

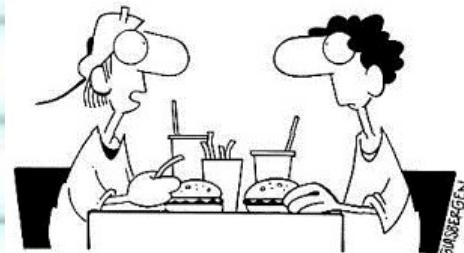


**2025**

**Student's name:** .....

**Teacher:** Martinez, Carla. \_

**Course:** 6º .....



*"I forgot to make a backup copy of my brain, so everything I learned last semester was lost."*

## **PAUTAS DE DISCIPLINA Y DE TRABAJO**

El proceso de enseñanza y aprendizaje debe llevarse en un ambiente donde ambas partes (docentes y alumnos) respeten ciertas pautas, en pos de un ambiente de trabajo saludable y fructífero. Por lo tanto, los actores se comprometen a:

### **Pautas de disciplina:**

- En el aula, alumnos y docentes se tratarán con respeto, siendo correctos en la forma de expresarse, por ejemplo, saludando, pidiendo *por favor* y dando *gracias*.
- Para poder hacer uso de la totalidad del horario de la clase, se recomienda ingresar al aula luego del toque del timbre, tanto al ingreso de la jornada como al ingreso de los recreos.
- Se utilizarán los recreos para ir al baño o al kiosco;
- En el aula será responsabilidad de los estudiantes mantener la higiene y el orden.
- Podrá usarse el celular u otro dispositivo tecnológico sólo con fines pedagógicos.

### **Pautas de trabajo:**

- El material de trabajo, carpeta, cuadernillo y útiles necesarios son indispensables para un trabajo satisfactorio.
- El material de trabajo debe estar presente en todas las clases en FORMATO PAPEL.
- Aprovechar las clases y realizar diariamente las tareas, respetando las fechas establecidas para la entrega.
- En caso de inasistencia, sería óptimo pedir lo realizado en la clase a la que se ausentó. Sumado a lo anterior, la tarea es una responsabilidad, por ende, la ausencia a una clase no justifica el incumplimiento de la misma.
- La asistencia a clase, el trabajo en clase y el cumplimiento con la tarea, son de suma importancia para la acreditación del espacio curricular.
- Será responsabilidad del estudiante ingresar a la plataforma regularmente.
- Los trabajos prácticos se entregarán en tiempo y forma.
- Se realizarán evaluaciones escritas en cada cuatrimestre.

### **Compromiso de la docente:**

- Acompañar a los/las estudiantes en el proceso de aprendizaje.
- Notificar la fecha de los trabajos prácticos y evaluaciones con antelación.
- Devolver trabajos y evaluaciones corregidas en el plazo de 10 días.
- *Si fuese necesario, se citará a los padres o tutores para informarlos sobre el rendimiento o comportamiento de los alumnos.*
  - *La nota cuatrimestral representará el promedio de las notas de las evaluaciones y trabajos prácticos, y del proceso de aprendizaje de la/el estudiante que reflejará su desempeño y conducta durante las clases.*

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**Firma de la docente**

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**Firma del estudiante**

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**Firma de padres/tutores**

## **CONTENIDOS**

- ❖ **UNIT 1:** Uso del diccionario. Tipos de palabras (sustantivos, adjetivos, verbos, adverbios, pronombres, preposiciones), prefijos, sufijos. Web design and architecture. Voz pasiva (presente y pasado). Pasivas perifrásicas y reflejas. Defining and non-defining relative clauses.
- ❖ **UNIT 2:** curriculum vitae (profesional y académico). Email/ carta de presentación. Job interview (preguntas y respuestas). Email. Informal abbreviations. Common phrasal verbs in ITC. Estilo formal e informal. Scrum. Condicional 2.

Durante las dos unidades se desarrollarán estrategias de lecto-comprensión (*prediction, activating background knowledge, inferring from context, skimming, scanning*). Translation Techniques. Antecedente-referente. Categoría de palabras. Análisis de párrafos y textos. Traducción de oraciones, párrafos y textos completos. Instancias modificación

## Using the dictionary

Para encontrar palabras en el diccionario con rapidez, es importante reconocer el orden alfabético de las mismas.

En cada uno de los siguientes grupos hay una palabra que está fuera de orden. Haga un círculo alrededor y ordene la lista correctamente en las líneas.

Tea 1  
Teem 2  
Tee 3  
Teens 4  
Teeth 5

Wait 1  
Waive 2  
Wallow 3  
Walnut 4  
Wall 5

Tourist 1  
Tout 2  
Track 3  
Trace 4  
Tract 5

Ahora ponga en orden alfabetico los siguientes grupos de palabras

Side 1  
Shy 2  
Signal 3  
Sign 4  
Sing 5

Bow 1  
Bowl 2  
Boy 3  
Box 4  
Boxing 5



### Using the dictionary

#### 1. Responder

- a) ¿Qué significan las siguientes abreviaturas? b) ¿Cuál es su contraparte en español?  
**v – vt – vi – pron – pl – sing – f – m**      c) ¿Para qué utilizamos estas abreviaturas?  
**art – n – a/adj – adv – prep – cj/conj**

#### 2. Observe los siguientes ejemplos

¿Qué información encontramos?



**like<sup>1</sup>** /lark/ **vt** (gustar): **I/we ~ tennis** me/nos gusta el tenis; **as much as you ~** todo lo que quieras; **she ~s to have breakfast before eight** le gusta desayunar antes de las ocho ; **I don't ~ to mention it, but ... no me ~ gusta** (tener que) decirlo pero ...

**like<sup>2</sup>** **n** (gusto/preferencia): **her/his ~s and dislikes** sus preferencias **or** gustos, lo que le gusta y no le gusta

**like<sup>3</sup>** **adj** parecido, similar; **people of ~ minds** gente **f** con ideas afines;

#### 3. Buscar en el diccionario las palabras en negrita. A que categoría pertenecen?

- |  |  |
|--|--|
| a) The new <b>park</b> is near my house.   | e) We <b>book</b> tickets to see plays in our city.            |
| b) I <b>park</b> my car near the hospital. | f) The new <b>book</b> on Physics is very interesting.         |
| c) The patient had a nasty <b>cut</b> .    | g) If you eat an <b>orange</b> every day, you'll be healthy.   |
| d) They <b>cut</b> parts of the movie.     | h) The old office is equipped with an <b>orange</b> telephone. |

#### A) Una la expresión que corresponda a la palabra "DEFINICIÓN":

DEFINICIÓN:

- Examinar dos o más cosas para conocer o apreciar sus semejanzas.
- Explicar con claridad y exactitud la naturalez de algo enunciando sus características.

**B) Para revisar los conceptos adquiridos en lengua, unir cada palabra con la definición semántica que le corresponda.**

|                             |  |
|-----------------------------|--|
| <b>Adverbio (adverb)</b>    | Es una palabra con la que designamos a personas, animales o cosas.                       |
| <b>Verbo (verb)</b>         | Es una palabra que describe o da información acerca de un sustantivo.                    |
| <b>Pronombre (pronoun)</b>  | Es una palabra que se usa en lugar de un nombre.   |
| <b>Adjetivo (adjective)</b> | Es una palabra que describe la acción que algo o alguien realiza o un estado del sujeto. |
| <b>Sustantivo (noun)</b>    | Es una palabra usada para modificar un adjetivo, un verbo u otro adverbio.               |

**C) Las palabras ubicadas en la table pertenecen a más de una categoría semántica y en consecuencia, tienen más de un significado. Busque cada una de ellas en el diccionario, identifique las categorías semánticas de las mismas y escriba su significado bajo la columna correspondiente.**

|        | SUST   | ADJ. | VERBO      | ART. | PRON  | PREP. | CONJ. |
|--------|--------|------|------------|------|-------|-------|-------|
| park   | parque | ---  | estacionar | ---  | ----- | ----- | ---   |
| fast   |        |      |            |      |       |       |       |
| some   |        |      |            |      |       |       |       |
| light  |        |      |            |      |       |       |       |
| orange |        |      |            |      |       |       |       |
| past   |        |      |            |      |       |       |       |
| a      |        |      |            |      |       |       |       |
| to     |        |      |            |      |       |       |       |
| that   |        |      |            |      |       |       |       |

**D) Leer las siguientes oraciones e indicar:**

- 1) Categorías de las palabras subrayadas.
- 2) Significado de las palabras subrayadas.

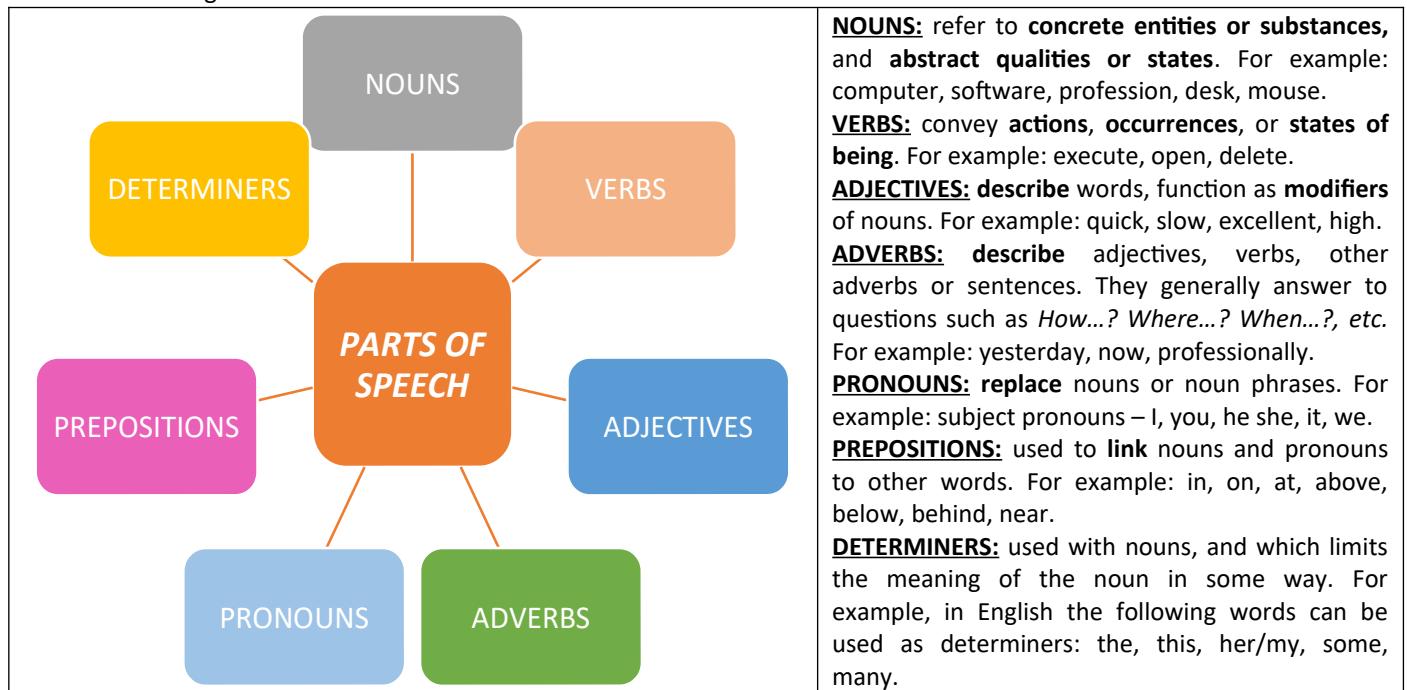
- To travel by plane is amazing.
  - A lot of travel is boring.
  - Customers reserve these rooms for the holidays.
- A client cancelled the reserve last week.  
 People often lose the key to their hotel rooms.  
 That person has got a key job in the place.

**E) Buscar las siguientes palabras en el diccionario y completar el cuadro.**

|         | S | V | Adj | Adv | Prep | Conj | Pron | Art |
|---------|---|---|-----|-----|------|------|------|-----|
| Journey |   |   |     |     |      |      |      |     |
| the     |   |   |     |     |      |      |      |     |
| And     |   |   |     |     |      |      |      |     |
| She     |   |   |     |     |      |      |      |     |
| For     |   |   |     |     |      |      |      |     |
| Hard    |   |   |     |     |      |      |      |     |

## PARTS OF SPEECH

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are listed below.



**Write the name of the underlined part of speech in each sentence.**

- a. Steve can play the trumpet.
- b. They listen to music every day.
- c. She is an old lady.
- d. The group went climbing in the mountains.
- e. This is a fast car.
- f. He did well in the test.
- g. My father drives carefully.
- h. The play was fantastic.

### Traducción de frases nominales (sustantivos)

En el inglés es posible tener frases nominales en donde

- un sustantivo opera como adjetivo que modifica a otro sustantivo: COMPUTER GAMES, GAMES CONSOLE, TENNIS COURT, ETC
- un gerundio modifica un sustantivo: WALKING STICK, SHOPPING CENTRE, ETC.

Para estos casos debemos recordar que en español estas frases generalmente se traducen a frases preposicionales (encabezadas por una preposición) como en:

- |   |   |
|---|---|
| * <b>computer games:</b> <i>juegos de computadora</i> | * <b>games console:</b> <i>consola de videojuegos</i> |
| * <b>tennis court:</b> <i>cancha de tennis</i>        | * <b>walking stick:</b> <i>bastón para caminar</i>    |
| * <b>shopping centre:</b> <i>centro de compras</i>    |   |

Sin embargo, si bien la mayoría de las veces la traducción con frase preposicional es la adecuada, debemos tener en cuenta **el principio de la “adecuación a la lengua de llegada”**, es decir cómo generalmente se usaría el término en el país, región, etc al que está dirigida la traducción. Así, para los términos en cursiva, las mejores traducciones serían:

- |                                     |                         |
|-------------------------------------|-------------------------|
| * COMPUTER GAMES: VIDEOJUEGOS       | * WALKING STICK: BASTÓN |
| * SHOPPING CENTRE: CENTRO COMERCIAL |                         |

### Traducción de frases adjetivales (adjetivos)

Cuando traducimos oraciones con muchos adjetivos o modificadores directos, debemos recordar que en español los adjetivos van pospuestos al verbo y que generalmente usamos frases preposicionales (que empiezan con una preposición). Por ejemplo:

PLASTIC FOOD CONTAINERS= Contenedor para alimentos de plástico / contenedor plástico de-para alimentos  
CENTRAL NERVOUS SYSTEM= sistema nervioso central

**Proporcioná traducciones para las siguientes frases.**

- a) The most peace-promoting person .....
- b) Animal right campaign .....
- c) Laser eye treatment clinic .....
- d) Red blood cell .....
- e) The first stepping stone .....
- f) The resounding victory .....
- g) Ana's doll playroom .....
- h) Sleeping bag .....

● Complete the 15 sentences with the words on the left.



- A** advertising *n.*
- C** comment *n., v.*
- channel *n.*
- D** dislike *n., v.*
- G** Google *n.*
- go viral *v.*
- L** like *n., v.*
- R** reply *n., v.*
- S** search *n., v.*
- share *v.*
- sign in *v.*
- subscribe *v.*
- U** upload *n., v.*
- V** videos *n.*
- view *n., v.*
1. Millions of people watch videos on YouTube every day.
2. You can look for videos you want to watch by using the \_\_\_\_\_ box.
3. A) Do you want other people to watch your video?  
B) Yes, I want to \_\_\_\_\_ it.
4. Very popular videos might \_\_\_\_\_.
5. YouTube makes money from \_\_\_\_\_.
6. National Geographic has a \_\_\_\_\_ on TV and also on YouTube.
7. You can click a \_\_\_\_\_ button to show you enjoyed a video.
8. Click the \_\_\_\_\_ button if you don't like a YouTube video.
9. If you like a YouTube channel, then you can \_\_\_\_\_ to it and watch its new videos.
10. You can write your ideas below each video in the \_\_\_\_\_ box.
11. After you read a comment under a video, you can comment on the comment, or \_\_\_\_\_ to it.
12. Do you know how to get a video onto YouTube? Do you know how to \_\_\_\_\_ a video?
13. Before you can upload a video, you must have a username and password to \_\_\_\_\_.
14. \_\_\_\_\_ bought YouTube in 2006.
15. One million people watched the video. It got over a million \_\_\_\_\_ s.

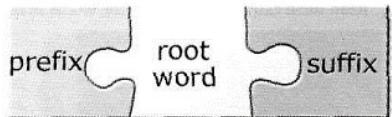
## PREFIXES

- Usamos prefijos y sufijos para formar nuevas palabras.

### Micro-process-or

Prefix + root + suffix

Prefijos se escriben delante de la palabra "raíz", y usualmente cambian su significado.



### **(A) COMMON PREFIXES**

- Prefijos negativos, significado "not":

Non- → Non-volatile memory retains its content when the power is turned off.

Un- → An unformatted disk has not been 'initialized'; it doesn't allow data to be stored.

- Prefijos de ubicación:

Trans- (=across) → Data transmission can be wired or wireless.

Inter- (=between) → The Internet consists of millions of computers interconnected in a global network.

Intra- (=within) → An intranet is a private network, restricted to a company's internal use.

Extra- (=outside, in addition to) → An extranet links a company with its customers and suppliers.

Tele- (=over a distance) → Teleconferencing enables users in different places to talk and see each other.

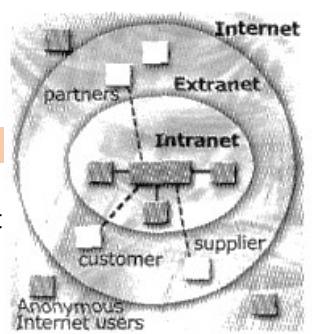
- Prefijos de tamaño:

Super- (=large, better) → A supersite offers links to other websites on a certain topic.

Semi- (=half, partly) → A semiconductor is neither a good conductor nor a good insulator (e.g. silicon, used to make computer chips).

Micro- (=small) → A microbrowser is designed to display web pages on PDAs and mobiles.

- Prefijo "re-" significa hacer de nuevo → reprint, rewritable, reboot



### **(B) VERB PREFIXES**

- Prefijos usados para formar verbos que significan "to cause to be sth":

En- → encrypt: to change data into a secret code so that only someone with a key can read it

Up- → update: to modify data in a file and thus ensure the file reflects the latest situation.

Upgrade: to add or replace hardware or software to expand the computer's power.

Upload: to send files to a central, often remote computer; compare with 'download'.

- Prefijos que significan "the opposite of an action" or "to reverse an action":

De- → decrypt: to convert secretly coded (encrypted) data back into its original form.

Decompress: to restore compressed data back to its original size.

Debug: to correct errors in a program or system.

Defragment: to reorganize data stored on disk by putting files into contiguous order.

Un- → uninstall: to remove hardware or software from a computer system.

### **(C) THE PREFIXES E- AND CYBER-**

The e- prefix means "electronic"; cyber- describes things relating to computer networks.

e- The term e-learning refers to the use of ICT to provide education and training.

An e-zine is a magazine or newsletter published online.

Cyber- The electronic space in which online communication takes place is called cyberspace.

Cyberslacking means using a company's Internet access for activities which are not work-related, e.g. it is also called 'cyberloafing'

## **ACTIVITIES**

### **1. Use words from (A) to complete these sentences.**

- 1- Medical researchers in many countries exchange information through email and .....
- 2- ..... memory (e.g. ROM or flash memory) is able to hold data when switched off.
- 3- Blogs and web portals are examples of .....; they offer news, opinions, and web links.
- 4- ..... are used for making integrated circuits and computers.
- 5- I'll post the agenda for next week's meeting on the company's .....
- 6- A home network is two or more computers ..... to form a local area network.

### **2. Complete these sentences with words from (B) and make any necessary changes.**

1. The program ran so slowly, I had to un..... it.
2. Your financial information is fully en..... and cannot be accessed.
3. Messages encrypted using a public key can only be de..... by someone with the corresponding private key.
4. The computer compresses and de..... a colour image in less than a second.
5. Once you've written a program, you have to test it and de..... it to remove all the errors.
6. In cyberspace, 'up.....' means to send a file.
7. You can easily up..... your files by adding or deleting information.
8. To de..... your hard disk you need a disk optimizer, a program that will reorder your files.
9. There are minimum system requirements for your PC to be suitable for up..... to Windows Vista.

### **3. Complete the text with words from (C).**

The term 'cyber' first appeared in the word 'cybernetics', coined by Norbert Wiener in 1948 as the science of communication and control. In the 1960s new 'cyber' words emerged, such as *cybermen* and *cyborg*, referring to a being that is part robot, part human. In 1984 William Gibson popularized the term [1] ..... in his novel *Neuromancer*. He used it to describe a futuristic, virtual world of computers, but now it refers to the Internet. Other common words are *cyberworld*, *cybercafé*, and *cyberphobia* (a fear of computers). Companies are now worried about [2] ..... : employees using the Net to do things that have nothing to do with their jobs, e.g. chat with friends.



A cybercafé

The *e*-prefix is often added to activities that have moved from the physical world to the electronic alternative, e.g. *email* and *e-shopping*. Other well-known examples are: [3] ..... , small magazines that are available on the Internet; [4] ..... , doing business electronically on the Net; and [5] ..... , providing instruction via optical discs, the Web or satellite TV.

## **You and computers**



With the help of an online computer dictionary, find the meaning of these words.



## SUFFIXES

Sufijos cambian la clase de la palabra raíz. Por ejemplo, si agregamos -er al verbo 'publish' (=publicar), se transforma en el sustantivo 'publisher'. *Sufijos pueden decirte si la palabra es un sustantivo, adjetivo o adverbio.*

### (A) COMMON SUFFIXES

#### Sufijos para trabajos:

|      |                               |  |
|------|-------------------------------|--|
| -er  | manufacturer<br>webmaster     | The two major <b>manufacturers</b> of processor chips are Intel and AMD.                 |
| -eer | engineer<br>auctioneer        | Greg is a <b>software engineer</b> , which means he writes computer programs.            |
| -or  | animator<br>operator          | He worked as a computer <b>animator</b> on Toy Story.                                    |
| -ant | IT consultant<br>IT assistant | She's a <b>computer consultant</b> and specializes in data protection and IT strategies. |
| -ian | technician<br>electrician     | A <b>computer technician</b> installs, troubleshoots and upgrades hardware and software. |
| -ist | typist<br>Scientist           | Anyone who works as a <b>typist</b> may develop a problem with their hands.              |

#### Otros sufijos comunes en ICT:

##### Nouns

-ion, -ment, -ics, -ity (activity, state) → compression, management, robotics, electricity.

##### Adjectives

-able, -ible (=able to be) → programmable (keyboard), convertible (format)

-ful (full of), -less (without) → colourful, colourless (picture)

##### Verbs

-ize, -ise (to make) → synthesize (music – to make it with a synthesizer)

### (B) WORD FAMILIES

Estos son algunos ejemplos de cómo formar familia de palabras:

| Nouns                  | Verbs     | Adjectives           | Adverbs      |
|------------------------|-----------|----------------------|--------------|
| Magnet – magnetism     | Magnetize | Magnetic, magnetized | Magnetically |
| Recorder – recording   | Record    | Recordable, recorded |              |
| Digitizer - digitizing | digitize  | Digital, digitized   | digitally    |

### (C) WE LOVE 'WARES'

El sufijo -ware se refiere a los productos del mismo tipo. En computación, *software* se refiere a los programas ejecutados por una computadora, opuesto a los dispositivos físicos sobre los que funcionan – *hardware*. Este sufijo es comúnmente usado para formar la jerga para las clases de software.

**Freeware:** available free of charge, but protected by copyright; it differs from 'free software', which can be changed and distributed subject to licence.

**Shareware:** distributed similarly to freeware, except that it requires payment after a trial period.

**Malware:** designed to infiltrate or damage a computer (e.g. viruses, trojan horses, spyware).

**Spyware:** designed to monitor the actions of your computer and send this data via the Net.

**Adware:** devised to display advertisements; some includes spyware.

**Groupware:** enables a group of people connected to a network to work on the same project.

## ACTIVITIES

### 1. Which IT professionals from (A) are described here?

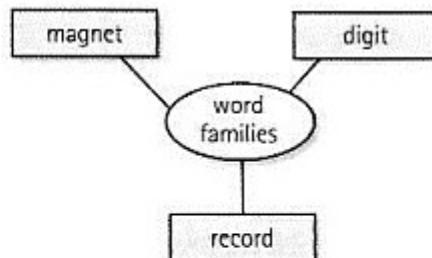
- 1) A person who designs and maintains software applications.
- 2) A person who gives expert, professional advice.
- 3) A person who uses graphics software to make or edit animated pictures.
- 4) A person who is employed to type letters, reports and other documents.
- 5) A person or enterprise that produces goods in large numbers, using machines.
- 6) A specialist in the technical details of computers.

### 2. Complete each sentence, using the words in brackets and the correct suffix.

- 1- IBM's BlueGene is the most ..... supercomputer. POWER
- 2- Most library databases are ..... via the Internet. ACCESS
- 3- I'll email my report to you as an ..... ATTACH
- 4- This book will show your how to ..... your small business. COMPUTER
- 5- An ..... optical disc allows data to be deleted and new data to be recorded on it. ERASE
- 6- The growth of the Internet has increased the need for effective data ..... SECURE
- 7- The combination of ..... and new textile materials has made it possible to create musical jackets and smart shirts that can read our heart rate. ELECTRON
- 8- Bluetooth is a ..... technology designed to connect computers, mobile phones and other devices, replacing direct cable links. WIRE

### 3. Look at the word families in (B) and complete with the correct word.

- 1 From kitchen magnets to computer disks, ..... plays a central role in the technology of everyday life.
- 2 Hard disks are ..... storage devices.

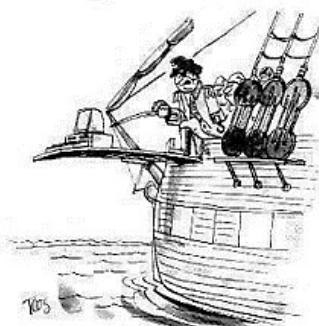


- 3 My digital voice ..... has a storage capacity of 2 GB.
- 4 Blu-Ray Disc is a new ..... optical disc format developed by nine electronic manufacturers.

- 5 A video ..... is used to convert analogue video into digital video files.
- 6 Sound and pictures can be stored ..... , as on a CD.

### 4. Look at (C). What type of software do these descriptions refer to?

- A- Software that transmits data about your Web surfing habits without your consent.
- B- Also known as 'try before you buy' software.
- C- Short for mailicious software.
- D- Software that periodically pops up advertising material.
- E- Collaborative software.
- F- Programs that you don't have to pay for.



"Do you still refuse to run pirated software?"

## REVISION

### 1) En los siguientes ejemplos marcar las diferentes instancias, usando las referencias dadas:

Pronunciación

Referencia gramatical (tipo de palabra)

Significado \_\_\_\_\_

Ejemplos de uso \_\_\_\_\_

**tomorrow** /tə'mɔ:rəʊ/ adverbio (on the day after today) mañana; we'll see you a week from ~ o (BrE also) ~ week o a week ~ te vemos de mañana en ocho días;  
 the day after ~ pasado mañana;  
 we got married a year ago ~ mañana hará un año que nos casamos

**knock** /nɑ:k / sustantivo (sound) golpe m; (in engine) golpeteo m, cascabeleo m (AmL); he gave a couple of ~s before entering llamó or (AmL tb) tocó (a la puerta) un par de veces antes de entrar

**shop** 1 /ʃɑ:p / sustantivo countable 1 (retail outlet) tienda f, negocio m (CS), comercio m (frml); to go to the ~s ir de compras; 2 (business) (colloq): to set up ~ as a doctor abrir una consulta, establecerse como médico; 3 uncountable (AmE Educ ) taller m, manualidades.

**shop** 2 -pp- verbo intransitivo hacer compras, comprar;

### 2) Completar las definiciones con estos conceptos.

\* adverbio \* verbo \* sustantivo \* pronombre \* adjetivo \*

|  |  |
|--|--|
|  | Es una palabra usada para modificar un adjetivo, un verbo u otro adverbio.               |
|  | Es una palabra con la que designamos personas, animales o cosas.                         |
|  | Es una palabra que describe la acción que algo o alguien realiza o un estado del sujeto. |
|  | Es una palabra que describe o da información acerca de un sustantivo.                    |
|  | Es una palabra que se usa en lugar de un nombre.   |

### 3) Ordenar alfabéticamente los siguientes grupos de palabras.

|        |  |           |  |           |  |
|--------|--|-----------|--|-----------|--|
| Four   |  | Salt      |  | River     |  |
| Five   |  | Saturday  |  | Roller    |  |
| Fur    |  | sunday    |  | Ruler     |  |
| Friday |  | Savour    |  | reply     |  |
| Film   |  | Situation |  | report    |  |
| forty  |  | solution  |  | raspberry |  |

### 4) Underline the prefix/suffix of these words. Write the meanings of these prefixes/suffixes.

For example: extranet = outside / management = activity.

Teleconferencing: Transmission:

Colourless: Cyberattack:

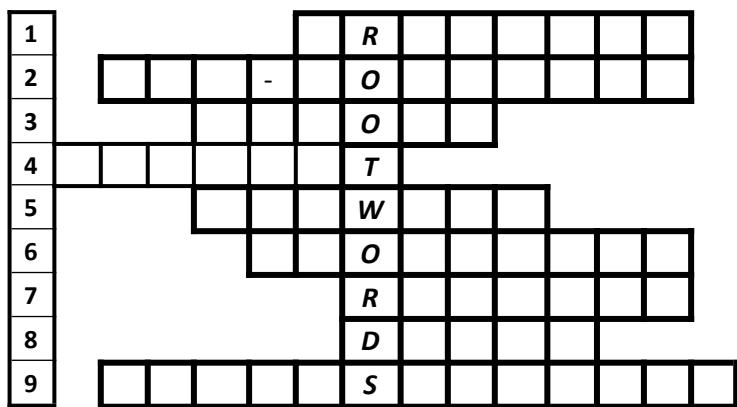
Adware: Engineer:

e-learning: Interconnected:

convertible: Semiconductor:

5) Buscar las palabras en el diccionario, identificar las categorías semánticas y escribir bajo la columna correspondiente el significado en castellano.

**6) Read the clues and complete.**



1. ..... free of charge but protected by copyright.
  2. Memory retains its content when the power is turned off.
  3. To send files to a remote computer.
  4. To convert secretly coded data to its original form.
  5. Malicious software.
  6. It makes people connected to a network to work on the same project.
  7. To print again.
  8. To correct mistakes in a program or a system.
  9. To use a company's Internet for activities which are not related to work.

7) What type of word is the word in bold in each sentence?

8)

- a) Paul is an **ambitious** person.
  - b) Sam sings **beautifully**.
  - c) UAE **means** United Arab Emirates.
  - d) Is it **possible** to build a green city?
  - e) **Life** is beautiful!
  - f) They passed the exam. **However**, they weren't happy.
  - g) Tower Bridge was designed **in** 1894.

**8) Translate the following phrases.**

- a. Football players
  - b. Shopping windows
  - c. Building materials
  - d. Search engine
  - e. Mobile phones

## Website design and architecture

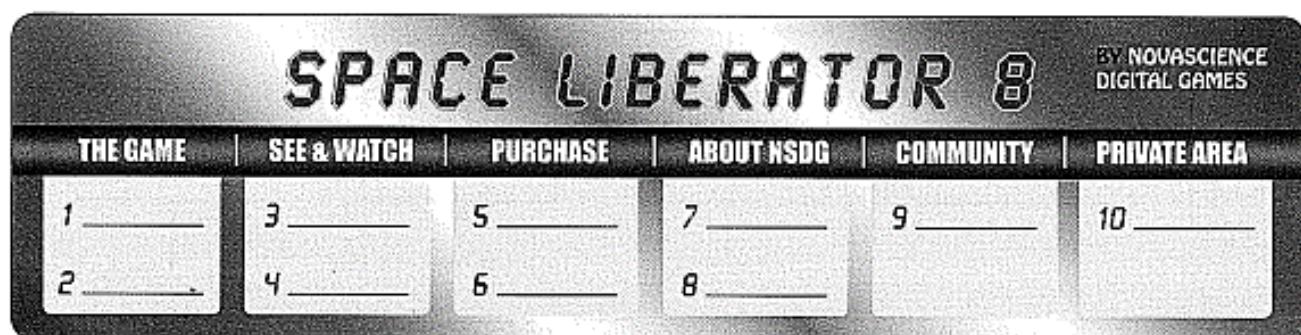
**Speaking** 1 Work in pairs. Think of a typical website and discuss these questions.

- 1 Which pages do most websites have (e.g. contact details)?
- 2 Which of these items, or other items, is often at the top of each page? Which is below that? What else might you find at the top of a web page?
  - contact details
  - menus
  - search
  - title
- 3 What makes a website easy or difficult to use? What makes it interesting? Think about how easy it is to find things, what the website looks like and what is on it (e.g. photos).

**Vocabulary** 2 Complete the menus on this home page of a computer game website.

FAQs = frequently asked questions

Company blog      Contact us      FAQs      How to pay      How to play  
Images      Login      Players' forum      Prices      Videos



**Reading** 3 Read this case study about a website development project. What do you think a fan site is? Was the project successful? How do you know?

SEO = search engine optimisation

### A web developer's work

Andrea Pinheiro da Silva is a web developer who is well known for the websites she has developed. Her websites have won several awards. Here, she describes a recent project.

'Recently, I worked on a project for SLFan, a fan club for the Space Liberator game. There were a few other sites for fans of the same game, so it was important that it looked exciting and dynamic, to get more site visits. The customer also wanted their new site to have two different areas: a public one for general content and a private one with premium content for paying fans.'

We decided to use a combination of PHP, HTML5 and MySQL. PHP was chosen to keep costs down (it's open source) and for its flexibility. It's also very versatile: it integrates easily with many other website tools. We mainly used HTML5 for multimedia content but also used other systems so that the site can be viewed on many types of devices, including mobile devices. And MySQL was just right for the private area: forum posts and other private data can be stored in the MySQL database.

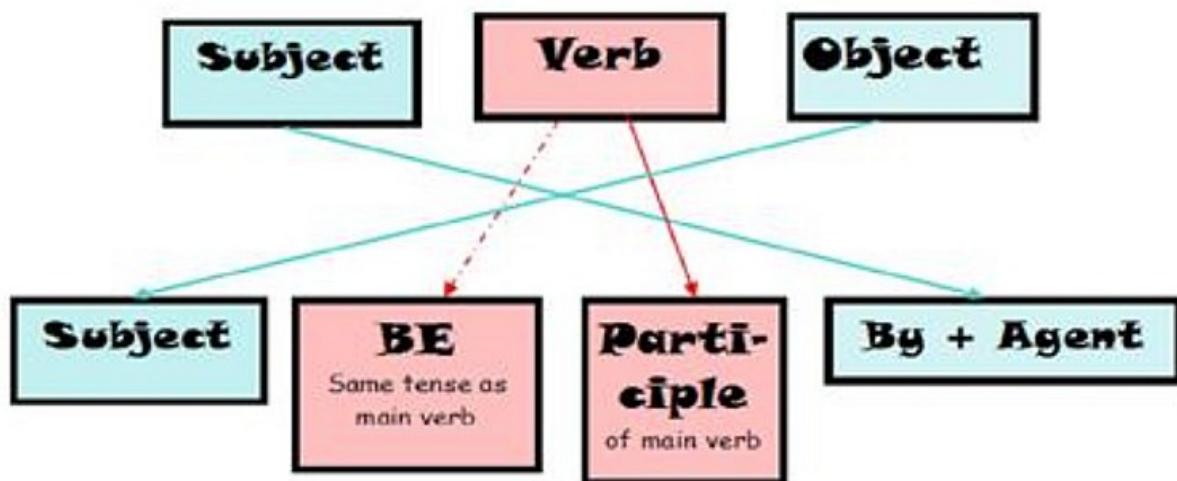
Speaking of mobile devices, one of the challenges was to make the site viewable on mobile phones and smaller tablets. We had to make sure that every page can be seen in mobile format. We also had to work on SEO because high search rankings were required. That involved working closely with SLFan.

The end result was a website that the customers were very pleased with. They were great people and real fun to work with!'

**Vocabulary** 4 Find words in the case study in 3 that match these definitions.

- 1 accessible by anyone (paragraph 2) \_\_\_\_\_
- 2 information, images, video, etc. on a website or in an application (paragraph 2) \_\_\_\_\_
- 3 better or more expensive than others (paragraph 2) \_\_\_\_\_
- 4 two or more things that are used together (paragraph 3) \_\_\_\_\_
- 5 that can be used in many different ways (paragraph 3) \_\_\_\_\_
- 6 things that are difficult to do (paragraph 4) \_\_\_\_\_
- 7 possible to see (paragraph 4) \_\_\_\_\_
- 8 position on a page of search results (paragraph 4) \_\_\_\_\_

## Passive Voice



### PASSIVE VOICE

| TENSES                 | FORMS<br><i>BE + PAST PARTICIPLE</i> | EXAMPLES   |
|------------------------|--------------------------------------|--|
| <b>Present Simple</b>  | Is<br>are<br>am                      | Reporters write new reports. (active)<br>↓<br>News reports are written by reporters.   |
| <b>Past Simple</b>     | Was<br>were                          | <b>Past<br/>Participle</b><br>The company hired new workers last year. (active)<br>↓<br>New workers were hired by the company last year. |
| <b>Present Perfect</b> | Has been<br>have been                | -3rd column<br>-ed<br>They have discussed the book. (active)<br>↓<br>The book has been discussed.  |
| <b>Future Simple</b>   | Will be                              | The company will fire some workers. (active)<br>↓<br>Some workers will be fired by the company.  |
| <b>Modals</b>          | Can be<br>must be                    | She must send the cards. (active)<br>↓<br>The cards must be sent by her.   |

## Active or Passive?

### A) Choose the correct options.

- 1) Inventors ..... new cars every year.  
*a) build                  b) is built                  c) built*
- 2) The TV ..... in 1927.  
*a) is invented            b) was invented            c) invented*
- 3) Dinosaurs ..... extinct because of a meteor.  
*a) is become            b) become                  c) became*
- 4) Builders ..... this house of glass and wood.  
*a) build                  b) built                  c) is built*
- 5) In ancient times, extinct species ..... the world.  
*a) ruled                  b) rules                  c) was ruled*
- 6) A meteor ..... dinosaurs many centuries ago.  
*a) was killed            b) kills                  c) killed*
- 7) Alexander Fleming ..... the penicillin many years ago.  
*a) discovers            b) was discovered            c) discovered*
- 8) In the past they ..... giant computers.  
*a) makes                  b) made                  c) are made*
- 9) Every day CNN ..... by millions of people.  
*a) watch                  b) watches                c) is watched*
- 10) They ..... the files to the wrong emails.  
*a) were sent            b) sent                  c) will be sent*

### B) Rewrite these sentences into the passive.

1. They found a problem.

.....

2. The customer requires a dynamic, exciting website.

.....

3. We will use PHP for this website.

.....

4. They have fixed the website.

.....

5. People must view videos on this site.

.....

6. People can watch videos on this website.

.....

7. People can download useful PDFs from this website.

.....

8. Inventors will create flying cars.

.....

## Voz Pasiva

| PASIVAS PERIFRÁSTICAS  | PASIVAS REFLEJAS  |
|--|---|
| Denota eventos particulares, concretos y puntuales.<br><b>Ej.</b> <i>La mansión fue diseñada por Luna Marchant.</i>  | Poseen un agente implícito que a la vez debe ser genérico e indefinido<br><b>Ej.</b> <i>Se comentaron cosas sobre el futuro del conservatorio.</i>                |
| El sujeto suele ser pre-verbal.<br><b>Ej.</b> <i>Los edificios fueron construidos por una firma española.</i>  | El sujeto puede ser pre o post-verbal.<br><b>Ej.</b> <i>Se escucha música alegre en los pasillos.</i><br><i>Música alegre se escucha en los pasillos.</i>         |
| Puede usarse con: <ul style="list-style-type: none"> <li>• Los verbos dinámicos con agente de participación evidente.<br/><b>Ej.</b> <i>El castillo fue remodelado por diseñadores franceses.</i></li> <li>• Los verbos que expresan eventos singulares con objeto externo y agente (explícito o no) de intervención evidente.<br/><b>Ej.</b> <i>El trabajo fue hecho con entusiasmo.</i></li> <li>• Los verbos de aspecto perfectivo o delimitativo con objeto externo, que puede ser un referente humano<br/><b>Ej.</b> <i>El atleta fue descalificado.</i></li> </ul> | Sólo es posible con verbos transitivos y muy raras veces aparece un agente expreso.<br><b>Ej.</b> <i>Ayer se abrieron por fin las puertas del nuevo shopping.</i> |
| Puede aparecer explícito el complemento agente.<br><b>Ej.</b> <i>El famoso mural fue pintado por Frida Kahlo.</i>  | Rara vez aparece el complemento agente.   |

**A. Choose the most appropriate choice. Give a brief explanation.**

**1) Negotiations were suspended.**

- a. Se suspendieron las negociaciones.
- b. Hubo una suspensión de negociaciones.
- c. Las negociaciones fueron suspendidas.

**2) Department stores are sold at high prices.**

- a. Las tiendas departamentales son vendidas a precios altos.
- b. Se venden tiendas departamentales a precios altos.
- c. Se pueden adquirir tiendas departamentales a altos precios.

**3) The new construction center will be opened next week.**

- a. El nuevo centro de construcción será abierto la semana que viene.
- b. El nuevo centro de construcción se abrirá la semana que viene.
- c. El nuevo centro de construcción abrirá la semana que viene.

**4) The skyscraper was designed by Leonardo Delli.**

- a. El rascacielos fue diseñado por Leonardo Delli.
- b. Se diseñó un rascacielos por Leonardo Delli.
- c. Leonardo Delli diseñó un rascacielos.

**B. Change the following sentences to “se pasivo”**

1. La música es escuchada.
2. Las cajas han sido contadas.
3. Los CDs no son usados actualmente.
4. El CPU había sido armado.
5. Los periódicos han sido transcriptos.
6. Los planes de construcción fueron suspendidos.
7. Las baterías son recicladas.

## REVISION

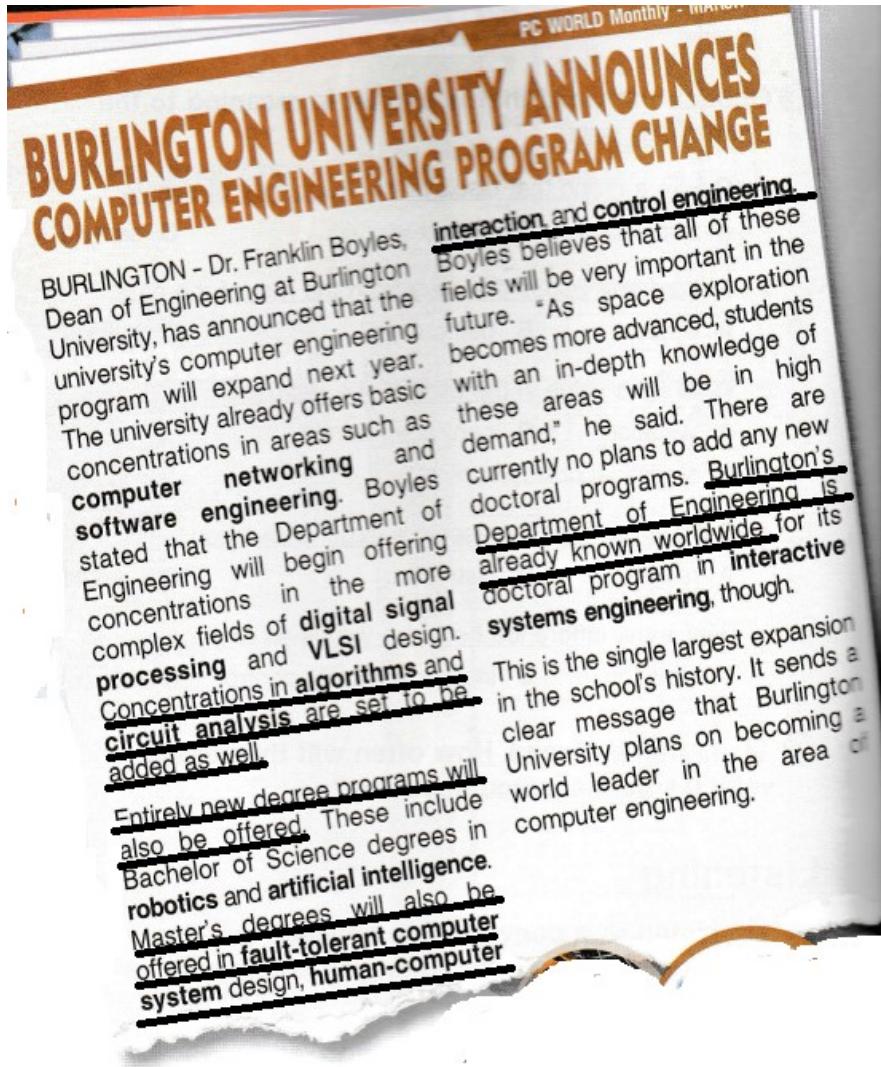
**A. Rewrite these sentences into the passive voice.**

- 1- They solved the problem.
- 2- They view this website millions of times.
- 3- They downloaded new files.
- 4- People will watch videos online.

**B. Translate the following sentences, using "SE pasiva".**

- 1) Computers are used in our classes.
- 2) Pendrives haven't been used lately.
- 3) Batteries have been recycled.
- 4) The mobile phone was assembled.
- 5) Each computer is connected to a central server.

**C. Read the text and choose the correct options.**



- 1 What is the article mostly about?
  - A changes in the field of computer design
  - B the university's new computer building
  - C why computer courses are changing
  - D the areas the department is expanding into
- 2 Which of the following will NOT be offered as a master's degree?
  - A control engineering
  - B human-computer interaction
  - C interactive systems engineering
  - D fault-tolerant computer system design
- 3 What can be inferred about the university?
  - A It has not been a leader in engineering.
  - B It just founded an engineering school.
  - C It is most well-known for its law school.
  - D It is the largest university in the region.

**D. Choose 2 (two) underlined phrases. Indicate tense. Translate and justify. (Consider pasivas perifrásicas y reflejas).**

# Networks

## Speaking

PIN = personal identification number

- 1 Work in pairs. Ask and answer these questions.

- 1 What computing devices do you use in your daily life (e.g. ATMs)?
- 2 Do you think they are on a network? Is it wired or wireless?
- 3 Are these devices secure? What security features do they have (e.g. a PIN)?

## Reading

- 2 Read this web page. Match the paragraphs (1–3) to these points.

- a) types of software and devices on networks \_\_\_\_\_
- b) the main types of networks \_\_\_\_\_
- c) the arrangements of computers in networks \_\_\_\_\_

**What is a network?**

A network is a group of linked computers or other devices. There are two kinds of networks that are in common use. In Local Area Networks (LANs) computers are close together – perhaps in the same building. They might be connected directly to each other by cable or through a wireless network such as wi-fi. In contrast, wide area networks (WANs) cover a larger area and usually use telephone lines or a mobile phone system to connect. A LAN can be a part of a WAN.

There are different types of wired networks. One is a star system. In this, each computer (or other device) is connected to a central server. Another type is a ring system. This is a network that has each computer linked to two others. In a bus system there is a central cable which is called a bus, and each computer is linked to it. Some large networks use a mesh. In this, each computer is linked to several others. This has one big advantage: if one connection breaks, the data can use other connections. Therefore, it is difficult to break a mesh network.

Many networks work on a client-server system. In this, servers are special computers that store data, serve websites and have other similar functions.

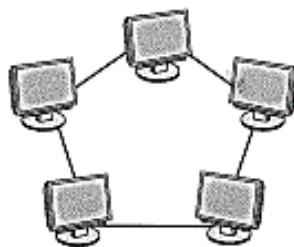
Generally, a client program will ask the server for data and the server will then send the data back to the client. For example, when you type a web address into a browser, the browser (the client) will ask the server for a web page, which then sends the web page back.

- 3 Read the web page in 2 again. What do these words refer to?

They (line 5) *computers*

- |                                |                        |
|--------------------------------|------------------------|
| 1 One (line 11) _____          | 4 it (line 17) _____   |
| 2 this (line 12) _____         | 5 this (line 17) _____ |
| 3 Another type (line 13) _____ | 6 This (line 18) _____ |

- 4 Read the text in 2 again and label these types of network.



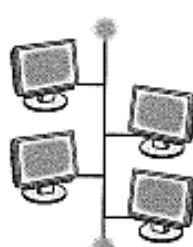
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

**Speaking** 5 Work in pairs. Use the information in the web page in 2 to answer these questions.

- 1 Do you think these use a LAN or a WAN?
  - a) home network
  - b) ATMs
  - c) computers in police cars
- 2 Which of these types of software are usually clients?
  - a) word processor (not web-based)
  - b) web browser
  - c) email program
  - d) presentation software (e.g. PowerPoint)
  - e) instant messaging software

### Language

#### Relative clauses

We can use relative clauses as part of a definition, to give important information about something or someone (e.g. to explain the function of something or to say who does something). We use the relative pronouns **which/that** for things and **who/that** for people.

*She's the person **who/that** looks after networks.  
The internet is a network **which/that** covers the world.*

## Inside the system

### 1) Read the text and answer these questions.

1. What does ALU stand for? What does it do?
2. How much is one gigahertz?
3. What type of memory is temporary?
4. What type of memory is permanent and includes instructions needed by the CPU?
5. What is bus?
6. What is the benefit of having expansion slots?

### 2) Look at these extracts from the text. What do the words in bold refer to?

1. **This** is built into a single chip. (line 2).
2. ... **which** executes program instructions and coordinates... (line 3)
3. ... **that** is being executed. (line 22)
4. ... performance of a computer is partly determined by the speed of **its** processor. (line 25)
5. ... the CPU looks for **it** on the hard disk... (line 35).
6. ... inside the computer to communicate with **each other**. (line 52).

# What is inside a PC system?

## Processing

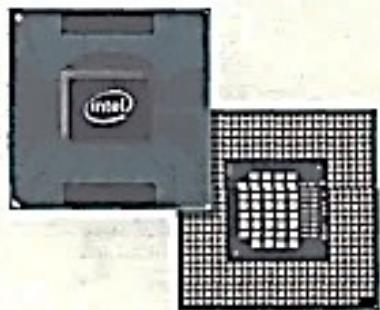
The nerve centre of a PC is the **processor**, also called the **CPU**, or **central processing unit**. This is built into a single **chip** which executes program instructions and coordinates the activities that take place within

- 5 the computer system. The chip itself is a small piece of silicon with a complex electrical circuit called an **integrated circuit**.

The processor consists of three main parts:

- 10 ■ The **control unit** examines the instructions in the user's program, interprets each instruction and causes the circuits and the rest of the components – monitor, disk drives, etc. – to execute the functions specified.
- 15 ■ The **arithmetic logic unit (ALU)** performs mathematical calculations (+, -, etc.) and logical operations (AND, OR, NOT).
- 20 ■ The **registers** are high-speed units of memory used to store and control data. One of the registers (the program counter, or PC) keeps track of the next instruction to be performed in the main memory. The other (the instruction register, or IR) holds the instruction that is being executed (see Fig. 1 on page 13).

The power and performance of a computer is partly determined by the speed of its processor. A **system clock** sends out signals at fixed intervals to measure and synchronize the flow of data. **Clock speed** is measured in **gigahertz (GHz)**. For example, a CPU running at 4GHz (four thousand million hertz, or 30 cycles, per second) will enable your PC to handle the most demanding applications.



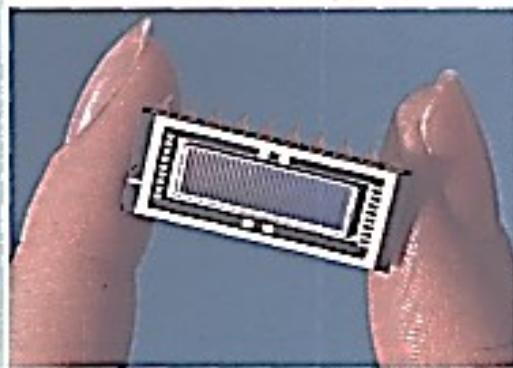
The Intel Core 2 Duo processor; other chip manufacturers are AMD and Motorola

## RAM and ROM

The programs and data which pass through the processor must be loaded into the main memory in order to be processed. Therefore, when the user runs 35 a program, the CPU looks for it on the hard disk and transfers a copy into the **RAM** chips. **RAM (random access memory)** is volatile – that is, its information is lost when the computer is turned off. However,

40 **ROM (read only memory)** is non-volatile, containing instructions and routines for the basic operations of the CPU. The **BIOS (basic input/output system)** uses ROM to control communication with peripherals.

45 RAM capacity can be expanded by adding extra chips, usually contained in small circuit boards called dual in-line memory modules (DIMMs).



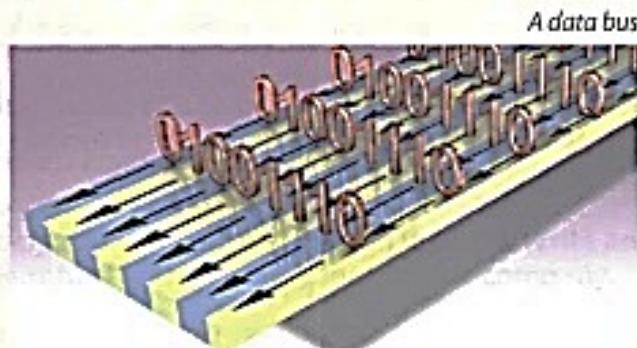
A RAM chip

## Buses and cards

The main circuit board inside your system is called the **motherboard** and contains the processor, the memory chips, expansions slots, and controllers 50 for peripherals, connected by **buses** – electrical channels which allow devices inside the computer to communicate with each other. For example, the front side bus carries all data that passes from the CPU to other devices.

55 The size of a bus, called **bus width**, determines how much data can be transmitted. It can be compared to the number of lanes on a motorway – the larger the width, the more data can travel along the bus. For example, a 64-bit bus can transmit 64 bits of data.

60 **Expansion slots** allow users to install **expansion cards**, adding features like sound, memory and network capabilities.



A data bus

## 3

## 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 ...*

### Grammar - Relative clauses

Una cláusula relativa es una parte de una oración que comienza con **which, who, that, where, when** o **whose**. Dan más información sobre algo/alguien. Hay dos tipos de cláusula relativa.

#### Important points

##### Defining relative clause

- Da información necesaria. Sin esta información, no sabemos de qué persona/cosa alguien está hablando.
- Cuando **who/that/which** ... es objeto del verbo, podemos no incluirlo.

*They didn't have the brand that I wanted to buy. They didn't have the brand I wanted to buy.*

En la oración de arriba, **that** (= the brand) es el objeto del verbo "buy"; pero si **who/that/which** es el sujeto del verbo, no podemos dejarlo afuera.

*I know a woman who works for KP Lewis. (NOT: I know a woman works for KP Lewis.)*

##### Non-defining relative clause

- Da información extra. Sin esta información, aún sabemos de quién o qué se está hablando. Por ejemplo: ..., **who ran the music streaming application Bloom.fm**, es información extra sobre Oleg Fomenko. Sin esta información, es claro qué persona el escritor está hablando.
- Este tipo de cláusulas pueden estar separadas del resto de la oración con comas. (,...,) o una coma (,...).
- No se puede usar **that**: *This coffee, that which Joanne bought for me yesterday, tastes really good.*
- Siempre tememos que incluir **who/which/where** in este tipo de cláusula:

*This coffee, which Joanne bought for me yesterday, tastes really good.*

(NOT: *This coffee, Joanne bought for me yesterday, tastes really good.*)

## Practice - Type 1 relative clause

Create a sentence from the parts. In which sentences can you omit the word who, which, where, why, etc.?

1. the company / that / as a junior software developer. / This is / I worked for
2. the day / That was / I / first met the boss. / when
3. I didn't come / was because / The reason / I had an important meeting. / why
4. That's / for. / the guy / company / whose / I work
5. Did you / the invoice / I sent / that / I / you? / get
6. where / room service. / She has never stayed / a hotel / at / you can order

## Practice - Type 2 relative clauses

Make sentences using the extra information below.

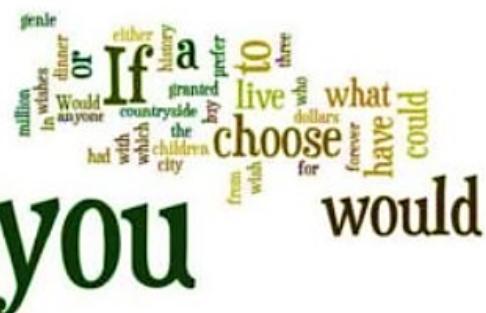
\* who works in my office \* when she lived in Japan \* where I have an account \* which is a very slow sport \* which is a waste of money \* which is a well-paid job \* which is the capital of Iran \*

For example: Mr Johnson is a very supportive colleague. Mr Johnson, who works in my office, is a very supportive colleague.

1. She comes from Tehran. ....
2. Derek is a lawyer. ....
3. She worked for Toyota in 2007. ....
4. The camera costs over 1000 dollars. ....
5. He often plays cricket. ....

## Second Conditional – unreal possibility

|             |                                  |
|-------------|----------------------------------|
| if clause   | if + subject + simple past verb* |
| main clause | subject + would + verb           |



| If | Condition           | Result                       |
|----|---------------------|------------------------------|
| If | I won the lottery   | I would stop working.        |
| If | you were rich       | I might marry you.           |
| If | I was self-employed | I could take more sick days. |
| If | it snowed in July   | would you be surprised?      |

| Result                      | If | Condition            |
|-----------------------------|----|----------------------|
| I would stop working        | if | I won the lottery.   |
| I might marry you           | if | you were rich.       |
| I could take more sick days | if | I was self-employed. |
| Would you be surprised      | if | it snowed in July?   |

If I had won the lottery



I would be rich

**A. Match the sentences:**

1. If I had Laura's phone number now,
2. If it was sunny and hot today,
3. Mike would invite you to his next party
4. If I had wings,
5. You would get better grades
6. If I were in your position,
7. We could take photos here
8. If I lived in a developed country,
9. If I were a governor for only a day,
10. Mike wouldn't have such family problems

- a. I would think twice before I drop out of school.
- b. I would forbid smoking everywhere in the state.
- c. we would take the kid for a swim in the beach.
- d. if his parents weren't drug addicts.
- e. if you were one of his friends.
- f. I would send her an urgent SMS.
- g. I would find a well-paid job easily.
- h. I would fly back home to see my wife and kids.
- i. if it wasn't forbidden to do so.
- j. if you worked hard.

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_

**B. Choose the correct options.**

- 1) The teacher wouldn't always punish you if you DO / DONE / DID your homework.
- 2) Peter WILL HELP / DID HELP / WOULD HELP if you were kind to him.
- 3) I wouldn't be a qualified teacher now if I DON'T STUDY/ DIDN'T STUDY / WOULDN'T STUDY methodologies well every night.
- 4) If I had a car, I WOULD GIVE / WILL GIVE / AM GOING TO GIVE you a ride to the airport now.
- 5) Would you immigrate to Canada illegally if you ARE/ WAS / WERE in my shoes?

**C. Complete with the correct forms to make sentences into Conditional 2.**

1. If you ..... (combine) these substances, there ..... (be) an explosion.
2. What ..... (you/do) if you ..... (not/pass) your exams?
3. If you ..... (buy) new software, ..... (you/give) me your opinion about it?
4. If we ..... (get) some extra money, we ..... (go) on holiday.
5. How ..... (you/feel) if you ..... (be) a millionaire?

**E. Complete the following sentences with your own ideas.**

- 1- If I were a millionaire, .....
- 2- My teachers would praise me if .....
- 3- I would feel sad if .....
- 4- If I lost my cellphone, I .....
- 5- I would look different if .....
- 6- If I were the president, .....

### **Curriculum Vitae / Resume**

El **Curriculum Vitae** (CV) es un resumen del perfil educacional y profesional de una persona, usualmente utilizado en la búsqueda de empleo. En éstos, la información debe ser seleccionada según el criterio de relevancia o no para el puesto al que se presenta. Además, debe ser preciso y conciso para no transmitir ideas confusas y el producto final no debe ser demasiado extenso para evitar que no se lea completo, como así tampoco demasiado sintético. Así, cabe destacar que existen numerosos formatos y esbozos de CVs. Sin embargo, para la selección de formato, hay que tener en cuenta el destinatario del CV que vayamos a crear. En este respecto, nos centraremos en dos tipos de CVs básicos: **el CV académico y el CV profesional**.

El **CV Académico (Academic CV)** es un formato de CV utilizado generalmente en el ámbito de la educación superior y carreras de posgrado. Este formato se focaliza en brindar información pertinente acerca de aspectos que hacen a la vida en el ámbito académico; es decir, se incluirá información sobre publicaciones, conferencias, congresos, actividades de extensión e investigación, etc. Este formato también suele ser requerido para aplicar a becas de estudio o prácticas profesionalizantes en el extranjero.

El **CV Profesional (Professional CV)** es un formato de CV que tiene como fin la inserción en el ámbito laboral. Este formato, entonces, resaltarán los aspectos relevantes al puesto de trabajo que se desea conseguir. El mismo incluirá aspectos como los diferentes niveles alcanzados, manejo de softwares, puestos laborales previos exitosos y generalmente se centrará en las *habilidades y competencias* que hagan del aplicante elegible para el puesto deseado.

### **El CV profesional.**

#### **EL ÁMBITO PROFESIONAL: El CV propio**

- **Personal Information:** incluye nombre completo, n° de DNI, dirección de correo, domicilio, número de teléfono/celular.

**Full Name:**

**ID N°:**

**Date of Birth:**

**Home address:**

**Phone Number:**

**E-mail:**

- **Education:** Tu paso por el ámbito educativo (escuela, universidad a la que asistís).

#### **EDUCATION**

En este espacio se incluyen los estudios que tengamos cursados y que tengan validez nacional/provincial. Es decir, títulos secundarios, de grado y/o posgrado.

Se debe especificar el año de comienzo y de finalización de estudios, el nombre de la institución que otorgó el título y una breve descripción de las materias más relevantes para dicho título. También se puede incluir premios ganados (mejor promedio, asistencia perfecta, etc) y/o el promedio final.

*Modules included: materias/asignaturas incluidas.*

*Awarded: premiada*

*Final mark: promedio final.*

- **Work Experience:** Tu experiencia laboral.

#### **WORK EXPERIENCE**

En este apartado se va a especificar la experiencia que tengamos en el mundo laboral. Se debe incluir fecha de comienzo y finalización del trabajo, lugar y posición.

- **Conferences and Courses:** Los cursos y conferencias a los que has asistido y/o impartido.
- **Technical Skills:** Tus habilidades en el manejo de diferentes softwares, por ejemplo: *Adobe Photoshop, paquete Office, Prezi, Autocad, etc.* Debes también especificar tu grado de competencia en dichos programas:

*Proficient: experto - Intermediate: intermedio - Basic: básico*

- **References:** Incluye la información de contacto de aquellas personas que pueden dar cuenta de tu experiencia laboral, características como empleado, etc.

Prof. ...  
Address  
Email:

Ms. ... (Employer)  
Address  
Email:

El archivo final deberá ser adjuntado en formato pdf. El formato básico es el que se envía adjunto (debe incluir los datos mencionados anteriormente) pero recuerden que también pueden experimentar con formatos de tipografía, colores y otros aspectos de diseño. Pueden hacer esto último en word y/o explorando sitios como *Canva* ([https://www.canva.com/es\\_ar/](https://www.canva.com/es_ar/) ).

**REMEMBER:** Una vez completado su currículum, deben firmarlo y colocar la fecha en la que están emitiendo dicho CV.

## **PARTE 2: El mail o carta de presentación.**

Tradicionalmente, las cartas de presentación acompañaban al CV a la hora de postularse para un empleo. Sin embargo, en la actualidad estas cartas suelen enviarse por correo electrónico y ser un poco más acotadas.

Los emails o cartas de presentación son escritos de tipo sumamente formal. Esto implica que cuando se redactan, se tiene que seguir lineamientos específicos. Estos son:

- **Usar el encabezado correcto para iniciar el email:** Si conocemos el nombre de la persona que nos va a emplear, utilizamos la frase de apertura “Dear Mr./Mrs./Ms./ MS Smith”; en cambio, si desconocemos el destinatario de nuestro mail, utilizamos el encabezado: “Dear Sir/Madam”.
- **Usar vocabulario específico y formal:** En este tipo de escritos es importante utilizar palabras y expresiones que demuestren formalidad y el manejo de vocabulario complejo y específico. Por ejemplo, en vez de decir “I'll be waiting for your answer”, diremos “I am looking forward to hearing from you”.
- **No utilizar abreviaciones o frases coloquiales:** Cuando redactamos nuestra carta de presentación, debemos usar los verbos completos sin abreviar; por ejemplo: “is not” en vez de “isn't”; “cannot” en vez de “can't”, etc.
- **Finalizar el email con la expresión adecuada:** Si conocemos el nombre de nuestro destinatario, utilizaremos “Yours sincerely”; Si lo desconocemos, haremos uso de la frase “Yours faithfully”.

Así, a continuación, se encuentran listadas todas las expresiones para elaborar nuestro email de presentación.

| PARTE DEL EMAIL                       | Expresiones   |
|---------------------------------------|---|
| <b>Saludo</b><br><b>Introductorio</b> | <ol style="list-style-type: none"> <li>1. Dear Sir/Madam---- Si desconocemos el nombre.</li> <li>2. Dear Mr. Smith----- Si nuestro destinatario es hombre.</li> <li>3. Dear Mrs. Thomas --- Si nuestro destinatario es una mujer casada.</li> <li>4. Dear Ms. Potter ----- Si nuestro destinatario es una mujer soltera.</li> <li>5. Dear MS. Callaghan--- Si nuestro destinatario es una mujer (sin especificar su estado civil).</li> </ol> <p><i>3 y 4 son formas tradicionales de referirse al destinatario. En la actualidad, generalmente se utiliza la forma de 5.</i></p> |

|                                     |  |
|-------------------------------------|--|
| <b>Introducción<br/>(párrafo 1)</b> | <p>En esta sección deberás mencionar la razón por la que estás escribiendo, el puesto al que estás presentando y dónde viste anunciado dicho puesto.</p> <ul style="list-style-type: none"> <li>• <i>I am writing to apply for the position of... that I saw advertised in ...</i></li> <li>• <i>I am writing to you regarding your advertisement for .... on...</i></li> <li>• <i>I am writing in regard to / to enquire about...</i></li> <li>• <i>I would like to submit my application for the post/position, etc</i></li> </ul>                                   |
| <b>Cualidades<br/>(párrafo 2)</b>   | <p>En esta parte tendrás que listar tus logros y cualidades que crees que te hacen el candidato ideal para el puesto.</p> <ul style="list-style-type: none"> <li>• <i>As I am an experienced.... I believe that I...</i></li> <li>• <i>I possess great.... skills since I ...</i></li> <li>• <i>I believe that I'm thoroughly qualified for this position since I...</i></li> <li>• <i>I have worked as a .... for... years so I think...</i></li> <li>• <i>I have had some experience of...</i></li> </ul>  |
| <b>Cierre<br/>(párrafo 3)</b>       | <p>En este apartado deberás mencionar tu disponibilidad horaria para una entrevista, tu información de contacto, etc</p> <ul style="list-style-type: none"> <li>• <i>If you require any further information, or you would like to arrange an interview, please contact me at...</i></li> <li>• <i>I am available for an in-person interview on.... (date)</i></li> <li>• <i>I would be available for /interested in...</i></li> <li>• <i>I look forward to hearing from you at your earliest convenience.</i></li> <li>• <i>Thank you in advance for...</i></li> </ul> |
| <b>Saludo Final</b>                 | <ul style="list-style-type: none"> <li>• <i>Dear Mr./Mrs./Ms. / MS Smith --- Yours sincerely,</i></li> <li>• <i>Dear Sir/Madam ----- Yours faithfully,</i></li> </ul>  |

**1) Read this covering letter. Complete the missing phrases, there is one extra phrase:** look forward to hearing \* yours faithfully \*

Dear Mr. Jones \* attach my CV \* I believe \* would very much like \* advertisement \* yours sincerely \* involves \* professionally and personally \*

.....,

I'm writing in response to your ..... for a Digital Marketing Executive. My name is Susan Nelson and I'm a Social Media Marketing Assistant. I have had this job for the past two years and .....I am the person you need for your new role.

The bulk of my work ..... designing and implementing online marketing campaigns across a range of channels. I am very comfortable using analytics to assess campaign success and drive future initiatives.

I have always worked in the retail industry and I am familiar with the seasonal nature of business such as yours and have the skills to push your business forward through creativity and innovation. I ..... the opportunity to both bring my experience and enthusiasm to this role while continuing to develop .....

Please find .....

I ..... from you.

.....

Susan Nelson.

**Complete the letter of application with words and expressions from the list.**

\* As I told you \* I would now like \* Dear \* Please find attached \* if you need them \* Thank you very much \* I look forward \* Yours sincerely \*

**Subject: Work experience placement summer 20...**

..... Mr. Rashid,  
..... for talking to me earlier. .... I am looking for a placement in an exploration company as part of my degree course. As OES has an excellent reputation in this field I thought I would apply to you.

I have some experience of fieldwork and have studied the theory of different research methods. .... to gain valuable first-hand practical experience of exploration techniques.

I am an open and friendly person who is willing to learn. I work well in a team. I recognize the importance of confidentiality in your line of business and am trustworthy. ....  
.... am up-to-date CV for your consideration. I am happy to supply references

..... .  
..... to hearing from you.

Jerry Henderson.

**Match the missing headings in the CV.**

- 1 Objective – 2 Date of birth – 3 References – 4 Work experience – 5 Interests – 6 Education and qualifications -



**CV Jerry Henderson**

Name: Gerald Paul Henderson

a \_\_\_\_\_ 21 December 19—

Home address: 92 Green Road, Rickwood, Herts, WD3 6RF

Telephone: 01924 786512 mobile: 07819 876386

e-mail: j\_phenderson24@superserve

b \_\_\_\_\_

To find a placement in a petroleum exploration company that will help me gain and develop my practical skills.

c \_\_\_\_\_

19— – 19— Netherwood Sixth Form College  
A levels: Maths A; Physics A; Chemistry B; Geology A  
20— – 20— University of Nottingham. Currently in the second year of a three-year degree programme.

**Skills:**

Clean driving licence.

Good computer skills. 3D computer modelling packages.

d \_\_\_\_\_

July – August 20— : Warehouseman

e \_\_\_\_\_

Rock climbing. Kayaking. Chess.

f \_\_\_\_\_

I can supply the names of two people on request.

**Apply to one of these positions. Write CV and email.**

**DIGITUM-UK**

**SENIOR PROGRAMMER** required by DIGITUM-UK, a leading supplier of business systems to the insurance industry.

You will be able to work on the full range of software development activities – analysis, design, coding, testing, debugging and implementation. At least two years' experience of COBOL or C++ is necessary.

As we are active in Europe, fluency in French, Italian or another European language is desirable.

Don't miss this opportunity to learn new skills and develop your career.

Send your CV to CHRIS SCOTT, PERSONNEL MANAGER, DIGITUM-UK, 75 PARKHILL STREET, LONDON SW14 3DE

You can visit our website at [www.digitum-uk.com](http://www.digitum-uk.com)

**DTP operator**

**required for a leading financial magazine.**

We are looking for a bright, competent QuarkXPress operator with at least three years' experience in design and layout. Skills in Photoshop, Freehand or Illustrator an advantage.

Ability to work in a team and to tight deadlines is vital.

Please apply in writing, with CV and samples of your work, to Tom Parker, Production Manager, Financial Monthly, Stockton Street, London EC1A 4WW  
Or apply online:

**Apply now**

## Job Interviews

- Tell me about yourself.
- Which adjectives would you use to describe yourself?
- What makes you want to work hard?
- What type of work environment do you like best?
- How do you handle pressure and stress?
- What are your strengths?
- What are your weaknesses?
- Who is your role model?
- What skills will you develop here?



- Where do you see yourself five/ten years from now?
- What do you do in your spare time/free time?
- When can you begin?
- Do you have any questions for me?
- What salary are you seeking?

- What type of position are you looking for?
- Are you interested in a full-time or part-time position?
- Why do you want to leave your current job?
- Can you tell me about your responsibilities at your last job?
- What have you learnt from your work experience?
- What do you know about our company?
- Why do you want to work for us?
- Why should I hire you?
- Why do you want this job?
- What qualities do you have for this job?



**A) Ask and answer the questions below with a classmate.**

What do you think people can do to impress in a job interview?

**B) Identify the items that belong to 'expected' behaviors in a job interview. decide whether they should be affirmative or negative. then, share your thoughts with your classmate(s).**

e.g. 'In my opinion, people shouldn't lie in a job interview because sooner or later the interviewer will find out the truth. If you tell them you're good at something you aren't actually good at, your boss will eventually realize that you were lying and fire you. But sometimes it's necessary to bend the truth a little, especially when things don't look good for you, for instance, why you quit a job in the past if you had a very reasonable cause. Do you agree?'



- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>* Arrive on time.</li> <li>* Be a bit late.</li> <li>* Dress nicely.</li> <li>* Dress informally.</li> <li>* Speak non-stop.</li> <li>* Talk about money and salary.</li> <li>* Interrupt the other person.</li> </ul> | <ul style="list-style-type: none"> <li>* Fidget.</li> <li>* Lie (e.g. don't lie).</li> <li>* Slouch</li> <li>* Make eye contact.</li> <li>* Show your enthusiasm.</li> </ul> | <ul style="list-style-type: none"> <li>* Answer questions vaguely.</li> <li>* Use slang.</li> <li>* Smile at all times.</li> <li>* Show off your qualifications and experience.</li> <li>* Ask questions about personal matters.</li> </ul> |
| <ul style="list-style-type: none"> <li>* Talk about your weaknesses and strengths.</li> <li>* Turn off your cellphone.</li> <li>* Be confident.</li> </ul>  |  |   |

## Scholarships

Becas de estudios de grado y/o posgrado: son aquellas becas que se solicitan para cursar una carrera de grado y/o postgrado. Si son en el exterior, generalmente incluyen un monto para alojamiento y víveres y si son en un país donde no se habla tu idioma nativo, también incluyen como requisito que estudies el idioma por un año y/o rindas un examen internacional que dé cuenta de tu nivel en dicho idioma.

Becas de investigación: son aquellas becas otorgadas por una universidad y/o instituto terciario, también pueden ser otorgadas por organismos internacionales / transnacionales (como el CONICET) y su finalidad es aportar a un campo específico del conocimiento. La beca variará en cuanto a remuneración, horas de trabajo, modalidad de trabajo y evaluación de acuerdo con la índole de la misma. De todas formas, estas becas generalmente requieren que tengas la mayor parte de la carrera cursada y presentar un proyecto de trabajo avalado por dos o más de tus profesores insertados en un programa de investigación. Si estás interesado en este tipo de becas, es conveniente que te acerques a la Secretaría de Investigación de tu facultad.

Algunos papeles que estas becas requieren son formularios de inscripción, cartas de recomendación, certificado de antecedentes, declaración Jurada de cargos, entre otros.

### **Programas de Becas:**

- Becas en el Reino Unido: <http://www.scholars4dev.com/5642/scholarships-in-uk-for-international-students/>
- Becas en EE.UU.: <http://www.scholars4dev.com/5642/scholarships-in-uk-for-international-students/>
- Becas listadas por el ministerio de educación de la nación: <http://www.scholars4dev.com/5642/scholarships-in-uk-for-international-students/>
- Becas del CONICET: <http://www.scholars4dev.com/5642/scholarships-in-uk-for-international-students/>

### **Actividades:**

#### **1) Busca en la web y selecciona 2 programas de estudio que te interesa y completa el siguiente cuadro.**

| <i>Nombre de Programa/becas</i> | <i>Organismo que lo emite o patrocina</i> | <i>Periodo de inscripción/aplicación a dicho programa</i> | <i>Link</i> |
|---------------------------------|---|---|-------------|
|                                 |   |   |             |
|                                 |   |   |             |

#### **2) Selecciona uno de los programas anteriores y hace una lista de los requisitos**

| <i>Requisitos</i>  | <i>Papeles necesarios</i>                 |
|--|---|
| ¿Hay una edad mínima y máxima?   | Formulario de inscripción                 |
| ¿Debes ser estudiante universitario?   | Carta de presentación                     |
| ¿Debes tener cierto grado de la carrera completa?                              | Cartas de recomendación                   |
| ¿Debes tener una nacionalidad en particular?                                   | Declaración jurada de cargos              |
| ¿Debes dar cuenta de los aprendido/logrado con el programa una vez finalizado? | CV  |
| ¿Hay restricciones para becas futuras?   | Título secundario y/o universitario       |
| ¿Hay un período de inscripción?  | Certificados de cursos y/o capacitaciones |
| ¿Debes realizar una entrevista?  | Certificado de antecedentes               |
| ¿Otros requisitos?   | ¿Otros papeles necesarios?                |

## Netiquette

b) **Do this netiquette quiz. Read about netiquette rules on the Web if necessary.**

- 1 Netiquette, or net etiquette, is a general code of behaviour for communicating online.
  - True
  - False
- 2 TYPING IN CAPITALS LETTERS looks like:
  - the message is very important.
  - you're shouting.
- 3 What should you avoid doing in chat rooms?
  - Being respectful
  - Giving out personal or financial information
- 4 Spamming means
  - posting stupid comments in chat rooms.
  - posting unsolicited advertising messages.
- 5 Before asking questions in a chat room or posting messages to forums, you should always
  - read the FAQs (Frequently Asked Questions).
  - introduce yourself and post a test message.
- 6 Avoid flame wars. Flames are
  - angry responses or offensive comments.
  - people who break the rules of netiquette.
- 7 Keep messages short and to the point, and check spelling and grammar.
  - True
  - False

a) 1. **Have you ever experienced bad netiquette?**

a) 2. **Rewrite this chat, using full forms instead of abbreviations.**

- Abby: BTW, where r u going for ur holiday?  
By the way, where are you going for your holiday?
- Sue: Girona. Have u been?
- Abby: Yes. I went 2 Girona last summer.
- Sue: Did u have a good time?
- Abby: It's great, IMO. How r u going 2 travel?
- Sue: We're flying.
- Abby: Where r u staying?
- Sue: In a youth hostel.
- Abby: IC. IOW, the cheapest place possible!
- Sue: LOL! Yes. BTW, any recommendations?
- Abby: Let me think. I'll send u a msg ASAP.
- Sue: TIA!
- Abby: Got 2 go. BFN!

### B Rewrite this IM chat using abbreviations.

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.

### 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.

### C In pairs, practise having an online conversation. Write a short note and give it to your partner. Use abbreviations as necessary. Your partner will write a short response and give it back to you. Continue the conversation and try not to talk. Choose one of these topics.

- Your plans for the weekend
- What you did last night
- Your holiday plans
- What happened at school/work today
- Music / TV / The Web

### D In pairs, discuss these questions. Give reasons for your answers.

- 1 Which program do you use to chat with friends?
- 2 Do you use abbreviations when you chat online or when you send text messages?
- 3 Do you use voice or video while chatting? How?
- 4 Have you ever used the Internet to make cheap calls?
- 5 Does Instant Messaging distract you from work?
- 6 Do you use your real name or a nickname in chat rooms?
- 7 Do you talk to strangers during web chats? Why shouldn't you?
- 8 Would you ever go on a date with somebody you'd met on the Net?

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## Phrasal verbs

Phrasal verbs consist of a verb + preposition (in, out, up, down, off, on), which combine to form a single meaning. Phrasal verbs are used very frequently in both spoken and written English.

The meaning of the two words together is often different from the meaning of the words individually. One verb can be combined with different prepositions to make different phrasal verbs.

| <u>Phrasal Verbs for Technology and Computers</u> |  |  |
|---|--|--|
| Phrasal Verb-                                     | Meanings   | Example  |
| back up<br>backup                                 | v. make an extra copy of a file<br><i>n.</i> an extra copy of a file   | Be sure you <b>back up</b> your files before you change systems.             |
| click on  | move a mouse over an item and press to select  | <b>Click on</b> the start menu to begin.                                     |
| filter out  | remove unwanted email messages   | Can we <b>filter out</b> all the spam on this account?                       |
| go down   | stop operating properly  | I cannot send any emails because the server <b>went down</b> .               |
| go online/offline                                 | to use the Internet / not use the Internet   | I will send you that information as soon as I can <b>go online</b> .         |
| hack into   | enter a computer or network illegally  | Someone <b>hacked into</b> my bank and stole millions of dollars.            |
| hook up   | to connect wires from machines to a power source or other machines   | Would you please help me <b>hook up</b> the Internet cable?                  |
| log in / log on<br>sign in                        | v. connect to a computer using a username and password   | To begin, <b>log in</b> to your desktop                                      |
| plug in<br>plug-in                                | v. insert a cord into an outlet or port<br><i>n.</i> an addition to a software program that performs a certain task                              | <b>Plug in</b> your laptop over there.                                       |
| pop up<br>popup                                   | v. to appear suddenly<br><i>n.</i> an advertisement that appears suddenly on a computer screen   | If you do not want to see the ads, turn on your <b>pop up</b> blocker.       |
| power up<br>turn on                               | provide power to a machine   | Press the red button to <b>power up</b> your tablet.                         |
| print out<br>printout                             | v. send an electronic document to a printer<br><i>n.</i> a printed document  | I have to <b>print out</b> the directions before I leave home.               |
| pull down<br>pulldown                             | v. choose from a menu of options in a computer application extending down from the action bar like a window blind<br><i>n.</i> a menu of options | Look for the file menu and <b>pull down</b> to "Save As..."                  |
| run out of  | exhaust a supply of something  | You will <b>run out of</b> disk space if you save copies of all your emails. |
| scroll up<br>scroll down                          | to move slowly to the top or bottom of a text  | The news story was so long I had to <b>scroll down</b> a lot to read it all. |

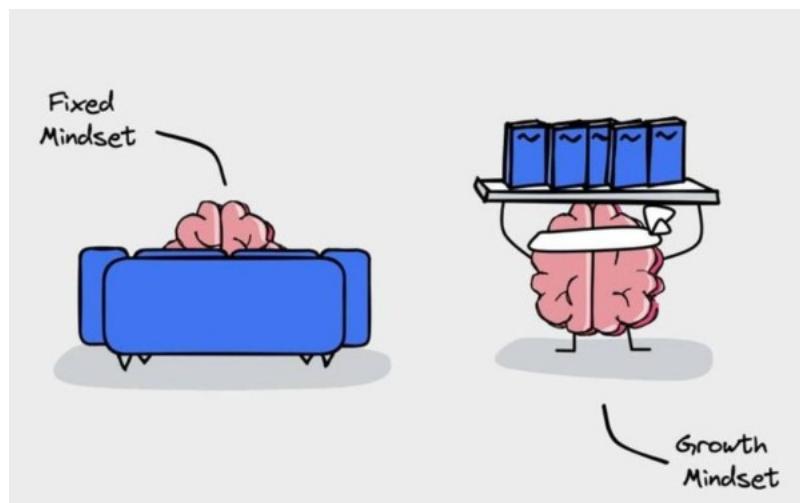
|                                     |  |  |
|-------------------------------------|--|--|
| set up                              | v. to install a new computer program or assemble a computer system<br><i>n.</i> the process of adding information using a computer program | This application took a long time to <b>set up</b> .                         |
| sign up                             | register with a service  | She <b>signed up</b> for an online dating service.                           |
| Sign-in                             | <i>n.</i> page or act of registering permission to use a program   |  |
| start up<br>boot up                 | begin running a computer system  | Wait a second, my computer <b>is starting up</b> .                           |
| turn off<br>shut down<br>power down | end a session on the computer by closing an application or removing power  | I'm tired, so I'm going to <b>shut down</b> the computer for today.          |
| wipe out                            | completely erase or delete files   | Before you donate your computer, be sure you <b>wipe out</b> the hard drive. |

a) **Complete the sentences with these words:** scroll down - plug into – pop up - log on – sign up – log on – wipe out - scroll up – go down - set up –

- 1- Is it OK to ..... to my bank account using public computers in a cybercafé?
- 2- How do I ..... an internet connection at home?
- 3- The technician ..... our modem, so now we have internet.
- 4- What do I need to do to ..... for a gmail account?
- 5- Use the mouse wheel to ..... and ..... the screen.
- 6- I hate it when ads .....
- 7- Install this program and ..... the webcam ..... your computer.
- 8- I was about to finish the report when suddenly the computer .....
- 9- A virus got into my computer and ..... the hard disk.

b) **Write the phrasal verbs for these definitions:**

- 1- to perform the actions that are required to enable you to begin using a computer system: .....
- 2- to make a copy of the information on your computer so that you do not lose it: .....
- 3- to connect to a network of other computer users so that equipment and information can be shared: .....
- 4- to get into someone else's computer system without permission: .....
- 5- to start a computer so that it is ready to use: .....
- 6- to finish using a computer system: .....

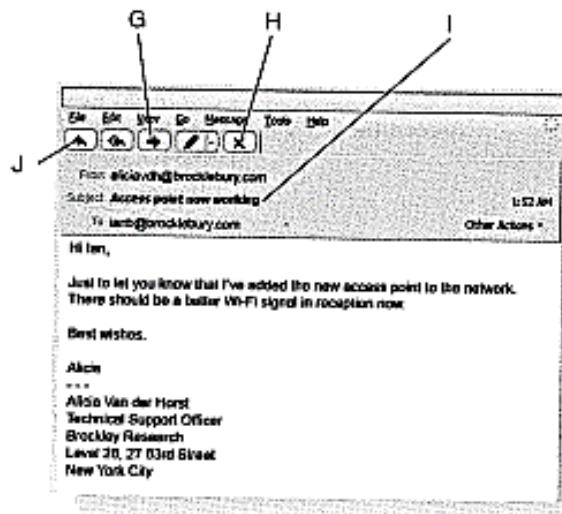
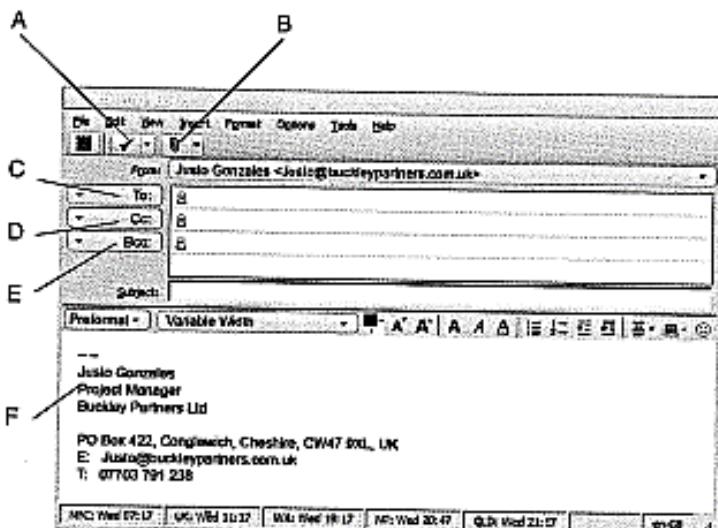


# Email

**Speaking** 1 Work in small groups. How often do you use email? When do you choose email instead of instant messaging, face-to-face or telephone communication? Discuss.

**Vocabulary** 2 Match these words to A–J in the screenshots of email clients below.

- |                             |                            |                      |
|-----------------------------|----------------------------|----------------------|
| 1 subject line _____        | 5 spell checker _____      | 9 copy address _____ |
| 2 recipient's address _____ | 6 forward _____            | 10 delete _____      |
| 3 email signature _____     | 7 blind copy address _____ |                      |
| 4 attachment button _____   | 8 reply button _____       |                      |



3 Note down the steps in sending an email. Then compare your notes with a partner's. Are they the same?

## Language

### Articles

We use *a/an* when we mention an item for the first time.

- We use *the* when the listener already knows which item we're talking about.
- We also use *the* when the item is the only one of its kind.

Please send me *a* message.

Could you send me *an* email to remind me?

Could you forward *the* email that Jack sent?  
*The* internet is down.

4 Complete this intranet post about email guidelines with *a*, *an* or *the*.



Here are some guidelines for using email at RML Digital:

- Think carefully about what you write – emails can be permanent records. Even if you delete (1) \_\_\_\_\_ email, (2) \_\_\_\_\_ recipient could keep their copy. He or she might also forward (3) \_\_\_\_\_ email to other people.
- Make (4) \_\_\_\_\_ subject line clear and short.
- If you receive (5) \_\_\_\_\_ important email, try to send (6) \_\_\_\_\_ quick 'thanks' message in

reply. It only takes a few seconds and it may stop someone worrying that the email didn't get through.

- If you are copying emails to people who don't know each other, use (7) \_\_\_\_\_ 'Bcc' line so that they can't see each other's email addresses.
- Check attachment size before sending! Some email systems limit attachments to 10 MB or less.
- (8) \_\_\_\_\_ standard RML Digital signature should be on all emails sent from the company.

## Email 1

From: anna@goodmail.com  
To: bernard@ciaoctiao.it  
Cc: carol@freemail.co.uk  
Bcc: dave@norsemal.no  
Subject: arriving in Rome

Hi Bernard

I'll be arriving in Rome just after midday tomorrow (Friday). You don't need to pick me up at the airport – I can get a taxi to the city centre.

See you soon!

Anna

### **A. Look at the email and answer the questions true or false.**

1. The recipient is Anna.
2. The sender is Anna.
3. Bernard knows that Carol knows when Anna will be arriving in Rome.
4. Bernard knows that Dave knows when Anna will be arriving in Rome.
5. You can say that Anna Cc-ed her email to Carol.
6. You can say that Anna Bcc-ed her email to Dave.
7. The subject line is empty.
8. The style of the email is formal.
9. Cc stands for carbon copy and Bcc stands for blind carbon copy, but the full terms are almost never used.
10. Carbon copies were a method of making copies of documents typed on typewriters.

### **Sending an attachment**

### **B. Put the words in the spaces.**

|        |        |       |         |
|--------|--------|-------|---------|
| attach | browse | field | inboxes |
| open   | send   | size  |         |

You can send almost any file as an attachment. <sup>1</sup>\_\_\_\_\_ through the folders on your computer until you find the file you want to attach. Click on <sup>2</sup>\_\_\_\_\_. The file will appear in the attachments <sup>3</sup>\_\_\_\_\_. Then click <sup>4</sup>\_\_\_\_\_, and wait while the file uploads. Add more files if you wish. When you have finished adding files, click <sup>5</sup>\_\_\_\_\_.

Some email <sup>6</sup>\_\_\_\_\_ will only receive attachments up to a certain <sup>7</sup>\_\_\_\_\_ with one email, for example 10MB. If you need to send a lot of very big attachments, it's sometimes necessary to spread them over a number of separate emails.

## Email 2

Hi Tony

Thanks for sending through that a/w so quickly. Just one problem – I couldn't open the attachment. I'm not sure why. My inbox is virtually empty, so there's plenty of room, and the attachment limit is 20MB, so there's no problem there. Perhaps there was a glitch somewhere. Anyway, rather than trying to figure out what went wrong, could you just send it again?

Did we discuss file format? I don't know much about TIFFs, JPEGs etc, but I meant to tell you that if you have any queries on this, you could get in touch with Steve, our designer. His email address is steve@stevegreendesign.co.uk.

One other thing. When you resend me the a/w, could you cc it to Angela? I've asked her to have a quick look at it before we put it in the brochure.

I'm looking forward very much to seeing those pics – fingers crossed that they'll come through OK this time. However, if I still can't download them, I'll ask you to put them on a disk and mail them.

All the best

Jenny

### **A. Are these statements true or false?**

1. Jenny didn't receive the a/w because her inbox is too small.
2. The attached files came to less than 20MB in total.
3. Jenny has resolved a technical problem, and the attachment will come through without any problems next time.
4. Tony will have to resend the a/w.
5. Jenny is a graphic design expert
6. Tony is also going to put the files onto a disk and mail them.
7. Angela has already seen the a/w.
8. The style is too informal – business emails should always be more formal than this.

### **B. Find words or expressions in the email which mean the same as the phrases below.**

1. artwork \_\_\_\_\_
2. a small technical problem \_\_\_\_\_
3. type of file \_\_\_\_\_
4. questions about this \_\_\_\_\_
5. send again \_\_\_\_\_
6. email a copy to \_\_\_\_\_
7. communicate with \_\_\_\_\_
8. with luck... \_\_\_\_\_

### **Email 3**

Dear Jenny

As requested, I'm attaching the a/w files again.

The technical problems you've been experiencing may be due to your email provider. I have to say, I've never heard of Whoopydudu.com. You might be better off switching to one of the big names, such as Gmail or Yahoo.

Regarding file formats, TIFFs should be OK. If necessary, your designer will be able to reformat them very easily, but in my experience most designers have no problem working with TIFFs.

As the file sizes are quite large, and I understand that Angela only has a dial-up connection, I've sent her low-res versions to look at. I hope that will be OK. They should be clear enough.

I'm just about to go on holiday, so if you need me to send these files on disk, please let me know by Friday afternoon. I probably won't get the opportunity to check my email while I'm away, but if anything arises that won't keep, my assistant Trevor may be able to deal with it.

Best regards

Tony

#### **A. Are these statements true or false?**

1. Tony thinks Jenny should change her email provider.
2. The designer will need to reformat the files.
3. Angela doesn't have broadband.
4. Tony is sending resized versions of the a/w files to Angela.
5. These versions will look the same as the original versions.
6. Tony is going on holiday on Friday morning.
7. Trevor may be able to help with any problems that come up while Tony is away.
8. The style is neutral – neither formal nor informal.

#### **B. Find words or expressions in the email which mean the same as the phrases below.**

1. as you asked \_\_\_\_\_
2. famous companies \_\_\_\_\_
3. change the type of file \_\_\_\_\_
4. I think, but I may be wrong... \_\_\_\_\_
5. Low image resolution (see 1.6) \_\_\_\_\_
6. on Friday afternoon or before \_\_\_\_\_
7. comes up \_\_\_\_\_
8. that's urgent \_\_\_\_\_

**1) Read the emails and fill in the subject lines of the emails with the following topics:**

| Job application<br>RE: complaint | payment request<br>RE: meeting | product complain<br>RE: product enquire | product enquiry<br>thank you |
|----------------------------------|--------------------------------|---|------------------------------|
|----------------------------------|--------------------------------|---|------------------------------|

|  |  |  |   |
|--|--|--|---|
| Email 1<br><b>SUBJECT:</b> .....   | Email 2<br><b>SUBJECT:</b> .....   | Email 3<br><b>SUBJECT:</b> .....   | Email 4<br><b>SUBJECT:</b> .....  |
| Dear Sir or Madam,<br>With reference to your job advertisement, I wish to apply for the English teacher position at your language school. I have attached my cover letter and CV for your consideration.<br>Regards,<br>Emily Brown. | Hi John,<br>I'm sorry but I can't make it on Friday. Can we put the meeting off to the following week?<br>Regards,<br>Adam.  | Dear Jim,<br>I am very sorry to hear about your delivery problems. We have had a problem with one of our suppliers whom we hope to change in the next month. I assure you that this will not happen again.<br>We will send you replacement parts immediately.<br>If I can be of any further assistance, please do not hesitate to contact me.<br>Kind regards,<br>Sally Jones<br>Customer Care | Dear Mr. Smith,<br>We received your delivery this morning and noticed that some of the goods were damaged. Since this is not the first time that this has happened, my boss is considering changing supplier. I look forward to your reply.<br>Regards,<br>Maria Fernandez. |
| Email 5<br><b>SUBJECT:</b> .....   | Email 6<br><b>SUBJECT:</b> .....   | Email 7<br><b>SUBJECT:</b> .....   | Email 8<br><b>SUBJECT:</b> .....  |
| Hello,<br>I found your advertisement in a recent edition of The Engineer. I would be grateful if you could send me some information about your company's product range.<br>Thanks in advance.<br>Joseph Ferrara.                     | Dear Mr. Ferrara,<br>Thank you for your interest in our product range. Please find attached the information you requested.<br>If you require any further information, please do not hesitate to contact me.<br>Best regards,<br>Duncan Smith<br>Sales Manager. | Hello Jack,<br>We note from our records that you have not paid our last invoice. Could you transfer the outstanding amount as soon as possible?<br>Best regards,<br>Tamar Jones<br>Credit Control  | Hi John,<br>Thanks for all your help. Our salesmen found the conference very useful. Do get in touch next time you are in our area.<br>Regards,<br>Jack   |

**2) Read the emails again and answer. Provide one example per question.**

- Which emails are informal?
- Which emails are formal?
- Which emails are neutral?

Justify your answer in Spanish.

**3) Rewrite the email. Look at the formal email below. Imagine Paul Davies Steele have a very informal relationship. Rewrite it using informal expressions and phrasal verbs.**

Dear Mr. Davies,  
I apologize for the late replay. We have been renovating our office this week.  
Anyway, I am delighted to inform you that your application for a grant has been approved. Please find attached the agreement. Would you please visit our office tomorrow so that we can sign the paperwork? I am leaving the office at 5 pm so please try to get here before then. And I would like to remind you to bring with you all relevant company documents.  
Kind regards,  
Karen Steele  
Accounts manager

**4) Read the text and choose the correct options.**

**PQ WiReLess** | **Jobs**

## Overview of Current Openings

**R&D**

- An experienced **software engineer** is required to help the lead engineer. The ideal candidate must have supervisory experience. He or she will also function as a **trainer** for junior developers.
- We need several new **analysts** to join the R&D department. We prefer individuals with a blend of technical and marketing experience. Analysts will assess how new products meet consumer needs.

**IT**

- PQ Wireless is in the business of providing communications. But we also need experts to meet *our own* communications needs! IT professionals make sure our corporate offices and call centers operate smoothly. We're looking for a qualified **electrical engineer** to join the team. A **bachelor's degree** is required, and a **master's degree** is preferred.

**Retail Sales**

- This is an exciting year for PQ Wireless. We're opening dozens of new stores across the country, which means we need lots of friendly **sales representatives**. No experience or education is required. We will train any enthusiastic individual with an eagerness to learn.

**Legal & Compliance**

- We require an experienced legal assistant to support our corporate attorneys. Applicants must have an **MBA** or 5+ years of experience.

*Contact our human resources department for more information or an application.*

- 1 Which position requires a background in marketing?  
**A** software engineer  
**B** trainer  
**C** analyst  
**D** sales representative
- 2 According to the postings, which position involves training other employees?  
**A** software engineer  
**B** electrical engineer  
**C** sales representative  
**D** legal assistant
- 3 What is true about the sales position?  
**A** It is a job in a call center.  
**B** Its applicants do not need sales experience.  
**C** It is available mostly for applicants with degrees.  
**D** It requires some technical experience.

**5) Extract one example of Passive voice from the text. Point out its tense and provide a suitable translation and justify.**

**6) Read the dialogue. Replace the chat acronyms with the correct phrases.**

Hey! WU?

- Yeah! I was just thinking the same thing!

- What? Really? No, IDK. BTW, I'd really like to go, but I promised my boss I'd work. So I'll ve @ home.

- IC. Maybe ur right. I'll think about it.

- GL! H&K

- Great! TG it's Friday!

- What r u doing tomorrow? Did u know "The Killers" r performing live?

- U must be joking! It's Sat. Night! BTW, I've bought the tickets.

- B4N. IMO, you shouldn't miss such a gr8 gig.

## Scrum

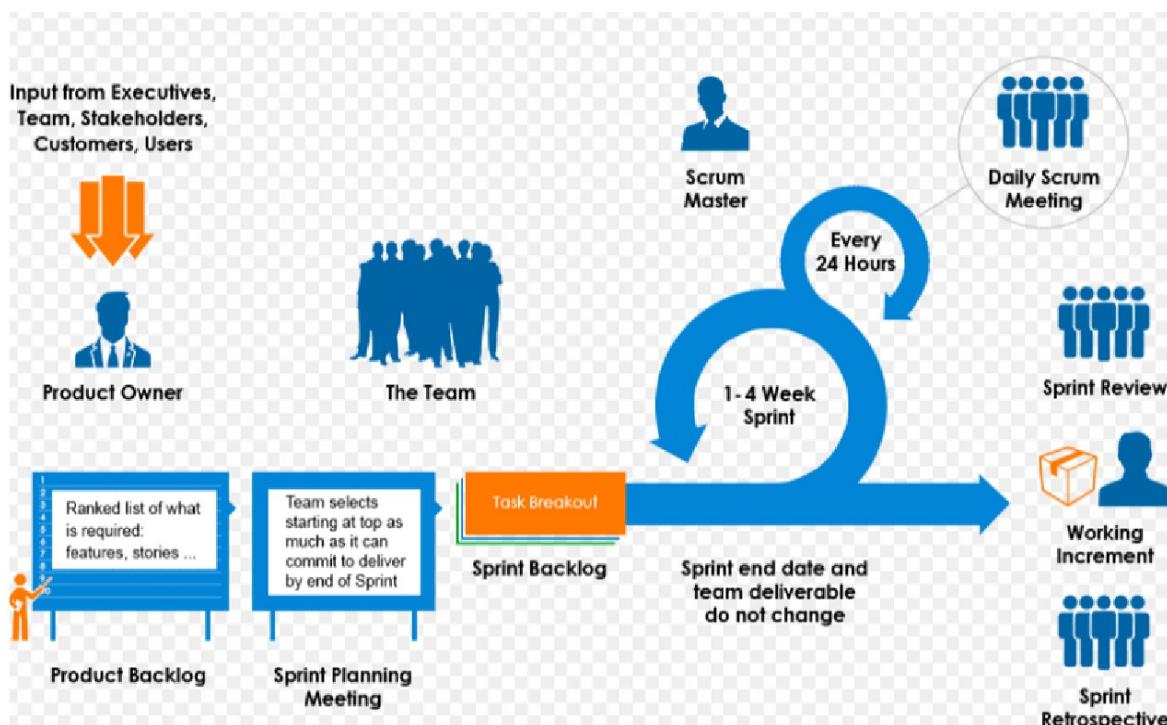
### **Key elements for the success of the most popular - Agile methods**

The Agile methodology, who knew a significant increase in influence and use by the IT development industry in the past two decades, is based on various newer or older methods. One of these is Scrum.

#### **Scrum**

The first mention in the literature for the expression Scrum was in an article written by Takeuchi and Nonaka in the year 1986 (Abrahamsson, 2002). Scrum, which was called after the scrum in Rugby, was at the beginning developed by Ken Schwaber and Jeff Sutherland in the early '90s and later Mike Beedle joined.

Scrum is a process framework used to continually improve product features, team efficiency, and the working environment. Scrum Teams are the main elements of the Scrum framework and are self-organizing teams. The team engages in fulfilling a goal in a period (sprint) and is given the command, autonomy, and responsibility to act in meeting the target in the timeframe (Williams, 2007).



Describe the chart by analysing the following abstract presented on this webpage.

[https://www.researchgate.net/publication/337734383\\_Key\\_elements\\_for\\_the\\_success\\_of\\_the\\_most\\_popular\\_Agile\\_methods](https://www.researchgate.net/publication/337734383_Key_elements_for_the_success_of_the_most_popular_Agile_methods)

Read and answer:

- What is scrum?
- When did it start?
- What each team does?

# PASSWORDS



## 1. Choose a word to complete these sentences.

\* complex \* default \* hack \* security \* software \* strong \* technology \* weak \*

- 1- This password is easy to guess; it's ..... .
- 2- This password is difficult to guess; it's ..... .
- 3- This password is not simple: it's ..... .
- 4- You use this password when you start using a new computer for the first time: it's a ..... password.
- 5- People need to make sure the information on their computers is safe; they need good ..... .
- 6- Attackers are people who ..... a computer to find private information.
- 7- The information ..... (IT) department helps a company with their computers.
- 8- A computer program that gives the computer instructions is called ..... .

## Reading

### Do we really need strong passwords?

#### A way to know

1. Complex passwords don't usually stop attackers, but they make everyday life much more difficult for computer users, says the UK security agency GCHQ. They recommend using a simpler approach.  
GCHQ gives some helpful advice for people who work in IT, as well as normal users. They warn people not to keep their default passwords. They also say that people should avoid storing passwords as plain text because other people, including attackers, can easily read these documents.  
The organisation says we should stop using too many complex passwords if we don't want to suffer from "password overload". This is what happens when people create too many long passwords for different websites and write them down so they can remember them. Writing down passwords is unsafe.
2. ....
3. ....

4. ....  
5. ....  
6. ....

People often use complex passwords because of organisations' rules. For example, to be considered "strong", passwords must be a certain length or include numbers or special characters, like ! or \*. Companies should allow people to use their own simpler passwords.

These simple passwords might consist of just three short words, for example. Or people could consider using password managers, software that creates and stores passwords. The passwords might be complex, but people will never need to remember them because their computer will do that for them. Computers don't mind storing and remembering complex passwords - it's what they're designed to do.

The report says that software password managers can help, but, like all security software, they can be hacked and are an attractive target for attackers.

## 2. Read the article about strong passwords. Decide if each statement is true or false. Correct false sentences.

1. Complex passwords are better than simple passwords.
2. You should change your default password.
3. If you can't remember your password, you should store it on your computer as a plain text file, for example in a Word document.

4. It is better to create lots of different passwords for different websites.
5. Companies should have more relaxed rules about how customers create passwords.
6. Password management software is completely safe.

**3. Read the article again and find verbs in bold which match these meanings. One word in bold is extra.**

1. .... make or change a rule to say someone can do something
2. .... try not to do something
3. .... think about
4. .... feel that something is necessary
5. .... feel that something is a problem
6. .... give someone advice about the best thing to do
7. .... do not continue with an activity
8. .... tell someone what to do in a dangerous situation

**To make a password stronger, many websites ask people to use letters, numbers and special characters. We also use these special characters for website addresses.**

**4. Match the characters with their names.**

|        |                  |
|--------|------------------|
| 1. .   | a. at            |
| 2. /   | b. back slash    |
| 3. \   | c. dash          |
| 4. @   | d. dot           |
| 5. -   | e. double u      |
| 6. 11_ | f. forward slash |
| 7. w   | g. underscore    |

**5. Now read the following URLs and email addresses:**

- www.amazon.com
- www.travel-abroad.co.uk
- www.example.com/mail
- www.food.net/greek\_food.html
- tony@hotmail.com
- www.learn-english.com/grammar

## No privacy

**1) Companies can now collect information about us. Which of these things are you happy about? Are they necessary?**

- a) Other people can read your emails.
- b) Mobile phone companies can monitor your calls.
- c) Video cameras in the street film you.
- d) Companies collect details of your shopping habits.
- e) Airlines can check your personal records before you fly.

### Keynotes

Information technology (IT) makes it easy to store huge amounts of data, or information, on computer databases. Companies and organisations collect information about people all the time. Companies conduct research into people's buying habits so that they can improve their marketing. Organisations collect data for surveillance purposes: to help stop criminal activity and increase security. Someone somewhere is recording nearly everything we do.

**2) Read the article. Which sentence best summarizes the main idea?**

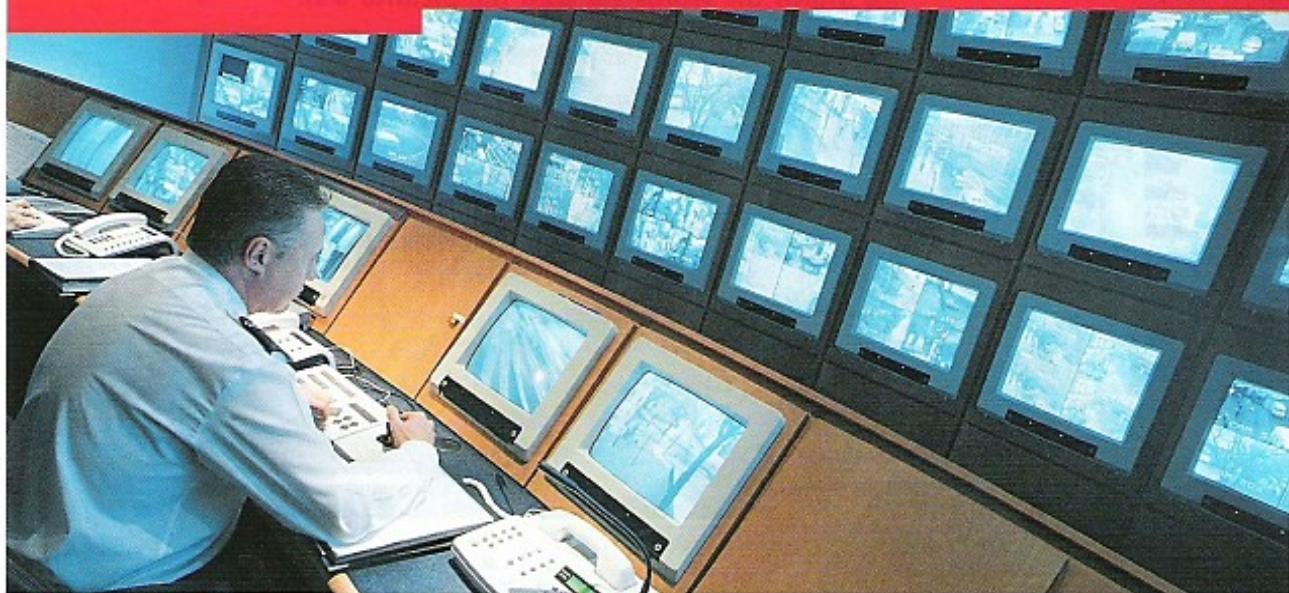
New technology is helping to find internet criminals.

It is difficult to store a lot of data.

Modern life is not very private.

**3) Read the article and answer the following questions.**

1. How do companies collect information about people who visit websites?
2. How can organizations find out where we go?
3. What are some of the new developments in surveillance technology?
4. What four advantages of surveillance technology are mentioned?
5. What do most people think about having so much surveillance?



The internet society

## No hiding place

The protection of privacy will be a huge problem for the internet society

**A** cookie is a small file that a company can send to your computer when you visit the company's website. It tells them a lot about your browsing habits. Using the web without them is nearly impossible. DoubleClick, an advertising company, has agreements with over 11,000 websites and maintains cookies on 100 million users to get information about them for marketing.

Offline, the story is the same. When you turn on a mobile phone, the phone company can monitor calls and also record the location of the phone. We use more and more electronic systems for tickets, and for access to buildings. It is becoming common for employers to monitor employees' telephone calls, voicemail, email and computer use.

The use of video surveillance cameras is also growing. Britain has about 1.5 million cameras in public places (for example, airports, shopping malls and

public buildings). The average Briton is recorded by CCTV cameras 300 times a day. With digital cameras we can collect, store and analyse millions of images.

And this is only the beginning. Engineers are now developing cameras that can "see" through clothing, walls or cars. Satellites can recognise objects only one metre across. We can attach tracking chips to products or people.

New technology offers substantial benefits – more security against terrorists and criminals, higher productivity at work, a wider selection of products, more convenience. We are ready to give more personal information because we want the benefits.

But all this monitoring generates a mountain of data about us. Surveillance is everywhere in our society, often without our knowledge. Most people hate the idea but they don't know how to stop it. ■

### Glossary

**CCTV cameras** closed circuit television cameras – police and security staff can watch the film and follow people's movements

**tracking chips** microchips that use radio signals to find the exact location of someone or something

The Economist

Speaking

Who do you think benefits most from surveillance? Governments, companies or individuals? What are the dangers of too much surveillance?

## **The World Wide Web**

Develop your reading skills. Read the following text about the *World Wide Web* and do the comprehension questions.

[https://commons.wikimedia.org/wiki/File%3ATim\\_Berners-Lee.jpg](https://commons.wikimedia.org/wiki/File%3ATim_Berners-Lee.jpg)

The **World Wide Web**, the **WWW** or **the Web** refers to an information space where documents and other web resources are identified by *Uniform Resource Locators* (URLs), interlinked by hypertext links, and can be accessed via the Internet. **It**<sup>1</sup> was invented by *the English scientist* Tim Berners-Lee in 1989. He wrote the first web browser computer program in 1990. The World Wide Web has been central to the development of the Information Age and is the primary tool billions of people use to interact on the Internet.

Web pages are primarily text documents formatted and annotated with Hypertext Markup Language (HTML). In addition to formatted text, web pages may contain images, video, audio, and software components that are rendered in the user's web browser as *coherent pages of multimedia content*. Embedded hyperlinks permit users to navigate between web pages. Multiple web pages with a common domain name make up a website. Website content can largely be provided by the publisher or by users who contribute content online.



Recently, many people have criticized today's misuse of the web. The inventor of the World Wide Web, Tim Berners-Lee himself has warned of the dangers of the Internet. According to him, the web has become a tool in the hand of the powerful to get what **they**<sup>2</sup> want. For example, **he**<sup>3</sup> warns that fake news is disseminated either to generate a lot of money or to attempt to manipulate people's opinions. Another worry was *the gross invasion of privacy*. Tim Berners-Lee is also concerned about *governments' misuse of the Internet* to collect personal data to manipulate or oppress people.

Source: [Wikipedia](#)

### **2. Are the sentences TRUE or FALSE?**

- c) The World Wide Web was invented by Tim Berners-Lee in 1990.
- d) Web users can supply content to websites.
- e) Although the World Wide Web has contributed to the development of the Information Age, many people look at it with a critical eye.



3. **What are the antecedents? It**<sup>1</sup> = ..... , **they**<sup>2</sup> = ..... , and **he**<sup>3</sup> = .....

4. **Translate the underlined phrases into Spanish.**

5. **Extract two examples of Passive voice (present), Passive voice (past), and present perfect.**

6. **Extract 2 (two) examples of:**

| Nouns | Adjectives | Verbs | Adverbs | Prepositions |
|-------|------------|-------|---------|--------------|
|       |            |       |         |              |
|       |            |       |         |              |
|       |            |       |         |              |

7. **Extract one example of relative clause. Is it defining or non-defining clause?**

## **The Digital Divide**

Develop your reading skills. Read the following text about the *digital divide* and do the comprehension questions.

The term **digital divide** refers to the gap between those who have ready access to computers and the Internet, and those who do not. More precisely, it is an economic and social *inequality* with regard to access to, use of, or impact of information and communication technologies (ICT). This definition includes the skills to make use of ICT as an important element.



Research shows that the digital divide is more than just an access issue and cannot be alleviated merely by providing the necessary equipment. More than just accessibility, individuals need to know how to make use of the information and communication tools once they exist within a community.

The digital divide may exist within the same country or between differing countries or regions of the world. In fact, within many countries including the industrialized ones, there are inequalities between individuals, households, businesses, or geographic areas, usually at different socioeconomic levels. For instance, the marginalized members of society, like the poor, rural, elderly, and handicapped portion of the population do not have access to computers or the internet. However, the wealthy, middle-class population and those living in urban areas are luckier to be digitally active members of society.

At the global level, the digital divide may refer to the divide between differing countries or regions of the world. This divide is also called **global digital divide** and it exists mainly between developing and developed countries on an international scale. In fact, developing countries are missing a historic opportunity to take a quantum leap forward to develop their own productive and creative capacities, and become integrated into the global virtual economy. It is believed that less developed nations could gain quick access to economic growth if the information infrastructure were to be developed and well used. By improving the latest technologies, certain countries and industries are able to gain a competitive advantage.

Finally, it is thought provoking to see that interaction between human and computers has greatly increased as we enter the twenty-first century. Digital literacy has become of paramount importance for people who want to be part of the global society and economy.

Source: [Wikipedia](#)

### **1) Read the text and answer the questions:**

- a) What is the digital divide?
- b) Where can the digital divide occur?
- c) Why is digital literacy important nowadays?

**2) What are the antecedents? It<sup>1</sup> = ..... , they<sup>2</sup> = ..... , and it<sup>3</sup> = ..... .**

**3) Classify the underlined words from the text:**

**Nouns**

**Adjectives**

**Verbs**

**Adverbs**

**Prepositions**

## LIST OF IRREGULAR VERBS

| <b>INFINITIVE<br/>(INFINITIVO)</b> | <b>SIMPLE PAST<br/>(PASADO SIMPLE)</b> | <b>PAST PARTICIPLE<br/>(PARTICIPIO PASADO )</b> | <b>SPANISH<br/>(ESPAÑOL )</b> |
|------------------------------------|--|---|-------------------------------|
| Arise                              | Arose                                  | Arisen  | Surgir, Levantarse            |
| Awake                              | Awoke                                  | Awoken  | Despertarse                   |
| Be/ am, are, is                    | Was / Were                             | Been  | Ser / Estar                   |
| Bear                               | Bore                                   | Borne / Born                                    | Soportar, dar a luz           |
| Beat                               | Beat                                   | Beaten  | Golpear                       |
| Become                             | Became                                 | Become  | Llegar a Ser                  |
| Begin                              | Began                                  | Begun   | Empezar                       |
| Bend                               | Bent                                   | Bent  | Doblar                        |
| Bet                                | Bet                                    | Bet   | Apostar                       |
| Bind                               | Bound                                  | Bound   | Atar, encuadernar             |
| Bid                                | Bid                                    | Bid   | Pujar                         |
| Bite                               | Bit                                    | Bitten  | Morder                        |
| Bleed                              | Bled                                   | Bled  | Sangrar                       |
| Blow                               | Blew                                   | Blown   | Soplar                        |
| Break                              | Broke                                  | Broken  | Romper                        |
| Breed                              | Bred                                   | Bred  | Criar                         |
| Bring                              | Brought                                | Brought   | Traer Llevar                  |
| Broadcast                          | Broadcast                              | Broadcast                                       | Radiar                        |
| Build                              | Built                                  | Built   | Edificar                      |
| Burn                               | Burnt / Burned                         | Burnt / Burned                                  | Quemar                        |
| Burst                              | Burst                                  | Burst   | Reventar                      |
| Buy                                | Bought                                 | Bought  | Comprar                       |
| Cast                               | Cast                                   | Cast  | Arrojar                       |
| Catch                              | Caught                                 | Caught  | Atrapar                       |
| Come                               | Came                                   | Come  | Venir                         |
| Cost                               | Cost                                   | Cost  | Costar                        |
| Cut                                | Cut                                    | Cut   | Cortar                        |
| Choose                             | Chose                                  | Chosen  | Elegir                        |
| Cling                              | Clung                                  | Clung   | Agarrarse                     |
| Creep                              | Crept                                  | Crept   | Arrastrarse                   |
| Deal                               | Dealt                                  | Dealt   | Tratar                        |
| Dig                                | Dug                                    | Dug   | Cavar                         |
| Do (Does)                          | Did                                    | Done  | Hacer                         |
| Draw                               | Drew                                   | Drawn   | Dibujar                       |
| Dream                              | Dreamt /Dreamed                        | Dreamt /Dreamed                                 | Soñar                         |
| Drink                              | Drank                                  | Drunk   | Beber                         |
| Drive                              | Drove                                  | Driven  | Conducir                      |
| Eat                                | Ate                                    | Eaten   | Comer                         |
| Fall                               | Fell                                   | Fallen  | Caer                          |
| Feed                               | Fed                                    | Fed   | Alimentar                     |
| Feel                               | Felt                                   | Felt  | Sentir                        |
| Fight                              | Fought                                 | Fought  | Luchar                        |
| Find                               | Found                                  | Found   | Encontrar                     |
| Flee                               | Fled                                   | Fled  | Huir                          |
| Fly                                | Flew                                   | Flown   | Volar                         |
| Forbid                             | Forbade                                | Forbidden                                       | Prohibir                      |
| Forget                             | Forgot                                 | Forgotten                                       | Olvídar                       |
| Forgive                            | Forgave                                | Forgiven  | Perdonar                      |
| Freeze                             | Froze                                  | Frozen  | Helar                         |

|           |                  |                  |                  |
|-----------|------------------|------------------|------------------|
| Get       | Got              | Got / Gotten     | Obtener          |
| Give      | Gave             | Given            | Dar              |
| Go (Goes) | Went             | Gone             | Ir               |
| Grow      | Grew             | Grown            | Crecer           |
| Grind     | Ground           | Ground           | Moler            |
| Hang      | Hung             | Hung             | Colgar           |
| Have      | Had              | Had              | Haber o Tener    |
| Hear      | Heard            | Heard            | Oír              |
| Hide      | Hid              | Hidden           | Ocultar          |
| Hit       | Hit              | Hit              | Golpear          |
| Hold      | Held             | Held             | Agarrar Celebrar |
| Hurt      | Hurt             | Hurt             | Herir            |
| Keep      | Kept             | Kept             | Conservar        |
| Know      | Knew             | Known            | Saber Conocer    |
| Kneel     | Knelt            | Knelt            | Arrodillarse     |
| Knit      | Knit             | Knit             | Hacer punto      |
| Lay       | Laid             | Laid             | Poner            |
| Lead      | Led              | Led              | Conducir         |
| Lean      | Leant            | Leant            | Apoyarse         |
| Leap      | Leapt            | Leapt            | Brincar          |
| Learn     | Learnt / Learned | Learnt / Learned | Aprender         |
| Leave     | Left             | Left             | Dejar            |
| Lend      | Lent             | Lent             | Prestar          |
| Let       | Let              | Let              | Permitir         |
| Lie       | Lay              | Lain             | Echarse          |
| Light     | Lit              | Lit              | Encender         |
| Lose      | Lost             | Lost             | Perder           |
| Make      | Made             | Made             | Hacer            |
| Mean      | Meant            | Meant            | Significar       |
| Meet      | Met              | Met              | Encontrar        |
| Mistake   | Mistook          | Mistaken         | Equivocar        |
| Overcome  | Overcame         | Overcome         | Vencer           |
| Pay       | Paid             | Paid             | Pagar            |
| Put       | Put              | Put              | Poner            |
| Read      | Read             | Read             | Leer             |
| Ride      | Rode             | Ridden           | Montar           |
| Ring      | Rang             | Rung             | Llamar           |
| Rise      | Rose             | Risen            | Levantarse       |
| Run       | Ran              | Run              | Correr           |
| Say       | Said             | Said             | Decir            |
| See       | Saw              | Seen             | Ver              |
| Seek      | Sought           | Sought           | Buscar           |
| Sell      | Sold             | Sold             | Vender           |
| Send      | Sent             | Sent             | Enviar           |
| Set       | Set              | Set              | Poner(se)        |
| Sew       | Sewed            | Sewed / Sewn     | Coser            |
| Shake     | Shook            | Shaken           | Sacudir          |
| Shear     | Shore            | Shorn            | Esquilar         |
| Shine     | Shone            | Shone            | Brillar          |
| Shoot     | Shot             | Shot             | Disparar         |
| Show      | Showed           | Shown            | Mostrar          |
| Shrink    | Shrank           | Shrunk           | Encogerse        |
| Shut      | Shut             | Shut             | Cerrar           |

|            |                  |                  |                         |
|------------|------------------|------------------|-------------------------|
| Sing       | Sang             | Sung             | Cantar                  |
| Sink       | Sank             | Sunk             | Hundir                  |
| Sit        | Sat              | Sat              | Sentarse                |
| Sleep      | Slept            | Slept            | Dormir                  |
| Slide      | Slid             | Slid             | Resbalar                |
| Smell      | Smelt            | Smelt            | Oler                    |
| Sow        | Sowed            | Sowed / Sown     | Sembrar                 |
| Speak      | Spoke            | Spoken           | Hablar                  |
| Speed      | Sped             | Sped             | Acelerar                |
| Spell      | Spelt            | Spelt            | Deletrear               |
| Spend      | Spent            | Spent            | Gastar                  |
| Spill      | Spilt / Spilled  | Spilt / Spilled  | Derramar                |
| Spin       | Spun             | Spun             | Hilar                   |
| Spit       | Spat             | Spat             | Escupir                 |
| Split      | Split            | Split            | Hender / partir / rajar |
| Spoil      | Spoilt / Spoiled | Spoilt / Spoiled | Estropear               |
| Spread     | Spread           | Spread           | Extender                |
| Spring     | Sprang           | Sprung           | Saltar                  |
| Stand      | Stood            | Stood            | Estar en pie            |
| Steal      | Stole            | Stolen           | Robar                   |
| Stick      | Stuck            | Stuck            | Pegar Engomar           |
| Sting      | Stung            | Stung            | Picar                   |
| Stink      | Stank/Stunk      | Stunk            | Apestar                 |
| Stride     | strode           | Stridden         | Dar zancadas            |
| Strike     | Struck           | Struck           | Golpear                 |
| Swear      | Swore            | Sworn            | Jurar                   |
| Sweat      | Sweat            | Sweat            | Sudar                   |
| Sweep      | Swept            | Swept            | Barrer                  |
| Swell      | Swelled          | Swollen          | Hinchar                 |
| Swim       | Swam             | Swum             | Nadar                   |
| Swing      | Swung            | Swung            | Columpiarse             |
| Take       | Took             | Taken            | Coger                   |
| Teach      | Taught           | Taught           | Enseñar                 |
| Tear       | Tore             | Torn             | Rasgar                  |
| Tell       | Told             | Told             | Decir                   |
| Think      | Thought          | Thought          | Pensar                  |
| Throw      | Threw            | Thrown           | Arrojar Tirar           |
| Thrust     | Thrust           | Thrust           | Introducir              |
| Tread      | Trod             | Trodden          | Pisar, hollar           |
| Understand | Understood       | Understood       | Entender                |
| Undergo    | Underwent        | Undergone        | Sufrir                  |
| Undertake  | Undertook        | Undertaken       | Emprender               |
| Wake       | Woke             | Woken            | Despertarse             |
| Wear       | Wore             | Worn             | Llevar puesto           |
| Weave      | Wove             | Woven            | Tejer                   |
| Weep       | Wept             | Wept             | Llorar                  |
| Wet        | Wet              | Wet              | Mojar                   |
| Win        | Won              | Won              | Ganar                   |
| Wind       | Wound            | Wound            | Enrollar                |
| Withdraw   | Withdrew         | Withdrawn        | Retirarse               |
| Wring      | Wrung            | Wrung            | Torcer                  |
| Write      | Wrote            | Written          | Escribir                |