is software that controls the hardware. Most computers run the Microsoft Windows OS. MacOS and Linux are other operating systems.

2 The CPU controls how fast the computer processes data, or information. We measure its speed in megahertz (MHz) or gigahertz (GHz). The higher the speed of the CPU, the faster the computer will run. You can type letters and play computer games with a 500 MHz CPU. Watching movies on the Internet needs a faster CPU and a modem.

3 We measure the Random Access Memory (RAM) of the computer in megabytes (MB). RAM controls the performance of the computer when it is working and moves data to and from the CPU. Programs with a lot of graphics need a large RAM to run well. The hard disk stores data and software programs. We measure the size of the hard disk in gigabytes (GB).

4 Computer technology changes fast, but a desktop PC (Personal Computer) usually has a tower, a separate monitor, a keyboard and a mouse. The CPU, modem, CD-ROM and floppy disk drives are usually inside the tower. A notebook is a portable computer with all these components inside one small unit. Notebooks have a screen, not a monitor, and are usually more expensive than desktops with similar specifications.

- 3 Look at these words from the text. Write H (hardware), P (peripheral), S (software) or M (measurement) next to each one.

1 CPU	H	7 mouse
2 MacOS	S	8 modem
3 megabyte (MB)	M	9 Linux
4 printer	P	10 scanner
5 RAM		11 gigabytes (GB)
6 megahertz (MHz)		12 floppy disk

## Vocabulary

- 4 Match the highlighted words and phrases in the text with the definitions (1–8).

- 1 parts \_\_\_\_\_  
2 pictures and images \_\_\_\_\_  
3 a way of doing something \_\_\_\_\_  
4 reads and uses data \_\_\_\_\_  
5 measurements \_\_\_\_\_  
6 use a computer program \_\_\_\_\_  
7 keeps data in the memory \_\_\_\_\_  
8 how well a computer does something \_\_\_\_\_

## Speaking

- 5 Work in pairs. Look at the chart and compare the two computers. Use *fast, slow, cheap, expensive, big, small*.

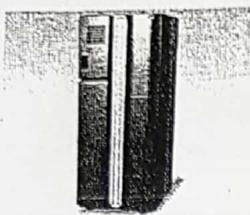
	Hi-Tech 2010	Series X Wi-Fi
Type	PC	Notebook
CPU	933 MHz	1.5GHz
RAM	256 MB	512 MB
Monitor/Screen	17 inch	15 inch
Hard disk	20 GB	40 GB
Price	€2,000	€2,999

## Get real

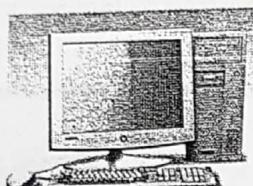
Look at new computers on the Internet or in magazines. Find one you like. Make a note of its specifications. Bring your notes to class and say why you like it. Build a class file of

# UNIT 6 Types of computer systems

## A From mainframes to wearable computers



A mainframe is the most powerful type of computer. It can process and store large amounts of data. It supports multiple users at the same time and can support more simultaneous processes than a PC. The central system is a large server connected to hundreds of terminals over a network. Mainframes are used for large-scale computing purposes in banks, big companies and universities.



A desktop PC has its own processing unit (or CPU), monitor and keyboard. It is used as a personal computer in the home or as a workstation for group work. Typical examples are the IBM PC and the Apple Macintosh. It's designed to be placed on your desk. Some models have a vertical case called a tower.

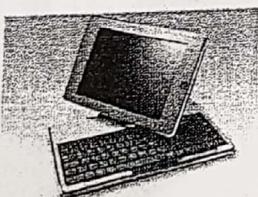


A laptop (also called a notebook PC) is a lightweight computer that you can transport easily. It can work as fast as a desktop PC, with similar processors, memory capacity, and disk drives, but it is portable and has a smaller screen. Modern notebooks have a TFT (Thin Film Transistor) screen that produces very sharp images.

Instead of a mouse, they have a touchpad built into the keyboard – a sensitive pad that you can touch to move the pointer on the screen.

They offer a lot of connectivity options: USB (Universal Serial Bus) ports for connecting peripherals, slots for memory cards, etc.

They come with battery packs, which let you use the computer when there are no electrical outlets available.



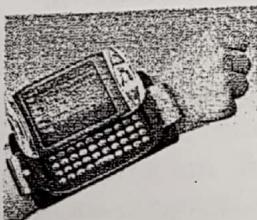
A tablet PC looks like a book, with an LCD screen on which you can write using a special digital pen. You can fold and rotate the screen 180 degrees. Your handwriting can be recognized and converted into editable text. You can also type at the detached keyboard or use voice recognition. It's mobile and versatile.



A personal digital assistant or PDA is a tiny computer which can be held in one hand. The term PDA refers to a wide variety of handheld devices, palmtops and pocket PCs.

For input, you type at a small keyboard or use a stylus – a special pen used with a touch screen to select items, draw pictures, etc. Some models incorporate handwriting recognition, which enables a PDA to recognize characters written by hand. Some PDAs recognize spoken words by using voice recognition software.

They can be used as mobile phones or as personal organizers for storing notes, reminders and addresses. They also let you access the Internet via wireless technology, without cables.



A wearable computer runs on batteries and is worn on the user's body, e.g. on a belt, backpack or vest; it is designed for mobile or hands-free operation. Some devices are equipped with a wireless modem, a small keyboard and a screen; others are voice-activated and can access email or voice mail.

3.1 Look at A opposite. Which type of computer do these descriptions refer to?

- 1 a hand-held computer which can be used as a telephone, a web explorer and a personal organizer

2 a typical computer found in many businesses and popular for home use

3 a large computer used for intensive data processing and often linked to many terminals

4 a small computer that fits into items of clothing

5 a portable computer that can be closed up like a briefcase, but it can be as powerful as a desktop PC

6 a full-function PC, though it only weighs 1.2 kg – you can go to a meeting and write your notes on it, like a paper notepad; its screen mode can be changed from portrait to landscape

3.2 Look at the computer advertisement and find this information.

1 What type of computer is advertised?

2 What kind of screen does it have?

3 Which pointing device replaces the mouse?

4 What type of ports does it have for connecting cameras and music players?

5 What sort of power supply does it use?

**Toshiba Satellite**

- Intel Centrino processor
- 1,024 MB RAM, 100 GB hard disk drive
- DVD SuperMulti (+/-R double layer) drive
- 15.4" widescreen TFT active-matrix LCD display
- 85-key keyboard and touchpad
- 2 memory slots, 1 PC Card or PCMCIA slot
- Wireless communications: Wi-Fi compliance and Bluetooth
- 4 USB ports for connecting peripherals: digital camera, MP3 player, modem, etc.
- 6-cell rechargeable Lithium-ion battery pack

3.3 Read this interview with Adam Hawkins, an IT manager, and complete it with words from the PDA section opposite.

Interviewer: What are the basic features of a PDA?

Adam: Well, a typical PDA is a (1) ..... device that runs on batteries and combines computing, phone and Net capabilities.

Interviewer: And how do you enter information?

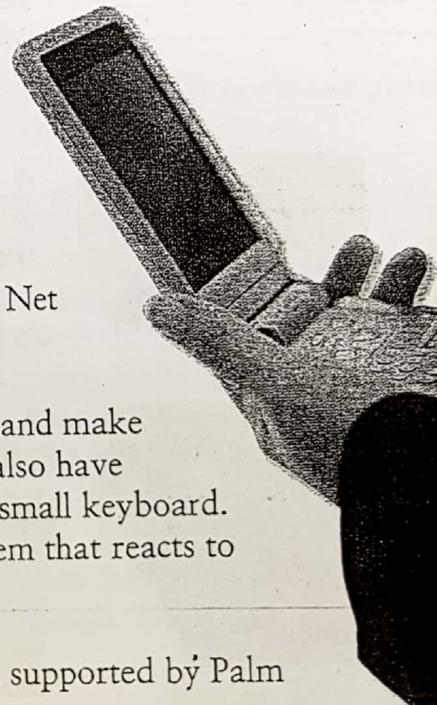
Adam: For input, you use a (2) ..... or pen to write and make selections on a (3) ..... ; they also have buttons for launching programs. Some models have a small keyboard. They may have a (4) ..... system that reacts to the user's voice.

Interviewer: Do they need special software?

Adam: Yes, most of them run on *Windows Mobile*. Palmtops supported by Palm Inc. use *Palm OS*. Pen-based systems include (5) ..... , so you write on the screen and the computer recognizes your handwriting and inserts the appropriate letters.

Interviewer: What sort of things can you do with a PDA?

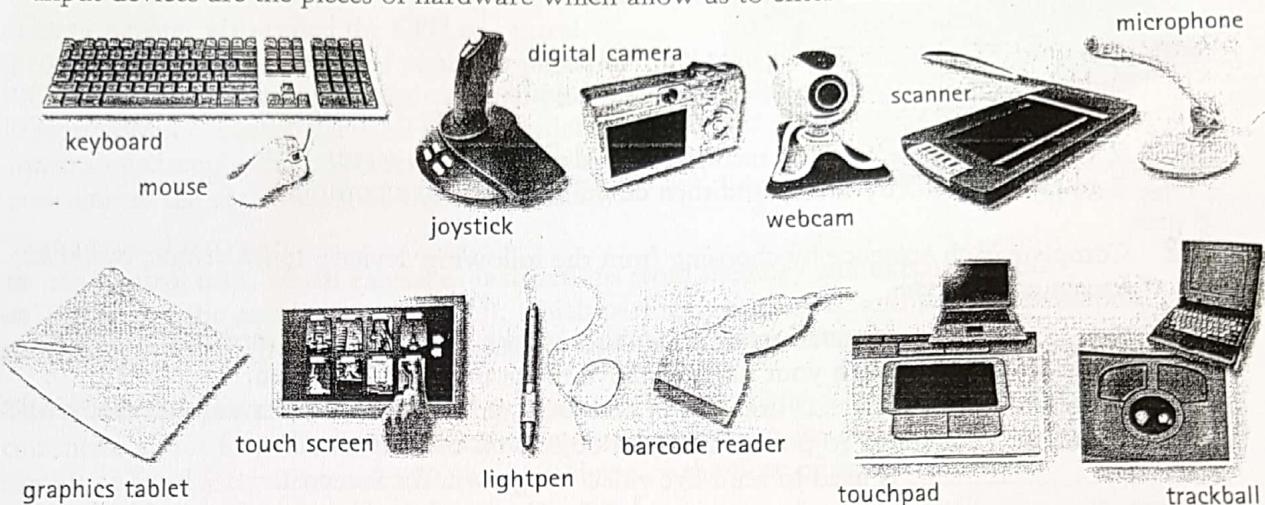
Adam: You can store personal information, take notes, draw diagrams and make calculations. Many PDAs can access the Net via (6) ..... technology.



# UNIT 7 Input devices: type, click and talk!

## A Interacting with your computer

Input devices are the pieces of hardware which allow us to enter information into the computer.



## B The keyboard

A standard PC keyboard has various groups of keys.

- Alphanumeric keys – these represent letters and numbers, arranged as on a typewriter.
- A numeric keypad appears to the right of the main keyboard and contains numeric and editing keys; the Num Lock key is used to switch from numbers to editing functions.
- Function keys appear at the top of the keyboard and can be programmed to do special jobs.
- Cursor keys include ‘arrow keys’ which move the insertion point, and keys such as Home, End, Page Up, and Page Down, which let you move around documents.
- Dedicated keys are used to issue commands or produce alternative characters. For example: Ctrl changes the functions of other keys (e.g. Ctrl + X cuts the selected text). Caps Lock sets the keyboard in ‘CAPITALS’ mode; it only affects letters.
- Enter (or Return) is pressed to select options from a menu or to start a new paragraph.
- Backspace deletes the character to the left of your current position.

## C The mouse

A mouse is a hand-held device that lets you move a pointer (or cursor) and select items on the screen. It has one or more buttons to communicate with the PC. A scroll wheel lets you move through your documents or web pages. The pointer looks like an I-bar, an arrow or a pointing hand.

An optical mouse has an optical sensor instead of a ball underneath.

A cordless (wireless) mouse has no cable; it sends data via infrared signals or radio waves.

Mouse actions:

- to click, press and release the left button.
- to double-click, press and release the left button twice.
- to drag, hold down the button, move the pointer to a new place and then release the button.
- to right-click, press and release the right button; this action displays a list of commands.

## D Voice input

Today you can also interact with your computer by voice with a voice-recognition system that converts voice into text, so you can dictate text directly onto your word processor or email program. You can also control your PC with voice commands; this means you can launch programs, open, save or print files. Some systems let you search the Web or chat using your voice instead of the keyboard.

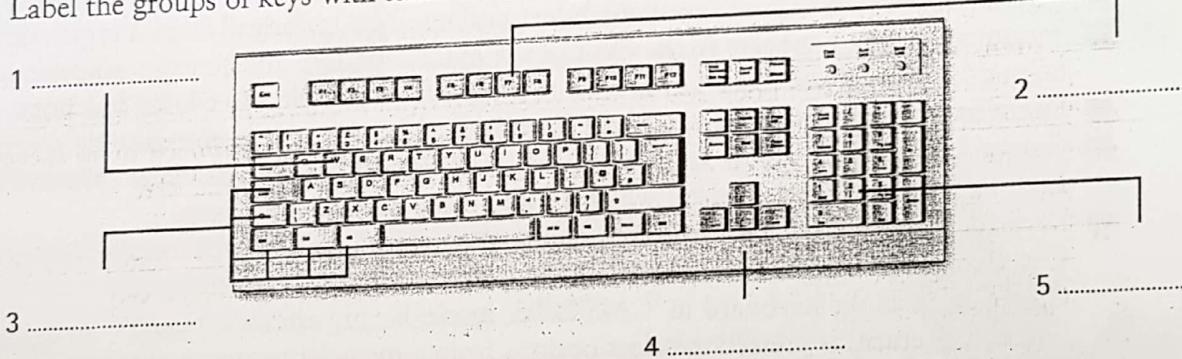
4.1 Look at A opposite. Which input device would you use for these tasks?

- 1 to play computer games
- 2 to copy images from paper into a computer
- 3 to read price labels in a shop
- 4 to select text and click on links on web pages
- 5 to enter drawings and sketches into a computer
- 6 to input voice commands and dictate text
- 7 to draw pictures or select menu options directly on the screen
- 8 to take and store pictures and then download them to a computer

4.2 Complete each sentence by choosing from the following devices: *touch screen, trackball, touchpad, webcam*.

- 1 A ..... is a stationary device that works like a mouse turned upside down.  
You roll the ball with your hand to move the pointer on the screen.
- 2 Interactive ..... are used in museums, information centres and Internet kiosks.  
You use your finger to point directly to objects on the screen.
- 3 A ..... is used to send live video images via the Internet.
- 4 A ..... is found on notebook PCs. You use it by pressing the sensitive pad with a finger.

4.3 Label the groups of keys with terms from B opposite. Then identify the keys described below.



- 6 It produces upper-case letters, but it does not affect numbers and symbols.
- 7 It removes the character to the left of the cursor or any selected text.
- 8 It works in combination with other keys, e.g. you press this key and C to copy the selected text.
- 9 It is used to confirm commands; in a word processor, it creates a new paragraph.

4.4 Look at C opposite. Complete these sentences with the correct 'mouse action'.

- 1 To start a program or open a document you ..... on its icon – that is, you rapidly press and release the mouse button twice.
- 2 If you want to select a menu option, you just ..... on the left button.
- 3 If you want to find the commands for a particular text, image, etc., you have to ..... on it.
- 4 If you want to move an object, press the button and ..... the object to the desired location.

### You and computers

- 1 Read D opposite and make a list of the things you can do with a voice-recognition system.
- 2 What do you think of this idea? Some day, we'll be talking to our PC naturally, like a friend. Write down your opinions.



"That must be the new neighbor.  
I hear he's a real computer geek."

# UNIT 8 Processing

## A The processor

The processor, also called the CPU or central processing unit, is the brain of your computer. In PCs, it is built into a single chip – a small piece of silicon with a complex electrical circuit, called an integrated circuit – that executes instructions and coordinates the activities of all the other units.

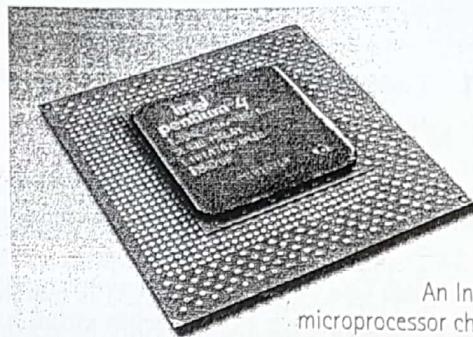
Three typical parts are:

- the control unit, which examines instructions from memory and executes them;
- the arithmetic and logic unit (ALU), which performs arithmetic and logical operations;
- the registers, high-speed units of memory used to store and control data.

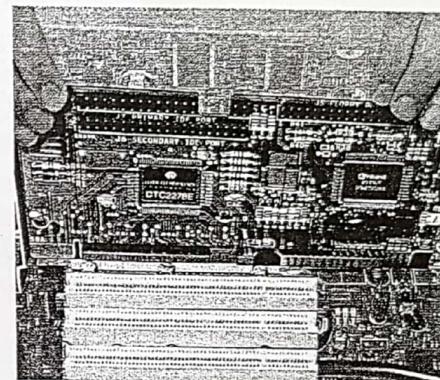
The speed of a processor is measured in gigahertz (GHz). Thus, a CPU running at 4 GHz can make about four thousand million calculations a second. An internal clock sends out signals at fixed intervals to measure and synchronize the flow of data.

The main circuit board is known as the motherboard. This contains the CPU, the memory chips, expansion slots and controllers for peripherals, connected by internal buses, or paths, that carry electronic signals. For example, the front side bus carries all data that passes from the CPU to other devices.

Expansion slots allow you to install expansion cards which provide extra functions, e.g. a video card or a modem. Laptops have PC cards, the size of a credit card, which add features like sound, memory and network capabilities.



An Intel microprocessor chip, the nerve centre of many PCs



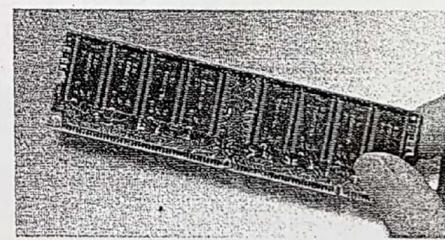
Fitting an expansion card

## B RAM and ROM

When you run a program, the CPU looks for it on the hard disk and transfers a copy into the RAM. RAM (random access memory) is temporary or volatile, that is, it holds data while your PC is working on it, but loses this data when the power is switched off.

However, ROM (read only memory) is permanent and contains instructions needed by the CPU; the BIOS (basic input/output system) uses ROM to control communication with peripherals, e.g. disk drives.

The amount of RAM determines the number of programs you can run simultaneously and how fast they operate. It can be expanded by adding extra RAM chips.



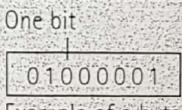
A RAM module

## C Units of memory

The electronic circuits in computers detect the difference between two states: ON (the current passes through) or OFF (the current doesn't); they represent these states as 1 or 0. Each 1 or 0 is called a **binary digit or bit**.

Bits are grouped into eight-digit codes that typically represent characters (letters, numbers and symbols). Eight bits together are called a **byte**. For example, 01000001 is used for the character A. Computers use a standard code called ASCII for the binary representation of characters.

In order to avoid complex calculations of bytes, we use bigger units. A **kilobyte (KB)** is 1,024 bytes; a **megabyte (MB)** is 1,024 kilobytes; a **gigabyte (GB)** is 1,024 megabytes; a **terabyte (TB)** is 1,024 gigabytes. We use these units to describe the RAM memory, the operating capacity of disks and the size of a program or document.



8.1 Look at A and B opposite. Then match the sentence beginnings (1–6) with the correct endings (a–f).

- 1 The CPU processes data and
- 2 The control unit is the part of the CPU that
- 3 The arithmetic and logic unit is able to make
- 4 The registers are high-speed storage
- 5 Data contained in RAM is lost when
- 6 ROM memory can only be read:

- a areas within the CPU.
- b you can't make changes to it.
- c controls the way instructions are executed.
- d the computer is turned off.
- e coordinates the other parts of the computer.
- f calculations: add, subtract, multiply and divide.

8.2 Solve the clues and complete the puzzle with words from the opposite page.

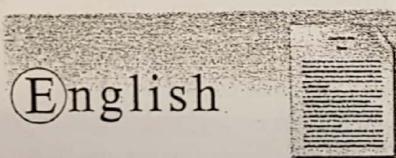
- 1 Intel ..... are used in many computers.
- 2 Each 0 or 1 is called a bit, short for ..... digit.
- 3 Special cards can be inserted into expansion .....
- 4 A ..... controls the timing within the PC by sending signals to synchronize its circuits and operations.
- 5 The processor speed is measured in .....
- 6 ..... carry signals between different parts of a PC.
- 7 ..... cards improve the computer's performance.
- 8 The ..... uses ROM to control the input/output of data.
- 9 The main printed circuit board is called the .....

Down: The brain of a computer

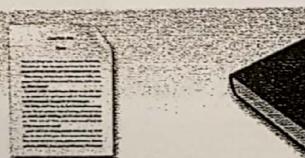
8.3 Read this product description and answer the questions below.

- 1 How fast is the CPU?
- 2 Which term is used to describe the CPU data bus?
- 3 How much RAM does the computer have?
- 4 Can you add extra RAM chips? How many?

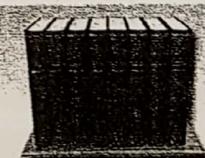
8.4 Look at C opposite. Fill in the blanks with the correct unit of memory.



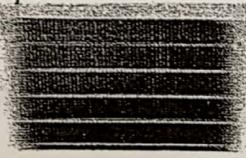
1 One .....  
represents one character.



2 One .....  
represents 1,024 characters (about a small page of text).

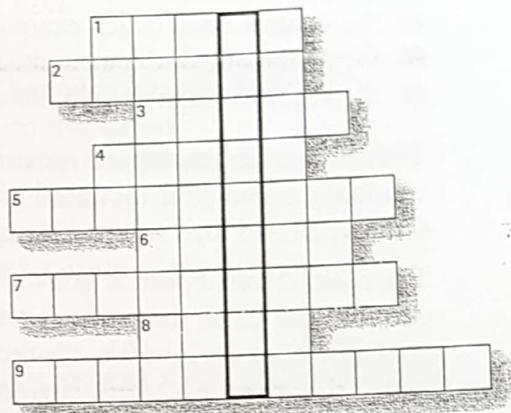


3 One .....  
represents about one million characters (about the text of a small book).



4 One .....  
represents about 1,000,000,000 characters (about 1,000 books).

5 One .....  
represents about 1,000,000,000,000 characters (about one million books in a big library).



Processor and memory.

- Intel Core 2 Duo processor at 2.4 GHz
- 533 MHz Front Side Bus
- 1,024 MB of RAM; can be expanded up to 4 GB
- 200 GB Hard disk
- Double Layer DVD +/-R/RW drive
- Microsoft Windows

# UNIT 9 Health and safety

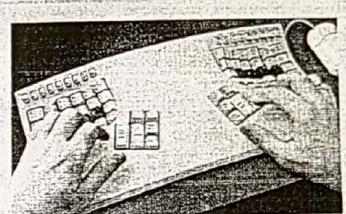
## A Computer ergonomics

There are a number of health and safety problems that may result from continuous use of computers.

- Typing constantly at high speed may provoke repetitive strain injury or RSI, which causes pain in the neck, arms, wrists, hands and fingers.
- Bad work postures and sitting in uncomfortable chairs may cause backache and stress.
- Looking at the screen for long periods of time, and lights reflecting off the screen, can cause headaches and eye strain, pain and fatigue of the eyes.
- Cathode Ray Tube monitors can emit electromagnetic radiation which can be dangerous to health.

The study of how people interact safely and efficiently with machines and their work conditions is called ergonomics. In computing, ergonomics is about designing computer facilities so they are safe and comfortable. Here are a few tips.

- 1 Get an adjustable chair so you can change its height and angle.
- 2 Make sure your feet rest firmly on the ground or on a foot rest.
- 3 Ensure you have enough leg room under the desk.
- 4 Put the monitor at eye level or just below.
- 5 Sit at arms' length from the monitor (40–80 cm). Don't sit near the sides or back of CRT monitors; or use LCD screens, which are free from radiation.
- 6 Use a document holder, in line with the screen, to reduce awkward neck and eye movements between the document and the screen.
- 7 Position the keyboard at the same height as your elbows, with your arms parallel to the work surface. Try to keep your wrists straight and flat when typing.
- 8 Take regular breaks from the computer and look away from the screen at regular intervals.



An ergonomic keyboard helps you type in a more natural, relaxed position

## B

## Electronic rubbish

Irresponsible disposal of electronic waste, from old computers and mobile phones to hi-fi and video systems, can cause severe environmental and public health problems. For example, children or workers who come into contact with the toxic components of electronic products may suffer from skin and breathing problems.



We should reduce, reuse and recycle e-waste

## C

## The risks of using mobiles and in-car computers

Frequent use of mobile phones has been the cause of concern and there is ongoing research into whether radiation emitted causes health problems.

A serious risk is the use of mobiles and navigation systems in cars; this can distract the driver and cause accidents.

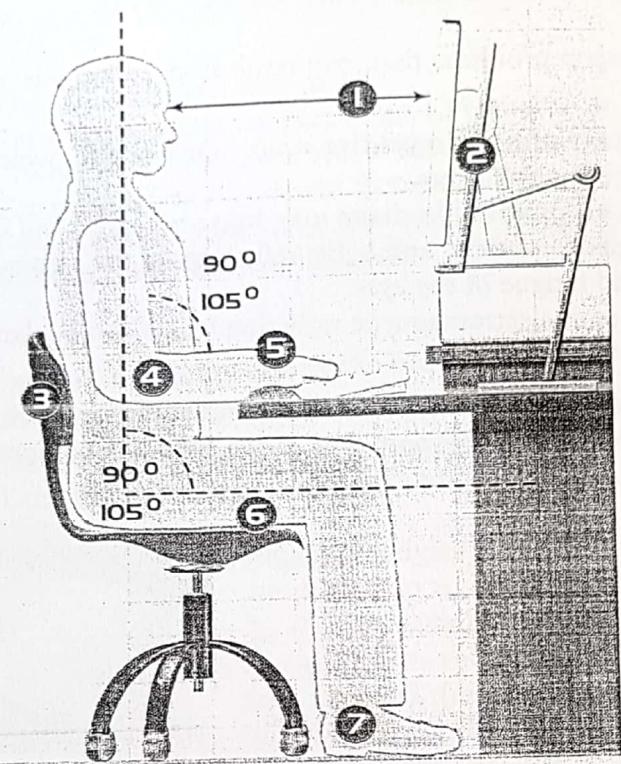


Another health problem is Internet addiction, including obsessive game playing, gambling, etc.

- If you are an Internet addict, you should ask for help from specialists.

Talking on a mobile phone when driving is illegal in most countries

**10.1** Match the numbers in the picture to the correct tips in the checklist.



*Tips for a user-friendly workstation*

- a Consistent chair support for the lower back. Seat height and angle adjustable.
- b Feet flat on the floor.
- c Document holder beside the screen, at the same height and distance as the screen.
- d Text on the screen in line with the eyes. Viewing distance at arm's length.
- e Thighs horizontal, with feet on the floor. Adequate room for legs beneath the desk.
- f Keyboard height at a comfortable open angle for the elbows and arms.
- g Wrists and hands in a neutral position, in line with the forearms. Optional rest for wrists at the same height as the keyboard.

**10.2** Complete the sentences with words from the opposite page.

- 1 Experts believe the best way to reduce musculoskeletal injuries is through .....  
– designing jobs to fit people instead of making people fit the job. It can mean everything from adjusting the height of a desk to buying a new chair or overhauling a production line.
- 2 The Safetytype ergonomic keyboard may look strange, but its makers claim that it can prevent ..... or RSI.
- 3 Visual problems, such as ..... and irritation, are often reported by computer users. Causes of these problems include glare, poor lighting, and focusing the eyes on the screen for a prolonged period.
- 4 Some companies have begun to test ways to ..... and dispose of .....  
For example, Epson Portland sponsored an electronics collection day this year on Earth Day.
- 5 Road safety campaigners say motorists using ..... while driving are six times more likely to crash.
- 6 When a person is spending so much time on the Internet that their lives are affected negatively, they are suffering from .....

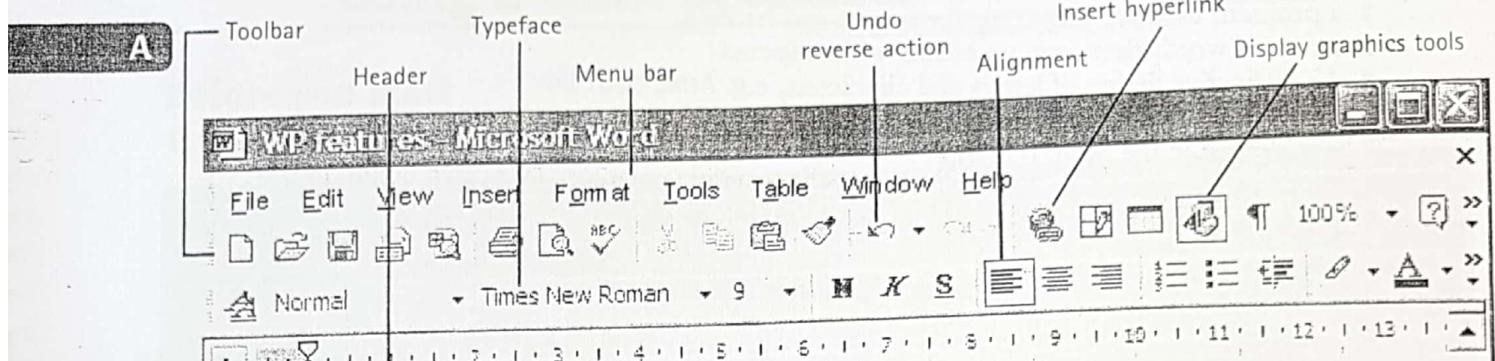
**You and computers**



Imagine you are designing an ICT classroom with 16 networked PCs, Internet access and peripherals. What safety precautions should be taken into account? Use these notes to help you write four tips or suggestions.

- 1 Room conditions (space, desks, chairs, lights and windows)
- 2 Ergonomic devices
- 3 Electrical safety: layout of cables and connectors, hotspots for a wireless network, etc.
- 4 Noticeboards and posters with health and safety recommendations

# UNIT 10 Word processing features



## Word processing

A word processor enables you to create a document, store it electronically on a disk, display it on a screen, modify it by entering commands and characters from the keyboard, and print it on a printer.



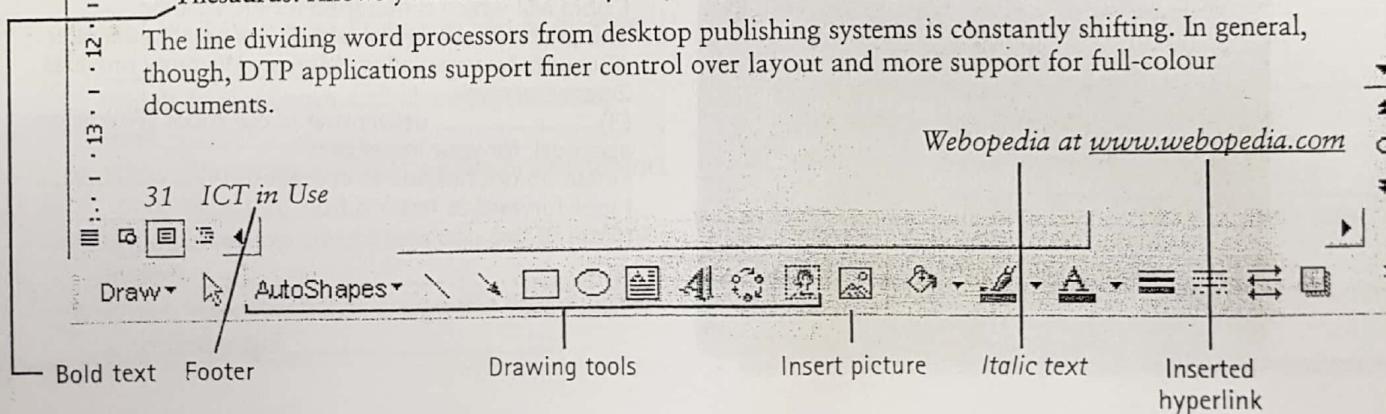
The great advantage of word processing over using a typewriter is that you can make changes without retyping the entire document. If you make a typing mistake, you simply back up the cursor and correct your mistake. If you want to delete a paragraph, you simply remove it, without leaving a trace. It is equally easy to insert a word, sentence or paragraph in the middle of a document.

Word processors usually support these features (and a few others).

- **Cut and paste:** Allows you to remove (cut) a section of text and insert (paste) it somewhere else.
- **Find and replace:** Allows you to direct the word processor to search for a particular word or phrase. You can also direct the word processor to replace one group of characters with another everywhere that the first group appears.
- **Word wrap:** The word processor automatically moves to the next line when you have filled one line with text, and it will readjust text if you change the margins.
- **Print:** Allows you to send a document to a printer to get hard copy.
- **Font specifications:** Allows you to change fonts within a document. For example, you can specify bold, *italics*, and underlining. Most word processors also let you change the font size and the typeface.
- **Graphics:** Allows you to include illustrations and graphs in a document. Some programs let you create the illustrations within the word processor; others let you insert a picture from a different program.
- **Headers, footers and page numbering:** Allows you to specify customized headers and footers that the word processor will put at the top and bottom of every page. The word processor automatically keeps track of page numbers so that the correct number appears on each page.
- **Layout:** Allows you to specify different margins within a single document and to specify various methods for indenting paragraphs – how much space you leave between the margins and the paragraphs.
- **Merge:** Allows you to merge text from one file into another file. This is particularly useful for generating many files that have the same format but different data. Generating mailing labels is the classic example of using merges.
- **Spell checker:** A utility that allows you to check the spelling of words. It will highlight any words that it does not recognize.
- **Thesaurus:** Allows you to search for synonyms without leaving the word processor.

The line dividing word processors from desktop publishing systems is constantly shifting. In general, though, DTP applications support finer control over layout and more support for full-colour documents.

Webopedia at [www.webopedia.com](http://www.webopedia.com)



12.1 Match words from the opposite page with these definitions.

- 1 a program used for preparing documents and letters
- 2 a row of words that open up menus when selected
- 3 the distinctive design of letters and characters, e.g. Arial, Courier
- 4 text printed in the top margin
- 5 text printed in the bottom margin
- 6 the way text is arranged on the page, including margins, paragraph format, columns, etc.
- 7 a function that enables you to combine two files into one

12.2 Label these word processing icons with the correct function.

- a cut and paste    b graphics    c align left    d undo    e insert hyperlink



1 .....

2 .....

3 .....

4 .....

5 .....

12.3 Complete these statements with a term from A opposite.

1 A ..... consists of three elements: typeface, type style and type size; for example **Arial bold at 9 points**.

2 Notice that when you get to the end of each line, Word starts a new line automatically. It moves the word you are typing to a new line when it enters an invisible margin running down the right-hand side of the screen. This feature is called .....

3 ..... and ..... lets you find a word and change it into another word throughout the text.

4 A good ..... program can be used not only to rectify accidental spelling mistakes and typing errors, but also to speed typing input.

5 Many word processors include a ..... so you can look for words with similar meanings.

6 The ..... contains a row of icons that perform particular actions when clicked.

7 ..... a paragraph involves moving your writing in from the margins of the page. For example, a left indent is the distance between the left margin and the text.

### You and computers

Type the letter or copy it from the website to your word processor. Then edit it by making these changes.

1 Use Times New Roman at 10 points.

2 Insert these phrases in the correct places:

- a Yours sincerely
- b if you require any further information
- c Please find enclosed
- d Dear Mr Vázquez
- e We would be pleased to

3 Align the sender's address to the right.

4 Insert this email address below the fax number: mercury@tinyworld.co.uk

5 Change Cobra M2 to italic style and Mercury Warranty to bold style.

6 Insert a company logo and a picture of a robot; you can download them from the Web.

7 Check the spelling.

Mercury Robots  
49 Charles Place  
London SW10 6BA

Phone 020 7385 1541  
Fax 020 7385 1390

Mr Vázquez  
Alonso Cano, 52  
Madrid

(1) .....  
Thank you for your interest in Mercury industrial robots.  
(2) ..... some descriptive leaflets with the technical details of six robots – Cobra and Hercules models. I would like to draw your attention to the Cobra M2 which is designed for arc welding.  
The prices shown in our leaflets are net, but we offer discounts by negotiation. Mercury Warranty provides 2-year coverage.

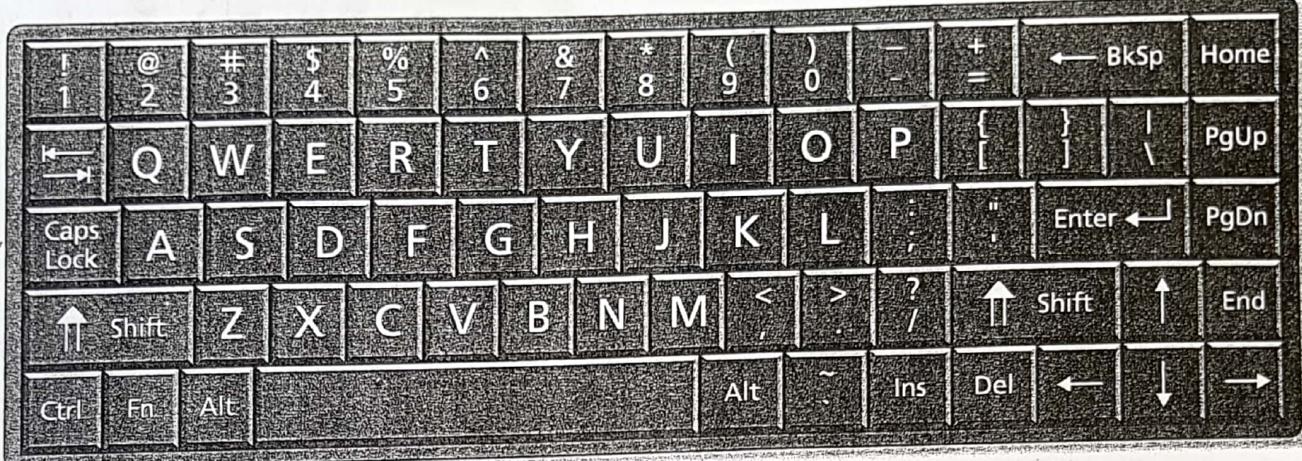
(3) ..... deliver one of our robot systems on approval, for your inspection.  
Please do not hesitate to contact us (4) .....  
I look forward to hearing from you again soon.  
(5) .....

Liz Brown  
Sales Office Manager

# Using a word processor

## Before you start

1 Look at the notebook keyboard below. Answer the questions.



- 1 Which key is between G and J? \_\_\_\_\_
  - 2 Which key is to the left of Y? \_\_\_\_\_
  - 3 Which key lets you type in capital letters?  
\_\_\_\_\_
  - 4 Where are the arrow keys? \_\_\_\_\_
  - 5 Where is the multiplication sign? \_\_\_\_\_
- 2 Work in pairs. Choose a letter or key from the keyboard and describe where it is. Do not say which key you have chosen. Use *next to, above, below, between, on the right/left/top/bottom.*
- 3 Discuss these questions.
- 1 How often do you type letters or documents?
  - 2 Which word-processing program do you use?
  - 3 Which commands do you know?
  - 4 How many different fonts does this question have?
- 5 Find the words in 1–3 that are in bold, in italics, underlined and highlighted.

## Reading

- 4 Look at the table of word-processing tools and commands and their functions. Then answer the questions.
- 1 Which tool checks your spelling?  
\_\_\_\_\_
  - 2 Which edit command removes text or images?  
\_\_\_\_\_
  - 3 Which format command changes the letter size?  
\_\_\_\_\_
  - 4 Which file command opens a file or document?  
\_\_\_\_\_
  - 5 Which insert command lets you put in an image?  
\_\_\_\_\_
  - 6 Which view command shows the document as a printed page?  
\_\_\_\_\_

Close	This command closes the open file.
Copy	This editing command copies any highlighted text or images and keeps it in memory. We say anything copied is on the clipboard.
Cut	This editing command deletes any highlighted text or image.
Font	Formats, or changes, the type style and size of the characters.
Full Screen	This view command makes the open document cover all of the screen. This also hides the menu bar and the toolbar so that you cannot see them. The menu bar shows commands and tools in words; the toolbar shows them with icons.
Language	This tool opens a thesaurus to help you find synonyms and antonyms (similar and opposite words).
Open	Opens a file from one of the computer's drives.
Paragraph	Formats the paragraph settings to change the way the paragraph looks.
Paste	This editing command puts anything that is on the clipboard onto the screen.
Picture	Inserts a picture or image into your document.
Print Layout	Views the open document as it will look when it is printed.
Save	Saves the open file or document.
Save As	Saves the file to another location, with another name or in a different format.
Spelling and Grammar	This tool checks the document or any highlighted text for spelling and grammar errors.
Symbol	You can insert many special characters with this command.
Undo	This editing tool cancels the last command. It does not work with every command.

- 5 Write the commands and tools from the table under the correct heading.

<u>File</u>	<u>Edit</u>	<u>View</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<u>Insert</u>	<u>Format</u>	<u>Tools</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 6 Match the first part of the sentence (1–6) with the second part (a–f).

- 1 Typing letters with a word processor
  - 2 Many companies need people
  - 3 I can learn a lot of new words
  - 4 People usually type business letters
  - 5 Check your spelling and grammar
  - 6 If you cut a sentence out by mistake,
- a in the Times New Roman font.  
 b by using the thesaurus.  
 c before you print out your document.  
 d who can use a word processor.  
 e try clicking the undo button.  
 f is easier and quicker than writing by hand.

## Vocabulary

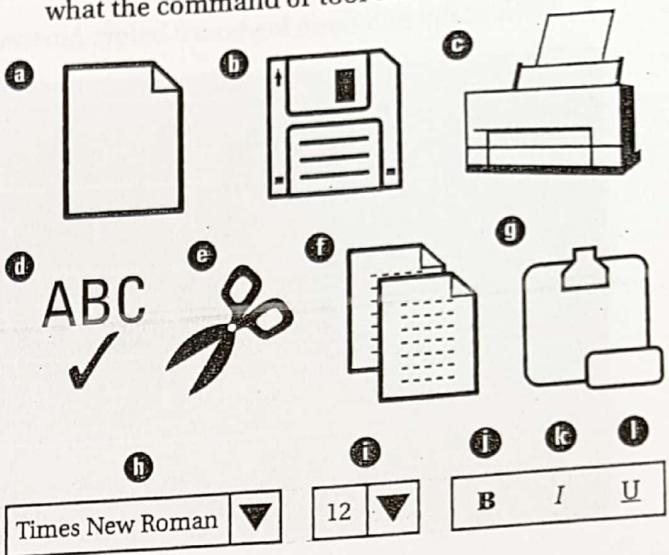
- 7 Complete the sentences with words from the box.

character ■ clipboard ■ fonts ■ format  
 locations ■ menu bar ■ settings ■ toolbar

- 1 When you copy text, it stays on the \_\_\_\_\_ until you want to paste it.
- 2 Change the paragraph \_\_\_\_\_ if you want bigger spaces between the lines.
- 3 Each word on the \_\_\_\_\_ contains a list of commands and tools.
- 4 Most of the icons on the \_\_\_\_\_ are also in words in the menu bar.
- 5 You can save a file in many different \_\_\_\_\_ in your computer.
- 6 MS Word has about a hundred different \_\_\_\_\_ for you to choose from.
- 7 A word processor lets you \_\_\_\_\_ a paragraph as well as the font.
- 8 If the \_\_\_\_\_ you want is not on the keyboard, look in the Symbol command.

## Speaking

- 8 Match the icons (a–l) with the words (1–12). Say what the command or tool does.



- |                |                          |                 |                          |
|----------------|--------------------------|-----------------|--------------------------|
| 1 scissors     | <input type="checkbox"/> | 7 size          | <input type="checkbox"/> |
| 2 floppy disk  | <input type="checkbox"/> | 8 two documents | <input type="checkbox"/> |
| 3 ABC-check    | <input type="checkbox"/> | 9 underline     | <input type="checkbox"/> |
| 4 italic       | <input type="checkbox"/> | 10 printer      | <input type="checkbox"/> |
| 5 font         | <input type="checkbox"/> | 11 clipboard    | <input type="checkbox"/> |
| 6 new document | <input type="checkbox"/> | 12 bold         | <input type="checkbox"/> |

- A What's f?  
 B It's a picture of two documents.  
 A What does it do?  
 B It copies text or images onto the clipboard. / It lets you copy text or images onto the clipboard.

## Writing

- 9 Practise your typing! Type a paragraph of any English text that is new to you using a word-processing program. Do the following:

- format the verbs in bold
- put nouns in italics
- underline any adjectives
- use the thesaurus to check any words you do not know
- change the font and the font size for each sentence
- use the spell check to check your work.

Then print your document.

### Get real

Go to the menu bar and look at File, Edit, View, Insert, Format and Tools. Find out the function of two other commands or tools and use them in your document from Exercise 9. Report back to the class and make a class file of the new commands and tools.

# Word processing: for and against

## Before you start

- 1 Work in pairs and discuss the questions.
- 1 Do you like writing by hand? Why?/Why not?
  - 2 Have you ever used a typewriter or word processor? Which word processor?
  - 3 What are the differences between handwriting, typing and word processing?

## Reading

- 2 Read the text and underline the advantages of word processing in the first paragraph and the disadvantages in the second. Write the number of each.

Advantages  Disadvantages

### The case **for** and **against** WORD PROCESSING

People use word processors for writing all kinds of documents, such as letters, school papers and reports. Word processors have many advantages over handwriting and **manual** typewriters. Word processing is faster and easier than writing by hand and you can store documents on your computer, which you cannot usually do on a typewriter. This makes it easier to review and rewrite your documents. You have more formatting choices with a **word processor**, and the spelling, grammar and language tools are useful, too. You can also print copies of your documents, which look neater than handwritten ones. Many language students use word processors to improve their writing skills and because they help them feel proud of their work.

Word processors do have disadvantages, however. First, it is not easy to read long documents on a computer screen. Second, sometimes the printer does not print an exact copy of what you see on the screen. Not all word processors can read each other's files, which is another disadvantage. Finally, word processors do not always work well with e-mail. If you paste a word-processed letter into an e-mail it may lose a lot of its formatting. Many people use a **text editor** for the Internet, which is similar to a word processor but has fewer formatting **features** and cannot use graphics. Text editors, such as Notepad, use a simple **coding system** called **ASCII** (American Standard Code for Information Interchange), as does e-mail.

- 3 Decide if the sentences are true (T) or false (F).

- 1 You can store letters on a manual typewriter. T/F
- 2 You can change your documents easily on a word processor. T/F
- 3 Printed documents look better than handwriting. T/F
- 4 Improving your writing is more difficult with a word processor. T/F
- 5 Word processors work well with e-mail. T/F

## Vocabulary

- 4 Match the **highlighted** words and phrases in the text with the definitions (1–6).

- 1 by hand, not electronic \_\_\_\_\_
- 2 the way a program organizes data \_\_\_\_\_
- 3 a program used for simple text files \_\_\_\_\_
- 4 the code that e-mail uses \_\_\_\_\_
- 5 things that a program has, or can do \_\_\_\_\_
- 6 a program used for text and graphics \_\_\_\_\_

## Speaking

- 5 Work in groups. Which of these documents would you write by hand and which on a word processor? Say why.

- a formal letter ■ an informal letter
- an invitation to a party ■ a birthday card
- a shopping list ■ an application form
- a note to your teacher/friend/father
- a school report ■ a 'for sale' notice

## Writing

- 6 Write a short paragraph about some of the advantages of writing with pen and paper. Use the following ideas to help you. Add any other ideas you may have.

- pen and paper – cheap
- you can write anywhere (don't need electricity)
- don't need to learn to type
- handwritten letters – friendlier & more personal

## Get real

Take your paragraph from Exercise 6. Type it into the word processor on the computer you use. Change or add some formatting features, such as the font, bold, italic or underline. Copy and paste the formatted letter into a text editor such as Notepad. Report back to the class on which formatted features did not appear.

# Storing data

## Before you start

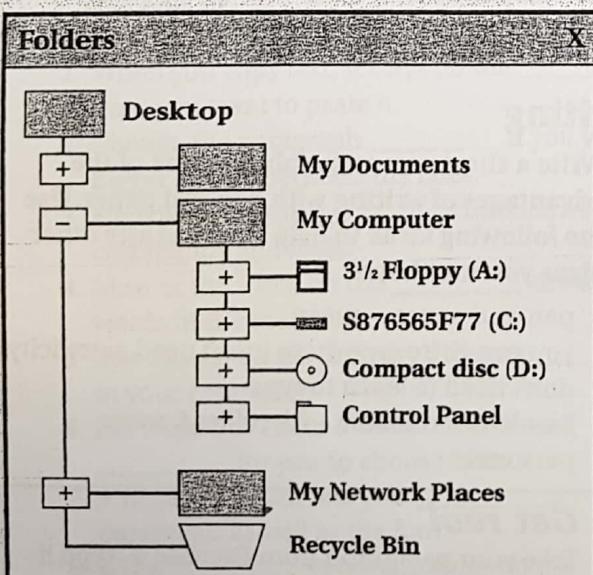
- 1 What information can you store on a computer?  
Where can you store your documents or files?

## Reading

- 2 Read the text quickly. Write the number of the paragraph that tells you about:

- a computer directories   
b organizing personal files   
c where you can store data

- 1 Computers store letters, reports, pictures, music and video as data. You can store data on floppy disks but they are too small to hold most pictures or videos. You can store these on a CD-ROM but you need a CD-re-writer to copy the data. People often use portable removable disks, which can store up to one gigabyte of data and do not need any expensive hardware. Most computer owners store their data on the hard disk but because computers can crash, they often use other disks to make back-up copies.
- 2 Computers store program files on the hard disk, which is usually the C: drive in the Windows OS (operating system) or the Macintosh Hard Disk in Apple computers. Computers store program files in folders and organize these folders in a directory (see below). The plus sign (+) means that the folder contains other folders or files. Clicking the plus sign next to the icon opens the other folders and files in it. Clicking the minus (-) sign closes the folder.



- 3 It is important to organize your files. Windows has a folder called My Documents to help you do this. It contains other folders called My Music, My eBooks, My Videos and My Pictures. Saving files on your hard disk without any order makes them difficult to find.

- 3 Write short answers to these questions.

1 Name four ways you can store computer data.

a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_  
d \_\_\_\_\_

2 Name the open folder in the diagram.

3 How many folders are in My Computer in the diagram? \_\_\_\_\_

4 What is the hard disk called in Apple Macintosh computers? \_\_\_\_\_

5 Where will you find My Videos in the Windows OS? \_\_\_\_\_

- 4 Match the questions (1–5) with the answers (a–e).

- 1 Why can't a floppy disk store videos? a Portable data storage disks.  
2 What are removable disks? b Other folders or files appear.  
3 Where do computers store program files? c So that you can find them easily.  
4 Why do you need to organize your files? d On the hard disk.  
5 What happens if you click the plus sign? e Because it can't hold a lot of data.

## Vocabulary

- 5 Find the words in the text that mean:

1 computer information (paragraph 1)

2 when computers stop working (1) \_\_\_\_\_

3 a second copy of a file (1) \_\_\_\_\_

4 to put in neat order (2) \_\_\_\_\_

5 a list (2) \_\_\_\_\_

## Speaking

- 6 Work in pairs. Look at the files below. How would you organize them so that you can find them easily? Add more files to the list.

music files ■ history essays ■ games  
■ pictures of my friends ■ videos  
■ photos of my family ■ my science reports  
■ letters to my friends ■ letters to my family  
■ my English language lessons  
■ desktop pictures ■ screen savers

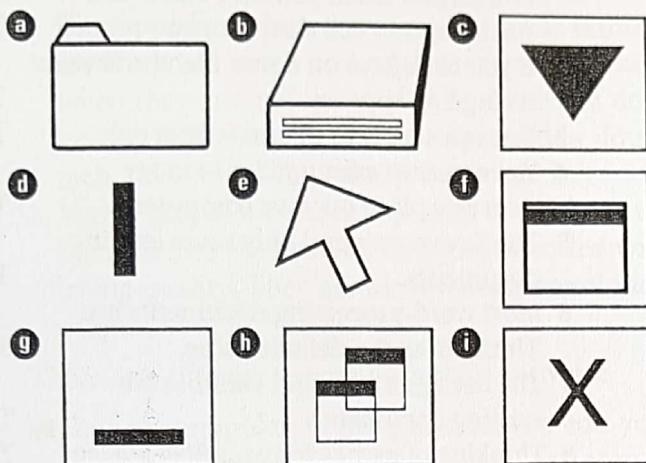
## Get real

Ask people in your family or your friends' families who have their own computers how they organize their personal files. Ask them what categories they use and how they decide what files go into each category. Make a class list of the types of data they store.

# Creating a folder

## Before you start

- 1 Match the icons (a–i) with the words (1–9) below.



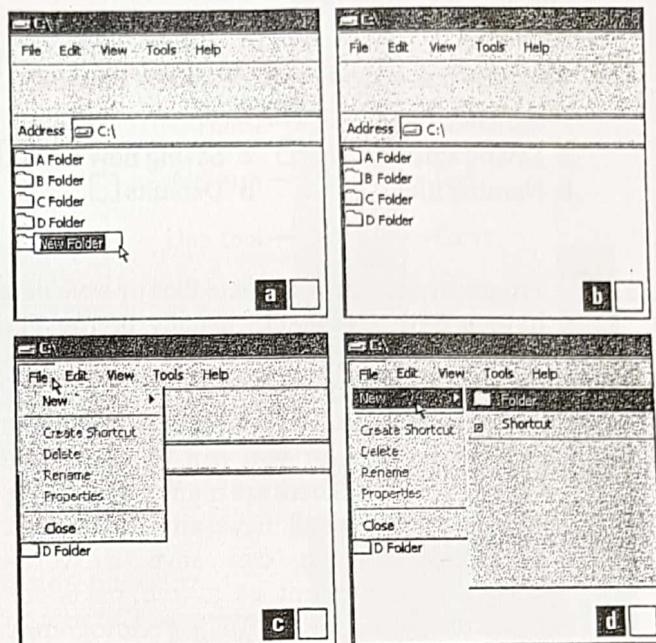
- 1 pointer  2 cursor  3 C: drive icon   
4 folder  5 close  6 drop-down menu   
7 minimize  8 maximize  9 restore

## Reading

- 2 Read the text quickly. What do you use from Exercise 1 to make a folder?

- 1 To make a new folder in the Windows OS, go to the Desktop, find the My Computer icon with the pointer and double-click it using the left mouse button. The My Computer window appears, showing the different drives. Maximize the screen if necessary.
- 2 Double-click the C: drive icon. The C: drive window appears showing the folders in your C: drive, either in a row or in a list.
- 3 Move the pointer to the menu bar. Click on File and a drop-down menu appears. You can only click the words New or Close.
- 4 Move the pointer to the word New. Another menu appears with Folder at the top of the list.
- 5 Click on Folder. This creates a new folder that appears at the end of the list of folders on the C: drive. The words New Folder are highlighted. The cursor also flashes on and off to show you where to type.
- 6 Click on New Folder and type the name you want in the box. This can be up to 250 characters long, but you cannot use the characters '\ / : \* ? " <> |' in your folder name.
- 7 Click anywhere on the window to see your new folder name. If you do not click on the window, you will save your new folder as New Folder, not with the name you want.
- 8 Close the window.
- 9 Your new folder is now listed in the C: drive in alphabetical order.

- 3 Match the diagrams (a–d) with the instruction numbers from Exercise 2.



## Vocabulary

- 4 Complete the sentences with words from Exercise 1.

- 1 Double-click the \_\_\_\_\_ to view a list of folders and files.
- 2 You will find the Undo command in the Edit \_\_\_\_\_ menu.
- 3 The \_\_\_\_\_ shows you where to type on the screen.
- 4 The mouse controls both the \_\_\_\_\_ and the cursor.
- 5 If you click \_\_\_\_\_, the window will cover all of the computer screen.
- 6 Clicking \_\_\_\_\_ changes the size and location of the window.

## Writing

- 5 Write down the instructions you need to operate one of the following:

a mobile phone ■ a tape recorder ■ a camera ■ a video recorder ■ a CD/cassette player

## Get real

Imagine that your class is going to store all the information from your English lessons on computer, so that any student can use it. How could you organize the information into folders (e.g. grammar) and files (e.g. the present simple)? Create a list of folders and files, and name them all.

# Saving files

## Before you start

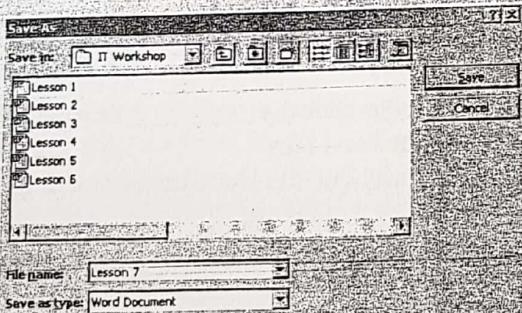
1 How is it possible to lose files on a computer?

## Reading

2 Read the text quickly and match the headings (a-e) with the paragraphs (1-5).

- a Saving existing files  c Saving new files   
b Naming files  d Defaults

Programs that let you create files or save data have a **Save** command, usually in the **File** menu. When you save a new file, the **Save As** dialog box appears (see below). You can let the computer decide the location, the file name and the format, or you can choose these settings yourself. There are many different file formats and they all have advantages and disadvantages. You can save a word-processing document as a web page, for example, or you can save **digital** photographs in a JPEG format, a TIFF format or many others.



2 The **Save As** command is the **default** command for any new document so the **Save As** dialog box appears even if you click **Save**. If you do not give a new document a file name in a word-processing program, the file name will usually default to the first line in the document. The default file name in graphics programs is usually '**Untitled**'.

3 If you work on an **existing** file and want to save changes, click **Save**, not **Save As**. You can use **Save As** to save an existing file in a different location, for example, in another drive or folder (using **Save in**), with a new name (using **File name**) or in a different format (using **Save as type**).

4 Having different folders helps you organize your files, but naming all the different files in one folder is not always easy. You should give files names that describe exactly what they contain so that you can find them easily.

3 Decide if the sentences are true (T) or false (F).

- 1 If you do not choose a location, a name, or a format when you save a new file, the computer will do it for you. T/F  
2 If you click **Save** on a new file, the **Save As** dialog box appears. T/F  
3 You can save files in one format only. T/F  
4 You can save existing files in more than one place on your computer. T/F  
5 The **Save** command only saves existing documents. T/F  
6 Most word-processing documents use '**Untitled**' as the default name. T/F  
7 The **Save As** command cannot save existing documents. T/F  
8 Thinking of names for your files is easy. T/F

## Vocabulary

4 Complete the sentences (1-6) with the **highlighted** words and phrases in the text.

- 1 You can make back-up copies of \_\_\_\_\_ files on a floppy disk by using **Save As**.  
2 I need a \_\_\_\_\_ camera because I want to save my pictures on my computer.  
3 Graphics programs save files without names as \_\_\_\_\_ by default.  
4 Clicking \_\_\_\_\_ will let you go to the A: drive, C: drive or D: drive.  
5 Programs have \_\_\_\_\_ settings for all kinds of functions.  
6 Click \_\_\_\_\_ in the **Save As** dialog box to change the file format.

## Speaking

5 Work in pairs. Bring to your class six photographs of your family, friends, city or pets that you would like to store on your computer. Decide on file names to give them. Use the most important part of the photograph, but try to keep the names short.

*I'd call this file 'Dad Sleeping 50', because I took the picture on his 50th birthday and he's sleeping in a chair.*

*I wouldn't call this 'Picture 27' because the file name doesn't describe the picture.*

## Get real

Type **Photographs** in your search engine. Visit at least three websites that contain photographs or other visual images. Look at the categories that the sites use to group their photographs. Report back to class to say what each category contains. Write up the category list for your next class.

# UNIT 11 Graphics and design

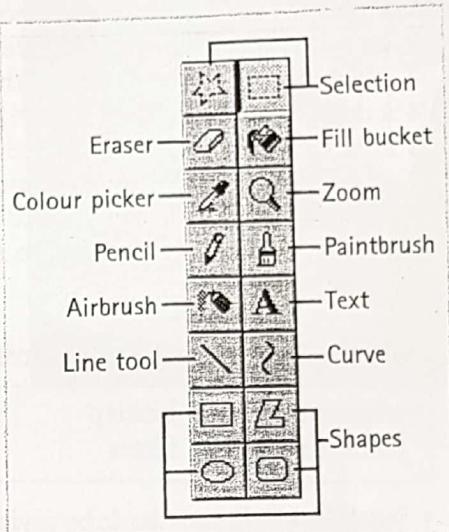
## A Types of graphics software

Computer graphics are pictures created, changed or processed by computers. There are two categories.

- 1 Bitmapped graphics represent images as bitmaps; they are stored as pixels and can become a bit distorted when they are manipulated. The density of dots, known as the resolution and expressed in dots per inch, determines how sharp the image is.
- 2 Vector graphics represent images as mathematical formulae, so they can be changed or scaled without losing quality. They are ideal for high-resolution output.

There are different types of graphics software.

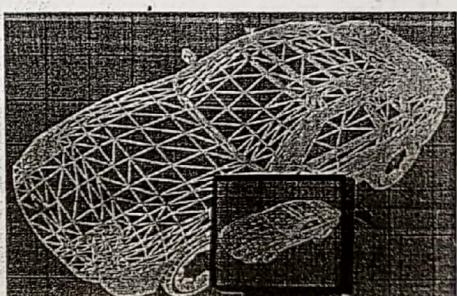
- Image manipulation programs let you edit your favourite images. For example, you can scan a picture into your PC or transfer a photo from your camera and then add different effects, or filters.
- Painting and drawing programs, also called illustration packages, offer facilities for freehand drawing, with a wide choice of pens and brushes, colours and patterns. One example is *Windows Paint*.
- Business graphics programs, also called presentation software, let you create pie charts, bar charts and line graphs of all kinds for slide shows and reports. You can import data from a database or spreadsheet to generate the graphs.
- Computer-aided design (CAD) is used by engineers and architects to design everything from cars and planes to buildings and furniture. First they make a wireframe, a drawing with edges and contour lines. Then if they want to colour the objects and add texture, they create a surface for the object; this is called 'filling the surface'. Finally, the design is rendered to make the object look realistic. Rendering is a process that adds realism to graphics by using shading, light sources and reflections.
- Desktop publishing (DTP) is based around a page layout program, which lets you import text from a word processor, clip-art (ready-made pictures) from graphics packages, and images from scanners or cameras, and arrange them all on a page. It is used to design and publish books, newspapers, posters, advertisements, etc.
- Digital art, or computer art, is done with applets that use mathematical formulae to create beautiful bright shapes called fractals. A fractal is a geometrical figure with special properties, e.g. the Koch snowflake or the Mandelbrot set. Fractals can also be used to model real objects like clouds, coastlines or landscapes.
- Computer animation uses graphics programs (e.g. digital cartooning systems) to create or edit moving pictures. Each image in a sequence of images is called a 'frame'.
- Geographic information systems (GIS) allow cartographers to create detailed maps.



Windows Paint Toolbox



The original photo has been processed with Adobe Photoshop using effects filters



3D wireframe drawing

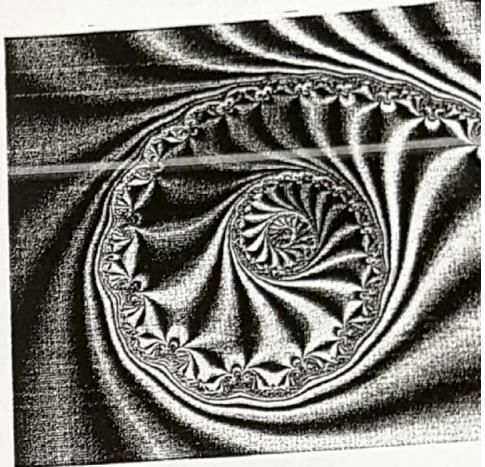
14.1 Read A opposite and decide which type of graphics software is best for these users.

- 1 a person who wants to edit photos at home
- 2 an economist who wants to present statistics in a form that can be easily understood
- 3 engineers who need to design the interior and exterior of a new aeroplane
- 4 a company which needs to design and publish a magazine
- 5 an artist who wants to produce illustrations and freehand drawings for a book
- 6 an organization that needs to make maps and 3D virtual models of the surface of the Earth
- 7 computer animators who make movies like *Toy Story* and *Shrek*
- 8 a mathematician who wants to make fractal shapes of natural phenomena

14.2 Complete the sentences with words from the box.

wireframe rendering	bitmap filters	fractals clip-art
---------------------	----------------	-------------------

- 1 Painting programs work by giving a colour to each pixel in an image, creating a ..... Unlike vector graphics, the image is a single layer, so once something is painted, it becomes part of the whole picture.
- 2 In painting programs and image editors, ..... are special effects that can be applied to a picture, including drop shadows, textures, distortions, etc.
- 3 The ..... model is the simplest interpretation of a true three-dimensional object. Here the object is represented by its edges and contours and is therefore similar in form to a normal engineering drawing or sketch.
- 4 ..... adds textures to each surface, and generates realistic reflections, shadows and highlights.
- 5 Most illustration packages come with a bundle of resources that include ready-made ..... images and a selection of fonts.
- 6 ..... are geometrical patterns that are repeated at a small scale to generate irregular shapes, some of which are similar to objects in nature.



Example of a fractal

14.3 Look at the *Windows Paint* toolbox opposite and find the tools that match these definitions.

- 1 This is like a magnifying glass which changes your view of a drawing.
- 2 This brush lets you paint in different shapes and patterns.
- 3 This is used to draw curves in different thicknesses.
- 4 This rubs out the part of the picture you drag it over.
- 5 This tool lets you pick a colour from an area of an image, instead of choosing the colour from the colour palette.
- 6 This tool is used to fill a shape with a colour of your choice.
- 7 This makes straight lines.
- 8 This basic tool is used to draw freehand, i.e. to draw free-form shapes.
- 9 This group of tools is used for drawing shapes: rectangles, ellipses and polygons.
- 10 This produces individual pixels of colour in a spray pattern.
- 11 These tools let you make rectangular or freehand selections around the things you want to select.
- 12 This is used to type text.

### You and computers



- 1 Write about two possible applications of using computer graphics in business.
- 2 Can you think of one advantage of using computer graphics in the car industry?
- 3 You probably have a paint program at home; describe what you do with it.

# UNIT 12 Internet security

## A

### Internet crime

The Internet provides a wide variety of opportunities for communication and development, but unfortunately it also has its dark side.

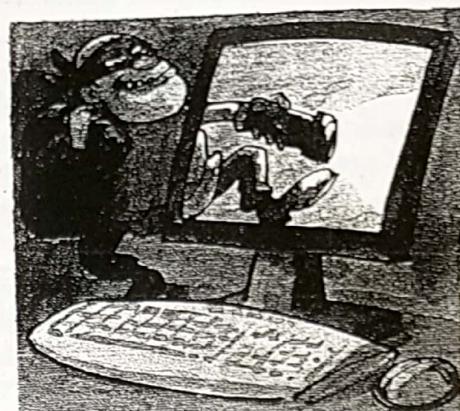
Crackers, or black-hat hackers, are computer criminals who use technology to perform a variety of crimes: virus propagation, fraud, intellectual property theft, etc.

Internet-based crimes include scam, email fraud to obtain money or valuables, and phishing, bank fraud, to get banking information such as passwords of Internet bank accounts or credit card details. Both crimes use emails or websites that look like those of real organizations.

Due to its anonymity, the Internet also provides the right environment for cyberstalking, online harassment or abuse, mainly in chat rooms or newsgroups.

Piracy, the illegal copying and distribution of copyrighted software, information, music and video files, is widespread.

But by far the most common type of crime involves malware.



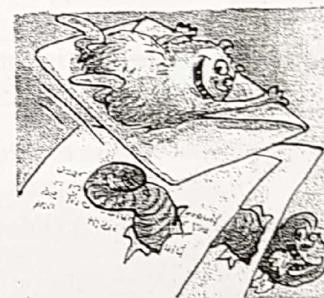
Crackers are a new type of criminal

## B

### Malware: viruses, worms, trojans and spyware

Malware (malicious software) is software created to damage or alter the computer data or its operations. These are the main types.

- Viruses are programs that spread by attaching themselves to executable files or documents. When the infected program is run, the virus propagates to other files or programs on the computer. Some viruses are designed to work at a particular time or on a specific date, e.g. on Friday 13<sup>th</sup>. An email virus spreads by sending a copy of itself to everyone in an email address book.
- Worms are self-copying programs that have the capacity to move from one computer to another without human help, by exploiting security flaws in computer networks. Worms are self-contained and don't need to be attached to a document or program the way viruses do.
- Trojan horses are malicious programs disguised as innocent-looking files or embedded within legitimate software. Once they are activated, they may affect the computer in a variety of ways: some are just annoying, others are more ominous, creating a backdoor to the computer which can be used to collect stored data. They don't copy themselves or reproduce by infecting other files.
- Spyware, software designed to collect information from computers for commercial or criminal purposes, is another example of malicious software. It usually comes hidden in fake freeware or shareware applications downloadable from the Internet.



An email virus spreads through an email address book

## C

### Preventative tips

- Don't open email attachments from unknown people; always take note of the file extension.
- Run and update antivirus programs, e.g. virus scanners.
- Install a firewall, a program designed to prevent spyware from gaining access to the internal network.
- Make backup copies of your files regularly.
- Don't accept files from high-risk sources.
- Use a digital certificate, an electronic way of proving your identity, when you are doing business on the Internet. Avoid giving credit card numbers.
- Don't believe everything you read on the Net. Have a suspicious attitude toward its contents.

**26.1** Identify the Internet crimes sentences (1–6) refer to. Then match them with the advice below (a–f).

- 1 Crackers try to find a way to copy the latest game or computer program.
  - 2 A study has revealed that half a million people will automatically open an email they believe to be from their bank and happily send off all their security details.
  - 3 This software's danger is hidden behind an attractive appearance. That's why it is often wrapped in attractive packages promising photos of celebrities like Anna Kournikova or Jennifer Lopez.
  - 4 There is a particular danger in Internet commerce and emails. Many people believe they have been offered a special gift only to find out later they have been deceived.
  - 5 'Nimda' spreads by sending infected emails and is also able to infect websites, so when a user visits a compromised website, the browser can infect the computer.
  - 6 Every day, millions of children spend time in Internet chat rooms talking to strangers. But what many of them don't realize is that some of the surfers chatting with them may be sexual predators.
- a People shouldn't buy cracked software or download music illegally from the Internet.  
b Be suspicious of wonderful offers. Don't buy if you aren't sure.  
c It's dangerous to give personal information to people you contact in chat rooms.  
d Don't open attachments from people you don't know even if the subject looks attractive.  
e Scan your email and be careful about which websites you visit.  
f Check with your bank before sending information.

**26.2** Fill in the gaps in these security tips with words from the box.

digital certificate    malware    virus    scanner    spyware    firewall    antivirus

Malicious software,  
(1) ..... can be avoided  
by following some basic rules.

To prevent crackers from breaking  
into your internal network and  
obtaining your data, install a  
(3) ..... It will protect  
you from (4) .....

Internet users who like cybershopping  
should get a (2) .....  
..... an electronic  
identity card.

If you have been hit by a  
(5) ..... don't panic!  
Download a clean-up utility and  
always remember to use an  
(6) ..... program, for  
example, a virus (7) .....

### You and computers

- 1 What do you do to prevent computer infections?
- 2 Do you keep your virus protection updated? The Internet has lots of websites where you can get free advice and software. What should you do to improve your computer security?



# Writing e-mails

## Before you start

- 1 Which of these things do you do with e-mail and which do you do with letters? Compare your answers with another student.

write a subject ■ send copies ■ write an address  
■ add attachments ■ sign in ■ sign your name  
■ go to your inbox ■ use a post box  
■ click on a name

- 2 E-mails, like letters, should have a start and an end. Which phrases usually start a message and which end one? Write S (start) or E (end) next to the phrase.

- 1 Yours sincerely, \_\_\_\_\_
- 2 Love and kisses to all. \_\_\_\_\_
- 3 Dear Sir or Madam, \_\_\_\_\_
- 4 Thanks for your e-mail. \_\_\_\_\_
- 5 Give my regards to your family. \_\_\_\_\_
- 6 Good to hear from you. \_\_\_\_\_

Which are formal (F)? Which are informal (I)?  
Write F or I.

- 3 Write these messages in the correct order. Which are formal and which are informal?

- 1 e-mail 21st your August. I to refer dated
- 2 your I e-mail thanks. yesterday, got
- 3 you. can't I see wait to
- 4 seeing look to you. forward I
- 5 me a Give if you need ring me.
- 6 require call if assistance. Please you

## Reading/Speaking

- 4 Work in pairs, A and B. Each of you has a box of commands and fields and a diagram of a typical e-mail Compose window with some of the commands and fields missing. You also have information about the commands and fields in your diagram.

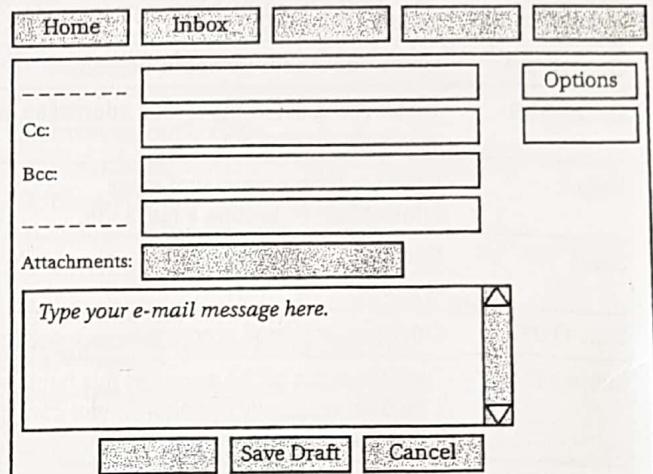
- Look at your tables and diagrams before you start the activity.
- Take it in turns to ask and answer questions about your missing commands and fields.
- Write them in the spaces on your diagram.  
**A:** Start at the top of the next column.  
**B:** Start on page 15.

## Student A

Find out where to write the command or field in the box by asking questions like these:

*Where is the Compose command? What does it do?  
Where is the To: field? What do I type?*

**Command:** Compose Sign Out Help  
Send Add/Edit Attachments Contacts  
**Field:** To: Subject:



Now use your table to answer Student B's questions. Give answers like these:

*The Home command is the first one top left. It takes you back to ...*

*The Bcc: field is the third one. You type ...*

Command / Field	Information
Bcc: (blind carbon copy)	Type an address in this field to send a Bcc:. The person you send the e-mail to does not know who gets a Bcc:. You do not have to send a Bcc: – it is optional.
Cancel	Stops the computer sending the e-mail.
Cc: (carbon copy)	Type the address of the person you want to send a copy to. To send multiple copies, type in other e-mail addresses. Separate the addresses with a comma (,). This field is optional.
Home	Takes you back to the opening page of the e-mail program.
Inbox	Takes you to your inbox where you can see your list of messages.
Options	Gives you a number of choices about your e-mail, e.g. changing your password or stopping spam.
Save Draft	Opens your Draft folder to save an unfinished e-mail.

## Student B

Student A will ask you questions about his/her missing commands and fields. Use the table below to give answers like these:

The Compose command is the third box. It gives you a new screen ...

The To: field is the top field. You type ...

Command /Field	Information
Add/Edit Attachments	Opens a window so you can attach files to your e-mail.
Compose	Gives you a new Compose screen.
Contacts	Gives you a list of the e-mail addresses in your e-mail program.
Help	Opens a Help screen that gives information on writing a message.
Send	Sends your e-mail message to the recipient.
Sign Out	Closes your e-mail program.
Subject:	Type the topic of the e-mail in this field. This field is usually optional so you can leave it empty.
To:	Type the address of the person you are sending the e-mail to (the recipient) in this field. If you use the Contacts list, you can just click on a name.

Now complete your diagram by asking Student A about the missing commands and fields in your table. Use questions like these:

Where is the Home command? What does it do?

Where is the Bcc: field? What do I type?

**Command:** Home Inbox Options

Save Draft Cancel

**Field:** Bcc: Cc:

The diagram shows a simplified representation of an e-mail application window. At the top, there are several buttons: 'Compose' (highlighted in grey), 'Contacts', 'Sign Out', 'Help', and 'Attachments'. Below these are fields for 'To:' (with three dashed lines indicating multiple entries), 'Subject:', and 'Attachments' (with a button for 'Add/Edit Attachments'). A large central area is labeled 'Type your e-mail message here.' At the bottom, there are three buttons: 'Send', 'Cancel', and another unlabelled button.

## 5 Match the questions (1–5) with the answers (a–e).

- 1 I want to send Katrina a copy of my e-mail to Petr, but I don't want Petr to know I sent her a copy. What do I do?  
a Sure. You can send multiple copies by typing all the e-mail addresses in the Cc: field.
- 2 Can I invite all of my friends to my party by e-mail?  
b Click on the Add/Edit Attachments command and attach the file to the e-mail.
- 3 I got a message telling me the Subject Field is empty. Do I have to type anything?  
c No. That field is optional in your e-mail program. You don't have to complete it.
- 4 Petr saw me type in my password. Now I'm worried he can read my e-mail. What can I do?  
d Use Bcc:. This field means that the recipient doesn't know who has received a copy.
- 5 I'd like to send a photograph of my birthday party to grandpa. What do I do?  
e Click on the Options command and change it from there.

## Vocabulary

### 6 Match the words and phrases (1–9) from the texts with the definitions (a–i).

- |               |  |
|---------------|--|
| 1 recipient   | a a copy of your e-mail                                |
| 2 field       | b an unfinished document, e.g. an e-mail to send later |
| 3 multiple    | c a secret word  |
| 4 password    | d the topic or heading of an e-mail                    |
| 5 draft       | e something you can choose to do or not do             |
| 6 optional    | f the person who receives the e-mail message           |
| 7 carbon copy | g with nothing inside                                  |
| 8 subject     | h a text box where you type words or data              |
| 9 empty       | i more than one  |

## Writing

- 7 Go to your e-mail program and send an e-mail about your English lessons to some of your friends using Cc:. Think of a title or heading for your e-mail and type it in the subject field. Send a Bcc: to your teacher.

## Get real

Go to the Options window in your e-mail program and choose some features to change on your e-mail. Report back to class on the changes you made and why you made them.

# The Internet

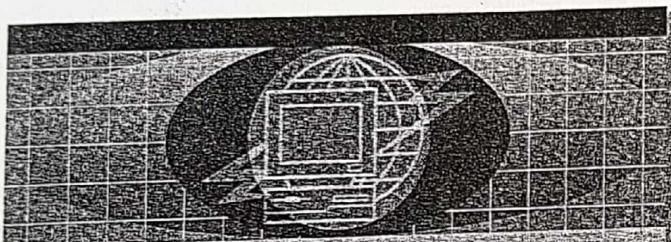
## Before you start

- 1 Have you ever surfed the Internet? Which websites did you visit?

## Reading

- 2 Read the article. Decide if the sentences are true (T) or false (F).

- |   |     |
|---|-----|
| 1 The Internet first started in the USA.              | T/F |
| 2 The Internet and the WWW are different.             | T/F |
| 3 Berners-Lee invented the Internet.                  | T/F |
| 4 One file on the WWW can have two or more addresses. | T/F |
| 5 There are 40 million Internet users today.          | T/F |



THE INTERNET originated in the early 1970s when the United States wanted to make sure that people could communicate after a nuclear war. This needed a free and independent communication network without a centre and it led to a **network** of computers that could send each other e-mail through **cyberspace**.

Tim Berners-Lee invented the World Wide Web (WWW) when he discovered a way to jump to different files on his computer using the **random**, or unplanned, links between them. He then wrote a simple coding system, called HTML (Hyper Text Markup Language), to **create** links to files on any computer connected to the network. This was possible because each file had an individual address, or URL (Uniform Resource Locator). He then used a set of **transfer** rules, called HTTP (Hyper Text Transfer Protocol), to link Web files together across the Internet. Berners-Lee also invented the world's first browser. This lets you locate and view Web pages and also **navigate** from one link to another.

The WWW became available to everyone in 1991 and the number of Internet users grew from 600,000 to 40 million in five years. Today, that number is much larger and there are now many browsers that provide Web pages, information and other services. You can also do research, download music files, play **interactive** games, shop, talk in chat rooms and send and receive e-mail on the WWW.

- 3 Find the correct word or abbreviation in the text.

- 1 an address for Web pages \_\_\_\_\_
- 2 a coding system that creates links \_\_\_\_\_
- 3 this finds and shows Web pages \_\_\_\_\_
- 4 rules for transferring files \_\_\_\_\_
- 5 a group of computers joined together \_\_\_\_\_

## Vocabulary

- 4 Match the groups of verbs below with their general meaning from the box.

move ■ make, start ■ join ■ look at ■ find

- 1 browse, surf, view \_\_\_\_\_
- 2 download, navigate, transfer \_\_\_\_\_
- 3 connect, link \_\_\_\_\_
- 4 discover, locate \_\_\_\_\_
- 5 originate, create, invent \_\_\_\_\_

- 5 Complete the sentences (1–7) with the **highlighted** words from the text.

- 1 Some people spend too much time playing \_\_\_\_\_ games on the Internet.
- 2 You can sometimes have a computer \_\_\_\_\_ that is not connected to the Internet.
- 3 It is easy to \_\_\_\_\_ around a screen with a mouse.
- 4 Berners-Lee discovered how to \_\_\_\_\_ links between computers in new ways.
- 5 Some people surf the Internet at \_\_\_\_\_ just to see what they can find.
- 6 People use the Internet to \_\_\_\_\_ information from one place to another.
- 7 When you surf the Internet, you are travelling in \_\_\_\_\_.

## Speaking

- 6 Work in groups. Say which of the following ideas about the Internet are good or bad.

independent ■ world wide ■ cheap to use ■ expensive to buy computers ■ the information may not be true or correct ■ spend too much time playing games ■ talking in chat rooms ■ make new friends ■ visit many interesting websites ■ wait for a long time to download Web pages

## Get real

Use a browser to surf the Internet at random. Find five interesting websites to tell the class about. Write down the URL of each website and bring the list to class. Build a class file of interesting sites so that other students can visit them.

# Research on the Internet

## Before you start

1 Where is the best place to find information on these topics?

- European history
- the price of mobile phones
- your favourite pop star

2 What are the advantages and disadvantages of finding information from these sources?

books ■ magazines ■ newspapers ■ libraries ■ encyclopaedias ■ friends or family ■ teachers ■ CD-ROMs ■ television ■ radio ■ the Internet

## Reading

3 Read the text quickly and choose the correct answer.

- 1 Google is a *keyword / search engine*.
- 2 This WORD is in *upper / lower case*.
- 3 *AND / WHEN* is a logical operator.



Finding information on the World Wide Web needs an Internet search engine such as Google, Alta Vista or Excite. Search engines have a text box where you type in a keyword or words. A search engine is a software program that reads the keywords in the text box and searches the Internet for Web pages, websites and other Internet files that use them. These documents are shown on the computer screen in a results listing.

When carrying out searches, you should usually be specific and brief in your choice of words. If the keyword is too general, or includes too many different meanings, the results listing may not be useful. Different search engines categorize information in different ways, which changes the way they store and retrieve it.

Using upper case letters (capital letters) in a keyword search will only retrieve documents that use upper case. Typing in lower case (no capitals) is usually better because search engines will retrieve documents that use both upper case and lower case letters.

You can narrow a search using logical operators such as AND, OR and NOT. AND retrieves all the words typed in the text box, OR retrieves either of the words and NOT excludes words. Spelling is important when typing in keywords, but a search engine will not usually read punctuation, prepositions and articles.

4 Tick (✓) the good things to do to find information on the Internet.

- 1 Choose keywords that are different to the item you want.
- 2 Give the best keyword to describe what you want.
- 3 Use as many general keywords as possible.
- 4 Try to use a keyword that can have only one meaning.
- 5 Type your keywords in lower case only.
- 6 Use logical operators to narrow your search.
- 7 Use full stops and commas.
- 8 Do not use words like *at, in, on, a/an* and *the*.

## Vocabulary

5 Find the words and phrases in the text that mean:

- 1 clear and exact (paragraph 2)
- 2 put into similar groups (2)
- 3 to bring back (2)
- 4 make smaller (4)
- 5 mathematical words (4)
- 6 does not use (4)

6 Are the words in the groups below listed from general to specific or specific to general? Write G→S or S→G.

- 1 telephone → mobile phone → Nokia
- 2 mother → family → humans
- 3 writing → essay → sentence
- 4 Big Ben → London → UK
- 5 cars → vehicles → transport
- 6 cars → German cars → BMW

## Speaking

7 Talk about the keywords you should use to find information on the following topics.

- information on cheap hotels in the UK
- what the weather will be like tomorrow
- an essay on the history of the European Economic Union
- mobile phones that connect to the Internet
- a nice present for your mother's birthday.

## Get real

Carry out the searches in Exercise 7. Then:

- note the words you used in the search
- note the top five results for each search
- visit each site and find out if it is useful.

Do the search using a different search engine. Bring the list of keywords and your notes on the search results back to class.

# E-mail addresses and servers

## Before you start

- 1 Work in pairs. Write down three or four e-mail addresses that you know. What do the different parts of the address mean?

## Reading

- 2 Read the text quickly. Which paragraph (1–4) gives you the answers to the questions (a–d)?

- a What do the two types of mail server do?
- b What are the parts of an e-mail address?
- c How many types of e-mail client are there?
- d What happens when you send an e-mail?

1 An Internet e-mail address has a user name, the *at* symbol (@), and a domain name. The user name is the name you choose. The domain has two parts separated by a dot (.). The first part is the network that receives the e-mail and the second is the top-level domain (TLD), which shows the type of organization, such as commercial (.com) or educational (.edu). Sometimes the TLD is a country code, such as .cz (Czech Republic).

2 To use e-mail a **client** computer needs an e-mail program to connect to a network **server**. The program can be stand-alone, e.g. Outlook Express, or Web-based, e.g. Yahoo. Stand-alone programs let you compose e-mail offline, but with Web-based programs you must be online.

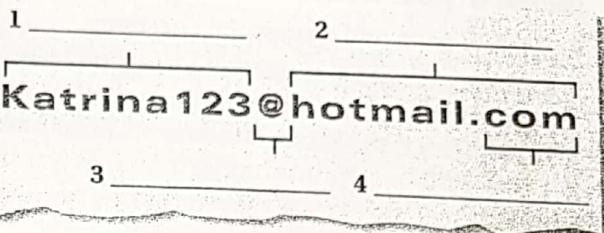
3 E-mail uses two kinds of mail servers: an SMTP server, which **deals with** outgoing e-mail and a POP3 server, which deals with incoming e-mail. SMTP **stands for** Simple Mail Transfer Protocol; POP stands for Post Office Protocol.

4 If you **send** an e-mail to a friend in the same domain as you, your SMTP server simply sends it to the POP3 server in your domain, which adds it to your friend's inbox. If your friend has a different domain name, your SMTP server finds your friend's SMTP server using a Domain Name Service (DNS). When your friend's SMTP server receives the e-mail, it **sends** your e-mail to its POP3 server, which adds it to your friend's inbox.

- 3 Decide if the sentences are true (T) or false (F).

- 1 You cannot choose your own user name. T/F
- 2 The domain name shows the network. T/F
- 3 .edu and .com are TLDs. T/F
- 4 A DNS sends an e-mail to a POP3 server. T/F

- 4 Label the parts of the e-mail address.



- 5 Look at these phrases from paragraph 4. What do the words in *italics* refer to?

- 1 ... your SMTP server simply sends *it* to the POP3 server ...
  - a your e-mail
  - b your domain
- 2 ... *which* adds *it* ...
  - a the POP3 server/ your e-mail
  - b your SMTP server/your domain
- 3 ... *it* sends your e-mail ...
  - a the DNS
  - b your friend's SMTP server
- 4 ... to *its* POP3 server, ...
  - a your SMTP server
  - b your friend's SMTP server

## Vocabulary

- 6 Match the **highlighted** words in the text with the definitions (1–4).

- 1 means \_\_\_\_\_
- 2 a computer on a network \_\_\_\_\_
- 3 takes care of in some way \_\_\_\_\_
- 4 a computer that runs a network \_\_\_\_\_

- 7 Find the words in the text with the opposite meanings to these words.

- 1 offline \_\_\_\_\_
- 2 Web-based \_\_\_\_\_
- 3 incoming \_\_\_\_\_
- 4 receive \_\_\_\_\_
- 5 different \_\_\_\_\_

## Speaking

- 8 Work in pairs. Look at the following European country codes. Discuss which countries they could stand for.

.at ■ .be ■ .bg ■ .de ■ .dk ■ .es ■ .fr ■ .gr ■ .hu ■ .it ■ .lu ■ .nl ■ .pt ■ .ro ■ .si ■ .uk

## Get real

Use an Internet search engine to find a list of Internet Country Codes. Pick any five countries that you do not know and find out where they are. Choose one country and find some information about it using your search engine. Report back to the class.

# Sending files over the Internet

## Before you start

1 Work in pairs and discuss the questions.

- 1 Have you used e-mail? Which program have you used?
- 2 Have you ever sent an attachment? What have you sent?

## Reading

2 Read this information on attaching files in two different e-mail programs. Underline each action the user makes to send one attachment in each one. Write the number.

E-post Express   
Mega Mail

### E-POST EXPRESS

You can attach a file while you are online or offline. Open the program and click Create a new mail message to go to your compose window. Click on the paperclip icon with the word Attach below it. An Insert Attachment dialog box appears, which shows your computer directory. Click on the file you want to send and then click the Attach button. The file and an icon appear in the Attach field. Send multiple files by repeating the procedure. The files can be any size but some servers will not accept files of more than one megabyte. To remove a file, click on the attachment with the right mouse button then click Remove. When you are finished, click Send.

### MEGA MAIL

Connect to the Internet to open your program and go to the compose screen. Click on Attach Files. A screen opens showing three Browse buttons. You can only send three attachments up to three megabytes in total. Click on the first Browse button. A Choose File dialog box appears, which shows your computer directory. Click on the file you want to send. The file name appears in the File name drop-down list box. Click Open. The Choose File dialog box disappears and the file appears in the file field of the Attach Files screen. Click Attach files. A screen appears telling you that the file is being attached and then another screen appears when the program has attached the file. To add more files, click Attach More Files and the Attach Files screen will reappear. When you have finished, click Done. Your compose screen reappears, listing the name of the attached file with an icon next to it. Click Send.

3 Which information (1–6) is the same for E-post Express and Mega Mail, and which is different? Write S (same) or D (different).

- 1 You can send up to three megabytes of data.
- 2 A dialog box appears, showing the computer directory.
- 3 You can attach and send up to three files.
- 4 You have to be online to attach files.
- 5 Click Send when you want to send your e-mail.
- 6 The program shows an icon next to the attached file.

## Vocabulary

4 Find the words in the text that mean:

- 1 a series of steps (E-post Express) \_\_\_\_\_
- 2 take off or take away (E-post Express) \_\_\_\_\_
- 3 something you click to start an action (E-post Express) \_\_\_\_\_
- 4 goes away suddenly (Mega Mail) \_\_\_\_\_
- 5 come back into view (Mega Mail) \_\_\_\_\_
- 6 finished (Mega Mail) \_\_\_\_\_

5 Match the prefixes (1–4) with their meanings in the box. Two prefixes have the same meaning.

again ■ not/negative ■ before

- 1 *re-* means \_\_\_\_\_
- 2 *pre-* means \_\_\_\_\_
- 3 *dis-* means \_\_\_\_\_
- 4 *un-* means \_\_\_\_\_

6 The words below can take the prefixes *dis*-, *pre*-, *re*- or *un*- . Write a prefix in front of each word. (Some can take more than one prefix.)

- |                      |                         |
|----------------------|-------------------------|
| 1 <i>re</i> _write   | 6 <i>_____</i> titled   |
| 2 <i>_____</i> do    | 7 <i>_____</i> appear   |
| 3 <i>_____</i> like  | 8 <i>_____</i> format   |
| 4 <i>_____</i> agree | 9 <i>_____</i> finished |
| 5 <i>_____</i> view  | 10 <i>_____</i> start   |

## Writing

7 Write a description of another method of sending a document or a picture to someone, e.g. by post, by fax, by picture messaging on a mobile phone. Use the texts in Exercise 2 to help you.

### Get real

Attach three files from your computer to an e-mail. Report back to the class on how long it took you to attach and send the files, and whether anything went wrong.

## Reading: Computing languages

Work in groups of three. Read two of the texts about computing languages and make notes in the table on page 88. Then exchange information about the other texts with other students in your group.

**C++** was developed from the C language. It was designed as a systems programming language with features that make it easy to control the computer hardware efficiently. It was used to produce the Microsoft Windows operating system. It is portable, i.e. programs written in C++ can be easily adapted for use on many different types of computer systems.

**HTML** stands for HyperText Markup Language. It is a page description language used for creating webpages. HTML uses a system of tags to mark page links and formatting. For example, the tag `<u>` tells the program to start underlining a text. Although programs cannot be created using HTML, small programs can be embedded in HTML code using a scripting language like JavaScript.

**Java** is a programming language originally designed for programming small electronic devices such as mobile phones. It can run unchanged on any operating system that has a Java Interpreter program. Java is used for writing programs for the World Wide Web.

**JavaScript** is a scripting language. It is powerful and easy to use. Scripts are small programs that can be used to perform simple tasks or tie other programs together. JavaScript is designed for use inside webpages. It can enable a webpage to respond to a mouse click or input on a form. It can also provide a way of moving through webpages and produce simple animation.

**Visual Basic** is a programming environment, not simply a language. It uses the language BASIC, a simple language developed to make it easy for people to learn how to program. Visual Basic has predefined objects such as dialog boxes, buttons, and text boxes which can be chosen from a toolbox and dragged across the screen using the mouse and dropped into the required position. BASIC programming code is attached to form a complete program. Visual Basic is used to write general purpose applications for the Windows operating system.

**Delphi** is similar to Visual Basic. It is also a programming environment for developing programs for the Windows operating system. It has predefined objects that can be chosen from a toolbox. In Delphi, however, the code attached to the objects is written in a form of Pascal. You can think of Delphi as a kind of 'Visual Pascal'. Like Visual Basic, it is often used for general purpose programs.

Virus	Effect
Yankee Doodle	
Cascade	
Michelangelo	
Jerusalem B	

### Computer viruses

The Maltese Amoeba may sound like a cartoon character, but if it attacked your computer, you wouldn't be laughing. The Maltese Amoeba is a computer virus. It is a form of software which can 'infect' your system and destroy your data. Making computer viruses is only one type of computer crime. Others include hacking (changing data in a computer without permission) and pirating (illegally copying software programs). 5

Viruses are programs which are written deliberately to damage data. Viruses can hide themselves in a computer system. Some viruses are fairly harmless. They may flash a message on screen, such as 'Gotcha! Bet you don't know how I crept in'. The Yankee Doodle virus plays this American tune on the computer's small internal speaker every eight days at 5 p.m. Others have serious effects. They attach themselves to the operating system and can wipe out all your data or turn it into gobbledegook. When the Cascade virus attacks, all the letters in a file fall into a heap at the bottom of the screen. This looks spectacular but it's hard to see the funny side when it's your document. 10

Most viruses remain dormant until activated by something. For example, the Jerusalem B virus is activated every Friday the 13th and erases any file you try to load from your disk. The Michelangelo virus was programmed to become active on March 6th 1992, the 517th birthday of Michelangelo. It attacked computer systems throughout the world, turning data on hard disks into nonsense. 15

Viruses are most commonly passed via disks but they can also spread through bulletin boards, local area networks, and email attachments. The best form of treatment is prevention. Use an antivirus program to check a disk before using it. Always download email attachments onto a disk and check for viruses. If you do catch a virus, there are antivirus programs to hunt down and eradicate the virus. The problem is that around 150 new viruses appear every month and you must constantly update your antivirus package to deal with these new forms. 20  
30

## VOCABULARY

English	Spanish
/	barra
:	dos puntos
@ (at)	arroba
address book	Libreta de direcciones
answer questions	responder a preguntas
attached files	archivos adjuntos
back (the name of the back button)	Atrás, Regresar
bandwidth	ancho de banda
banner	banner
bold	negrita
bookmark	Favorito, marcador
box (a little box on web forms)	casilla
browser (the programme)	navegador, explorador de Web
button	botón
check the box	marcar la casilla
choose (imperative)	elija
click (imperative)	haga clic (usted) haz clic (tu)
credit card	tarjeta de crédito
cyberspace	ciberespacio (m)
database	base de datos
digital signature	firma digital
dot com	punto com
download	bajar, descargar, hacer un download, bajar archivos, capturar, copiar
drag	arrastrar
drop (as in drag and drop)	pegar
drop down list, drop down menu, pop-up	menu desplegable

menu	dirección de correo electrónico
email address	correo cifrado
encrypted mail	preguntas más frecuentes, preguntas formuladas frecuentemente
FAQ (frequently asked questions)	transferencia de ficheros
file transfer	carpeta
folder	formulario
form	adelante
Forward (the name of the forward button)	marcos
frames: (as in frames pages)	libro de visitas
guestbook	apodo
handle (nickname)	página principal, página inicial
homepage	hiperenlace
hyperlink	ícono
icon	bandeja de entrada
inbox	proveedor de servicios Internet (also ISP)
ISP	teclado
keyboard	palabra clave
keyword	equipo portátil
laptop computer	enlace, vínculo
link	bucle
loop	mirón
lurker	fisgoneo, mironeo
lurking	encabezados de mensajes
message headings	módem
modem	motor de búsqueda
motor de búsqueda	search engine
mouse	ratón

mouse button	botón del ratón
mouse pad	alfombrilla de ráton
netiquette	etiqueta de la red, etiqueta de Internet
network	red
newsgroup	grupo de noticias
newsgroup	grupo de noticias
on-line auctions	subastas on-line
outbox	bandeja de salida
outgoing messages	mensajes salientes
password	contraseña
preferences	preferencias
public domain	dominio publico
real time chat	charla en tiempo real
reply to all	Responder a todos
rough copy	borrador
run (execute)	ejecutar
save	guardar
secure server	servidor seguro
secure web site	sitio Web seguro
sent box (in email programme)	elementos enviados
shopping cart	carro de la compra
SPAM (unwanted messages)	mensajes no deseados
stop (the stop button on the browser)	detener
store	almacenar
subject (of an email message)	asunto
subscribe	suscribirse
surf	navegar

template	plantilla
the clipboard	Portapapeles
the internet	internet (note that they don't use "el" before)
the little padlock you see on secure web sites.	icono de cerradura
the person a message is sent to	destinatario
the place (where something is kept)	la ubicación
to attach (to emails)	adjuntar
to compose/write some text	redactar
to go back	regresar
to manage or look after.	gestionar
toolbar	barra de herramientas
trash, deleted items (in email programme)	elementos eliminados
updated, update, an update	actualizado, actualizar, una actualización
upload (verb)	subir, cargar, copiar
user name	nombre de usuario
web page	página Web
web page address, url	dirección de una página web, url
web site, site	sitio web, sitio
word wrap	retorno automático de la palabra