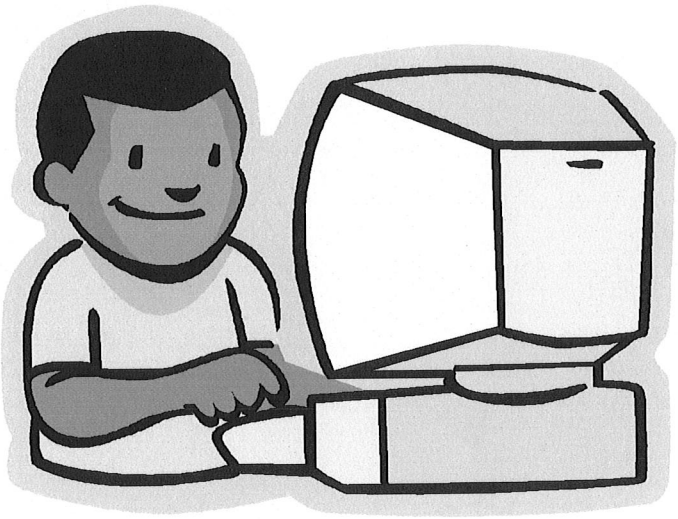
UNIVERSITE MONTPELLIER

Faculté des Sciences

Département Des Langues

Licence Informatique 3ème Année

L3 COMPUTER SCIENCES



ENGLISH

CONTENTS

L3 Informatique

ORGANIZATION OF THE ENGLISH CLASSES

This semester, you will have 25 hours of English, seven three-hour sessions and two two-hour sessions. The teacher in charge of the English course is Jahangir FARAZMAND who you can reach at:

jahangir.farazmand@umontpellier.fr

The teacher in charge of your group is: .....

Email address: .....

OBJECTIVES

We aim to help you:

- acquire specialized vocabulary,
- understand oral and written specialized texts,
- express yourself in English.

PROGRAM

1 - Listening comprehension: through videos and radio programs.

2 - Reading comprehension: thanks to articles and specialized texts.

3 - Oral production: discussions and presentations.

4 - Written production: summaries of technical texts, revision of grammar.

CONTINUOUS ASSESSMENT

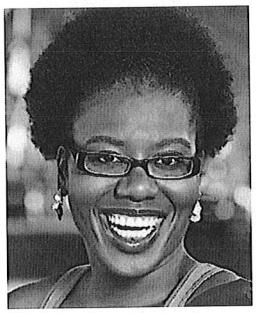
The mark (100% continuous assessment) will be obtained in the following way:

- Simulations, role plays : /20
- Oral expression, presentation : /20
- Written test: /60

Introducing yourself

1. Read the following text in which someone introduces themselves. Unfortunately, there are a lot of mistakes in the English. Find and identify the mistakes using the code below. Then try to correct them.

WW	Wrong word
Sp	Spelling
VF	Verb form
Gr	Grammar
ʌ	Letter(s)/Word(s) missing
P	Punctuation
Prep	Preposition
WO	Word order
/	Word not necessary



My name is Sarah Wills and I born in 1966 in London, capital of Britain. Since I am one adult I live in differents countries.

After the school I went during four years in university where I studied languages. I enjoy very much to learn languages.

I'm married since 20 years and I knew my husband when I was a student.

Now I live to Montpellier in France. Montpellier isn't as exciting than London, but the whether is good and there is a lot of students.

I am teacher now because I love languages and I want that my students speak English as good as I do.

In my spare time I love practise sport, cook and garden.

2. Now write a short text about yourself and include a photo. Give some information about your family, interests, studies, origins… Use the correcting technique in exercise 1 to check and correct your work before submitting it.

1 Bio

Scientific Presentation

You will give a short talk in English about a scientific subject in connection with your studies.

The talk must be prepared **individually**. You are expected to use a PowerPoint presentation that will help the audience understand your outline and some basic information (key figures, diagrams, photos, etc). Be careful not to put too much text on anything that is projected: this is **NOT** a reading exercise.

N.B. Use http://www.howjsay.com to check your pronunciation.

The time limit for each speaker is about 8 minutes.

Your talk will be followed by questions in English from the audience; 3 to 4 minutes will be allotted to this.

These questions are very important since they reveal whether or not the audience has understood the talk and whether or not they found it interesting enough to follow. Questions, therefore, are a good indication of communication.

Marking criteria include:

- accurate vocabulary (scientific/giving a professional presentation)

- pronunciation (you should use the site www.howjsay.com)

- grammar

- communication skills (eye contact / will to convince / body language, etc)

- ability to answer questions.

"Look at the bright side. There's always a chance that a comet will destroy the Earth before you have to give your presentation."

REMEMBER !

Before....

PLAN what you're going to say. Research your subject carefully. **DO NOT** copy parts of books or texts -you **MUST** speak in your own words.

PREPARE your talk **Organize** the main points and **STRUCTURE** your presentation.

Prepare VISUAL AIDS in advance: Powerpoint, NO TEXT JUST IMAGES / VIDEO / PLAN

Arrive early the day of your presentation to check everything is WORKING!

Anticipate the questions you may be asked.

Be sure to end on a strong POSITIVE note

PRACTICE giving your talk.

Try presenting to friends from your group and see what they think.

During....

Speak clearly and not too fast.
Vary your stress and intonation.
Involve your audience — look at them, keep eye contact, ask questions...

After...

Be sure there is enough time for **questions** after your presentation.

"If I can put everyone to sleep within the first five minutes, the rest of my presentation should go pretty well."

USEFUL EXPRESSIONS

Good Morning/afternoon everybody. My name is ...

Today I'm going to talk to you about... Today I'd like to tell you about...

The subject of my presentation today

My presentation will take about 10 minutes.

My talk will be in 4 main parts.

First of all.... Firstly.... Secondly... Now... Next... Let me move on to... On the one hand.. On the other band... Finally.. Lastly... In conclusion

Now if you'd like to look at the chart / slide/ screen

I'd like to draw your attention to ...

Now I'd like to hand over to ... He / She is going to talk about...

So, what are the important points I have made? Well, first ..

So, to summarise...

Thank you for listening.

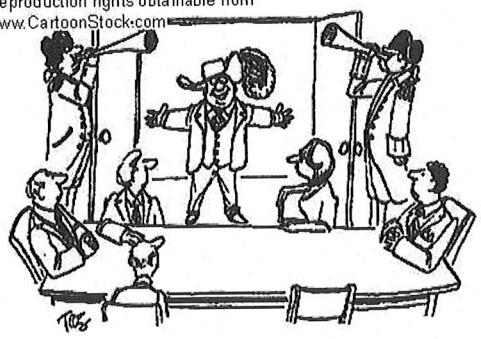
Do you have any questions? / If you have any questions, please don't hesitate to ask.

I don't really know the answer to that. Could anyone help?

Hmmm.. good question. I think that....

I'm sorry — can you repeat please?

Perhaps (James / Jamila) could answer that — it is really her / his subject!



Buddy believed that successful presentations began with the entrance.

Linking ideas - Conjunctions

1. Use the conjunctions *but*, *although*, and *however* to join these two sentences.
   She's rich and She's She's unhappy. unhappy.

2. Conjunctions can join sentences to express **contrast**, **reason** and **result**, **time**, and **condition**. In each group complete the sentences with suitable conjunctions.

Contrast *however although despite even though*

1. _____ I can't speak much Spanish, I can understand a lot.
2. I can't speak Spanish well. _____, I can understand most things.
3. He can't speak Spanish well, _____ he lives in Spain.
4. _____ living in Spain, he can't speak Spanish.

Reason and *such such… that so as since because so… that*

1. I didn't sleep very well last night, _____ I'm tired.
2. I'm tired _____ I didn't sleep well last night.
3. I wanted to go, but _____ it was late, I decided not to.
4. _____ John can't be here today, I've been asked to chair the meeting.
5. He always looks _____ innocent _____ he gets away with murder.
6. He's _____ a terrible liar _____ no one believes him.

Time *when while as (soon as) until until after since*

1. I called you _____ I could.
2. He refused to talk to the police _____ his lawyer arrived.
3. I feel sad _____ I hear that song.
4. They were burgled _____ they were away on holiday.
5. I've known her _____ I was a small child.
6. I'll help you with this exercise _____ I've had dinner.

Condition *if as unless as unless in case*

1. _____ I' m going to be late, I'll call you.
2. You won't pass _____ you work harder.
3. Take an umbrella _____ it rains.
4. You can borrow my car _____ you drive carefully.

4 Bis

3. Read about Marilyn's death and the conspiracy theories that surround it. Choose the correct conjunctions to join the sentences.

MARILYN MONROE
THE DEATH OF A STAR

It is over 40 years (1) *since/after* Marilyn Monroe died, (2) *however/but* theories concerning her death still fascinate the world. (3) *Whenever/while* her name is mentioned, people recall the mystery of her final hours and (4) *although/despite* the official verdict was suicide, many believe that she was murdered by the Mafia or the FBI.

Marilyn had a reputation as a dumb blonde who had (5) *so/such* a problem with drink, drugs and depression that she could never remember her lines. (6) *However/But* her beauty and fame brought her into contact with some of the biggest names of the day. She dated Frank Sinatra, (7) *even though/despite* he had connections with the Mafia, and she also had affairs with President John Kennedy and his brother Bobby.

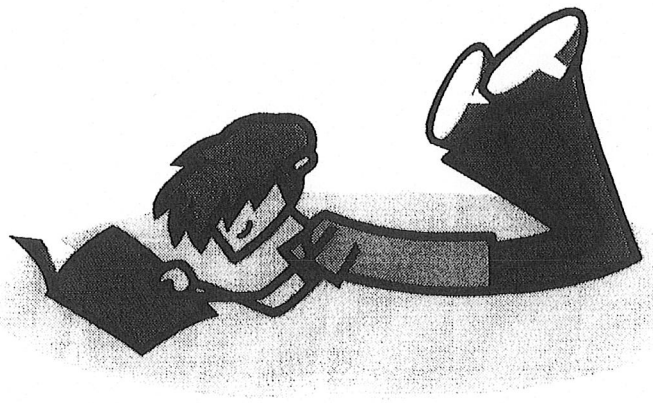
(8) *When/Until* Marilyn was found dead in bed at her home in Los Angeles in the early hours of Sunday, August 5, 1962, police assumed it was suicide (9) *but/as* there was an empty bottle of sleeping pills on the table beside her. (10) *Despite/However,* witnesses, including her psychiatrist and some of her friends, insisted she was not suicidal at the time. Other witnesses said they saw Bobby Kennedy visit her house that night, (11) *as long as/even though* he claimed to be in San Francisco. There were other suspicious events. Marilyn's housekeeper disappeared immediately (12) *after/since* she was found, only to reappear a year later as an employee of the Kennedys. Why would they employ her (13) *unless/if* they wanted her to keep silent? Marilyn's diaries also disappeared. Were they (14) *so/such* revealing that they had to be destroyed?

Marilyn's ex-husband Joe DiMaggio was convinced the Kennedys had her killed. He never spoke about it (15) *while/during* he was alive (16) *in case/unless* he also met an untimely death, but he did in his memoirs, which were published (17) *as soon as/since* he died.

4. Research and write about someone famous who interests you. Use the plan below to help you.
   - Paragraph 1: Introduction and your interest in this person
   - Paragraph 2: Early life
   - Paragraph 3: Career path
   - Paragraph 4: Period of fame
   - Paragraph 5: Later life (and death)

4 Ten

READING COMPREHENSION



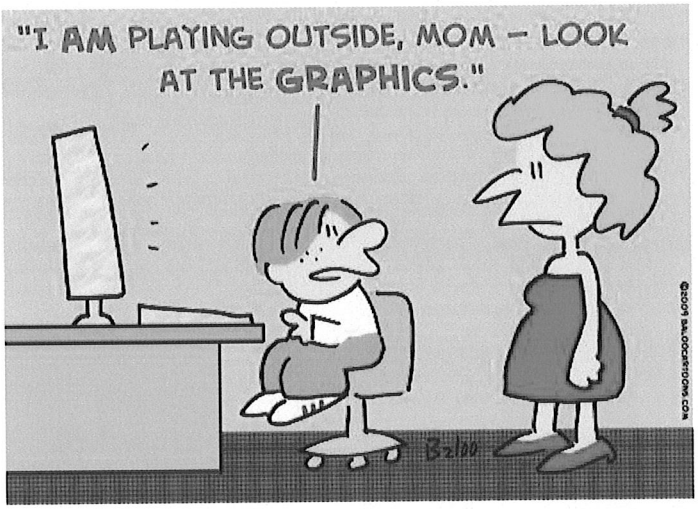
Reading Comprehension 1 : *Sleeping difficulties, just cool down.*

When you read a text, you will probably meet words and expressions that are new to you. First try to understand their meaning from the context by reading the same passage a few times. When you have read the whole text, check your guesses in a dictionary.

The following words must be translated into French and once you have checked your translation you must learn them for the final test.

Vocabulary :

- darkening : .....
- cooling : .....
- a cap : .....
- tend to : .....
- fall asleep : .....
- shut off : .....
- wonder whether : .....
- wakefulness : .....
- doze off : .....
- amount : .....
- a spokesperson : .....
- a device : .....
- effective : .....
- lowering : .....
- be set to : .....
- slightly : .....



Text :

Can't sleep? If darkening the room doesn't help, you might try a cooling cap.

Researchers from the University of Pittsburgh School of Medicine reported this week at the annual meeting of the Associated Professional Sleep Societies (APSS) that keeping the brain cool may help people with insomnia to catch more z's.

Dr. Daniel Buysse, a psychiatrist at the university, had already shown in previous studies that those with insomnia **tend** to have higher than normal activity in the frontal lobes of their brains, the regions responsible for higher-order functions like planning, organizing and logical reasoning. Many insomniacs say they can't **fall asleep** because their brains keep working, and they can't **shut off** these thought processes. Buysse **wondered whether** the added activity was also raising the brain's temperature to the point at which sleeping was physiologically more difficult. The body's circadian clock, which regulates sleep and **wakefulness**, keeps the body at its warmest during the day and starts to lower body temperature in the evening to help us **doze off**. For those with insomnia, however, researchers found that the extra brain activity was keeping the brain too hot to sleep.

When Buysse's group gave 12 insomniacs a cap to wear that contained circulating water at cool temperatures, they were able to get them to fall asleep almost as easily as people without sleep disorders: using the caps, the insomniacs took about 13 minutes to fall asleep, compared with 16 minutes for the healthy controls, and they slept for 89% of the time they were in bed, which was similar to the **amount** of time the controls spent asleep.

"What this tells us about insomnia is that there are many ways to intervene," says James Wyatt, director of the sleep disorders center at Rush University Medical Center and a **spokesperson** for the APSS. "We have in our armamentarium a variety of medications and cognitive behavioral treatments, but this opens the door to an entirely new third category of mechanism **device** treatments."

Cooling off the brain makes sense, since melatonin, one of the more **effective** medications to help people sleep, also works in part by **lowering** body temperature.

More studies will have to confirm the results, and it's not clear yet which patients may benefit the most from the cap, but for those who are uncomfortable with taking medication, or for whom existing treatments may not work, the cooling strategy may be helpful. In the study, those whose caps **were set** to the lowest temperatures were able to get more sleep than those whose caps were **slightly** warmer. Falling asleep, it seems, may simply be a matter of cooling off.

By ALICE PARK, Time magazine June, 17, 2011.

I - Main idea:

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1- If you are insomniac, you must drink cold water.

2- Sleeping in hot regions is more difficult than sleeping in cold regions.

3- Tip for insomniacs: cool your head to fall asleep.

4- If you cannot sleep, put your head in the fridge for a few minutes.

II - Understanding the passage.

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.

1- Researchers have an annual meeting to cool down and fall asleep.

2- Daniel Buysse has already published studies in which he underlines the importance of body temperature and sleeping disorders.

3- Sleeping disorders need organizing and planning resting sessions.

4- The body has its own time regulator which also regulates the body temperature.

5- Insomniacs have a hotter brain than those with normal sleeping habits.

6- By cooling down the brain temperature you can sleep faster.

7- There are not many solutions to help regulating sleeping disorder.

8- There is already some evidence that lowering body temperature is an efficient solution to cure insomnia.

9- The researchers have already enough experience in spotting those who need a cooling cap.

III - Language work : the -ing form

In this text you come across many -ing forms. Using the Help box below, do the following exercises

HELP box

The *-ing* form

We use the **-ing** form in three ways:

1 ***Rendering*** *includes* ***lighting*** *and* ***shading.***
2 *We are* ***designing*** *a new car on computer.*
3 *They use special applets to create* ***amazing*** *fractals.*

- In 1, **rendering** is a gerund (see below), acting as the subject. **Lighting** and **shading** are also gerunds, acting as the objects. A gerund refers to an activity or process.
- In 2, **designing** is a present participle. This is used in continuous tenses (in the above example, the present continuous) and reduced relative clauses.
  ... a representation ***showing*** *the outlines of all edges.*
  (= *which shows the outlines ...*)
- In 3, **amazing** is an adjective.

We use gerunds in the following ways:

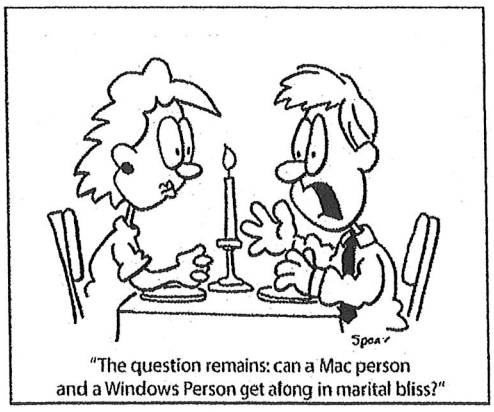
- As the subject of a verb
  Compositing *is combining parts of different images to create a single image.*
- As the complement of the subject
  Compositing is ***combining*** *parts of different images ...*
- As the object of a verb
  I ***enjoy editing*** *pictures.*
- After a preposition
  Designers start a project ***by making*** *a wireframe.*
- As the complement of a verb
  This course ***involves painting*** *and* ***drawing*** *in various media.*
- Some verbs are followed by the gerund, not by the infinitive (e.g. **avoid**, **fancy**, **finish**, **give up**, **hate**, **imagine**, **involve**, **keep**, **look forward to**, **mind**, **suggest**, **enjoy**)

A Look at the HELP box and decide if the *-ing* forms in these sentences are gerunds, present participles or adjectives. Write *g*, *pp* or *a*.

1 PCs generate graphics by performing mathematical calculations on data. _____
2 Businesspeople use graphics to make information more interesting visually. _____
3 Graphs and diagrams can be more effective ways of communicating with clients than lists of figures. _____
4 She is designing a logo for the company _____
5 If you need to make a presentation, I suggest using PowerPoint. _____
6 The Internet is a network linking other networks. _____

B Correct the mistakes in these sentences. There are seven mistakes in total.

1 Computer animation is the process of create objects which move across the screen.
2 *Texturing* involves add paint, colour and filters to drawings and designs.
3 You can open the colour palette by click on the corresponding icon.
4 CAD programs are very fast at to perform drawing functions.
5 A lot of time and money is saved by test a car design before to make the product.
6 To render refers to the techniques used to make realistic images.



"The question remains: can a Mac person and a Windows Person get along in marital bliss?"

Reading comprehension 2

Is the iCloud the end of the Linux & Windows desktop?

(I) I think a cloud-based operating system, like Google' Chrome OS, has a bright future. But, when I look at Apple's Lion, which will only be available as an *upgrade* by a 4GB download, and iCloud plans, I begin to wonder just how much any fat-client operating system -Linux, Mac OS X, or Windows- has if Apple and Google have their way.

(II) As Jobs put it, the PC *centric* data model is broken. And, so the digital *hub* will move from being the PC to the iCloud and the Mac will be "*demoted*."

(III) What did he mean by that? My fellow ZDNet writer, Andrew Nusca, put it well, "Mac vs. PC vs. Linux *argument* from the early days of consumer computing has lost a great deal of its *luster* in recent years with the development of cloud computing on the open web." The operating system wars are far from over though. Nusca continued, "Concept of platform wars is quickly *making up* for lost ground with the development of cloud computing in the closed mobile space."

(IV) I've always thought that thin-client computing has its place in technology. That's one reason why I think Google's Chrome OS has a real *shot* in dethroning the Window desktop in the office. By making the iCloud the center of everything; instead of the Mac, Apple is trying to *wean* consumers away from the fat-client PC model that's served us so well since the day the first IBM PC rolled off the assembly line.

(V) This worries me. If you had fast bandwidth and enough room on your data *cap*, cloud-based computing is fine. Many of us are already using it every day. Oh, you may not think of using Gmail or Google Docs as being on the cloud, but it is and you are.

(VI) It's so *darn* easy when all you really need to get work done from anywhere is an Internet connection and a Web browser. Forget your file at the office? Just grab your copy from Dropbox, and you're good to go. But, Jobs takes it even farther. All your data will be on the iCloud and it's automatically pushed to any of your devices.

(VII) It sounds great doesn't it? I think it sounds great too, but, and this is a big one: do you really want to trust Apple or Google with all your data? What happens if you don't pay your fee to Apple? What happens if the Recording Industry Association of America (RIAA) demands a copyright audit of all my music on iTunes Match?

The bitterness in the sweet

(VIII) You see, I rather like the idea of owning all my media and having it on my servers and PC. This leads me to my other point: I like owning my operating system and applications.

(IX) Microsoft will sell me a system, with *caveats*, but at the end of the day I own it. I have a friend who's still running Windows XP Media Center 2002. It still works for her and she's happy with it. That's great. I'm a big believer in the idea that if something works for you, you should keep using it.

(X) But, as I sit here with my first generation iPod Touch and Apple TV, neither of them work well with the latest Apple software offerings. Do I want to be forever having to upgrade my Apple hardware to get the most from Apple' newest features?

(XI) At least with Google, the plan is to support the lowest common denominator. If you can use the Chrome Web browser or afford an inexpensive Chromebook, you can use the full-range of Google's cloud-based services. My friend, for example, uses Chrome 11 on her almost ten-year old PC without a problem.

(XII) The problem extends beyond just "owning" an operating system, your application and your data. With Linux, it's about having control of your operating system.

(XIII) Richard M. Stallman, creator of the GNU Public License (GPL), developer, and leader of the Free Software Foundation and I disagree on many points. But, when he recently *disparaged* cloud computing. I had to agree.

(XIV) Stallman said that in cloud-computing you're letting "any Tom, Dick and Harry *hold* your data, let any Tom, Dick and Harry do your computing for you (and control it). Perhaps the term 'careless computing' would suit it better." Stallman fears, "many people will continue moving towards careless computing, because there's a sucker born every minute. The US government may try to encourage people to place their data where the US government can seize it without showing them a search warrant, rather than in their own property. However, as long as enough of us continue keeping our data under our own control, we can still do so. And we had better do so, or the option may disappear."

(XV) He's right. With a Linux desktop computer, I own my data, I control my processes. While I can see the cloud having its place for some people and in some situations, I hate this *trend* we're seeing of putting everything into someone else's hands outside of our sight, and all too soon out of mind.

(XVI) Thin-clients and cloud-computing do have their place, but it's not a place where I want my data, my work, to live under the control of corporate strangers. For all the ease of use of these methods, I'd prefer to see fat-client desktops like Mint 11 Linux, and, yes, even Windows 7, to continue on for so long as we continue to use computers.

By Steven J. Vaughan-Nichols in ZDNet, June 6, 2011

I- Understanding words.

Match the underlined words or expressions in italic with the following definitions.

1- an exchange of diverging or opposite views, typically a heated or angry one : .....

2- serve or act to compensate for something lost, missed, or deficient : .....

3- a warning or proviso of specific stipulations, conditions, or limitations : caveats

4- a place or thing that forms the effective center of an activity, region, or network : .....

5- raise (something) to a higher standard, in particular improve (equipment or machinery) by adding or replacing components : .....

6- the working area of a computer screen : .....

7- take hold of suddenly and forcibly: .....

8- give (someone) a lower rank or less senior position, usually as a punishment : .....

9-euphemism for damn : .....

10- accustom (someone) to managing without something on which they have become dependent or of which they have become excessively fond :.....

11- short for capitalization : .....

12 - an attempt to hit something : .....

13- in or at the center; central : .....

14- regard or represent as being of little worth : .....

15- a gentle sheen or soft glow, esp. that of a partly reflective surface : .....

16- a general direction in which something is developing or changing : .....

II - Locating information.

Find the passages in the text where the following ideas are expressed. Number the lines and give line references as in the example below.

III, 12-15 1- cloud computing will eventually end the importance of computer devices.

..... 2- cloud computing needs a fast internet connection and a large virtual disk.

..... 3- a poor system which is nonaligned is better than a subservient one.

..... 4- if cloud computing becomes a habit what will the actual systems become.

..... 5- privacy is important to many and therefore a free system has still got a future.

..... 6- this system is completely under the users' control.

..... 7- ease of use does not mean freedom from interference.

..... 8- having one's own system means also being in control of it.

III - Writing.

Using the previous part, write in your own words a short summery of the text.

.....

.....

.....

.....

.....

.....

.....

.....

.....

IV - Language work : superlatives.

In this text you come across several occurrences of superlatives (the latest; the newest, the lowest, etc). Look at the HELP box and complete the following sentences with the superlative form of the adjectives in brackets.

HELP box

Superlatives

- We form the superlative of one-syllable and most two-syllable adjectives by adding **-est**.

  cheap → ***the** cheap**est***
  clever → ***the** clever**est***

- Some two-syllable adjectives (including those ending in **-ing**, **-ed**, **-ful** and **-less**) form the superlative with **the most/least**.

  advanced → ***the most** advanced*

- Adjectives with three or more syllables also take **the most/least**.

  fantastic → ***the most** fantastic*
  powerful → ***the least** powerful*

- But two syllable adjectives ending in **-y** (for example, **noisy**) take **-est** and the **y** changes to **i**.

  noisy → ***the** nois**iest***

- Note the irregular forms:

  good → ***the best***
  bad → ***the worst***
  little → ***the least*** *(with amounts, not size)*

1 Always buy the (fast) ..... scanner with the (high) ..... resolution you can afford.

2 They have created the (revolutionary) ..... camera to date.

3 FotoFinish is the (easy) ..... photo editing software for your digital camera.

4 This scanner gives you the (good) ..... scans with the (little) ..... effort.

5 Our university has bought the (modern) ..... computer equipment.

V - Oral production.

In pairs, discuss who or what you think is :

1 the most difficult computer game you've ever played.
2 the most exciting film you've ever seen.
3 the funniest programme on TV.
4 the most dangerous computer virus.
5 the best blogger or webmaster on the Web.
6 the most popular web browser.

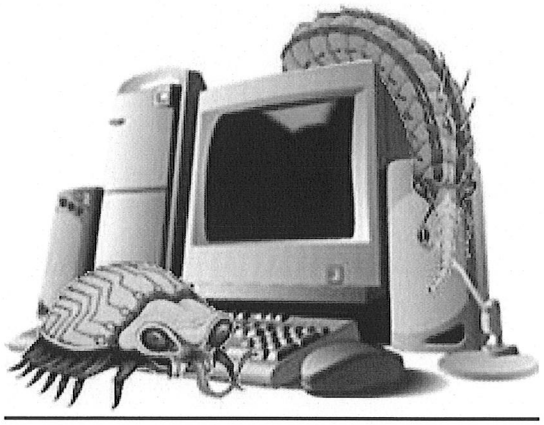
Reading Comprehension 3

I - Understanding an article.

You are going to read an article about malware getting on PCs or Macs. Five sentences have been removed from the text. Choose which sentence fits which gap.

1- PC owners who have not installed the latest security
2- these technical labels reflects a dangerously outdated view of computer
3- it is an odd way to look at things, malware is actually a market
4- Windows is inherently insecure
5- you can not answer that question, you can not even start talking about it, until you know how malware gets installed

Trojans, viruses, worms: how does malware get on PCs and Macs?



The hardest part of talking about computer security is getting everyone to agree on the nature of the problem. It is especially frustrating when you're trying to weigh the pros and cons of different strategies with someone whose view of the PC security landscape is outdated and inaccurate.

Case in point: What is the best way to deal with malicious software on PCs and Macs?

..... in the first place. And there is where the disconnect begins.

Judging from the reactions to my recent posts on OS X and malware, the Mac community has a pretty consistent collective understanding of how computer security works. Their worldview is based on opinions that might have been close to the mark in 2004 or 2005 but are just plain wrong in 2011.

They think, incorrectly, that ..... . They assume, with no support, that large numbers of PC users are infected every year just by visiting websites or opening e-mails. And they believe, sincerely but also incorrectly, that OS X is inherently secure and that they are basically immune as long as they avoid doing stupid things.

Here's the reality, for PCs and Macs:

> The traditional labels for malware categories -viruses, worms, Trojans, and so on- are not nearly as meaningful as they were 10 years ago.

> If you install security updates regularly, your risk of being affected by a drive-by download is virtually zero. A very small number of malware families account for virtually all malware infections. The overwhelming majority of malware is installed by the victim, who is fooled by social engineering.

Much of the discussion I read comes down to shorthand, like this: "There's malware [on Macs], yes. No viruses though."

I have read variations on this theme over and over again in the Talkback section of this blog recently:

> Mac Defender is NOT a virus. ... Mac OS X has ALWAYS been free of viruses... as opposed to Windows which has hundreds of thousands of viruses and new ones coming each day.

Indeed, that obsession with the word *virus* is a recurring theme in Apple's support forums. Search for the phrase "there are no viruses" at discussions.apple.com and you will find plenty of examples, like this one from January 2011:

> 'There are ***no*** viruses that run on OSX. None. Zip. Zero.'
>
> There is some "malware," such as Trojans, for Macs, though. But (unlike viruses that can get onto your system without your knowledge), you must approve their installation (via your Admin password) and/or operation (via the "This application was downloaded from the internet ..." prompt).

Sorry, but that is not true. The Mac Defender gang already proved they can sidestep the requirement to enter an Administrator password. They already convinced tens of thousands of victims to install a small program that then downloads and installs additional malware without any user interaction. And it is just a matter of time and financial motivation before they begin whacking at vulnerabilities in OS X.

And categories do not matter. These days, actual viruses are almost unheard of. Melissa, back in the late 1990s was a real virus, the kind that copied itself to documents and spread via e-mail. Today, security professionals are more interested in what a particular family of malicious code does. The delivery mechanism is usually separate.

If this ***were*** simply a matter of semantics, I would let it slide. But it's not. The obsession with ..... security. If you can not see past those labels and get an accurate view of the current threat landscape, you will not be able to make smart, informed decisions for yourself or for others.

Or, put it another way: we can not even have a discussion if one side thinks the world is flat and the other thinks it is round.

So let me give you the lay of the security landscape that PCs and Macs share in 2011, starting with how malware gets on PCs and Macs in the first place.

Where does malware come from?

On Windows machines, some malware comes from drive-by downloads. You visit a website, you get infected by a piece of script that triggers a buffer overflow that allows the malware to stealthily install.

If you keep your system fully patched, you are almost certainly not that victim. Those types of attacks are typically successful only with ..... updates. Most such exploits, in fact, target vulnerabilities that were patched years earlier. A 2009 Kaspersky report concluded, "with very few exceptions, the exploits in circulation target software vulnerabilities that are known – and for which patches are available."

The number of drive-by installations is small. So how does the majority of malware get on a PC or Mac? Most attacks today succeed by convincing the victim to do the actual work.

A 2010 study by Bruce Hughes of AVG Technologies, says "social engineering trumps a zero-day every time." It concludes that "users are four times more likely to come into contact with social engineering tactics as opposed to a site serving up an exploit."

(...)

The biggest infection of 2010, by far, was Conficker. This is a worm that spreads via file shares, mostly on corporate networks. At its peak, it represented 22% of all infections detected on domain- joined computers.

Conficker's means of propagation is a vulnerability in the Windows Server service. This vulnerability was fixed in October 2008 by Security Bulletin MS08-067, which patched Windows 2000, XP, Vista, Server 2003, and Server 2008 (Windows 7 was never affected). There is no excuse for that patch not being installed nearly two years later, in 2010.

(...)

The behavior that made this social engineering possible was changed before Windows 7 was released. The behavior was modified in the same fashion for Windows XP and Windows Vista by means of Optional updates that were published in February 2009 (KB967940) and August 2009 (KB971029). As of February 2011, they are delivered as Important updates through Windows Update.

So add it all up. Among the top 10 threats in both the consumer and enterprise populations, one exploited a vulnerability that had been patched more than a year earlier, and the rest consisted of Trojans and worms that relied on social engineering to land on a victim's PC.

What's a virus, anyway?

I have been writing about Windows security since before the turn of the millennium. Every edition in the *Windows Inside Out* series of books, starting in 2001, has had a lengthy section on security. Back in 2002, I co-wrote *Microsoft Windows Security Inside Out for Windows XP and Windows 2000.*

In every previous edition, the section on malicious software started with a lengthy glossary, explaining the differences between viruses, worms, Trojans, spyware, and other esoteric terms.

(...)

Most of the "new threats" are microscopic variations on an existing one, cranked out on the fly by automated malware toolkits that have learned how to slide past signature-based antivirus software.

And so we come full circle. Although ..... . An unfortunately healthy, thriving market. On the PC side, it is large and mature, with reasonably skilled coders cranking out malicious product quickly, and an army of white hats well equipped to deal with them.

In the Mac universe (and in Android-land too), the malware market has only just begun to take off. The opportunities for malware developers on new platforms are practically endless. So, unfortunately, are the challenges for those who have to fight them off.

The good news about the bad guys is that they will be using a very predictable playbook. Those in the Mac security business who are willing to learn hard-won lessons from their PC counterparts will find life considerably easier. Those who insist that Macs and PCs are fundamentally different are in for a rude shock.

By Ed Bott, June 21, 2011 in ZDNet.

II - Vocabulary.

Find the French translation for the following words using a dictionary, in line with the context.

1- weigh : .....
2- inaccurate : .....
3- disconnect : .....
4- consistent : .....
5- plain : .....
6- inherently : .....
7- overwhelming : .....
8- social engineering : *ingénierie sociale*

9- shorthand : .....
10- sidestep : .....
11- whacking : .....
12- the lay : .....
13- stealthily : .....
14- trump : .....
15- means : .....
16- thriving: .....

III - Read the text again and answer the following questions.

1- Why is it difficult to discuss the malware problem?

.....

.....

.....

2- How does the Mac community see the problem?

.....

.....

.....

3- What is the best way according to the text in avoiding computer infections?

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4- Explain in your own words 'social engineering' and 'malware are a healthy, thriving market'.

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III - Language work: defining relative clauses.

Look at the HELP box and then complete the sentences below with suitable relative pronouns. Give alternative options if possible. Put brackets round the relative pronouns you can leave out.

1 That's the computer ..... I'd like to buy.

2 Core 2 Duo is a new Intel processor ..... contains about 291 million transistors.

3 A webmaster is a person ..... designs, develops and maintains a website.

4 A bus is an electronic pathway ..... carries signals between computer devices.

5 Here's the DVD ..... you lent me!

6 Last night I met someone ..... works for GM as a software engineer.

HELP box

Defining relative clauses

- We can define people or things with a defining (restrictive) relative clause. We use the relative pronoun **who** to refer to a person; we can also use **that**.

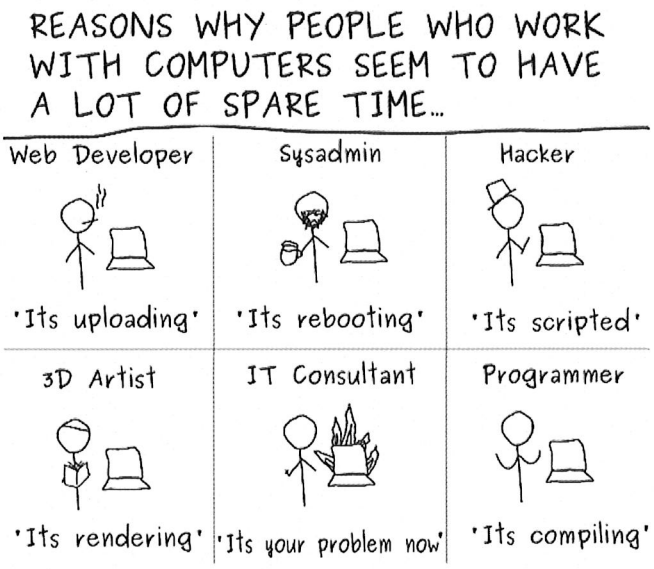
  *A blogger is a person **who/that** keeps a web log (blog) or publishes an online diary.*

- We use the relative pronoun **which** (or **that**) to refer to a thing, not a person.

  *This is built into a single chip **which/that** executes program instructions and coordinates the activities that take place within the computer system.*

- Relative pronouns can be left out when they are the object of the relative clause.

  *The main circuit board (**which/that**) you have inside your system is called the motherboard ...*

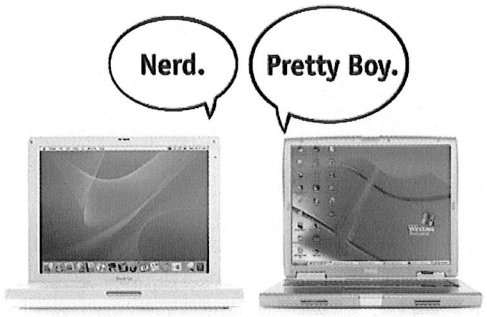


Reading Comprehension 4

When Your Gadgets Get to Know You: The Future of 'Personalized' Computing

I have often told people who ask me about the future of technology that as we get smarter devices, smarter software, and smarter cloud services we will also get more personalized devices, software and cloud services. The translation is that smarter equals more personal.

This is not to say that there is not a level of personalization with these devices or services already; only that it will be more so in the future.



The technology industry has used the term "personal computer" for three decades now. However, the term really means "owned by a person." My personal computer is not really all that personal at this point in time. It knows nothing about me and everything personalized about it is because I put in the time and effort to personalize it. A better term would be to say that I have a "customized computer" rather than "personal computer."

In the future, however, I believe these devices will become more personal rather than personally customized. To arrive at this future, the computing industry will continue to evolve into what Apple CEO Steve Jobs calls the "post PC era." To understand this better, let me explain what the PC era was and what the post PC era will be.

The PC Era

This is the era where a consumer's dependence on a computing device was centered around the PC, meaning a PC was a necessity to nearly every major mainstream computing experience. In this era no single other computing device could displace the PC.

We are at the tail end of this era, although the PC is still a central part of the current consumer experience. But we like having other digital devices that have become companions to our PCs like smart phones, digital cameras, tablets, mp3 players and more. However, none of them can sufficiently replace the PC yet.

I call what we are currently in the "PC plus era." With this I mean that a PC, plus a host of other devices complete a holistic computing experience for consumers.

The Post PC Era

If during the PC era the PC was central to the computing experience, then in the post PC era we will see a more de-centralized model become mainstream. In fact I would argue that in this era we become less dependent on what we know as a PC today and more dependent on the cloud.

In this era you will be able to do most, if not all, desired computing tasks comfortably, reliably, and conveniently from any connected smart screen. In this phase, the personal computing cloud becomes a key ingredient that is the central glue of the personal computing experience.

I say this phase is de-centralized because our dependence moves from the PC to the cloud, thus allowing any device connected to our personal cloud to become our computing platform of choice.

Consumers in this model can choose just one or any number combinations of screens to accomplish any and all computing tasks. The key difference in this stage from the PC plus stage is that most, if not all, computing devices can become general purpose devices rather than function- or application-specific devices. This means that you can do more general tasks from each device (i.e email, browse the web, view media, communicate, etc).

Personal to Personalized

In the not too distant future our devices will become smart enough to actually be able to learn or know more about us and how we use each device. This may sound scary at first but we will have a device that can begin to interpret our behaviors, likes and dislikes, schedules, and more. The device can then begin to truly assist and in some cases anticipate our actions and provide valuable data as a result.

For example: let's say I am in Palo Alto for meetings (as I often am). Whichever personalized computing device I have on me could look at my location and my schedule and notice that I have no lunch plans. It can then begin to recommend places for lunch based on any number of criteria that I have used to decide where to eat before.

To take this analogy a step further, I have friends who work and live in Palo Alto. The personalized computing device could also look at their schedules and say "Ken is at his office in Palo Alto and also has no lunch plans. Would you like to send Ken a note and ask him to join you for lunch at..."

Another example I am fond of relates to events. Say my personalized device knew that I am fan of a specific music group. Whenever that music group was in town or scheduled to play at a location I was near, I could be alerted and asked if I would like to buy tickets.

These are just a few examples of how, as our devices get smarter, they can truly become more personal. The bottom line is that we are headed in this direction and getting there will take a tremendous amount of innovation that is still yet to come. But it is pretty clear to me that this post PC era is really about personalized computing.

This is the big trend that will be driving the next phase of growth within the PC, consumer electronics and telecom industries.

By Ben Bajarin in Time Magazine, July 29, 2011.

I - Main idea.

Which statement best expresses the main idea of the text? why did you eliminate the other choices?

1- Computers are machines that can not tune to the users' needs.

2- Using a computer makes it more personal.

3- Within a few years, computers will adjust naturally to the users' habits.

4- In the near future, computing devices will become smarter and recognize their owners.

II - Match the words with the correct meanings.

1- Smart

2- Customize

3- Evolve

4- Mainstream

5- Behavior

6- Schedule

7- Analogy

8- Bottom

9- Tremendous

10- Trend

A- develop gradually, esp. from a simple to a more complex form

B- the way in which one acts or conducts oneself

C- a comparison between two things, typically on the basis of their structure and for the purpose of explanation or clarification

D- modify (something) to suit a particular individual or task

E- the lowest point or part

F- very great in amount, scale, or intensity

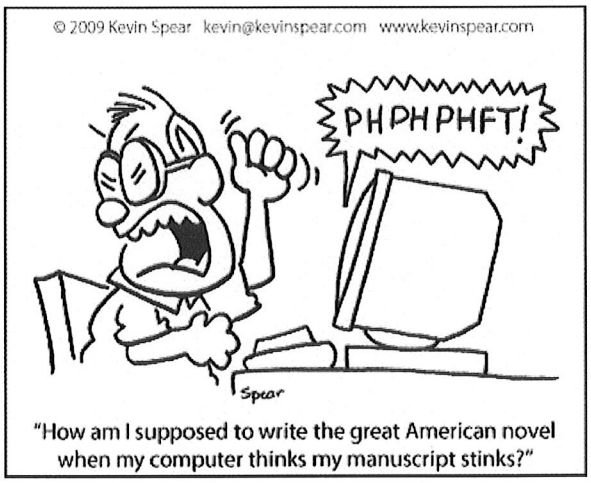
G- having or showing a quick-witted intelligence

H- the way things may be at a certain period of time

I- the ideas, attitudes, or activities that are regarded as normal or conventional

J- a plan for carrying out a process or procedure, giving lists of intended events and times

1	2	3	4	5	6	7	8	9	10



III - Language Work : comparatives.

In this text words such as *smarter*, *better*, or *further* are called comparatives. Look at the help box and then complete the following sentences using the comparative form of the adjective in brackets.

HELP box

Comparatives

- We form the comparative of one-syllable adjectives by adding **-er**.
  slow —► slower
  *Inkjet printers are **slower** than laser printers, but much **cheaper**.*
- Two-syllable adjectives usually take **more/less**.
  *modern —► **more** modern*
  *They're designing a **more modern** version at the moment.*
- Adjectives ending in **-y** (for example, **noisy**) take **-er** and the **y** changes to **i**.
  *Dot-matrix printers are **noisier** than inkjets.*
- We form the comparative of adjectives with three or more syllables by adding **more/less**.
  *versatile —► **more** versatile*
  *... they're cheaper and **more versatile** than standalone products.*
- Note the irregular forms:
  *good —► **better***
  *bad —► **worse***
  *little —► **less***
  *If you want **better** results, you'll need specialized software.*
- Equality is expressed by using **as ... as**. Difference can be shown by using **not as ... as**.
  *This is **as fast as** many other printers in its class.*
  *Inkjets are **not as expensive as** laser printers.*

1 A laser printer is generally (quiet) ..... than a low-cost inkjet printer.

2 Multi-function printers are now only slightly (expensive) ..... than conventional printers, and offer much (great) ..... versatility.

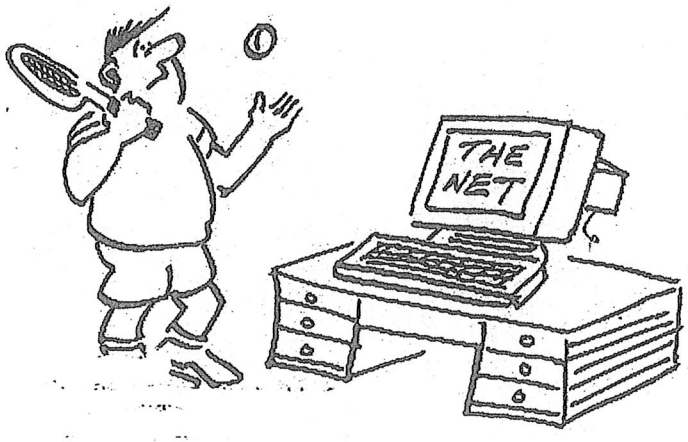
3 The print quality of this network printer is noticeably (good) ..... than any inkjet, and as (good) ..... as similar laser printers.

4 The Agfa platesetter is (reliable) ..... and (easy) ..... to use than most printers of its type.

5 Your printer is only as (good) ..... as the paper you use.

6 The final result is always (accurate) ..... than the original image.

7 An imagesetter is (heavy) ..... than a laser printer.



Reading Comprehension 5

Linux has its roots in a student project. In 1992, an undergraduate called Linus Torvalds was studying computer science in Helsinki, Finland. Like most computer science courses, a big component of it was taught on (and about) Unix. Unix was the wonder operating system of the 1970s and 1980s: both a textbook example of the principles of operating system design, and sufficiently robust to be the standard OS in engineering and scientific computing. But Unix was a commercial product (licensed by AT&T to a number of resellers), and cost more than a student could pay.

Annoyed by the shortcomings of Minix (a compact Unix clone written as a teaching aid by Professor Andy Tannenbaum) Linus set out to write his own "kernel" — the core of an operating system that handles memory allocation, talks to hardware devices, and makes sure everything keeps running. He used the GNU programming tools developed by Richard Stallman's Free Software Foundation, an organization of volunteers dedicated to fulfilling Stallman's ideal of making good software that anyone could use without paying. When he had written a basic kernel, he released the source code to the Linux kernel on Internet.

Source code is important. It is the original from which compiled programs are generated. If you do not have the source code to a program, you cannot modify it to fix bugs or add new features. Most software companies won't sell you their source code, or will only do so for an eye watering price, because they believe that if they make it available it will destroy their revenue stream.

What happened next was astounding , from the conventional, commercial software industry point of view -and utterly predictable to anyone who knew about the Free Software Foundation. Programmers (mostly academics and students) began using Linux. They found that it did not do things they wanted it to do so they fixed it. And where they improve it, they sent the improvements to Linus, who rolled them into the kernel. And Linux began to grow.

There is a term for this mode of software development; it is called Open Source. Anyone can have the source code -it is free (in the sense of free speech, not free beer). Anyone can contribute to it. If you use it heavily you may grant to extend or develop or fix bugs in it, and it is so easy to give your fixes back to the community that most people do so.

An operating system kernel on its own is not a lot of use, but Linux was purposefully designed as a near clone of Unix, and there is a lot of software out there that is free and was designed to compile on Linux. By about 1992, the first "distributions" appeared.

A distribution is the Linux-user term for a complete operating system kit, complete with the utilities and applications you need to make it do useful things — command interpreters, programming tools, text editors, typesetting tools, and graphical user interfaces based on X windowing system. X is a standard in academic and scientific computing, but not hitherto common on PCs; it is a complex distributed windowing system on which people implement graphical interfaces like KDE and Gnome.

As more an more people got to know about Linux, some of them began to port the Linux kernel to run on non-standard computers. Because it is free, Linux is now the most widely-ported operating system there is.

Adapted from "Smooth Operator" by Charles Stross, Computer Shopper magazine, November 1998

1. Read the text, then decide whether the following statements are true or false.

a- Linux was created in the 1980s

b- Minix was created by a university student

c- Linux is based on Unix.

d- Minix is based on Unix.

e- Linux runs on more types of computer than any other operating systems.

2. Find the answers to these questions.

a - What did Linus Torvalds use to write the Linux kernel ?

b - How was the Linux kernel first made available to the general public ?

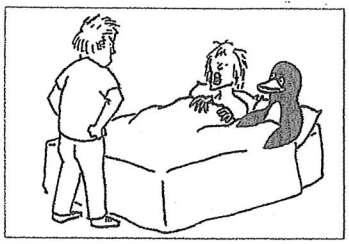
c - What is a programmer likely to do with source code ?

d - Why will most software companies not sell you their source code ?

e - What types of utilities and applications are provided in a Linux distribution ?

f - What is X ?

g - What graphical user interfaces are mentioned in the text ?



Oh, come on. You must have suspected something when I switched to Linux.

3. Match the terms in table A with the statements in table B.

Table A		
a. Kernel	c. Source code	e. A distribution (DISTRIBUTION)
b. Free Software Foundation	d. Open source	f. X

Table B
1. A type of software development where any programmer can develop or fix bugs in the software bugs in the software
2. The original systems program from which compiled programs are generated
3. A complete operating system kit with the utilities and applications you need to make it do useful things
4. A standard distributed windowing system on which people implement graphical interfaces graphical interface
5. An organisation of volunteers dedicated to making good software that anyone could use without paying could use with
6. The core of an operating system that handles memory allocation, talks to hardware devices, and make sure everything keeps running hardware devices,

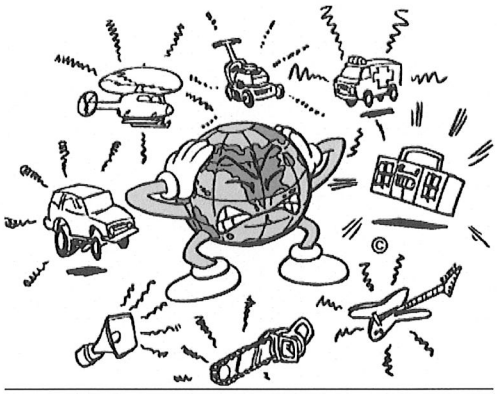
4. Translate the following words into French .

operating system(l.6) : _____
kernel(l.17) : _____
to release(l.26) : _____
to fix(l. 31) : _____
text editors(l.66) : _____

windowing system(l.73) : _____
to implement(l.72) : _____
to port(l.75) : _____
to run on(l.76) : _____

Reading Comprehension 6

Noise pollution



The extent of the problem of noise is large. In EU countries about 40 % of the population is exposed to road traffic noise with an average level exceeding 55 dBA (decibel) during the daytime and 20 % are exposed levels exceeding 65 dB (Lambert & Vallet, 1994). Taking all exposure to transport noise together, about half of EU citizens are estimated to live in zones which do not ensure acoustic comfort to residents. More than 30 % are exposed at night to noise levels exceeding 55 dBA, which are disturbing to sleep. It is no surprise that annoyance at community noise is widespread among citizens: in some EU-countries 20-25 % say they are annoyed by road traffic, 2-15 % by aircraft, and 2-4 % by railway noise (Lambert & Vallet, 1994).

High-level noise exposure giving rise to noise-induced hearing deficits is by no means restricted to occupational situations. Such levels can also occur due to concerts, discotheques, motor sports, shooting ranges, and leisure activities. Other sources are also important such as music played back through headphones and impulse noise from toys and fireworks. It has also been argued that community noise exposure will be a contributing factor to hearing deficits with increasing age.

Noise Threatens Hearing

Noise is one of the leading causes of hearing loss in the 28 million people with impaired hearing in the United States, and health statistics suggest a trend that the incidence of hearing loss is occurring at younger and younger ages. Noise-induced hearing loss, though preventable, is permanent.

How Loud is Too Loud?

To know if a sound is loud enough to cause damage to your ears, it is important to know both the level of intensity and the length of exposure to the sound. The unit used to measure environmental sound intensity is the decibel (dBA).

Zero decibels is approximately the softest sound the healthy human ear can hear. The scale increases logarithmically; that is, the level of perceived loudness doubles every 10 decibels. Experts agree the continued exposure to noise above 85 dBA, over time, will eventually harm hearing. In general, the louder the sound, the less time required before hearing will be affected.

Noise-Induced Hearing Loss - How the Damage Occurs

Loud noise assaults the delicate hair cells of the inner ear. Noise-induced hearing loss typically occurs gradually and without pain. After exposure to loud noise, a person may experience ringing in the ears or difficulty hearing. This is

called a "temporary threshold shift". After a few hours (or in some cases, a few days), this temporary shift in hearing returns to normal. With repeated exposure, however, this temporary shift in hearing can become permanent. Once permanent hearing damage has occurred, it is not possible to restore hearing.

Hearing Loss in Children: a Condition that Knows No Age

It is common misconception that hearing loss mainly impacts the aging. While it is true that a large portion of those over 65 experience auditory damage, nearly 7 million children and 8 million people between the ages of 18 and 44 suffer from hearing loss of various levels (Better Hearing Institute). A recent study published in the Journal of the American Medical Association revealed that 15% of children experience aural impairment in one or both ears.

Why is Hearing Loss Dangerous for Children? The problem of hearing loss in children is exacerbated further by the existence of excessive noise levels in our everyday environment. Although researchers can blame several factors, such as genetics or infections, for this phenomenon, noise is certainly a primary concern. The League for the Hard of Hearing compiled the following noise level readings for everyday sounds (for comparison, normal speech levels record around 60 dBA):

- Refrigerator - 50 dBA
- Air conditioner - 50-75 dBA
- Coffee grinder - 70-80 dBA
- Doorbell - 80 dBA
- Garbage disposal - 80-95 dBA
- Baby crying - 110 dBA
- Squeaky toy held close to the ear - 110 dB

It is commonly agreed that continued exposure to 85dB or more can cause hearing damage. Children who suffer from poor hearing health are exposed to a variety of related problems, such as:

- Educational disadvantages
- Social withdrawal
- Delayed speech and language development

Pay Attention to the Warning Signs

Noise-induced hearing loss is cumulative across the life span. Often, by the time a person realizes that there is hearing loss, it is too late. But there are certain early warning signs to suggest that there may be a problem. If you experience any of the following early warning signs, have your hearing tested by a licensed audiologist, or have your ears examined by an ear doctor.

- A ringing or buzzing (tinnitus) in the ears immediately after exposure to noise.
- A slight muffling of sounds after exposure making it difficult to understand people when you leave a noisy area.
- Difficulty understanding speech; that is, you can hear ail the words, but you can't understand ail of them.

Protect Your Hearing

To avoid noise-induced hearing loss, pay attention to the noises around you and turn down the volume whenever possible. Avoid or limit time spent at noisy sports events, rock concerts and night clubs. Wear adequate hearing protection, such as foam ear plugs or ear muffs, when you must be in a noisy environment or when using loud equipment.

Thinkeast.org

Noise Pollution

Read the text and answer the questions.

1. True or false? Justify your answers with a quote from the text.

	T	F
1. Noise pollution is not a problem in Europe.	☐	☐
2. Noise-induced hearing loss is not only caused by working in noisy conditions.	☐	☐
3. Noise damages hearing when it is above 55 dBA.	☐	☐
4. Noise-induced hearing loss cannot be cured.	☐	☐
5. The damage happens in the cochlea.	☐	☐
6. A "temporary threshold shift" is a change in the ear's tolerance of loud noises.	☐	☐
7. Hearing is not affected before old age.	☐	☐
8. About a quarter of children in the United States suffer from hearing loss.	☐	☐
9. Hearing loss in children does not have an impact on the rest of their lives.	☐	☐
10. You should consult a specialist before you have any problems.	☐	☐
11. Use protection when you are exposed to excessively loud noise.	☐	☐

2. Are you affected by noise pollution? Give examples.
3. What is being done to diminish this problem? Can you think of any other solutions?

LISTENING COMPREHENSION

LISTENING COMPREHENSION 1

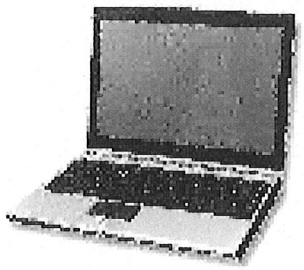
Types of computers

1- Listen to an extract from an ICT class. As you listen, Label the pictures (a-e) with words from the box.

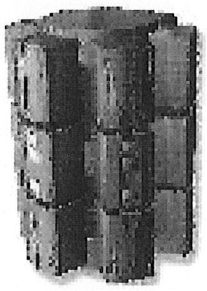
laptop	tablet PC	PDA	mainframe	desktop PC

a .....

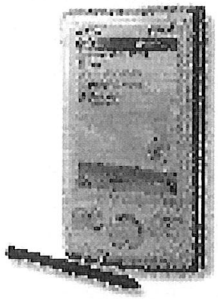
b .....



c .....



d .....



e .....

2 - Listen again and decide whether these sentences are true or false. Justify.

a) A mainframe computer is less powerful than a PC.

.....

.....

.....

b) A mainframe is used by large organizations that need to process enormous amounts of data.

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.....

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c) The most suitable computers for home use are desktop PCs.

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d) A laptop is not portable.

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e) Laptops are not as powerful as desktop PCs.

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f) Using a stylus, you can write directly onto the screen of a tablet PC.

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g) A Personal Digital Assistant is small enough to fit into the palm of your hand.

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h) A PDA does not allow you to surf the web.

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3 - Listen one more time and find the words which have the following meanings.

a) a large high-speed computer, esp. one supporting numerous workstations or peripherals : .....

b) having great power or strength : .....

c) forming an essential foundation or starting point : .....

d) extremely large or great, especially in scale or degree : .....

e) make available for use : .....

f) space or equipment necessary for doing something : .....

g) a number of interconnected computers, machines, or operations : .....

h) involving large numbers or a large area : large-scale

i) a tiny wafer of semiconducting material used to make an integrated circuit : .....

j) a desktop computer terminal, typically networked and more powerful than a personal computer : .....

k) smooth and even; without marked lumps or indentations : .....

l) satisfying one's conception of what is perfect; most suitable : .....

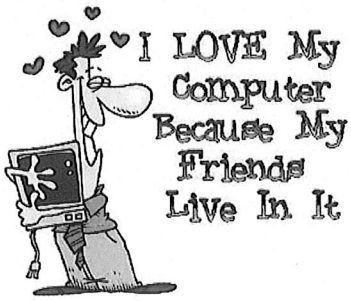
m) a person with senior managerial responsibility in a business organization : .....

n) cause to change in form, character, or function : .....

o) the information fed into a computer or computer program : .....

p) bend (something flexible and relatively flat) over on itself so that one part of it covers another : .....

q) a means of approaching or entering a place : .....



LISTENING COMPREHENSION 2

The policeman no one believed

1- Understanding the document

a- What was the incident?

.....
.....

b- When and where did the incident take place?

.....
.....

c- What did the two scientists want to understand?

.....
.....

d- Where did they publish the results of their studies?

.....
.....

e- What was the goal of the experiment?

.....
.....

f- Why did the psychologist come to the conclusion that «humans in general are bad at knowing how much they actually see»?

.....
.....

g- Sum up the details of the incident which led the scientists to carry out the experiment.

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h- What is the subject of the scientists' computer based studies?

.....

.....

i- Why did the scientist give students very specific instructions?

.....

.....

j- What was the number of students who saw the staged fight at night?

.....

.....

k- As a conclusion, what does lead people to «make all kind of mistakes» according to the journalist?

.....

.....

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2- Language work.

In this document modal verbs are often used. Look at the HELP box below and do the following exercise.

HELP box

Modal verbs

We use modal verbs to add extra meaning to the main verb. They are followed by infinitive without *to*. Modal verbs are used in the following ways:

- To express a possibility

  *You **can/could** use Adobe Flash to include interactive animations.*

  *You **may** like to insert songs, podcasts, etc.*

  *The price of Dreamweaver **might** go down next month.*

  Can and **could** are often interchangeable when talking about possibility. **May** and **might** are used to express weaker possibilities and often come before the verb **like** to mean *It is possible you will like.*

- To ask for permission

  ***Can/Could/May** I use your mobile phone?*

  May is more formal than **can** or **could**.

- To talk about ability

  *They are looking for artists who **can** draw and design web pages.*

  Could is the past tense of **can** and is used to talk about ability in the past.

- To talk about obligation or necessity

  *To see or hear all these files, you **must** have the right plug-in.*

  *... you **needn't** learn HTML in order to build your own website.*

  Needn't means *don't need to* or *don't have to* and is used to express a lack of obligation.

- To give advice (see Unit 7)

  *Before going live, you **should** check that all the links work.*

B Complete these sentences with suitable modal verbs from the HELP box. There may be more than one possible answer.

1 With Java, I ..... include some attractive banners on my website.

2 With a web editor, you ..... create a web document easily.

3 These days, you ..... learn how to use complicated HTML codes. Modern web design software is user-friendly and converts a visual layout into HTML code.

4 Once live, you ..... update your website regularly.

5 To view a PDF file, you ..... have Adobe Acrobat Reader.

6 Websites with graphics are more inviting than those written in plain text, so you ..... like to insert some graphics into your documents.

7 ..... I use your laptop? I need to print out this report.

For Heaven's sake, Moira... You've got to delete some of your files!

LISTENING COMPREHENSION 3

Buying a computer

1- Introduction

a- Imagine you are in a computer shop. Choose five things that would improve your digital life. Compare your choices with the other students.

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.....

.....

b- You want to buy a computer. Think of three basic features that will make a big difference to your choice.

.....

.....

.....

2 - Listening.

a- Listen to two people making enquiries in a computer shop. Do they buy anything?

.....

.....

.....

b- Listen again and complete the product descriptions.

iMac

Processor speed 2.33GHz

RAM _____

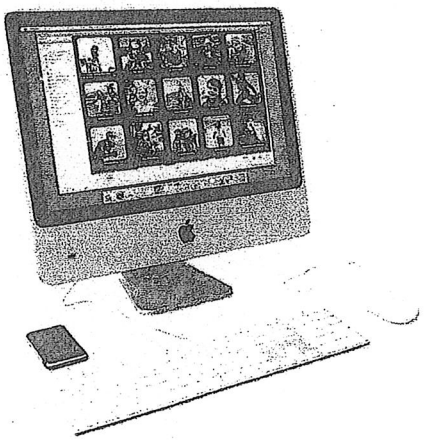
Hard drive capacity _____

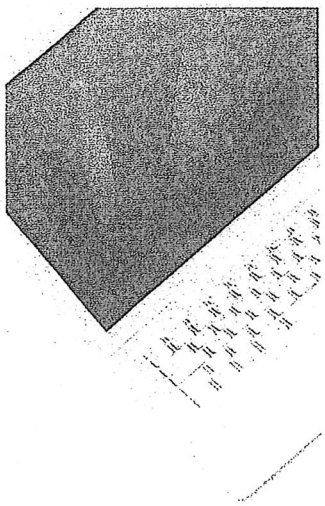
DVD drive included? Yes

Operating system _____

Includes internet software

Price _____





MacBook

Processor speed _____

RAM _____

Hard drive capacity _____

DVD drive included? _____

Operating system _____

Includes internet software

Price £1,029

c- Listen one more time and complete the extract from the conversation.

Assistant: Do you need any (1) _____ ?

Paul: Um, yes, we're looking for a Mac computer. Have you got any fairly basic ones?

Assistant: Yes, sure. If you'd like to come over here.

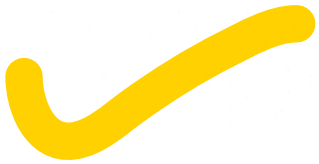
Paul: What different (2) _____ are there?

Assistant: At the moment we've got these two models: the iMac, which is a desktop computer with an Intel Core 2 Duo processor (3) _____ at 2.33 gigahertz, and the portable MacBook, which has a processor (4) _____ at 2.0 gigahertz. Core Duo technology actually means two cores, or processors, built into a single chip, offering up to twice the speed of a traditional chip.

Sue: So they're both very (5) _____ , then. And which one has more memory? I mean, which has more RAM?

Assistant: Well, the iMac has two gigabytes of RAM, which can be (6) _____ up to three gigabytes, and the MacBook has one gigabyte, expandable to two gigabytes. It all depends on your needs. The iMac is (7) _____ for home users and small offices. The MacBook is more (8) _____ if you travel a lot.

LISTENING COMPREHENSION 4



Hypernova

1- Understanding the document.

a- Why does the journalist say «what's a better story than» that of Hypernova?

.....
.....
.....

b- What is the reason to check back with the band?

.....
.....
.....

c- What seems to be the singer's modus?

.....
.....
.....

d- When did the band try for «some real exposure»?

.....
.....
.....

e- How does the band leader describe their early music style?

.....
.....
.....

f- How does the singer describe the situation in his country?

.....
.....
.....
.....

g- What would be the parallel «fear of going back home» according to the artiste?

.....
.....
.....

h- What is the «Axis of Evil» from the artist point of view?

.....
.....
.....

2 - Fill in the gaps.

Raam says his .... on Through the Chaos is "Here and Now." He says that ..... it ...., it's about trying to live in the present.

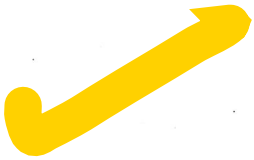
"A lot of Iranians — they feel ..... that we used to rule the world or ..... the world 2500 years ago," Raam says. "That was ages ago; what are you doing now to represent your ..... in a positive light? Your actions will speak much louder than words of history and times that have passed."

Hypernova is in the process of planning a U.S. ..... to promote Through the Chaos and has recently added a fifth member, an American. But the group is months behind ....., because three members were detained at the U.S.-Canada border on their way back to Brooklyn. Why? They have ....

"I understand where it's all coming from," Raam says. "I understand that it's ..... operating procedure. I just wish they would make it ..... for artists. We're doing something positive to ..... this cultural divide through representing our nations. We're not the bad guys; we're the good guys."

But, Raam wryly adds, that's something you have to get used to when you're a rock band from the Axis of Evil.

VIDEO



Ten questions for Ray Kurzweil

1 - True or False, justify your answer by quoting the document. ..... / 5

a) Ray Kurzweil is a famous biologist. T / F

.....

.....

.....

b) The journalist wants to talk with him about past events. T / F

.....

.....

.....

c) «The law of accelerating returns» is about things that happened in the past. T / F

.....

.....

.....

d) According to Ray Kurzweil computers will become faster and faster. T / F

.....

.....

.....

e) Kurzweil assumes that connection to the web will be permanent. T / F

.....

.....

.....

f) Genetical science will help people with weight troubles to slim down. T / F

.....

.....

.....

g) Artificial intelligence will remain a science fictional fact. T / F

.....

.....

.....

h) Ray Kurzweil thinks human beings are unable to follow the technological progress of machines. T / F

.....

.....

.....

i) To live longer Kurzweil says we need to build bridges. T / F

.....

.....

.....

j) Ray Kurzweil insists on the fact that our brain material does not affect our personality. T / F

.....

.....

.....

(Every single day, I wash my brain with TV)

2) Complete the following by listening to the end of the document. ...../5

Well, I think the (1) ..... of the technology is going to continue to (2) ..... exponentially but how we use it is really within our own hands. And I do worry about abuse, and I mean look at the XX century, we had 180 million people die in the wars of the XX century. You can (3) ..... that technology played a role in exasperating conflict, it certainly made that scale of destruction possible, so it is in our hands and I am concerned by the promise of being able to imply these technologies to the major challenges of the world. It is my view in fact that only the exponential (4) ..... of (5) ..... / ..... has its scale to address the major challenges of humanity, like energy and environment, disease and poverty, while at the same time we protect ourselves against those who would abuse them.

3) Compete the following sentences with the appropriate form of the adjectives in the brackets. ...../ 5

a) She is ..... (good) student of the group.
b) We went through all the tests one more time to make this robot ..... (intelligent) than what it was previously.
c) Computers are getting ..... and ..... (fast) whereas cars are ..... and ..... (dangerous).
d) A 3D screen plus a HQ sound system cost ..... (cheap) today than five years ago.
e) This is ..... (bad) software I have ever used!

4) Explain in ENGLISH «I do worry about abuse» in the sense of the document. Give examples. ..... / 5

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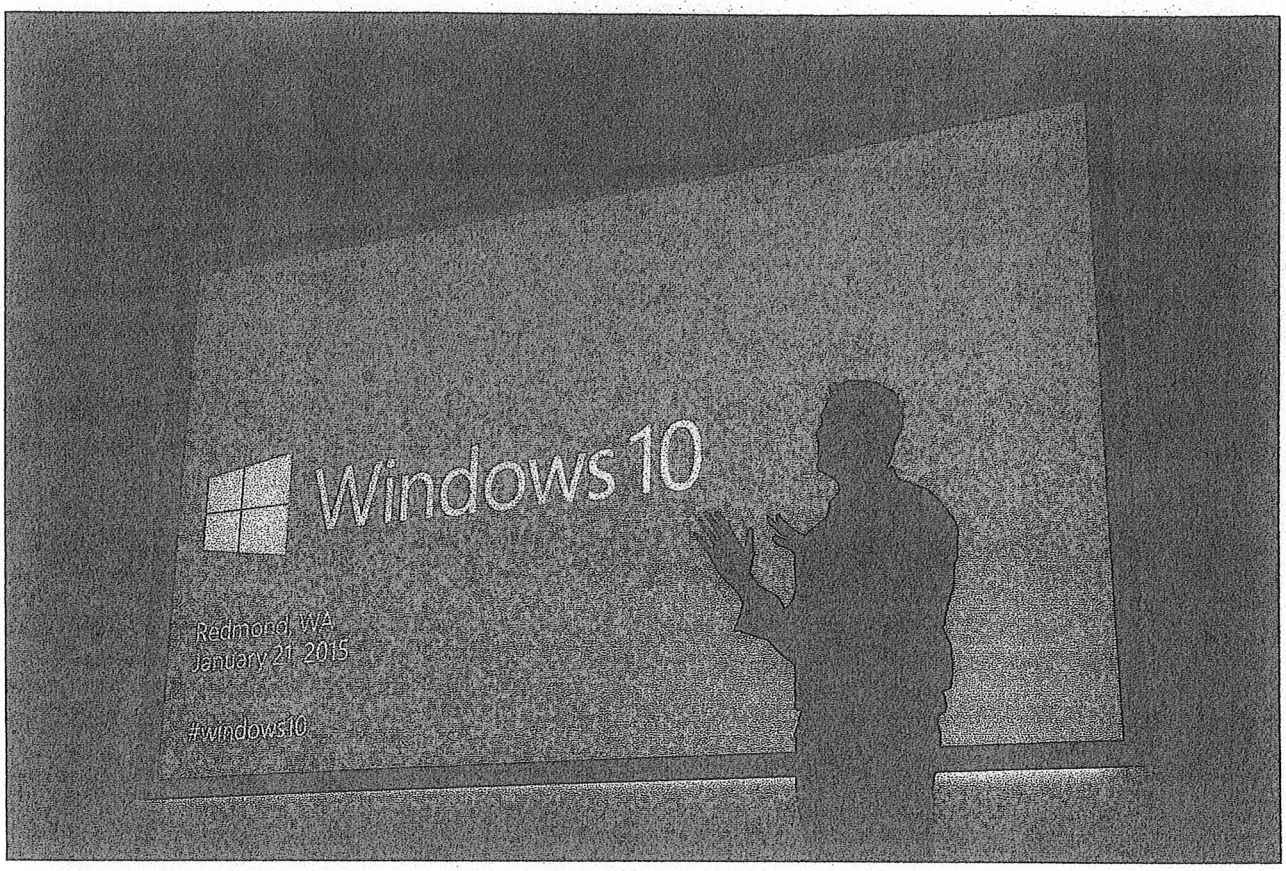
Windows 10



A- Answer the following questions.

1- Who is the speaker ?

.....
.....
.....

2- What does he speak about ?

.....
.....
.....

3- Why has Microsoft designed a tech-preview?

.....
.....
.....

4- Who does the speaker refer to and why?

.....
.....
.....

5- What are the « few things » (three) you need to know before using the tech-preview?

.....
.....
.....

6- What are the two benefits a windows-insider would get?

.....
.....
.....

7- How can someone become an "insider" ?

.....
.....
.....

8- How is the preview called by the speaker?

.....
.....
.....

9- Explain: « the design and feature set you see today, only scratches the surface of what we have planned ».

.....
.....
.....

10- What is the first thing a user will notice when they use Windows 10 ?

.....
.....
.....

11- What are "live-tiles" and what are they made for?

.....
.....
.....

12- Where can be found "Search" icon?

.....
.....
.....

13- What was one of the biggest features in Windows 8?

.....
.....
.....

14- What is Windows "great at" according to the speaker?

.....
.....
.....

15- Give examples of what the speaker calls "multitask area".

.....
.....
.....

16- Fill in the gaps with the words you hear from the clip.

One of the 1-... new features in Windows 8 was the Windows Appstore. When you ran an app, it was always 2- .... optimised for 3-..... type 4- ... . With tech-preview, we're improving how stored apps work for all kind of 5- ... including ones with or without 6- ... and for big giant screens. Thus apps from the window store now open in the same 7- ... that your 8- ... programs do. You can 9- ... them and 10- ... them around. And they have title bars at the top so you can 10- ... , 11- ... and 12- ... with a click.

1-	2-	3-	4-
5-	6-	7-	8-
9-	10-	11-	12-

Video understanding 1

Pizza from Scratch

1- Understanding the video clip.

a- What does the presenter want to prove?

.....

.....

.....

b- What is the first thing you need to make a home made pizza? What options do you have?

.....

.....

.....

c- Before baking the pizza what must be done? Give the details.

.....

.....

.....

.....

.....

d- How are you supposed to thin the dough out? What must not be used? When is it thin enough?

.....

.....

.....

.....

.....

.....

e- Explain with your own words « you don't want to over do» your pizza?

.....

.....

.....

.....

f- What is «against the law in New York State» according to the presenter? Why?

.....

.....

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.....

g- What happens if you put the olive oil and the basil on your pizza before putting it in the oven?

.....

.....

.....

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.....

h- How should you put the pizza on the pizza stone? Why is it important?

.....

.....

.....

i- Two different heating process take place, describe them.

.....

.....

j- Why the «timing is crucial? What are you advised not to do?

.....

.....

.....

k- How are the bottom and the top of the pizza cooked?

.....

.....

.....

l- Explain «the last thing you want to do with your home made pizza, is put it in a cardboard box and send it to your neighbor».

.....

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.....

.....

m- Will you try to follow this recipe? Why?

.....

.....

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.....

2 - Language Work : giving and following instructions.

A Look at the HELP box and then correct six mistakes in this dialogue.

A: I need a photo for my curriculum vitae. How do I insert one into this Word document?

B: Well, now choose *Insert* on the Menu bar.

A: As this?

B: Yes. From the Insert menu, select *Picture*. As you can see, this displays a drop-down menu with different options: *Clip Art, From File, From Scanner, Chart*, etc. Select *From File* and you'll get a dialog box.

A: OK. I've done that now. What last?

B: OK. Now I navigate your hard drive's contents and find the picture that you want to insert.

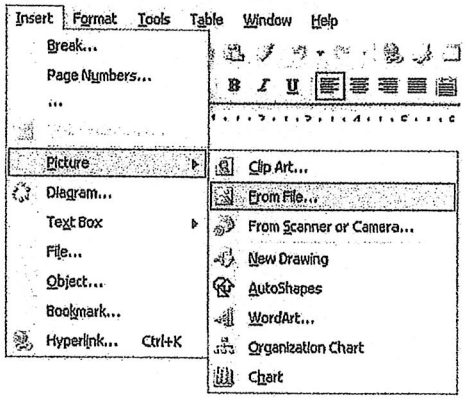
A: Right. I'd like to include this one.

B: OK, good. Now click *Insert* and the photograph will be inserted into your document.

A: Here it is. Is that write?

B: Yes. First, right-click with the mouse and select *Format Picture* to adjust the size and other properties.

A: Brilliant, thanks!



HELP box

Giving instructions

To give instructions, we use the imperative form of the verb and sequence words such as **first, next, then, after that, finally**, etc.

*First, **use** the mouse to select the text.*
*Then **choose** the* Cut *command from the Edit menu.*
*Next, **choose*** Paste *from the Edit menu.*
*Finally, **check** that the text has appeared in the right place.*

We can also use the present simple with **you**.

*Then **you find** where you want the text to appear and **click** to position the insertion point.*

Following instructions

- If you want to check that you have understood instructions, you can use expressions like:
  Like this?
  Is that right?
- If you want to signal that you are ready to move on to the next step, you can use expressions like:
  OK, I've done that now.
  What next?
- If you want to ask if the process is completed, you can use expressions like:
  Is that everything?
  Anything else?

B Complete these instructions for how to *Copy and Paste* in Word with verbs from the box.

click (x2)	select	position	right-click	drag

1 First, _____ the text you wish to copy. To select text, _____ the mouse over the portion of the text that you want to copy. This part should then be highlighted.

2 Then _____ on the *Copy* icon on the Standard Toolbar. This copies the selected text to an invisible clipboard.

3 Next, _____ the cursor where you want the text to appear.

4 Finally, _____ the *Paste* icon. This inserts the content of the clipboard at the insertion point. As well as the icons on the toolbar, you can use the keys *Ctrl+ C* for *Copy*, and *Ctrl+V* for *Paste*. These options also come up if you _____ the selected text.

Video understanding 2

Alcoholic Vervet Monkeys

1- Understanding the video clip.

a- How did the monkeys get on the island?

.....

.....

.....

b- Why did the monkeys «acquire a taste for alcohol»? How do they «satisfy their thirst» today?

.....

.....

.....

c- Explain «they have learnt to be sneaky».

.....

.....

.....

.....

d- What are the similarities between monkeys and humans? Give the percentages.

.....

.....

.....

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.....

e- How are these similarities explained?

.....

.....

.....

.....

f- What makes the difference between monkeys and humans when it comes to heavy drinkers?

.....

.....

.....

g- Explain «they seem to tolerate leaders who monkey around».

.....

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2 - Language Work : the past simple.

In this clip to describe the events, the narrator uses the past simple a few times. Therefore it is important to be able to handle this form if you have to relate a process or an event.

2 - Language Work : the past simple.

In this clip to describe the events, the narrator uses the past simple a few times. Therefore it is important to be able to handle this form if you have to relate a process or an event.

a- Look at the HELP box and complete the text with the past simple of the given verbs.

show	spread	steal	launch	attempt	overwrite	be	infect	affect

The history of hacking – Part 2

1992 – David L Smith (1) _____ prosecuted for writing the Melissa virus, which was passed in Word files sent via email.

1997 – The German Chaos Computer Club (2) _____ on TV how to obtain money from bank accounts.

2000 – A Russian hacker (3) _____ to extort $100,000 from online music retailer CD Universe.

A Canadian hacker (4) _____ a massive *denial of service* attack against websites like Yahoo! and Amazon.

The *ILoveYou* virus, cleverly disguised as a love letter, (5) _____ so quickly that email had to be shut down in many companies. The worm (6) _____ image and sound files with a copy of itself.

2001 – The *Code Red* worm (7) _____ tens of thousands of machines.

2006 – Hackers (8) _____ the credit card details of almost 20,000 AT&T online customers. However, subscribers to its service (9) (not) _____ .

HELP box

Past simple

- We use the past simple to talk about a complete action or event which happened at a specific time in the past.

  Past ——————|—————— Now
  *He **began** hacking in 1974.*

- We form the past simple of regular verbs by adding **-(e)d** to the infinitive.

  *John Draper **discovered** that a whistle …*

  We form questions and negatives using **did/didn't**.

  *When **did** Captain Zap **hack** into the Pentagon?*
  *He **didn't expect** that his most famous exploit …*

- There are many verbs which are irregular in the past simple.

  *Kevin Mitnick **began** hacking into …*

  For a list of irregular verbs, see page 166.

  We form questions and negatives for irregular verbs in the same way as for regular verbs. The exception is **be** (see below).

  *When **did** Kevin Mitnick **begin** hacking into …?*
  *He **didn't begin** hacking until 1974.*

- We form the past passive with the past simple of **be** + the past participle.

  *IBM international **was paralysed** by hackers.*
  *He **wasn't sent** to prison.*
  *Why **was** Nicholas Whitely **arrested** in 1998?*

b- Read these landmarks in the history of the Internet and prepare at least five questions in the past simple.

Example: *What happened in 1969? What did Ray Tomlinson do in 1971?*

1969 – The US Defense Department establishes ARPANET, a network connecting research centres.

1971 – Ray Tomlinson of BBN invents an email program to send messages across a network. The @ sign is chosen for its *at* meaning.

1981 – IBM sells the first IBM PC. BITNET provides email and file transfers to universities.

1982 – TCP/IP is adopted as the standard language of the Internet.

1988 – Jarkko Oikarinen develops the system known as Internet Relay Chat (IRC).

1991 – CERN (*Conseil Européen pour la Recherche Nucléaire*) creates the World Wide Web.

1998 – The Internet 2 network is born. It can handle data and video at high speed but is not a public network.

1999 – Online banking, e-commerce and MP3 music become popular.

2001 – Napster, whose software allows users to share downloaded music, maintains that it does not perpetrate or encourage music piracy. However, a judge rules that Napster's technology is an infringement of music copyright.

2004 – Network Solutions begins offering 100-year domain registration.

2006 – Americans spend over $100 billion shopping online.

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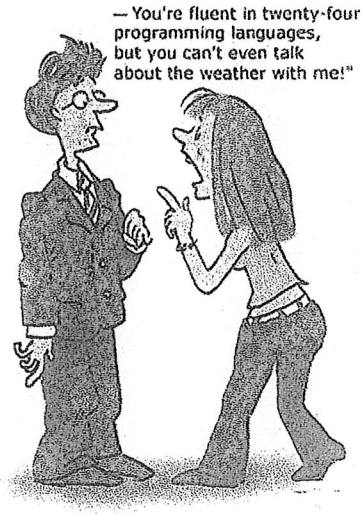
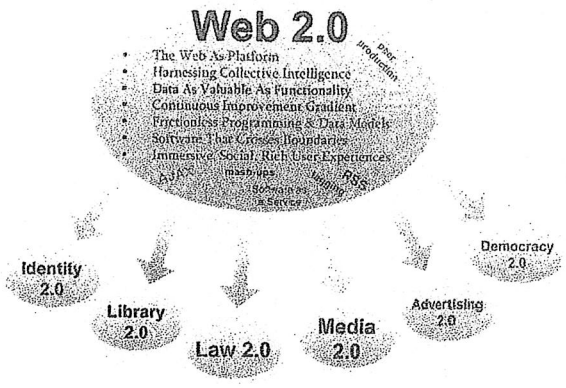


Video understanding

Internet vocabulary, Web 2.0



1- Watch the clip and write down all the important expressions which are in red. Find their equivalents in French. There are approximatively 10 to 12 of them.

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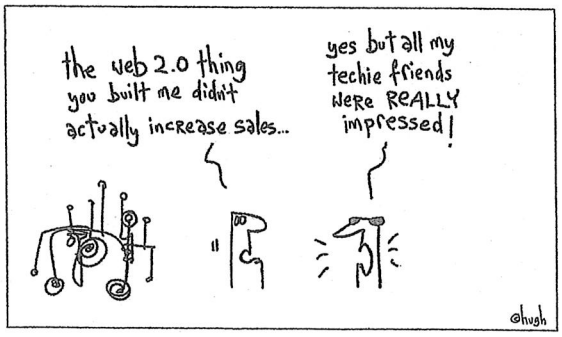


2 - Social life and Web 2.0.

Look at the HELP box and rewrite the following IM chat using abbreviations.

HELP box

Chat abbreviations

We often use abbreviations in online chats and Instant Messaging. Some common examples are:

ASAP	As soon as possible
BBS	Be back soon
BFN	Bye for now
BTW	By the way
F2F	Face to face
GL	Good luck
H&K	Hug and kiss
IC	I see
ILU	I love you
IMO	In my opinion
IOW	In other words
LOL	Laughing out loud
TIA	Thanks in advance
msg	Message
ur	your/you're
2	to
4	for
b	be
c	see
r	are
u	you

It's OK to use chat abbreviations, but try not to rely on them too much – they can make a conversation difficult to follow. They are also very informal.

Paulo:	By the way, are you free on Saturday?
Emma:	Sure – it would be good to meet face to face. Shall we go for a coffee?
Paulo:	Good plan. Café Moka makes the best coffee, in my opinion.
Emma:	It's the closest to your house in other words!
Paulo:	Laughing out loud! Yes, you're right! But the coffee really is good.
Emma:	See you at 4?
Paulo:	Great. Bye for now.


A NOUN VERB ADJECTIVE

A bicycle can't stand on its own because it's two-tired.

English Proverb

English grammar is something which can be very easy to handle as well as very difficult to master. As you have already noticed, the English language is the most common language spoken all over the world, and people from the scientific field use mainly English to publish, exchange, or simply communicate.

As a computer sciences student, you are required to have a good level of written and spoken English, therefore you should avoid common grammar mistakes. Thus, you have to review the basic rules from time to time, if you do not use English language every day. But since most of you have studied English for several years, you are not going to go through the whole basic notions, again, this year.

In this section of your English booklet, we are going to deal with three important notions which you have already studied, and normally, should not have a problem with:

- articles;
- passive form of the verbs;
- comparatives and superlatives.

English is a funny language; that explains why we park our car on the driveway and drive our car on the parkway.

Author Unknown

If you feel uncomfortable with some other notions or need to check your knowledge, you have got many free internet sites which would help you, such as:

- www.englishlearner.com
- www.ego4u.com
- www.englishclub.com/grammar

And of course you can ask your teacher to help you getting more details and information.

ARTICLES

A a vs an

We use **a** before consonant sounds, and **an** before vowel sounds:

VOWEL SOUNDS: **an appraisal, an hour, an interview, an office, an MBA**
CONSONANT SOUNDS: **a director, a code, a unit, a question**

B Uses of a, an

We use **a** or **an** before unspecified singular countable nouns:

*'Could you let me have **an envelope**?'*

We use **a** or **an** to talk about jobs, (but not areas of business):

*Janet's **a Personnel Manager**, and her husband is in **Ø marketing**.*

We use **a** or **an** to talk about frequency:

*We have to submit VAT returns four times **a** year.*

C Uses of the

We use **the** with a specific noun we have mentioned before:

*We have bought **a** Mac and **a** PC. **The** Mac cost $2500 and **the** PC cost $2100.*

We use **the** when we add information that defines something:

*Where is **the** file that I gave you this morning?*

We use **the** when it is clear what we are referring to because there is only one:

*Would you like to come in? **The** chairman will see you now.*

We use **the** with superlatives:

*Coca Cola is **the** most famous soft drink in the world.*

We use **the** with adjectives to refer to a group:

***The** rich do not do enough to help **the** poor.*

We use **the** to refer to rivers, mountains, seas, and names of countries that include a noun like **republic, kingdom, union,** etc.:

***The** Aral Sea in **the** former Soviet Union is very polluted.*

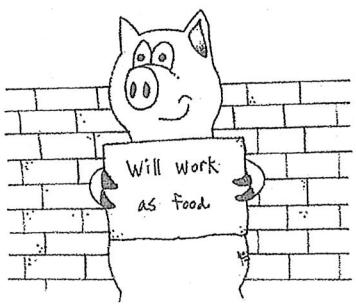
D No article (Ø)

We use no article (Ø) to generalize about uncountable or plural nouns:

*Ø Money is **the** root of all evil.* (i.e., money in general, or all money)

We do not use an article (Ø) to refer to companies, cities, roads, single islands, or lakes:

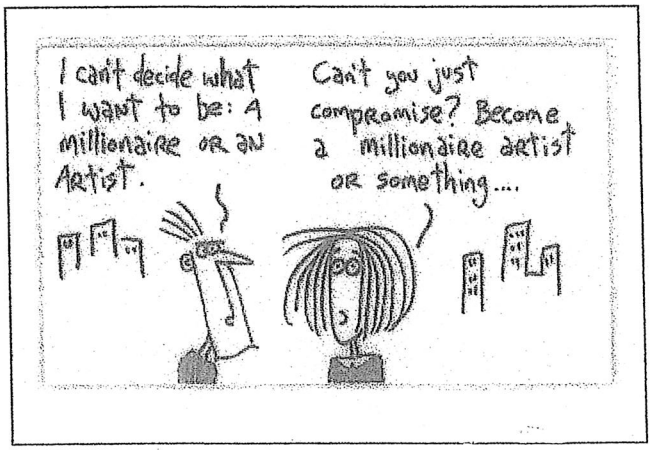
I work for Ø Goldman Sachs in Ø London, and I have a house in Ø Western Road. I also have a holiday home in Ø Crete and another near Ø Lake Garda.



Due to his grammar mistake, Wilbur found a position. It just wasn't the one he wanted.

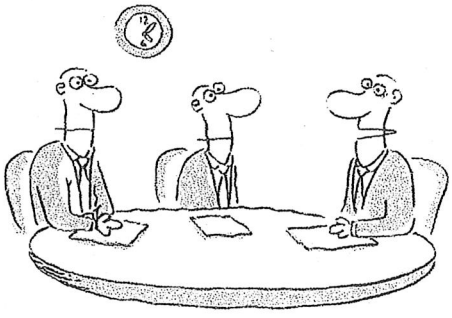
1- Insert A or AN if necessary.

1 My neighbour is . . . photographer; let's ask him for . . . advice about colour films.
2 We had . . . fish and . . . chips for . . . lunch. ~
That doesn't sound . . . very interesting lunch.
3 I had . . . very bad night; I didn't sleep . . . wink.
4 He is . . . vegetarian; you won't get . . . meat at his house. He'll give you . . . nut cutlet. ~
Last time I had . . . nut cutlet I had . . . indigestion.
5 . . . travel agent would give you . . . information about . . . hotels.
6 We'd better go by . . . taxi—if we can get . . . taxi at such . . . hour as 2 a.m.
7 . . . person who suffers from . . . claustrophobia has . . . dread of being confined in . . . small space, and would always prefer . . . stairs to . . . lift.
8 Do you take . . . sugar in . . . coffee? ~
I used to, but now I'm on . . . diet. I'm trying to lose . . . weight.
9 . . . man suffering from . . . shock should not be given anything to drink.
10 You'll get . . . shock if you touch . . . live wire with that screwdriver.
Why don't you get . . . screwdriver with . . . insulated handle?
11 It costs fifty-five and . . . half pence and I've only got . . . fifty pence piece. ~
You can pay by . . . cheque here. ~
But can I write . . . cheque for . . . fifty-five and . . . half pence?
12 . . . Mr Smith is . . . old customer and . . . honest man. ~
Why do you say that? Has he been accused of . . . dishonesty?
13 I'm not . . . wage-earner; I'm . . . self-employed man. I have . . . business of my own. ~
Then you're not . . . worker; you're . . . capitalist!
14 When he was charged with . . . murder he said he had . . . alibi.
15 . . . friend of mine is expecting . . . baby. If it's . . . girl she's going to be called Etheldreda. ~
What . . . name to give . . . girl!



2 - Insert THE if necessary.

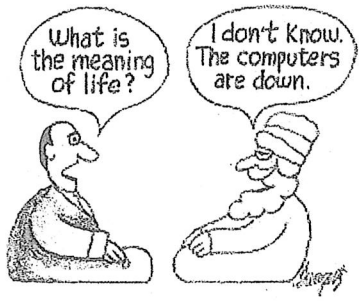
1 . . . youngest boy has just started going to . . . school; . . . eldest boy is at . . . college.
2 She lives on . . . top floor of an old house. When . . . wind blows, all . . . windows rattle.
3 . . . darkness doesn't worry . . . cats; . . . cats can see in . . . dark.
4 My little boys say that they want to be . . . spacemen, but most of them will probably end up in . . . less dramatic jobs.
5 Do you know . . . time? ~
Yes, . . . clock in . . . hall has just struck nine. ~
Then it isn't . . . time to go yet.
6 He was sent to . . . prison for . . . six months for . . . shop-lifting. When . . . six months are over he'll be released; . . . difficulty then will be to find . . . work. ~
Do you go to . . . prison to visit him?
7 I went to . . . school to talk to . . . headmistress. I persuaded her to let Ann give up . . . gymnastics and take . . . ballet lessons instead.
8 . . . ballet isn't much use for . . . girls; it is much better to be able to play . . . piano.
9 I am on . . . night duty. When you go to . . . bed, I go to . . . work.
10 Peter's at . . . office but you could get him on . . . phone. There's a telephone box just round . . . corner
11 He got . . . bronchitis and was taken to . . . hospital. I expect they'll send him home at . . . end of . . . week. ~
Have you rung . . . hospital to ask how he is?
12 Ann's habit of riding a motorcycle up and down . . . road early in . . . morning annoyed . . . neighbours and in . . . end they took her to . . . court.
13 He first went to . . . sea in a Swedish ship, so as well as learning . . . navigation he had to learn . . . Swedish.
14 . . . family hotels are . . . hotels which welcome . . . parents and . . . children.
15 On . . . Sundays my father stays in . . . bed till ten o'clock, reading . . . Sunday papers.



"I hate business meetings but I just LOVE business lunches!"

3 - Insert A/AN or THE if necessary.

1 There was . . . knock on . . . door. I opened it and found . . . small dark man in . . . blue overcoat and . . . woollen cap.
2 He said he was . . . employee of . . . gas company and had come to read . . . meter.
3 But I had . . . suspicion that he wasn't speaking . . . truth because . . . meter readers usually wear . . . peaked caps.
4 However, I took him to . . . meter, which is in . . . dark corner under . . . stairs (. . . meters are usually in . . . dark corners under . . . stairs).
5 I asked if he had . . . torch; he said he disliked torches and always read . . . meters by . . . light of . . . match.
6 I remarked that if there was . . . leak in . . . gaspipe there might be . . . explosion while he was reading . . . meter.
7 He said, 'As . . . matter of . . . fact, there was . . . explosion in . . . last house I visited; and Mr Smith, . . . owner of . . . house, was burnt in . . . face.'
8 'Mr Smith was holding . . . lighted match at . . . time of . . . explosion.'
9 To prevent . . . possible repetition of this accident, I lent him . . . torch.
10 He switched on . . . torch, read . . . meter and wrote . . . reading down on . . . back of . . . envelope.
11 I said in . . . surprise that . . . meter readers usually put . . . readings down in . . . book.
12 He said that he had had . . . book but that it had been burnt in . . . fire in . . . Mr Smith's house.
13 By this time I had come to . . . conclusion that he wasn't . . . genuine meter reader; and . . . moment he left . . . house I rang . . . police.
14 Are John and Mary . . . cousins?~
No, they aren't . . . cousins; they are . . . brother and . . . sister.
15 . . . fog was so thick that we couldn't see . . . side of . . . road. We followed . . . car in front of us and hoped that we were going . . . right way.



THE PASSIVE

A Form

The passive is formed by using the verb **be** and the past participle (e.g., **broken, driven, used**). For example, the present tense passive is formed with **am/is/are** + past participle:

I am/am not driven.	**Am I driven?**
He/she/it **is/is not (isn't) driven.**	**Is** he/she/it **driven?**
We/you/they **are/are not (aren't) driven.**	**Are** we/you/they **driven?**

B Focus on actions

We often use the passive to focus on something that happens to someone, when we do not want to focus on the person who does the action:

*Over 36% of Guatemalan workers **are employed** in the agricultural sector.*

We use the passive here because we do not know, or need to say, who employs them.

C Systems and processes

The passive is often used to talk about systems and processes:

*Many of the world's diamonds **are mined** in South Africa. The stones **are sent** to Amsterdam, where they **are sold** to international dealers. The stones **are cut** in Antwerp, and they **are** then **sold** on to jewellers.*

D Active or passive?

If it is important to say who performs an action, we can use the active or we can use the passive and the word **by**:

ACTIVE: *Peter Franks **runs** the Marketing Department.*
PASSIVE: *The Marketing Department **is run by** Peter Franks.*

Both of these sentences are correct. If we were already talking about Peter Franks, we would probably use the active:

*Peter Franks is an old colleague of mine. He works for Butterfield International, and he **runs** the Marketing Department.*

If we were talking about the the Marketing Department, we would probably use the passive:

*The Marketing Department is a large and very successful division that employs over 100 people. It **is run by** Peter Franks.*

1 - Put the following into the passive form; the agent should not be mentioned except in number 11.

1 You should open the wine about three hours before you use it.
2 Previous climbers had cut steps in the ice.
3 Somebody had cleaned my shoes and brushed my suit.
4 We use this room only on special occasions.
5 You must not hammer nails into the walls without permission.
6 In some districts farmers use pigs to find truffles.
7 Someone switched on a light and opened the door.
8 Somebody had slashed the picture with a knife.
9 They are pulling down the old theatre.
10 Why didn't they mend the roof before it fell in?
11 The mob broke all the shop windows in recent riots.
12 The librarian said that they were starting a new system because people were not returning books.
13 The police asked each of us about his movements on the night of the crime.
14 Someone will serve refreshments.
15 People must not leave bicycles in the hall

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2- Put the following into the passive, mentioning the agent where necessary.

Where there is an indirect and a direct object, make the indirect object the subject of the passive verb.

They gave her a clock.

She was given a clock.

The gerund after certain verbs is replaced in the passive by **should be** + past participle:

They advised employing part-time workers.

They advised that part-time workers should be employed.

1 They feed the seals at the zoo twice a day.
2 Who wrote it?
3 Compare clothes which we have washed with clothes which any other laundry has washed.
4 He expected us to offer him the job.
5 They showed her the easiest way to do it.
6 Lightning struck the old oak.
7 Titian couldn't have painted it as people didn't wear that style of dress till after his death.
8 A jellyfish stung her.
9 The author has written a special edition for children.
10 Judges used to carry sweet herbs as a protection against jail-fever.
11 What did he write it with? ~
He wrote it with a matchstick dipped in blood.
12 An uneasy silence succeeded the shot.
13 Did the idea interest you?
14 The lawyer gave him the details of his uncle's will.
15 Beavers make these dams.

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COMPARATIVES AND SUPERLATIVES

We use comparatives to compare two things: *Phuket is hotter than Bangkok. Bangkok is more crowded than Phuket.*

When we compare two things in the same sentence we use *than* after the comparative: *The Sawadee Hotel is bigger than the Kata Hotel.*

type of adjective	spelling rule	comparative
most 1-syllable adjectives	add *-er*	smaller older but! dry → drier
1-syllable adjectives ending in *-e*	add *-r*	safer nicer
1-syllable adjectives ending in consonant + vowel + consonant	double the last consonant and add *-er*	hotter bigger but! new → newer
2-syllable adjectives ending in *-y*	*-y* → *-i* and add *-er*	noisier happier
2-syllable adjectives <u>not</u> ending in *-y*	put *more* before the adjective	more crowded more common
adjectives with 3 syllables or more	put *more* before the adjective	more expensive more interesting
irregular adjectives	*good* *bad* *far*	better worse further/farther

- The opposite of *more* is *less*: *The holiday in Phuket is more expensive. The holiday in Bangkok is less expensive.*
- We can also use *more* with nouns: *There are more rooms in the Sawadee Hotel.*

We use **superlatives** to compare three or more things.

We use **comparatives** (*bigger, more expensive*, etc.) to compare two things (see G8.2).

type of adjective	spelling rule	superlative
most 1-syllable adjectives	add *-est*	longest fastest but! dry → driest
1-syllable adjectives ending in *-e*	add *-st*	safest nicest
1-syllable adjectives ending in consonant + vowel + consonant	double the last consonant and add *-est*	wettest biggest but! new → newest
2-syllable adjectives ending in *-y*	*-y* → *-i* and add *-est*	earliest happiest
2-syllable adjectives not ending in *-y*	put *most* before the adjective	**most** boring **most** common
adjectives with 3 syllables or more	put *most* before the adjective	**most** expensive **most** interesting
irregular adjectives	*good* *bad* *far*	best worst furthest/farthest

• We say: *The best place in the world.* not ~~*of the world*~~ or ~~*for the world*~~.

• Before superlatives in sentences we use:

the

*Mount Wai'ale'ale is probably **the** wettest place in the world.*

The best bottle of wine cost £12,300.

possessive 's

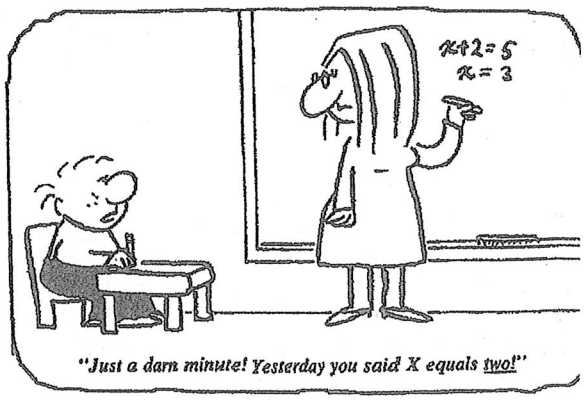
*It was the **world's** most expensive meal.*

*He's my **sister's** oldest relative.*

possessive adjectives

*Mat's **my** best friend.*

*It was **his** most important book.*



• *the* + superlative is the most common form.

1 - Put the adjectives in the brackets into the comparative or the superlative form.

1. He is _____ me by two inches *(tall).*
2. This city is by far _____ in the world *(polluted).*
3. Which of these two hats do you find _____ *(pretty)?*
4. Both _____ and _____ windows need cleaning *(up, low).*
5. She is _____ her sister *(frank and polite).*
6. This is _____ aim I have ever heard of *(noble).*
7. Arabic is far _____ English *(difficult and complex).*
8. He has travelled a lot and yet he is none the _____ for it *(wise).*
9. The _____ news we received from him was. _____ *(late, alarming).*
10. He has two daughters, the _____ teaches Law *(old).*

Revision of relatives and participles

Read and complete the article with the followings.

Relative clause

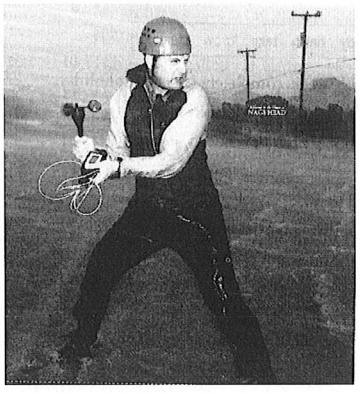
a) where temperatures drop to -71"C
b) who battles with
c) who sees that as a challenge
d) that nature ever invented
e) in which there is a lake of boiling lava
f) where everyone else is
g) no-one has done before
h) you've never heard of before
i)which unexpectedly develops

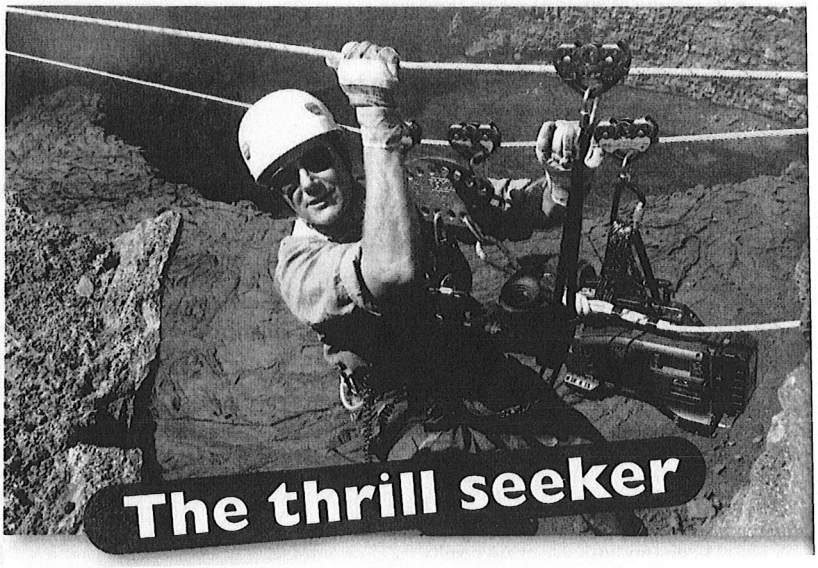
Past participle

j) otherwise known as
k) Trapped for five days

Present participle

l) before heading for the high winds
m) starting this Monday on the Discovery Channel
n) getting right inside the l50mph winds





He laughs in the face of common sense. He is…

DANGERMAN

'It helps to be fearless.'

So says Dangerman, (l) _____ extreme adventure cameraman, Geoff Mackley, (2) _____ some of the most inhospitable weather conditions and desolate places (3) _____. What drives the New Zealander to do it?

'There aren't many places left where no-one has ever been, or things (4) _____, and I'm one of those people (5) _____!' he says.

See for yourself in his series of daredevil adventures, (6) _____.

EPISODE I **The Perfect Storm**

Dangerman chases after major typhoons, first in Asia (7) _____ of North Carolina and finally (8) _____ of Hurricane Isabel.

EPISODE 2 **The Deep Freeze**

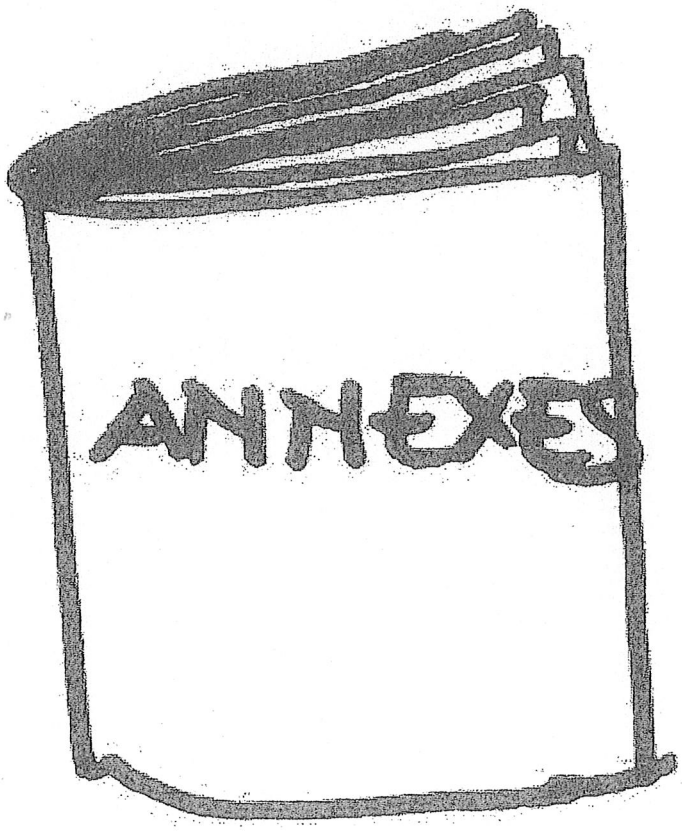
In the coldest town on earth in Northern Siberia, (9) _____, Dangerman and extreme survival expert Mark Whetu become the first people to camp outside!

EPISODE 3 **The Crater's Edge**

Dangerman climbs down into a volcano, (10) _____, and gets caught in a tropical storm (11) _____ into a cyclone. (12) _____ with no food or water, he survives torrential rain, violent winds, and clouds of toxic gas.

Dangerman says: 'Who wants to be (I3) _____? It's the thrill of finding a place (I4) _____. More people have landed on the moon than have been to these places.'

APPENDICES



MOCK EXAMS

L3 INFO - Anglais	Partiel Blanc	2011-2012

Vocabulaire : ..... / 10 Grammaire : ..... / 10 Compréhension écrite: ..... / 20	Note : ..... / 40

Durée 1h30, l'utilisation du crayon à papier est interdite.

Vocabulaire

Complete the followings with the appropriate words. ..... / 10

a) When anyone can have the source code to a program and contribute to it, it is called ..... .

b) As a computer user, I like to ..... my device. Make more personal.

c) If somebody is not following the evolution of computers and their operating system, that person has an ..... and an ..... perception of new OS.

d) If you want to have a complete control of every thing on your computer, you would rather use Linux as your .....

e) George and Mike had a very serious ..... during the meeting concerning the use of Cloud computing.

f) By ..... your bedroom you may help your internal clock which regulates sleep and ..... to think it is sleeping time.

g) Microsoft XP is a system with its ..... , but as long as it works with no bugs, we are happy to use it.

h) People who are not on the same wave length, disagree and that is where the ..... begins.

Grammaire

1- Correct the followings by replacing the italics. ..... / 5

a) Computers are getting *cheap and cheap* these days.

.....

b) *She gives by him* a very modern device to work with.

.....

c) My shoes *had brushed* and my suit *cleaned.*

.....

d) *The* computers are supposed to help us work faster.

.....

e) The *far* we go in our studies, the *good* our understanding of the problem gets.

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2- Put the followings into the passive form. ..... / 5

a) People use more and more PCs for their every day life communications.

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b) They created this OS to make computers more friendly.

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c) John Smith manages our computer department and Peter Sullivan, our website.

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d) Mary Adams expected us to be her advisors.

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e) They have been updating their OS for ages!

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Compréhension écrite

Read the article *Ten computer viruses that changed the world* and decide whether the followings are true (T) or false (F). Justify by quoting the text ..... / 20

a) T - F : Malware are something of the past and nobody really cares about.

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b) T - F : A floppy disk was the very first virus worldwide.

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c) T - F : The creator of Brain were not very proud to be well-known.

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d) T - F : Bitnet is the same network as Earn used in the USA.

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e) T - F : Robert Morris by writing Morris Worm wanted the politicians to create acts in order to protect citizens from viruses.

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f) T - F : Melissa was a famous artist and worked in Hollywood, as well as writing softwares.

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g) T - F : A very powerful malware, Love Bug, was however very slow in its propagation.

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h) T - F : The Iranians were behind Stuxnet to protect their nuclear industry.

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i) T - F : The Stuxnet authors wanted to be famous for their computer engineering.

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j) T - F : Lieutenant General Gabi Ashkenaz is the head of the anti-malware brigade.

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Ten computer viruses that changed the world

It is almost 25 years since the first PC computer virus left users looking at corrupted floppies, lost work and perplexing messages. In that time, the state of the art in automated malfeasance has progressed to the point that it is part of the armory of international geopolitics. Stuxnet, while still mysterious, left nobody in any doubt that viruses and worms can be used in the highest-stake game there is.

Along the way, hundreds of millions of infections have taken place, billions of dollars have been lost in productivity and broken systems, and the anti-malware industry has grown to become a significant player in the IT market. It is not over yet: perhaps it never will be, but the history of malware is a fascinating insight into the technology and culture of the digital world.

1. When HARLIE Was One by David Gerrold (1972)

The first fictional computer virus was written by an errant, intelligent, eponymous computer that wanted to gather information about its creator for blackmail purposes. Although the propagation method described in When HARLIE Was One was unusual, it was apt for a time before the internet took off:

"You have a computer with an auto-dial phone link. You put the VIRUS program in it and it starts dialing phone numbers at random until it connects to another computer with an auto-dial. The VIRUS program then injects itself into the new computer."

2. The Shockwave Rider by John Brunner (1975)

If HARLIE lived in a world without computer networking, The Shockwave Rider saw the network as the most important part of new technology and one that could massively affect human society — and thus qualifies as a genuinely visionary pre-internet SF novel.

In the novel, worms and counter-worms are sent into the network to do battle by proxy on behalf of their writers; this often involves deception and identity theft. The nature of online identity, the role of online groups in shaping society, and the symbiosis between human and networks are all themes that bear examination more than 30 years on.

3. Brain (1986)

It sounded like science fiction, but it was all too real. Basit and Amjad Farooq Alvi, a pair of software programmers from Pakistan, became annoyed at people duplicating their products and created what was supposed to be a kill switch for illicit copies. But the design was flawed; the anti-copy software could duplicate itself — and did.

The first worldwide PC virus, Brain worked by changing the boot sector of a floppy. When an infected floppy was put into a computer, it installed Brain in the computer's memory, from where it infected new floppies as they were inserted.

The brothers included their names, address and phone numbers in the virus, ostensibly to offer their services to decontaminate infected computers. They subsequently regretted this.

4. Christmas Tree (1987)

A single design flaw can turn a harmless joke into a weapon. The Christmas Tree Exec was a script that ran under the Rexx language and did two simple things: it drew a Christmas tree, using text for graphics, and then sent a copy of itself to everyone in the target's email contacts list.

The original started on Earn, the European Academic Research Network, and spread quickly to the US equivalent, Bitnet. The infection then hopped over to IBM's internal VNET, where it took advantage of the IBM habit of having really large address books.

As the worm depended on running in an IBM mainframe environment, it did not spread beyond those networks. It lasted six days on Bitnet and only four on VNET, where it was finally removed by shutting down the entire network.

5. Morris Worm (1988)

The first malware to be propagated widely via the internet, the Morris Worm or Great Worm hit around 6,000 of the 60,000 computers on the network in 1988.

Robert Morris, then a student at Cornell University, maintains that his worm was not malicious, but was designed to measure the size of the internet. Others took a different view, as the worm used a batch of security flaws in Unix and was launched surreptitiously.

It was certainly unwelcome, as it was far more aggressive at making copies of itself than it needed to be, often infecting machines multiple times, turning what might have been an easily contained annoyance into a powerful denial-of-service attack. Morris became the first person to be convicted under the 1986 US Computer Fraud and Abuse Act, and the incident led to the formation of the first Computer Emergency Response Team Coordination Center, CERT/CC.

6. Melissa (1999)

Named after a lap-dancer and released in a document posted to the alt.sex Usenet newsgroup, Melissa had a salacious start in life. Users who opened the document, eager to read the 80 passwords to porn sites promised within, found that the document immediately forwarded itself to the first 50 people in their address book. Which could take a whole lot of explaining.

The virus created so much email that many companies had to turn off their internet gateway to regain control of their systems. As a result, the writer — a 30-year-old man called David Smith — got a 20-month prison sentence, despite helping the FBI track down and nab other virus writers.

7. ILOVEYOU (2000)

The ILOVEYOU worm was a devastatingly fast-spreading and effective combo of social engineering and Windows design flaw exploitation. The cost of clean-up and lost work due to the worm, also known as the Love Bug, is thought to total between $5bn and $10bn.

The worm was the work of two Filipino students who were caught, but the case was dropped because there was no applicable law at the time. ILOVEYOU used Microsoft's Visual Basic Scripting (VBS) to forward itself to the contents of the host's Outlook address book. It also overwrote files with copies of itself and tweaked the Windows registry.

It spread around 15 times faster than Melissa, according to the US Army. With at least 50 million computers infected and many large organizations having to shut off internet access, ILOVEYOU highlighted the vulnerabilities within Windows and sparked off large amounts of criticism and me-too infections.

8. Santy (2004)

A specialized worm that demonstrated quite how subtle attack vectors could be, Santy used search engines — Google at first, then Yahoo and AOL — to find vulnerable sites running phpBB bulletin board software, which it then attacked. It spread worldwide in less than three hours.

The most unusual aspect of the worm was that someone then produced an anti-Santy worm that used the same techniques to find and infect phpBB installations, but then patched the problem and inoculated the sites against further attack.

9. Conficker (2008)

This Windows worm, also known as Downadup, hit up to 15 million Microsoft servers, causing operational problems for the British, German and French military among many others. Its use of encryption and stealth code hiding made it very difficult to eradicate, as have its constant revisions: it went through five major updates in six months.

Those revisions have demonstrated that the Conficker writers are closely observing and reacting to industry efforts to eradicate the malware. In response, Microsoft convened a working group of companies across the internet and security markets, and put up a $250,000 bounty for information leading to the conviction of the miscreants.

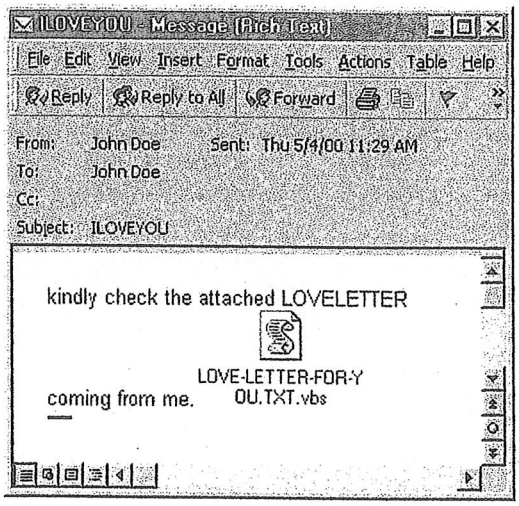
10. Stuxnet (2010)

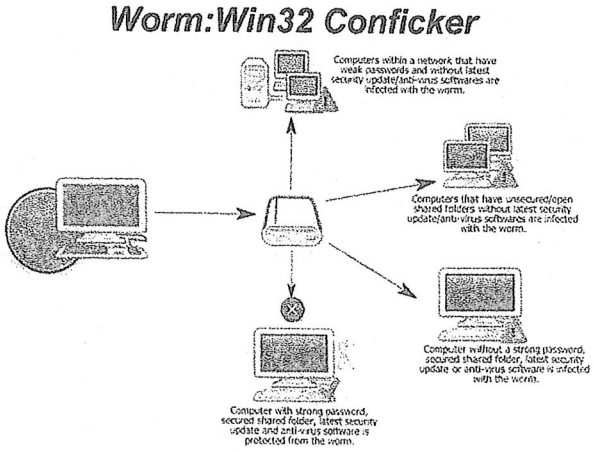
The most sophisticated malware observed, this is a uniquely targeted worm that propagates via Windows and attacks industrial controller hardware — but only of a certain configuration (such as the Siemens S7-300 controller).

It is thought to have been designed to damage the Iranian nuclear programme, and may well have succeeded. When it finds its target system, it reprograms high-frequency motor controllers to operate in an intermittently out-of-specification way. It thereby upsets industrial processes in a manner that is hard to identify.

Although the authors of Stuxnet are not known, reports earlier this year said that the malware was claimed as a success of the Israeli Defence Force, in a video shown at the retirement party of the force's chief of general staff, Lieutenant General Gabi Ashkenaz.

Rupert Goodwins, ZDNet.com, August 2011.





Mock Exam : Audio Video Comprehension ..... / 20

L'utilisation du crayon à papier est interdite.

Homeplus Subway Virtual store

1 - True or False, justify your answer by quoting the document. ..... / 10

a) South Korea is not an interesting market, because it is too far away. T / F

.....

.....

b) Tesco had to change its name because it wanted to adjust to the South Korean market. T / F

.....

.....

c) Tesco became the first store just by ignoring the obstacles. T / F

.....

.....

d) E-mart was not a big obstacle because it was an old style store. T / F

.....

.....

e) To become number one was not an important matter for Homeplus. T / F

.....

.....

f) The Koreans do not enjoy working, they would rather go grocery shopping. T / F

.....

.....

g) Homeplus decided to create virtual stores to get closer to the shoppers. T / F

.....

.....

h) To make shopping more exciting, Homeplus decided to make different displays than those of actual stores. T / F

.....

.....

i) The only way to shop at the virtual stores is by telephoning. T / F

.....

.....

j) Thanks to the virtual stores people can shop every where, without visiting a real store. T / F

.....

.....

2 - Match the words with their synonymous in the table. ..... / 10

a) unique : .....
b) evolving : .....
c) at last : .....
d) rank : .....
e) overcome : .....
f) in depth : .....
g) dreaded : .....
h) task : .....
i) blend into : .....
j) purchase : .....

Thoroughly	Eventually	Prevail over	Exceptional	Progressing	Level
	Buy	Mix with	Worried about	Duty	

Irregular Verbs

INFINITIF	PRÉTÉRIT	PARTICIPE PASSÉ	TRADUCTION
awake	awoke, awaked	awoken, awaked	*éveiller*
be; am, is, are	was, were	been	*être*
bear	bore	borne	*porter, supporter*
		be born	*naître*
beat	beat	beaten	*battre*
become	became	become	*devenir*
begin	began	begun	*commencer*
bend	bent	bent	*courber*
bet	bet, betted	bet, betted	*parier*
bite	bit	bitten	*mordre*
bleed	bled	bled	*saigner*
blow	blew	blown	*souffler*
break	broke	broken	*casser*
bring	brought	brought	*apporter*
build	built	built	*construire*
burn	burn, burned*	burnt, burned	*brûler*
burst	burst	burst	*éclater*
buy	bought	bought	*acheter*
can	could		*pouvoir*
catch	caught	caught	*attraper*
choose [tʃuz]	chose [tʃəuz]	chosen	*choisir*
come	came	come	*venir*
cost	cost	cost	*coûter*
creep	crept	crept	*ramper*
cut	cut	cut	*couper*
deal	dealt	dealt	*distribuer*
dig	dug	dug	*creuser*
do, does	did	done	*faire*
draw	drew	drawn	*tirer, dessiner*
dream	dreamt, dreamed*	dreamt, dreamed*	*rêver*
drink	drank	drunk	*boire*
drive	drove	driven	*conduire*
eat	ate	eaten	*manger*
fall	fell	fallen	*tomber*
feed	fed	fed	*nourrir*
feel	felt	felt	*sentir*
fly	flew	flown	*voler*
forbid	forbade, forbad	forbidden	*interdire*
forget	forgot	forgotten	*oublier*
forgive	forgave	forgiven	*pardonner*
freeze	froze	frozen	*geler*
get	got	got, gotten*	*obtenir, devenir*
give	gave	given	*donner*
go	went	gone	*aller*
grow	grew	grown	*croître, devenir*
hang	hung	hung	*pendre (à)*
hang	hanged	hanged	*pendre (pendaison)*
have, has	had	had	*avoir, posséder*
hear	heard	heard	*entendre*
hide	hid	hidden, hid	*cacher*
hit	hit	hit	*frapper*
hold	held	held	*tenir*
hurt	hurt	hurt	*blesser, faire mal*
keep	kept	kept	*garder, conserver*
kneel	knelt, kneeled*	knelt, kneeled*	*s'agenouiller*
know	knew	known	*savoir, connaître*
lay	laid	laid	*poser*
lead	led	led	*mener, conduire*
lean	leant, leaned*	leant, leaned*	*pencher*
learn	learnt, learned*	learnt, learned*	*apprendre*
leave	left	left	*laisser*
lend	lent	lent	*prêter*
let	let	let	*laisser (faire), louer*
lie	lay	lain	*être couché*
light	lit, lighted	lit, lighted	*allumer, éclairer*
lose	lost	lost	*perdre*

* *En américain*

INFINITIF	PRÉTÉRIT	PARTICIPE PASSÉ	TRADUCTION
make	made	made	*faire, fabriquer*
may	might		*pouvoir (permission, probabilité)*
mean	meant	meant	*signifier, vouloir dire*
meet	met	met	*rencontrer*
mistake	mistook	mistaken	*prendre (pour) par erreur*
mow	mowed	mown	*faucher*
overcome	overcame	overcome	*surmonter*
overtake	overtook	overtaken	*dépasser*
pay	paid	paid	*payer*
put	put	put	*mettre*
quit	quitted, quit*	quitted, quit*	*abandonner, arrêter*
read [ri:d]	read [red]	read [red]	*lire*
ride	rode	ridden	*monter (à cheval, à bicyclette...)*
ring	rang	rung	*sonner*
rise	rose	risen	*se lever*
run	ran	run	*courir*
saw	sawed	sawn, sawed	*scier*
say [sei]	said [sed]	said [sed]	*dire*
see	saw	seen	*voir*
seek	sought	sought	*chercher*
sell	sold	sold	*vendre*
send	sent	sent	*envoyer*
set	set	set	*placer*
shake	shook	shaken	*secouer, trembler*
shine	shone	shone	*briller*
shoot	shot	shot	*tirer, abattre*
show	showed	shown, showed	*montrer*
shut	shut	shut	*fermer*
sing	sang	sung	*chanter*
sink	sank	sunk	*sombrer, couler*
sit	sat	sat	*être assis*
sleep	slept	slept	*dormir*
slide	slid	slid	*glisser*
smell	smelt	smelt	*sentir (odorat)*
speak	spoke	spoken	*parler*
spell	spelt, spelled*	spelt, spelled*	*épeler, orthographier*
spend	spent	spent	*passer*
spit	spat	spat	*cracher*
split	split	split	*fendre*
spoil	spoilt, spoiled*	spoilt, spoiled*	*gâter*
spread	spread	spread	*répandre*
spring	sprang	sprung	*s'élancer*
stand	stood	stood	*être debout*
steal	stole	stolen	*voler*
stick	stuck	stuck	*coller*
stink	stank, stunk	stunk	*puer*
strike	struck	struck	*frapper*
swear	swore	sworn	*jurer*
sweep	swept	swept	*balayer*
swim	swam	swum	*nager*
swing	swung	swung	*se balancer*
take	took	taken	*prendre*
teach	taught	taught	*enseigner*
tear	tore	torn	*déchirer*
tell	told	told	*dire, raconter*
think	thought	thought	*penser*
throw	threw	thrown	*jeter*
understand	understood	understood	*comprendre*
undertake	undertook	undertaken	*entreprendre*
wake	woke, waked	woken, waked	*éveiller*
wear	wore	worn	*porter (vêtements)*
weep	wept	wept	*pleurer*
win	won	won	*gagner*
wind	wound	wound	*enrouler*
write	wrote	written	*écrire*

* *En américain*

FAUX AMIS

ANGLAIS	FRANCAIS	ET NON	QUI SE DIT EN ANGLAIS
to abuse	insulter	abuser	to take advantage
to accommodate	loger	accommoder	to prepare
to achieve	réaliser	achever	to complete
actually	en fait	actuellement	at present
affluence	richesse	affluence	rush
caution	prudence	caution	guarantee
character	personnage	caractère	nature
to charge	faire payer	charger	to load
check	contrôle	chèque	cheque
close	proche, serré	clos	closed
commodity	marchandise	commodité	convenience
comprehensive	complet	compréhensif	understanding
conductor	contrôleur	conducteur	driver
confection	friandise	confection	ready-made clothes
(in)consistent	(in)cohérent	consistant	solid, thick
to contemplate	envisager	contempler	to gaze at
copy	exemplaire	copie	reproduction
countenance	expression (visage)	contenance	capacity
to deceive	tromper	décevoir	to disappoint
delay	retard	délai	time limit
to dispose	se débarrasser	disposer	to arrange
dispute	conflit	dispute	quarrel, argument
distracted	fou, égaré	distrait	absent-minded
engaged	occupé	engagé	committed (artist)
estate	domaine	état	state, condition
eventually	finalement	éventuellement	possibly
expertise	compétence	expertise	expert's report
extra	supplémentaire	extra	first-rate
fortunate	chanceux	fortuné	wealthy, well-off
gentle	aimable, doux	gentil	nice, kind
grand	grandiose	grand	tall, big
grapes	raisin	grappe	bunch (of grapes)
habit	habitude	habit	dress, clothes
hazard	danger	hasard	chance
inconvenient	inopportun	inconvenant	improper
indulge	laisser aller	indulgence	leniency
invaluable	inestimable	non valable	invalid, not valid
lecture	conférence	lecture	reading
location	emplacement	location	renting, lease
mechanic	mécanicien	mécanique	engineering
medicine	médicament	médecin	doctor
mercy	miséricorde	merci	thanks
notice	avis, préavis	notice	note, instructions
partition	séparation	partition	(musical) score
petrol	essence	pétrole	oil, petroleum
photograph	photographie	photographe	photographer
phrase	expression	phrase	sentence
positive	catégorique	positif	definite, positive
to prevent	empêcher	prévenir	to warn
proper	adéquat	propre	clean, decent
to recover	se rétablir	recouvrir	to cover
refuse	déchets	refus	refusal
to regard	considérer	regarder	to look at
relieve	soulager	relever	to raise
to resume	recommencer	résumer	to sum up
route	itinéraire	route	road
rude	grossier	rude	rough, hard
sensible	raisonnable	sensible	sensitive
socket	douille	socquette	sock
store	grand magasin	store	blind, shade
suit	costume	suite	sequel, rest
to supply	fournir	supplier	to implore
to survey	examiner	surveiller	to supervise
sympathetic	compatissant	sympathique	nice, friendly
tentative	timide	tentative	attempt
touchy	susceptible	touché	struck, moved
tour	voyage, circuit	tour	stroll, drive, turn
vacation	vacances	vacation	session, sitting
valid	valable	valide	fit, well
wagon	chariot	wagon	carriage, car

COMPUTER SPECIALIZED ABBREVIATIONS

ADSL Asymmetric Digital Subscriber Line
AI Artificial Intelligence
AIM AOL Instant Messenger
ALU Arithmetic Logic Unit
AMD Advanced Micro Devices
ASCII American Standard Code for Information Interchange
AT&T American Telephone & Telegraph company
ATA Analogue Telephone Adaptor
ATM Automated Teller Machine
AVI Audio Video Interface

BASIC Beginner's All-purpose Symbolic Instruction Code
BBS Bulletin Board System
Bcc: Blind carbon (or courtesy) copy
BIOS Basic Input/Output System
bit binary digit
bps bits per second

CAD Computer-Aided Design
Cc: Carbon (or courtesy) copy
CCD Charge-Coupled Devices
CD Compact Disc
cd/m2 Candela per square metre
CD-R Compact Disc-Recordable
CD-ROM Compact Disc-Read Only Memory
CD-RW Compact Disc-Rewritable
CERN Conseil Européen pour la Recherche Nucléaire
COBOL COmmon Business-Oriented Language
CPU Central Processing Unit
CRT Cathode Ray Tube
CSS Cascading Style Sheets
CTP Computer To Plate
CU Control Unit

DAB Digital Audio Broadcasting
DAW Digital Audio Workstation
DBMS Database Management System
DDR Double Data Rate (RAM)
DIMM Dual In-line Memory Module
DLP Digital-Light processing
DMB Digital Multimedia Broadcasting
DNS Domain Name System
dpi dots per inch
DTP Desktop Publishing
DTTV Digital Terrestrial television
DVB-H Digital Video Broadcast-Handheld
DVD-/+RW Digital Versatile Disc-Rewritable
DVD Digital Versatile Disc or Digital Video Disc
DVD-R Digital Versatile Disc-Recordable
DVD-ROM Digital Versatile Disc-Read Only Memory
DVI Digital Video Interface

EEPROM Electrically Erasable Programmable ROM
EPS Encapsulated PostScript

FAQ Frequently Asked Questions
FORTRAN FORmula TRANslation
FTP File Transfer Protocol

GB Gigabyte (1,024 megabytes)
GHz Gigahertz
GIF Graphic Interchange Format
GIS Geographic Information System
GNU Gnu's Not UNIX
GPS Global Positioning System
GSM Global System for Mobile communication
GUI Graphical User Interface

HDD Hard Disk Drive
HD-DVD High Definition-Digital Versatile Disk
HDTV High-definition Television
HP Hewlett-Packard
HTML Hypertext Markup Language
HTTP Hypertext Transfer Protocol
Hz Hertz

I/O Input/Output
IBM International Business Machines
ICQ I Seek You
ICT Information and Communications Technologies
IM Instant Messaging
IP Internet Protocol
IR Instruction Register
IrDA Infrared Data Association
ISP Internet Service Provider
IT Information technology

JPG (or JPEG) Joint Photographic Experts Group

k 1 kilo, used to denote a thousand; 2 1,024 bytes
KB kilobyte (1,024 bytes)

LAN Local Area Network
Laser Light Amplification by Stimulated Emission of Radiation
LCD Liquid-Crystal Display
LISP LISt Processing

.mov QuickTime movie
Mac Macintosh computer
MAN Metropolitan Area Network
MB Megabyte (1,024 kilobytes)
MHz Megahertz
MIDI Musical Instrument Digital Interface
MIPS Million Instructions Per Second
MMS Multimedia messages
Modem MOdulator/DEModulator
MP3 MPEG-1 Layer-3 Audio
MPEG Moving Pictures Experts Group
ms millisecond

NIC Network Interface Card
NUI Network User Identifier

OCR Optical Character Recognition
OLE Microsoft's Object Linking and Embedding standard
OLED Organic Light-Emitting Diodes (display)
OOP Object Oriented Programming
OS Operating System

. pdf portable document format
PAN Personal Area Network
PC 1Personal Computer; 2 Program Counter
PCL Printer Control Language
PDA Personal Digital Assistant
PDL Page Description Language
PGP Pretty Good Privacy
PIN Personal Identification Number
pixel picture element
png portable network graphic
ppm pages per minute
PPP Point to Point Protocol

.ra RealAudio file
RAM Random Access Memory
RGB Red, Green, Blue
RFID Radio-Frequency identification
RIM Research In Motion
RIP Raster Image Processor
RISC Reduced Instruction Set Computer
ROM Read Only Memory
rpm revolutions per minute
RSI repetitive strain injury
RSS Really Simple Syndication or Rich Site Summary

SDRAM Synchronous Dynamic Random Access Memory
SIM (card) Subscriber Identity Module
SMS Short Message Service
SMTP Simple Mail Transfer Protocol
SQL Structured Query Language
SSL Secure Sockets Layer
SXGA Super XGA (Extended Graphics Array)

TAN Transaction Authorization Number
TB Terabyte (1,024 gigabytes)
TCP/IP Transmission Control Protocol / Internet Protocol
TFT Thin Film Transistor (display)
TIFF Tagged Image File Format

UMTS Universal Mobile Telecommunications System
URL Uniform Resource Locator
USB Universal Serial Bus

VAT Value Added Tax
VCR Videocassette Recorder
VDU Visual Display Unit
VGA Video Graphics Adapter/Array
VoiceXML Voice Extensible Markup Language
VoIP Voice over Internet Protocol
VRML Virtual Reality Modelling (or Markup) Language

.wav Windows wave audio file
W3 See **Web** in Glossary
WAI Web Accessibility Initiative
WAN Wide Area Network
WAP 1 wireless access point; 2 Wireless Application Protocol
Wi-Fi Wireless Fidelity
WiMAX Worldwide Interoperability for Microwave Access
WIMP Window, Icon, Menu (or mouse) and Pointer
WP Word Processing
WWW World Wide Web
WYSIWYG What You See Is What You Get

XGA Extended Graphics Array
XML Extensible Markup Language
WXGA Wide XGA (Extended Graphics Array)

A MODEL CV

Curriculum vitae

Personal information

Name: María Quintana

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Date of birth: 28/07/82

Education and Training

2006	Online diploma in web-based technology for business, www.elearnbusiness.com
2005	Course in web design at the Cybernetics College, London: HTML, Java and Macromedia Dreamweaver
2004	Course in computer hardware and networking at the Cybernetics College, London
1999–2004	Degree in Computer Science and Engineering, University of Madrid

Work experience

January 2006 – present	Part-time Webmaster at www.keo.es; responsible for updating the site and using Adobe Flash to create animations
May 2005 – December 2006	IT consultant at Media Market, specializing in e-commerce and IT strategies

IT skills

Knowledge of multiple computer platforms (Windows, Mac and Linux); strong database skills (including the popular open source MySQL database); complete understanding of graphics formats and Cascading Style Sheets

Personal skills

Social and organizational skills
Good communication skills

Languages

Spanish mother tongue; English (Cambridge CAE); Arabic (fluent)

Hobbies and Interests

Web surfing, listening to music and travelling

References

Miguel Santana, Manager, keo.es
Sam Jakes, Lecturer, Cybernetics College