



Computing Support Officer

STARTER

1 Study this screen display of Windows Explorer. Add these titles to the texts:

- 1 Toggle-box
- 2 Explorer pane
- 3 Selected icon
- 4 Divider
- 5 Guidelines
- 6 Navigation pane

Desktop
Windows Explorer is just a different view of the structure, with the desktop at the top and filtering down through My Computer to your hard drive.

a
Indicates that the drive or folder carries sub-folders. Use these..... to open or close 'branches' in the folder hierarchy.

b
These handy help you to see which folders live at the same level. It also makes it easier to appreciate the tree-like structure you are dealing with.

c
You can tell which folder is currently being displayed by the icon. Drives will have their text highlighted, whereas folders are 'open' - click on one and try it.

d
The..... works in the same way as the desktop windows you've been using. Double-clicking on a folder opens the branches leading to it in the navigation pane.

e
You can adjust the space allocated to each pane by clicking on and dragging the handy when the folder tree starts to sprawl.

f
This shows only drives and folders - in other words, items that contain something else. To view the full contents of a folder, click on its icon in the.....

View menu
Just like desktop windows, your view of the files and folders can be changed here. The default (standard) view is List, but use the one you find comfortable.

Fig 1
Windows Explorer


LISTENING

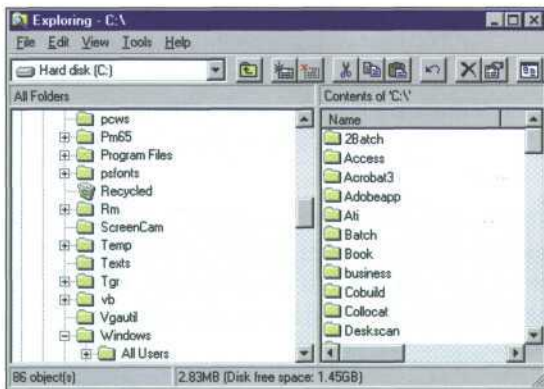
2



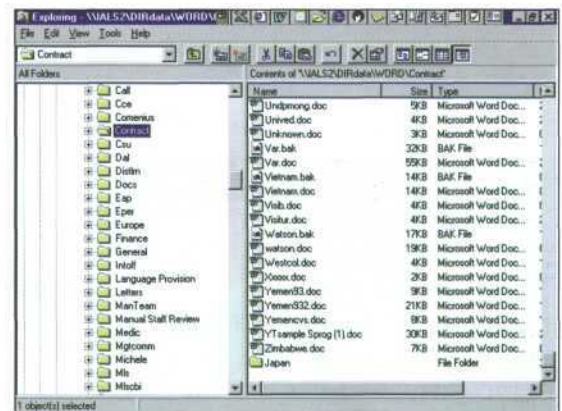
Barbara is a Computing Support Officer in a large company. She's advising Clive, the Sales Director. Listen to Part 1 of the recording to find the answers to these questions:

- 1 What is Clive's problem?
- 2 What does he want to do?

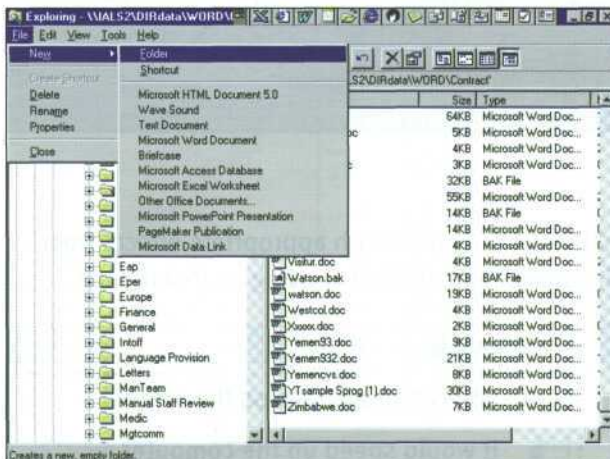
3  These screen displays show some of the steps in Barbara's explanation. Listen to Part 2 of the recording and put them in the correct sequence.



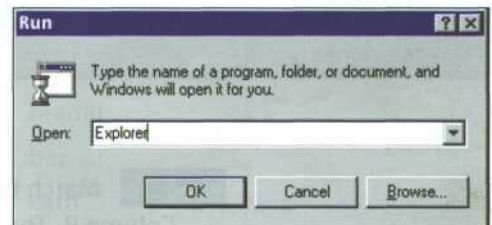
a



b



c



d

Fig 2
4 screen displays

4  Listen to Part 3 to answer these questions:

- 1 What additional task does Clive need help with?
- 2 What indication is there that Contract now contains subfolders?
- 3 What are the subfolders called?
- 4 What operation is used to move files into the new subfolders?
- 5 What does Barbara refer to as a 'handy tool'?

LANGUAGE WORK

Revision: *if*-sentences

Study these uses of *if*-sentences.

Action and effect

We can use an *if*-sentence to link an action and its effect. For example:

- 1 If you click on that [action], that'll just compact your C drive [effect].
- 2 If you click on that [action], that opens it up and shows you all your folders [effect].

The action is in the Present simple and the effect is in the Present simple or described using *will*, *can*, or *may* depending how certain it is to follow.

Polite instructions

We use the action part of *if*-sentences, especially in spoken English, to give instructions in a polite way. The effect part is assumed.

- 3 If you bring your cursor down to the very bottom [you'll find the Start button].
- 4 If you just hit Enter [that will activate the program].

Imagined action and effect

We can use an *if*-sentence to describe the possible effect of an imagined action. For example:

- 5 If you spilled coffee on your keyboard [imagined action], you could damage it [possible effect].
- 6 If there were no other folders there [imagined action], you wouldn't have a little box in there [possible effect].

To show this describes imagined, not real, events, the action is in the Past simple and the effect is described using *would*, *could*, and *might* depending how certain it is to follow.

5 Match the actions in Column A with appropriate effects from Column B. Then join each action and effect using an *if*-sentence.

Column A

- 1 you press Print Screen
- 2 you press Ctrl + Alt + Del in Windows 98
- 3 you added more memory
- 4 you installed a modem
- 5 you used a better search engine
- 6 you forget to save regularly
- 7 you hold down the mouse button over an icon
- 8 you used an LCD display

Column B

- a you can drag it across the screen
- b it would speed up the computer
- c you may lose data
- d you would have more space at your desk
- e you would be able to connect to a telephone line
- f you can make a copy of the screen
- g you would find more relevant results
- h it displays a list of active programs

6 Describe the effects of these actions using an *if*-sentence.

- 1 you don't virus-check floppies
- 2 there was a power cut while you were using your computer
- 3 you install a faster processor
- 4 you forgot your password
- 5 you press the delete key
- 6 you use a search engine
- 7 you double-click on an icon
- 8 you use power-saving options

WORD STUDY

7 Noun + Noun compounds Match each word from Column A with its partner from Column B to make a computing term. All these terms are from previous units.

Column A	Column B
1 barcode	a tray
2 mainframe	b program
3 laser	c bus
4 expansion	d pane
5 floppy	e computer
6 control	f reader
7 supervisor	g bar
8 task	h card
9 system	i drive
10 explorer	j printer

SPEAKING

8 Work in pairs, A and B. Instruct each other how to perform these computer operations in Windows or Mac OS. Take notes from your partner's instructions.

Student A Copying a file.

Student B Saving a file.